

**Here's your
FREE
lesson!**



We hope you enjoy it!

Get full access to all of our lessons, join our membership at

www.onthemarkcurriculum.com

We give you the lessons, so you can do what you love! TEACH!

Join Now!



1st Grade Spelling Program and Worksheets Curriculum Map

A Spelling Program for a full year. This program includes the teaching guide with a strategic plan for students to *ONLY practice the words they don't know*, and NO PREP! Worksheets.

Program includes:

- 36 units organized by a sequence of spelling patterns based on sound structure, function, and meaning, as well as high-frequency vocabulary.
- A 5-day teaching plan for each unit provides the skill focus, teaching tips, word list, introductory activities, skill exercises, independent practice, challenge words and review activities.
- A wealth of remediation, enrichment, tracking, and assessment tools is also included, and all components of this program are designed for flexibility so that you can meet the diverse needs of your students within a minimum of preparation.

Blacklines:

- The blackline masters support and extend the lessons in the program.
- 36 carefully sequenced study units designed to increase student achievement in spelling.
- Each unit focuses on specific spelling patterns, as well as high-frequency vocabulary appropriate for this grade level. High-frequency words are marked with an asterisk.
- The independent word study exercises incorporate the multi sensory tasks identified as the most effective in current spelling research.

Section 1: Teacher Guide

- Strategy-Based Instruction
- Systematic Instruction Day by Day
- Spelling Through Writing: Cue Cards, "Have a Go" Book, Magic Line, Personal Dictionary, Proofreading Checklist
- Modified Programming - Remediation and Enrichment
- Assessment: Self-Corrected Testing Procedure; Scoring Student Spelling; Recognizing Individual Progress; Error Analysis
- Recording Student Development
- Learning Expectations
- Tracking and Assessment Forms
- Scope and Sequence of Skills, Test Scores
- Spelling Award
- Spelling Workbook Cover for Blacklines

Section 2: Thirty Six Unit Teaching Plans

Letters

Unit 1: Letters m, f, l, a; Words l, a, am, is

Unit 2: Letters t, s, c, n; Words can, at, the

Unit 3: Letters h, r, p, i; Words it, in, have

Unit 4: Letters b, g, k, o; Words on, go, like

Unit 5: Letters e, d, j, u; Words up, got, went

Unit 6: Letters v, y, w, x, z; Words make, want, and

Spelling Patterns

Unit 7: Patterns an, ap, at

Unit 8: Patterns ad, ag, am

Unit 9: Patterns id, ig, in

Unit 10: Patterns it, ill, ip

Unit 11: Patterns op, ot

Unit 12: Patterns ob, og, ock

Unit 13: Patterns ed, et

Unit 14: Patterns eg, en, ell

Unit 15: Patterns ug, un, ut

Unit 16: Patterns ub, uck, um

Unit 17: Review of Short Vowel Patterns

Consonant Blends

Unit 18: Consonant Blends with l

Unit 19: More Consonant Blends with l

Unit 20: Consonant Blends with r

Unit 21: More Consonant Blends with r

Unit 22: Consonant Blends with s

Unit 23: More Consonant Blends with s

Unit 24: Consonant Digraphs ch, sh

Unit 25: Consonant Digraphs th, wh, qu

Long Vowels

Unit 26: Long Vowel Sound /a/

Unit 27: Long Vowel Sound /e/

Unit 28: Long Vowel Sound /i/

Unit 29: Long Vowel Sound /o/

Unit 30: Long Vowel Sound /u/

Unit 31: Y as /i/ and /e/

Suffixes

Unit 32: Suffix ing

Unit 33: Suffix ed

Vowel + r

Unit 34: Vowel + r Sound in ar, or

Unit 35: Vowel + r Sound in er, ir and ur

Diphthongs

Unit 36: Vowel Diphthongs ou, ow

Section 3: Introductory Activities

Section 4: Independent Practice Exercises

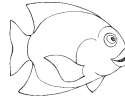
Section 5: Review Activities

Section 6: Picture Cards - Sound-Symbol and Spelling Patterns

Section 7: Forms for Activities and Games

Unit 1

Letters m, f, l, a; Words l, a, am, is



Teaching Tip:

Model the correct **articulation** of each Sound-Symbol to avoid errors due to mispronunciation. Ask students to describe the position of lips, tongue, how it feels as the air moves out of the lungs, mouth and/or nose and any vibration of the vocal cords. Consonants can be felt in the mouth, whereas vowels cannot; they have to be heard. Letter /l/ is pronounced with the tongue behind the upper tooth ridge, as in “**la, la, la**” and /m/ with the lips together, as in “**mmm-eee**”, **me**. For /f/, have students place their top teeth inside the bottom lip, and blow. Practice with “**fe, fi, fo fum**”. To articulate the short /a/ sound, imitate a lamb “**b-a-a-a-**” or a sneeze “**aaaa-chooo**” with the tongue touching the back of the bottom teeth. Each of the consonants in this unit are continuants.



