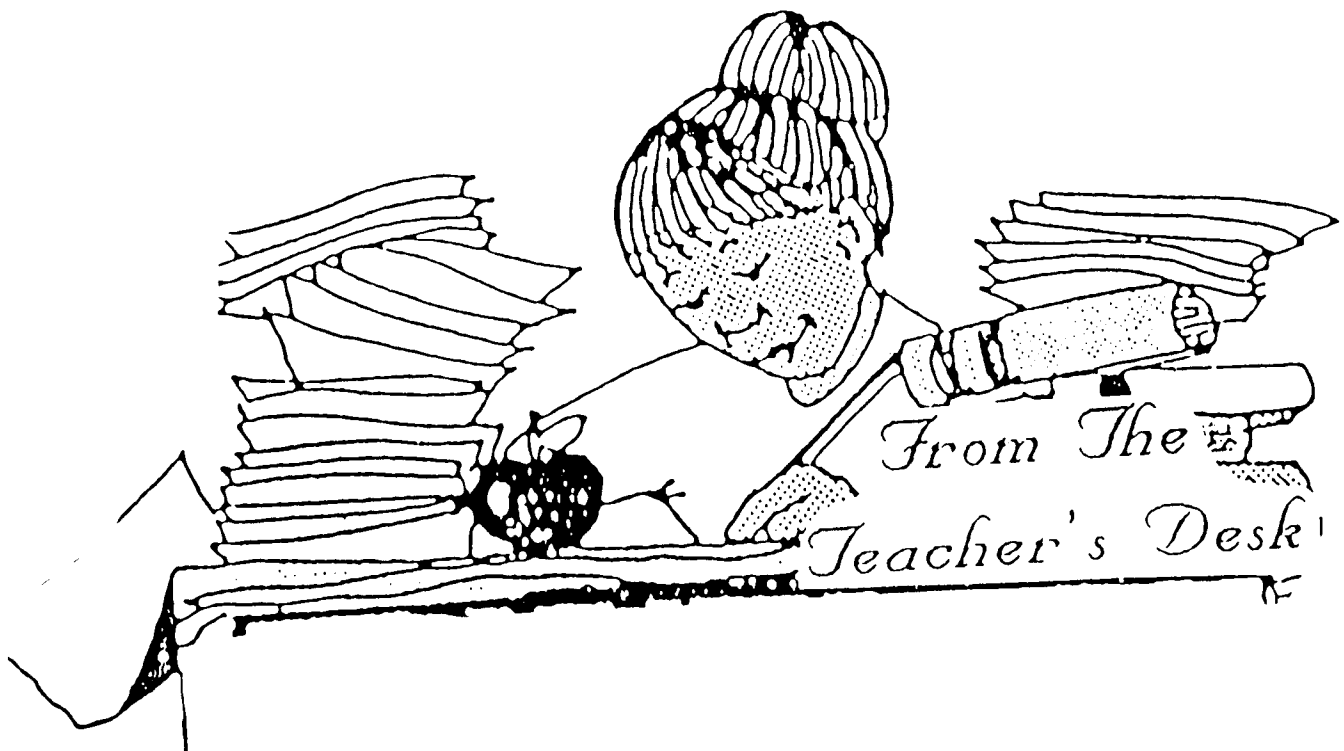




Spelling should not be seen as a separate subject but rather as an integrated part of the language system to be learned through use. The teacher's role is to create a literate environment which provides opportunities for learning, supports the learner, influences beliefs and attitudes and includes ongoing assessment.

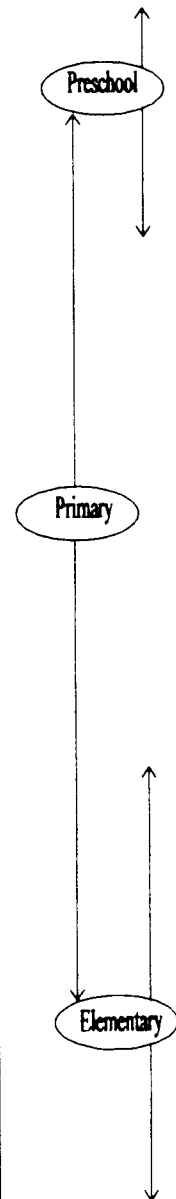
Spelling in the Classroom



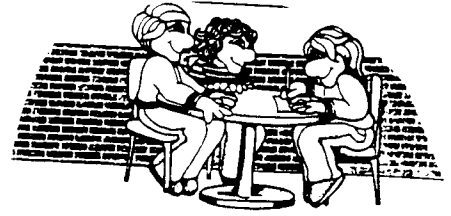
Developmental Stages of Spelling

Developmental stages in spelling do not represent rigid boundaries, but rather a continual and gradual increase of knowledge about the patterns in words and an understanding of how to use this information to build words.

