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**PHOTOCOPY
MASTERS**

50 SUPER SPELLING IDEAS

PRACTICAL
SPELLING ACTIVITIES
AND STRATEGIES

BY
DAVID
J. COHEN

Contains varied games,
worksheets and templates with explanations
and examples to assist students and teachers.
Activities include Flashcards, Word Search,
Have-a-Go Journal, Word Web and much more.



Written by David J. Cohen. Illustrated by Terry Allen.

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Introduction

Learning to spell is not a skill learnt over night. It is a developmental process, taking many years of practice and application.

Some considerations when teaching spelling are:

- ⑩ **Writing has a purpose.**
Although it is OK to make mistakes when learning, words have to be spelt correctly for effective communication to take place.
- ⑩ **Sounding words out will not mean the spelling is correct.**
Sounds are represented by different letters, for example: tough and stuff, and see and sea. Many common words have irregular sound patterns that are not spelt the way they sound, such as they, two, does and station.
- ⑩ **Letters do not have one sound.**
Learners must understand that words are made from sounds and different combinations of letters represent sounds.
- ⑩ **Spelling is a visual process.**
Good spellers know the sequence of letters and know what a word should look like. They look for patterns and are able to predict correct patterns.
- ⑩ **There is no simple way to teach spelling.**
Exposing learners to a variety of strategies will promote self-confidence and independence. Good spellers have many strategies they reply upon to help learn to spell.
- ⑩ **Spelling should be part of a total language program where the learner is given opportunities to speak, read and write.**
Seeing a word in context gives it real meaning. Reading and self-correction in writing are both effective tools to promote better spellers.
- ⑩ **Spelling lists are a useful way to practise spelling.**
These lists should be grouped according to interest, learner needs, relevance and the visual appearance of each word.
- ⑩ **Understanding the way in which a word is constructed is helpful.**
Children should examine what the root, prefix and suffixes are in each word. Being able to identify the root word's relationship with other words lessens reliance on sounding to spell.

There are many activities in this book that help to consolidate spelling strategies. To get the most of out of this book, it is suggested that children complete the sample activities and use your spelling list to reinforce the concept by incorporating the activities into a weekly English program.

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Name: _____

Date: _____



Singular and Plural Words

Some nouns have the same singular form as their plural form, e.g. "one sheep, two sheep" and "one cod, many cod".

Complete this table. The first one has been done for you.

Noun	Singular	Plural
<u>cod</u>	<u>one cod</u>	<u>many cod</u>
dozen		
innings		
deer		
salmon		
sheep		
trout		
score		
swine		
reindeer		
Complete some of your own...		

Select two irregular plural forms and write a sentence using each.

1. _____

2. _____

Name: _____

Date: _____



Create a Nonsense Sentence

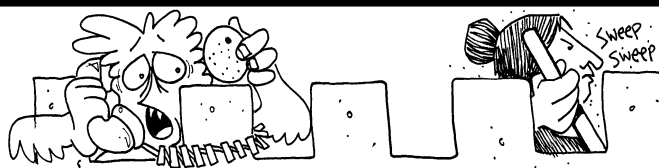
Use your list words (or any collection of words) to make nonsense sentences. Underline the words you use.



Your sentence:

The creature hiding in the castle tried to make a long distance telephone call before his aunt caught him eating an orange.

Picture:



Your sentence:



Picture:

Your sentence:



Picture:

Your sentence:



Picture:

Name: _____

Date: _____



Initial Consonant Blends

Find words that begin with these letter blends. Write them in the space and then complete the activities below.

Initial Blends	Examples	Your Words
bl	blood	
br	breeze	
cl	cling	
cr	crow	
dr	drive	
fl	flow	
fr	friend	
gl	glossary	
gr	great	
pl	plural	
pr	principal	
sc	scent	
sk	ski	
sl	slope	
sp	sprinkle	
st	street	
tr	tricycle	

Initial blends: Activities

- Put the initial blend words you find in a sentence. Underline each word you have used.
- Place each list in alphabetical order.
- Write the initial blend you have found on flash cards and play flash card activity games with a partner (*see Sheet 2 for more activities*).

Name: _____

Date: _____



Silent Letters

A silent letter is a letter that is not pronounced. However, the letter is used when writing the word. Silent letters can appear anywhere in a word. There are no rules to learn when using silent letters so you just have to put them to memory!

Here are some words with silent letters.

Put them into their correct columns.

Word	Which Letter is Silent?
knife	
climb	
autumn	
palm	
gnome	
guest	
what	

Word	Which Letter is Silent?
witch	
lamb	
while	
guess	
handkerchief	
knot	
sword	

Here are more words with silent letters. Put them into their correct columns. If you know any others from your list words, add them in as well.

when, hymn, building, column, two, fasten, sign, guitar, knee, design, walk, numb, salmon, knowledge, Wednesday, science, castle, handsome, wrote, why, thumb, yacht, wreck, kneel, yolk, guide, debt, scissors.



Silent N	Silent D	Silent G	Silent U

Silent T	Silent K	Silent B	Silent L

Silent H	Silent W	Silent ch	Silent c

Extension: Rewrite words with silent letters on flash cards, using a different colour to highlight the silent letter.

Name: _____

Date: _____



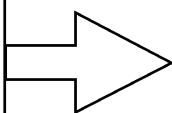
Dictionary Skills

The dictionary is a great spelling tool. If you can use a dictionary confidently you will always be able to spell words correctly. Dictionaries contain thousands of words so to make it easier to find the word you want, words are listed in alphabetical order. For example, if you are looking for the word **believe**, you will find it towards the front of a dictionary because **b** is towards the start of the alphabet.

Write these words in alphabetical order. Look them up in a dictionary and write down the page number of where you find each word.

friend
eight
piece
would
holiday

again
zebra
said
should
circus



1.	Page:
2.	Page:
3.	Page:
4.	Page:
5.	Page:
6.	Page:
7.	Page:
8.	Page:
9.	Page:
10.	Page:

But what happens when two words start with the same letter? For example, **eyelash** and **ear** - which one comes first? When two words start with the same letter, look at the next letter to decide which comes first. The next letter in **eyelash** is **y** and the next letter in **ear** is **a**. **A** comes before **y** and so **ear** would appear before **eyelash** in any dictionary. If the second letters are both the same (like **holiday** and **hold**), look at the third letter. If they are the same, look at the fourth letter and so on, until you are able to place one word before the other.

Put these words in alphabetical order: *would, what, when, where, while, went, wheel, warm, want, whale, wear, whip, was, watched.*

.....

.....

.....

Look at these words. Tick the word which would come first in the dictionary.

<input type="checkbox"/> safe	<input type="checkbox"/> happy	<input type="checkbox"/> grave	<input type="checkbox"/> display
<input type="checkbox"/> safari	<input type="checkbox"/> harass	<input type="checkbox"/> gravel	<input type="checkbox"/> displease
<input type="checkbox"/> camp	<input type="checkbox"/> hazel	<input type="checkbox"/> listen	<input type="checkbox"/> slug
<input type="checkbox"/> campaign	<input type="checkbox"/> hazelnut	<input type="checkbox"/> list	<input type="checkbox"/> sluggish