Introducing the Skill:

1. Phonemic Awareness:

Oral Blending - Initial Consonant Sounds: Tell the students: “I’ll say the parts of a word. You guess what the word is”. You can call it the ‘**Guess the Word Game**’. Say the beginning sound of the words, pause and then say the rest of the word. This may be sung to the adaptation of ‘If You’re Happy and You Know It’ described under Phonemic Awareness in Section 3, page 82. For example, /m/ ... onster. Students are to put the sounds together and say the whole word in response. **Word list:** /m/ ...orning, /m/ ...other, /m/ ...oney; /f/ ...unny, /f/ ...eet, /f/ ...arm; /l/ ...etter, /l/ ...ike, /l/ ...ook.

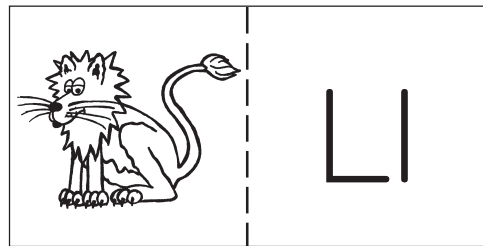
“/m/...other”

“mother”

“/f/...unny”

“funny”

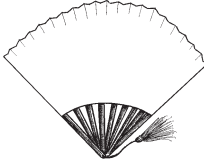
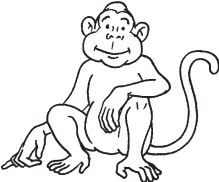
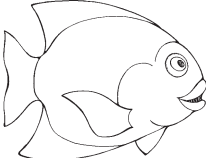
2. **Literature Connection:** Alligators All Around by M. Sendak, Four Fur Feet by M. Brown, Q is for Duck: An Alphabet Guessing Game by Mary Elting & Michael Folsom.
3. **Sound-Symbol Correspondence:** Display one **Sound-Symbol Picture Card** for **m**, **f**, **l** and **a** in a pocket chart or chalkboard ledge (page 90). Model the correspondence between the sound represented by the picture and letter formation. Point to the first key picture - **mouse**. Say the word “**mouse**”. Students repeat. Write the letter **m** on the board or point to the letter card, saying “**We write the letter m to show the /m/ sound in mouse**”. Model the correct printing of the letter, describing its



shape and how it is formed. Students are to print on individual chalkboards, paper or the palm of their hand, using the finger of the opposite hand to trace the shape. Repeat with the picture cards for **fan**, **lion** and **ant**.

4. **Picture Sort:** Choose a **Sound-Symbol Picture Card** to represent **m**, **f**, **l** and **a**. These are the 'key words' that represent a sound category. Place these picture cards under the corresponding **letter card** in the pocket chart or a sorting mat divided into four sections. Follow the sorting procedure outlined under Picture/Word Sort in Section 3.

Example: For **m**, use the picture card of the mouse as the key word. Take the picture card of the monkey and say "Monkey. Monkey begins with **m**, so I will put it under the picture of the mouse. Mouse, monkey, they both begin with /m/." Point to the letter **m**. Student volunteers continue the process, **sorting** each of the **picture cards under the correct key 'word'**. When all the pictures have been sorted, 'read' the pictures in each category from top to bottom together and summarize by stating that all these pictures begin with ____.

Mm	Ff	Ll	Aa
			
			

5. **High Frequency Words:** Introduce and reinforce **I, a, am** and **is**. Have students choral read the whole word, 'touch and say' each letter in sequence copy then . For **am** and **is**, use magnetic letters or the letter cards in section 7 to build the word, then jumble the letters. Have a student rearrange them in correct order and read together. Display the words on the class **word wall** for reference during writing time and daily review.

m a ➔ a m s i ➔ i s a i
am is



Applying the Skill:

1. **Alliterative Brainstorming:** Brainstorm and record words beginning with each sound. When 6 - 8 words have been recorded, have individual children come up and underline or circle the beginning letter of each word as they all repeat the letter name. **Alliterative Sentences:** Create an alliterative sentence using some of the words generated in the brainstorming activity. Read it together and have students circle the target letters in each word. Students may wish to copy and illustrate these sentences for a display or homework.

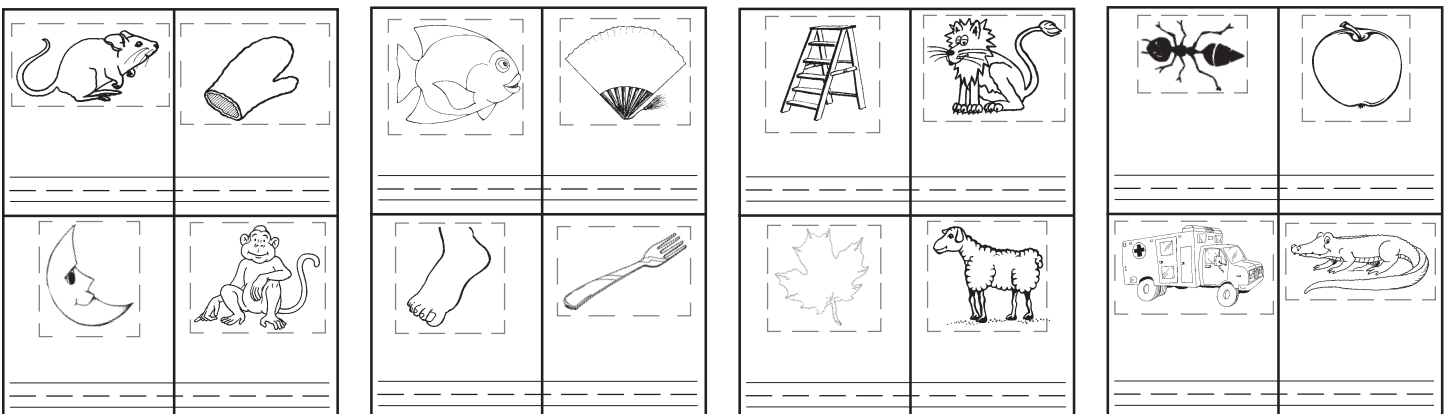
Examples:

Marvin monkey
makes muffins on
Monday; Five frogs
went fishing; Lions
love to laugh at lizards;
An ant is after my
apple (two /a/ sounds).

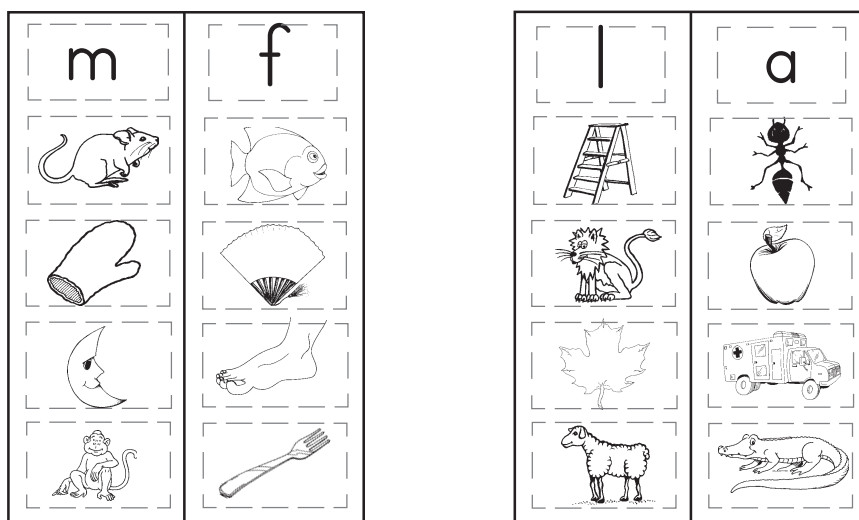
Mm
milk
muffin
monster
Monday

Marvin monkey makes
muffins on Monday.

2. **Paste and Print:** Provide copies of the A1 set of picture cards and the Paste and Print Form on page 104. Students cut and paste the pictures in the space provided and print the corresponding letter underneath 3 - 5 times. Option: you may prepare a master of this so that students are not required to cut and paste.



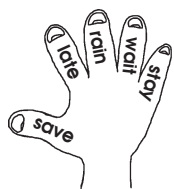
3. **Print and Draw:** This form on page 104 is to be completed by printing a line of each letter and drawing four things beginning with that sound in the spaces above.
4. **Independent Picture Sort:** Provide copies of the A1 cards on page 90 and the Picture/Word Sort Form on page 103. Students are to paste the letter cards at the top of each column on the form as category headings. The picture cards are then cut and pasted under the corresponding letter.



5. **Writing Connection:** Print and read the following **frame sentences** for students to copy and complete in rebus form, using pictures for the animal, person, shape, color or object. Brainstorm possible ways to complete them before beginning: I am a _____ (girl, boy, astronaut etc).; A ____ (ball) is ____ (round). A ____ (firetruck) is ____ (red). A ____ (girl) is (skipping).

I am a _____.

A _____ is _____.



- Independent Practice Exercises:**
- Sound Shapes:** Shapes - mouse or monkey, fish, leaf and apple (page 86)
 - Picture Hunt Collage** (page 86)
 - Build A Word** (page 86)

a m

i s

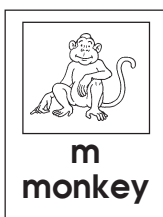


BLM Blackline Master Activities

1.1, 1.2, 1.3



Review Activity:



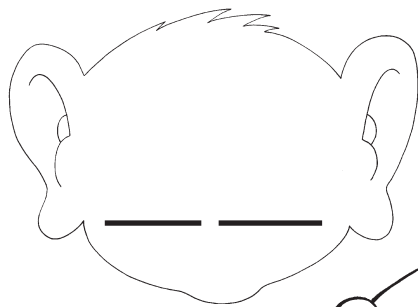
Sound-Symbol Association Drill (page 88)

Name: _____

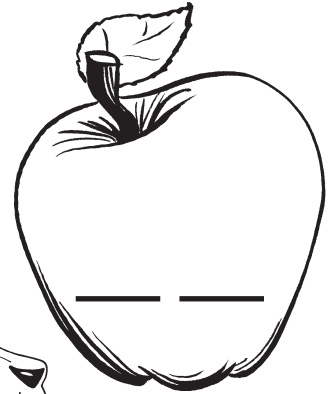
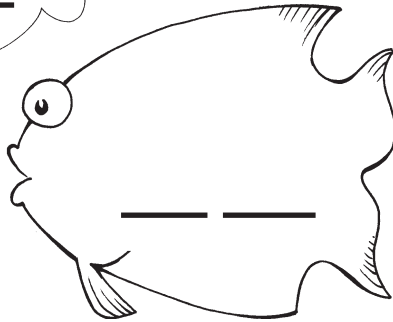
1. Letter Sort: Upper and Lower Case



Sort the letters. **Write** them inside the shape that begins with the same sound.