STAGE	CHARACTERISTICS
1. Prephonetic eg., BST	scribble, form letters, string letters together no letter-sound connection
2. Early Phonetic eg., hs	some letter-name association (eg., m - my) beginning and final consonants appear (eg., nt - night) very few vowels used
3. Phonetic eg., lik	words are spelled as they sound long vowel letters appear understands the concept of a word begins to space words readable
4. Transitional eg., skool	vowels in each syllable evidence of basic sight vocabulary rules applied but not always correctly integrates rules and patterns
5. Standard eg., house	spells most words correctly knowledge of homonyms, contractions, irregular spelling, etc. able to recognize misspelled words uses a variety of strategies internalizes the rules for more difficult words



Spelling Strategies Based on Developmental Trends



Prephonetic Spellers

Read aloud and often. Create big books.

Put words on walls and bulletin boards that label objects or pictures.

Have students develop picture dictionaries.

Use dictations and experience charts frequently so voice pointing develops.

Have students echo and coral read familiar stories and dictations.

Create sentence labels for displays and objects in the room.

Use pattern dictations or writing to focus on a word.

Develop word banks, and have students categorize words by common spelling elements.

Phonetic Spellers

Using familiar words, have students develop word families for basic vowel-sound spellings.

Draw attention to CVC spelling patterns and sounds heard in words with such patterns.

Have students practice identifying the number of sounds in words with such patterns.

Use a cloze technique with familiar words, and have students match the sound with the letter omitted.

Encourage students to write extensively using their best phonetic spelling.

Continue word-bank activities.

Have students perform work hunts with magazines, newspapers, and books.

Have students identify words with one syllable and with two syllables.

Transitional Spellers

Using word sorts, review common consonant and vowel patterns.

Have students sort familiar past-tense words by the sound of the ending.

Focus on the connection between vowel spelling and spelling changes when *ing* or *ed* is added.

Have students do simple word expansion: happy, unhappy, happier, happily, happiest, happiness.



Continue word hunts.

Encourage writing.

Have students develop a personal dictionary.

Have children identify their own troublesome words.

Have them serve as spelling editors for each other.

Have students look for spelling patterns in two-, three-, and four-syllable words.

Standard Spellers or Meaning/Derivational Stage

Review basic knowledge at transitional level.

Create word sorts that connect sound and spelling changes in words.

Conduct meaning maps. Start with words that have derivations.

Explore common Latin and Greek derivational forms.

Have students combine forms to make nouns or adjectives -- e.g., microscope - microscopic; photography - photographic.

Have students use the dictionary to determine the origin of a word, its spelling and pronunciation.

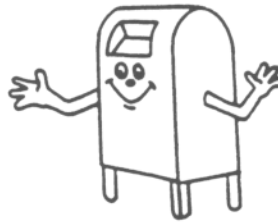
Continue writing.



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- Judith Preen. "A Whole Language Approach to Spelling" in David Booth (ed.) *Spelling Links*. Reprinted with permission. Pembroke Publishers, 538 Hood Road, Markham, ON, L3R 3K9

Role of the Teacher

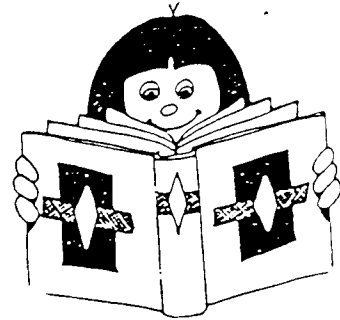
- Schedule times for purposeful daily writing.
- Determine the spelling needs through ongoing assessment of children's writing.
- Select appropriate resources and support material
 - personal dictionaries
 - reference books
 - variety of children's books
- Involve children in ongoing word study activities (i.e., creating word webs, word families patterns, words following specific rules).
- Involve children in the development of class word lists and personal word lists.
- Encourage children to evaluate their spelling growth over time through
 - writing samples
 - spelling lists
- Set up routines:
 - use of personal dictionary
 - selection of problem words for study
 - editing procedures
 - peer testing
 - regular conferencing (individuals and group)
- Set aside spelling periods once or twice a week.
- Teach spur-of-the-moment lessons based on students' needs.
- Integrate spelling in all writing activities and across disciplines.