F a L M
l m f A

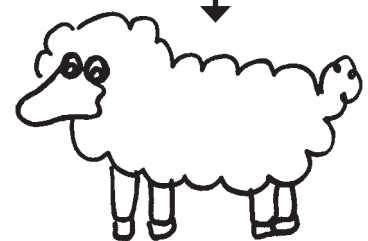
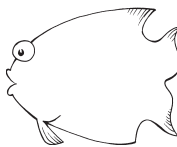


2. Say and Write: Initial Sounds

Mary has lost her lamb. Help her to find it. **Say** the name of each picture. **Write** the letter for the first sound you hear.



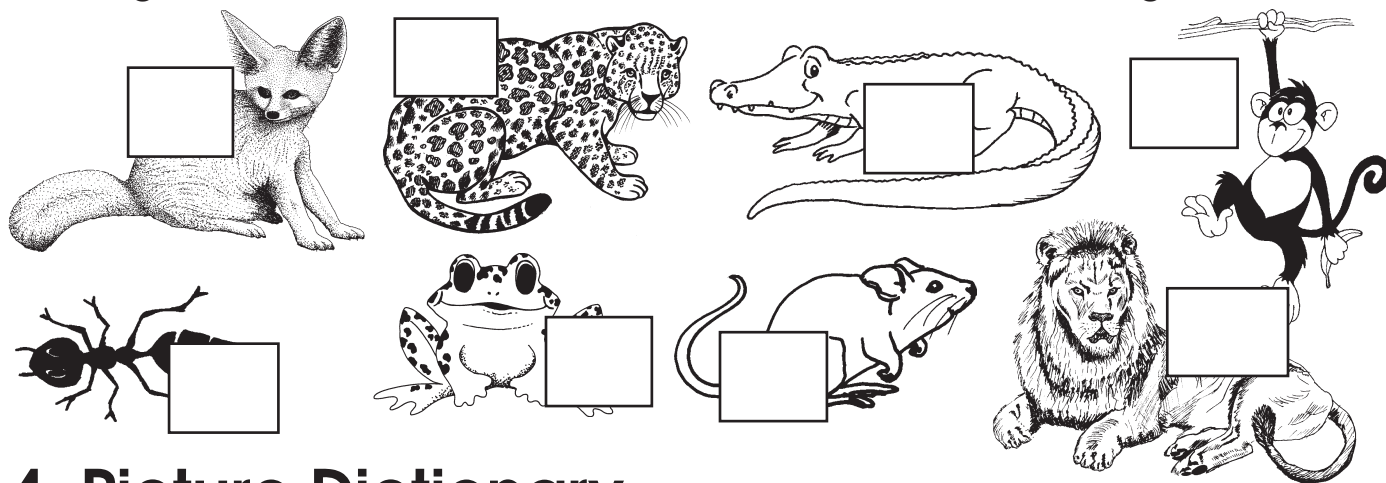
m f l a



Name: _____

3. Match Ups:

Say the names of the animals. **Draw** a line between the animals that begin with the same sound. **Write** the letter each name begins with.



4. Picture Dictionary:

Draw a picture that begins with each letter. **Write** the name of your picture.

m	f
l	a

5. Letter Search:

Circle the letters that match the first one in the row.

1.	m	d	m	t	r	w	m
2.	f	j	h	f	c	e	f
3.	l	l	i	n	b	l	o
4.	a	u	a	m	g	s	a

Name: _____

6. Trace 

I

a

am

is

7. Copy:  

I _____

I _____

I _____

a _____

a _____

a _____

am _____

am _____

am _____

is _____

is _____

is _____

8. Write and Draw:

I a am is

I  



.

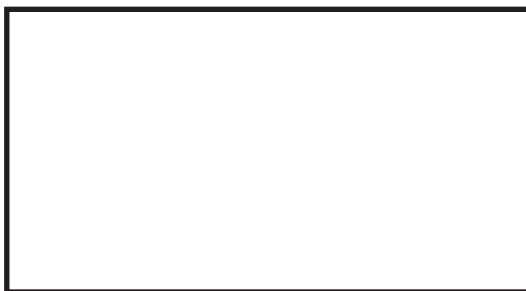
I _____

a

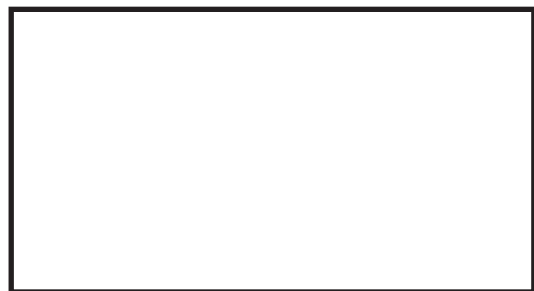


.