Creating The Classroom Climate For An Integrated Spelling Program

The teacher:

- encourages risk taking
- values and expects best attempts
- encourages collaboration among students
- models life as an adult speller:
 - values standard spelling when writing for others
 - shares personal strategies
 - is also a learner
 - uses thesaurus and dictionary, etc.
- demonstrates and encourages an enthusiasm for language learning
- promotes a spelling consciousness across disciplines
- ensures that children engage in meaningful writing activities on a daily basis
- promotes active learning
- emphasizes strategies in the process of becoming proficient, independent writers rather than the number of words a child can spell.

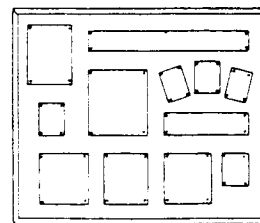


***Purposeful writing is a
key to learning to spell.***

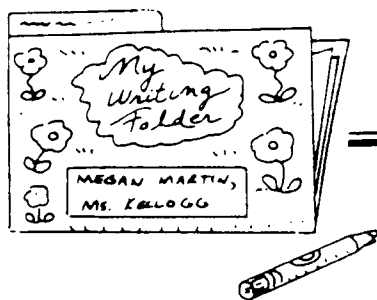
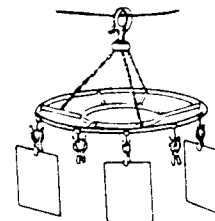
(from *On the Move* by Forester, Anne D. and
Reinhard, M., Peguis Publishers, 1991)