A

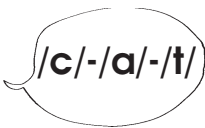


is



.

- 1. Phonemic Awareness:** In order to spell students need to have developed the ability to analyze a word into smaller components. By asking students to discriminate between different spoken sounds, we are developing their auditory analysis skills which will assist them in encoding new vocabulary. This knowledge of how sound units are used to form spoken words is called phonemic awareness. Research has demonstrated that phonemic awareness is a strong indicator of reading and spelling success. The Introducing the Skill section in each Unit Teaching Plan includes activities designed to develop this ability. The teacher may choose to incorporate familiar tunes to provide a motivating context for these activities (Yopp, 1992). Some of the possible **music connections** suggested are:



/c/-/a/-/t/



"cat"

- **Sound Matching - Initial Consonant Sounds:** The tune to 'Jimmy Cracked Corn and I Don't Care' is used to generate words beginning with a specific sound. Note the letter sound, not name is used:



Who has a /_ / word to share with us? (repeat three times together)
 It must start with the /_ / sound! (A child's response is then incorporated)
 _____ is a word that starts with /_ / (repeat three times)
 _____ starts with the /_ / sound.

- **Sound Isolation - Initial Sounds:** To the tune of 'Old MacDonald Had a Farm': What's the sound that starts these words: *Tiger, turtle and table?* (use sound-symbol picture cards) [students respond] /t/ is the sound that starts these words: *Tiger, turtle and table*. With a /t/, /t/ here, and a /t/, /t/ there, Here a /t/, there a /t/, everywhere a /t/, /t/. /t/ is the sound that starts these words: *tiger, turtle and table*.
- **Medial Sounds:** What's the sound in the middle of these words: *week and read and eat?* [students respond] /ee/ is the sound in the middle of these words: *week and read and eat*. With an /ee/ here, and an /ee/ there. Here an /ee/, there an /ee/, everywhere an /ee/, /ee/. /ee/ is the sound in the middle of these words: *week and read and eat*.
- **Final Sounds:** What's the sound at the end of these words? *Bike and rock and cake*. [students respond] /k/ is the sound at the end of these words: *Bike and rock and cake*. With a /k/, /k/, here, and a /k/, /k/ there. Here a /k/, there a /k/, everywhere a /k/, /k/. /k/ is the sound at the end of these words: *Bike and rock and cake*.
- **Oral Blending:** The tune 'If You're Happy and You Know It' is adapted here. The teacher presents a word segmented into individual phonemes for students to blend into the whole word. For example /c/-/a/ - /t/ - cat as follows: If you think you know this word, shout it out! (Repeat once). If you think you know this word, then tell me what you've heard. If you think you know this word, shout it out! [students respond]. Alternatively, switch 'shout it out' for 'shake your head.'
- **Substitution: and Addition :** In the familiar song 'Willaby Wallaby Woo' students substitute the sound presented by the teacher for the initial /w/ sound. Another variation is the 'Fe-Fi-Fiddly-i-o in the song 'I've Been Working on the Railroad'. The /f/ can be substituted for any consonant, consonant blend or digraph. Example: "Che-Chi-Chiddly-i-o."
- **Segmentation:** In this activity, students segment a word into its individual phonemes. The song 'Twinkle, Twinkle, Little Star becomes: Listen, listen to my word. Then tell me all the sounds you heard. [Teacher says the word] /_ / is one sound. /_ / is two. /_ / is last in (word). It's true. Thanks for listening to my words, and telling me all the sounds you heard!

- 2. Literature Connection:** In many of the Unit Teaching Plans, specific stories are listed to provide a meaningful context and memory cue for students to assist them with new sound-spellings.



- 3. Word Wall:** On the class bulletin board, create a visual dictionary of high frequency words by arranging illustrated alphabet cards in order as headings for list words. Print the high frequency words in each spelling list on cards. Ask the students to sort them under the alphabet headings, modelling dictionary skills. The word wall is also used in the review activity 'Word Wall Quiz' in Section 5, page 88.



4. Categories: Picture and Word Sorts

- **Closed Sort** (deductive thinking): In a closed sort, the teacher provides the categories and the students are asked to sort the words according to these by comparing and contrasting sound-spellings. For example, the categories may focus on a specific initial consonant, vowel sound, or spelling pattern. The list of words to be examined and categorized may represent two or three contrasting key features, such as different consonant blends or the short and long form of the same vowel. In the **first half of the program** these are represented in **picture** form. Students 'read' the word and sort by initial sound or word family. In the **second half of the program, illustrated key word headings** and word cards are used in the sorting activity. For both picture and word sorts, model the reasoning process for categorizing each word. Ask students to summarize with a statement about each category of words. The procedure is as follows:
 - Present the pictures or key words provided in the lesson as category headings. Read the words and write them on a chart or copy on word cards.
 - If appropriate, reinforce the graphophonic correspondence of spellings by asking students to identify:
 - the letters they would expect to see in _____ e.g. /tr / (sound-symbol)
 - the sound they hear in _____ e.g. t r (symbol-sound)
 - Write the word list provided on the chalkboard or present on cards for students to examine. Encourage them to explore, compare and contrast the features (sound, spelling pattern or meaning) of the categories.
 - Ask students to verbalize what it is they have in common and either place the cards or write the words under the corresponding key word headings.
 - A miscellaneous or 'exceptions' category may also be necessary.
 - Students record the categories in their notebooks.