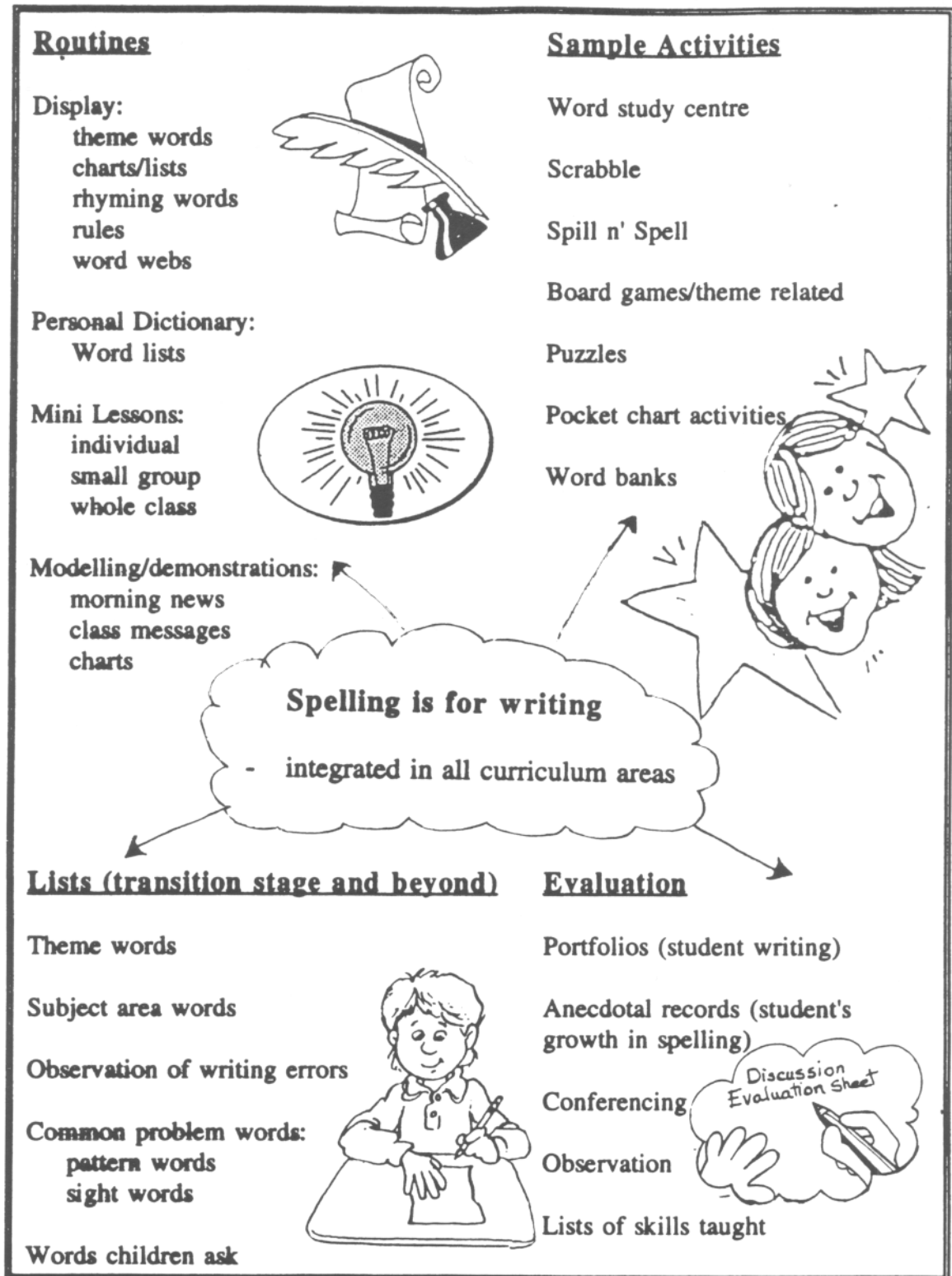
A View Of The Classroom

- Seating arrangement encourages collaboration
- Lots of books, magazines, etc.
- An inviting area set aside for reading
- Class schedule shows time for independent reading, shared reading, buddy reading, read aloud, etc.
- Display of children's written work
- Variety of writing materials available
- Charts displayed showing such things as:
 - spelling rules
 - word webs
 - ongoing word lists
 - proofreading tips
- Variety of spelling games and activities (maybe in a word study centre)
- Writing folders (including several writing samples at all stages of writing process)
- Children sharing writing with an audience
- Children working independently or in small groups
- Teacher conferencing with individuals or small groups
- Direct teaching to whole group, focus groups or individuals



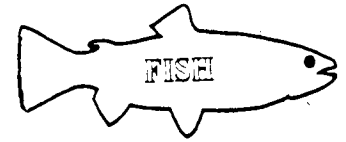
Bulletin board display





Sample Theme

Word Study Within the Context of a Theme



Math

- graphing, sorting stones or seashells
- story problems
- symmetry (fish)
- fishpond (multiplication, division)
- bulletin board problems
- design their own multi-step problems on the sea

Language Arts

- make book of sea poems, songs, chants
- write alternate endings to books
- research project on sea creatures
- make accordion books, flip books, etc.
- brainstorm words associated with sea
- word webs
 - meaning
 - function
- word sorts - apply rules
- students design crossword related to sea
- students/teacher make cloze passage
- sea words on wall charts to be added throughout the unit of study
- find spelling patterns associated with theme related words
- find sea creatures for each letter of the alphabet - prepare book for primary
- "sea sayings"
- compound words on sea

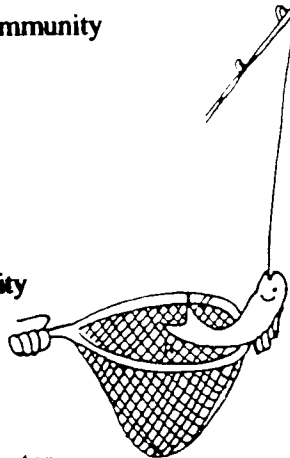
Social Studies/Health

- safety in and around water
- first-aid program
- food from the sea
- mapping (treasure maps)
- invite speakers (fisherman, fishery's officer)
- visit fishplant, fishing community

SEA

Science

- seashore community
- salt in water
- sinking/floating
- Observation
 - tides
 - objects in water
 - water drops as magnifiers
- field trips (hatchery, fishplant)
- environmental issues (moratorium, replenished stocks)



Art

- wall murals
- diorama
- fish net display
- collage
- porthole paintings
- torn paper scene of life under the sea