can

cap
bat
man

cane

take
play
wait



- **Open Sort** (inductive thinking): In an open sort, teachers do not provide the categories. Students are to examine the words carefully to identify the categories and sort the words accordingly. This type of activity stimulates divergent and inductive thinking. You may present a list of words with a specific problem for the students to solve, such as identifying the letter sound or spelling pattern they represent or simply ask them to decide upon the categories and then sort the words. Categories could include: consonant or vowel sounds and concept categories that are meaning based, such as people, animals, places and things. In this way, students are able to form their own generalizations that can be applied to unfamiliar vocabulary with the same features. The word lists may come from sources such as books, dictionaries or thematic vocabulary.

5. **Introducing the New Vocabulary:** Research has found that presenting the spelling words in isolation is more effective than using sentence context when they are first introduced to students. This allows more detailed analysis of the words themselves. It is important to articulate each word carefully and have students do the same to avoid errors from mispronunciation. For regular spellings, draw students' attention to the sound-symbol correspondence or structural characteristics that would help them to spell that word. For irregular spellings, use visual techniques, such as the X-Ray Eyes activity or reinforce with the 'say it wrong to spell it right' strategy described in the Student Dictated Spelling activity in this section.

6. **Student Dictated Spelling:** Before presenting the word list on the chalkboard or chart, read each word and ask students to dictate the letter they would expect to see at the beginning, middle and end of the word as you print it. You may wish to use this opportunity to discuss spelling patterns and irregular spellings. If the word has an irregular spelling pattern you can use the **strategy of 'saying it wrong to spell it right'**. When a word cannot be correctly decoded phonetically, such as would and said, have the students (mis)pronounce it phonetically to identify the irregularity e.g. pe o ple (pee o pull ee). Regular spelling patterns can be addressed through the strategy of "sound it, blend it, say it." In this way you are addressing the critical decoding (reading) and encoding (spelling) skills of oral blending and segmenting that are necessary for student success.



t-e-l-l

7. **X-Ray Eyes:** This is a form of progressive cloze. Begin by printing the list words on the chalkboard. Students will use their 'x-ray eyes' to read deleted letters. Ask a student volunteer which letter they would like deleted. This letter is then erased from every word that contains it in the list. Students choral read using their x-ray eyes to see the missing letter. Another volunteer chooses the next letter to be erased and the process is repeated. No letters are replaced, so that the letter cues become progressively reduced.



8. **Minimal Cues Message:** This is an excellent warm up activity to a lesson or daily review of the spelling - reading connection at the beginning of each day. For grade one students, there are three levels of difficulty:

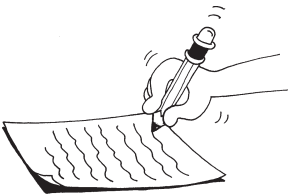
- **Word level:** Choose a word comprised of a familiar word family. For example 'dog'. Write the initial consonant only on the board and spaces for the remaining letters - d_ _ . Give the students clues to assist them in guessing the word. If they guess a word that has more letters, write their word and point out it has more letters than the mystery word.
- **Sentence Level:** Tell students a sentence. This could be some school or local news or a theme related fact. Ask students to repeat the sentence and clap for each word. Draw a line on the chalkboard for each

word represented by a clap. Ask them to hold up a finger for each word. Students dictate the letters they expect to see in each word. For longer words, clap the syllables and record each one.

- **Riddle Level:** Print a riddle or message on the chalkboard where target spelling patterns are omitted. For example, you may choose to omit all the medial vowels. Students are to ‘read’ and copy the message in complete form using their knowledge of spelling strategies and sentence structure in an integrated manner. Allow five to ten minutes for the task and invite student discussion on the possible spellings. In this way students are verbalizing the strategies and reasoning they used in generating their spelling, enhancing their ability to generalize familiar spelling concepts and vocabulary to new contexts.

9. **Locate in Context:** After introducing the list words, present them in the context of a chart poem or story and ask students to locate and underline each one using the word list as a reference. Discuss how the context of the sentence provided clues in decoding the list word and its meaning.

10. **Shared Writing:** When students have choral read the list ask them to help you create a story that uses each word. Provide a sentence starter if necessary. You may wish to brainstorm ideas under who, what, where and when before beginning to provide a story structure. Once a theme or 5 W’s has been decided upon have students use the sentence starter to begin the story. This is a good opportunity to model and encourage students to verbalize editing, as well as spelling and sentence structure skills.



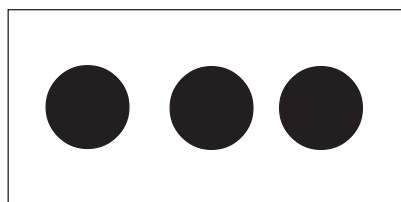
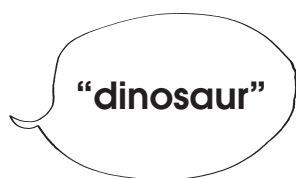
11. **Oral Cloze:** To focus on the integration of meaning and the recognition of spelling patterns, a sentence is presented by the teacher for students to complete with the correct list word. This can also be used in the form of poetry or stories, where a word containing the same spelling element or principle is omitted.

12. **Further Reading:** The following books are also recommended for shared reading sessions:

The Alphabet From Z to A by Judith Viorst
Six Sleepy Sheep by J. Gordon
Eating the Alphabet by L. Ehlert
The Z was Zapped by C. Van Allsburg
Fox in Socks by Dr. Seuss
A Giraffe and a Half by S. Silverstein

Alphabears by K. Hague
Dinosaur Chase by C. Otto
Roar and More by K. Kuskin
I Love You, Goodnight by J. Bullet and S. Schade
The Listening Walk by P. Showers
I Can Fly by R. Krauss

13. **Physical-Education Connection:** This activity reinforces syllabication and segmentation of phonemes. Present a theme-related word and a cue card with stickers corresponding to the number of syllables or individual sounds. The student who is “it” taps the shoulders of the others lightly, saying one syllable or sound at a time. The last child tapped is “it”.



1. **Sound Shapes:** Students are to draw the outline of the shape specified in the Unit Teaching Plan on art paper. For the lessons focusing on sound-symbol association, students are to draw animals, objects or places beginning with each sound. More advanced students may label their pictures. In later lessons, students sort vocabulary according to their sound-spellings in two different shapes.



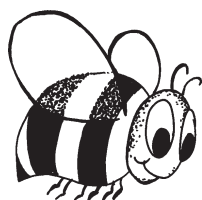
2. **Picture and Letter Collage:** Provide magazines and catalogues. Students search for and cut pictures or words beginning with the target sound-spelling. For words, they also circle the target letter. These pictures or words are pasted in collage format on art paper.
3. **Build a Word:** The Letter Cards Form on page 102 is used for this activity. Students cut out the letters required to build the list words and paste them in sequence on the paper provided.



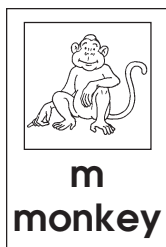
4. **Poster Pairs:** Two target sounds are chosen. Students draw pictures of objects, animals, etc., that begin with these sounds to form a poster labelled with the corresponding letters in large colorful print.
5. **Mixed-Up Animals:** Brainstorm a list of animals that begin with the letter sounds in that unit. Literature such as Bill Peet's Whingdingdilly or Animalia are useful springboards. Students choose parts from each animal listed to form a mixed-up creature. For example, m, f, l, a could result in an animal with a monkey tail, fish head, lion's body and alligator legs.
6. **Colorful Vowels:** The list words are copied using a colored pencil for the vowels to assist visual memory. These may also be exaggerated in size.
7. **Word Shapes:** Draw students' attention to the shape of each word. Examine the tall letters and letters with tails and where they occur in each word. Using the Wordsearch Form on page 111, students copy the word and use a colored pencil or crayon to trace their shape. Words with an "upstairs" go up a box. Words with a "basement" go down a box.



8. **Word Family Sort:** For each of the Unit Teaching Plans Seven through Thirty-Sixteen, copy the list words representing the word family on the Word Family Sort Form on page 109. Students sort and print the words according to their sound-spellings inside the house shapes.
9. **Sound Pictures:** Students draw pictures that represent six to eight words with the lesson sound-spellings. For example, for the long vowel e, students might draw a picture of a bee, tree, leaf, jeans, peach, stream, jeep and feet.



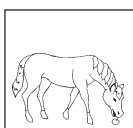
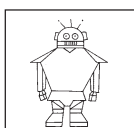
- 1. Sound-Symbol Association Drill:** Mastery of sound-symbol associations requires repeated, explicit practice. You



may choose to use one of each of the A1-A6 sound-symbol pictures in creating a set of drill cards. As each new consonant or vowel sound is introduced, paste a representative picture card, print the letter and a key word on one side of an index card and then the sound, between slashes on the other side. Review previously introduced sounds daily in a drill format. **Example:** “/m/, monkey, m.” The relationship between sound and letter may be explained by comparing them to having a first and last name. Introduce each letter sound by pointing to the letter and saying “my name is __ and my sound is ____.” An alphabet chart or drill cards can be used for this activity.

- 2. Hear and Record:** To develop automaticity in hearing and recording letter sounds in sequence and prevent errors due to mispronunciation, have students use individual chalkboards or paper and coloured pencils to record each letter sound or word as you slowly articulate it. Students then hold up their slates for feedback.

- 3. Odd Man Out:** Present a set of sound-symbol or word family picture cards, where one of them does not belong.



For example, three may be short a word families and one a short o word family card. Students are to identify the ‘odd man out’ and explain why it does not fit in the same category as the others.

- 4. Personal Dictionary:** Students add the high frequency words to their personal dictionaries or word banks. These may be word cards in a container or on a key ring. Students are to refer to these during writing time and review regularly.
- 5. Dictated Word Sort:** In this variation of a word sort, the teacher or peer dictates a list of words for students to record under the key words or spelling patterns that represent the categories. This is a way of reinforcing and assessing students’ ability to recognize spelling features in words and categorize accordingly.
- 6. Fast Draw:** This is a team based drawing and guessing game. Team members take turns being the ‘drawer’. Each team is given a word card. They are to print the letter sound or word family on the board and draw a picture of the word. The rest of the team guesses the word. The team that guesses their word first wins.
- 7. Word Wall Quiz:** Sight words may be reviewed regularly through a riddle format. Direct students’ attention to the word wall and say “I begin with ____ and rhyme with ____” or other clues about the target word. Students then locate the word on the word wall display and copy it in their notebooks. This encourages them to use the word wall as a reference during writing time. A cumulative review can take place targeting words that are causing the most difficulty.

- 8. Spelling Tic Tac Toe:** Draw a tic tac toe square on the chalkboard. Divide the class into teams for X and O.

X		O
	X	
O		

Dictate a list or review word to each team in turn. If they are able to write it on their side of the tic tac toe square with the correct spelling it may remain there. To make this a cooperative game, have team members help each other to verify the spelling. Encourage the use of strategies by asking students if it looks right and sounds right when they decode it. If the word is spelled correctly, they may draw an X or O on the tic tac toe. When the first team has three X’s or O’s in a row they win.

- 9. The Spelling Cue Card:** (see Section 1, Spelling Through Writing) This list of steps should be reviewed regularly. Model the process by verbalizing each step as you complete it with a list word. Students are then to join you on the second example and ‘talk’ through the process as they do so.
- 10. Mystery Word:** This is a variation on the I Spy game. Model the process by choosing a word from the list and giving the students a graphophonic clue, definition, rhyming word or synonym that will assist them in predicting correctly. The student who guesses the word is next to select a list word, word from the word wall, or object in the classroom that corresponds to the unit skill focus and repeat the process.

Set A1: m, f, l, a

Mm

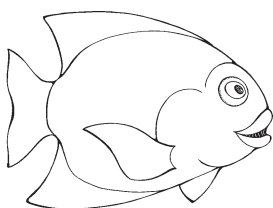
Ff

Ll

Aa



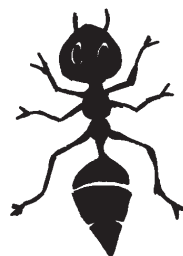
mouse



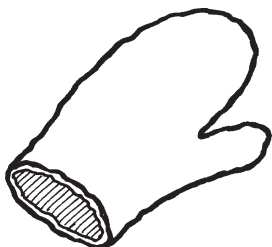
fish



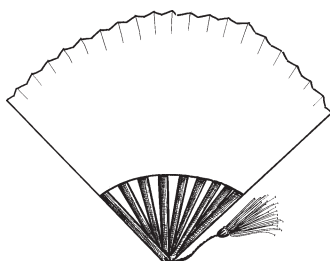
ladder



ant



mitten



fan



lion



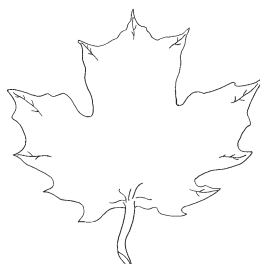
apple



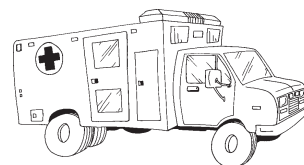
moon



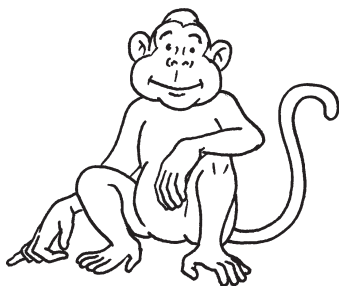
foot



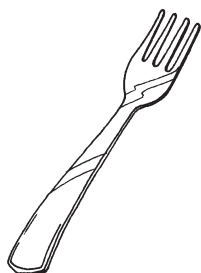
leaf



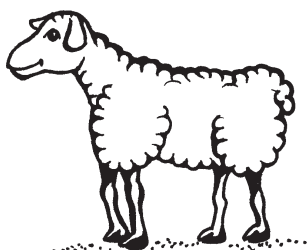
ambulance



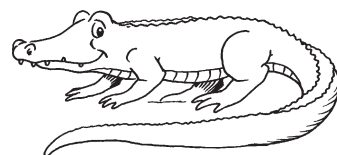
monkey



fork



lamb



alligator

Picture/Word Sort Form

Paste and Print/Print and Draw Form

Building Word Families

an	ap	at
ad	ag	am
id	ig	in
it	ill	ip
op	ot	ob
og	ock	ed
et	eg	en
ell	ug	un
ut	uck	um