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Introduction

Activities for Any Spelling Unit is a collection and compilation of many enjoyable and meaningful activities to be used with spelling. Organised into a weekly format, the activities can be used either as in-class assignments or as homework assignments. The activities are designed to provide drill and practice not only as spelling skills but also for teaching alphabetical order, sentence structure, dictionary skills, letter and spatial relationships, language skills, following directions, coding skills, and developing responsibility.

Because of added pressures on today's curriculum, many experienced teachers have become increasingly frustrated with the lack of time devoted to spelling. Many of these same teachers have seen their students become better workers, scientists, mathematicians, and thinkers but have also seen how their students' spelling skills have declined. There just doesn't seem to be time to fit it all in! It is from this frustration and the realisation of the need to incorporate spelling back into the curriculum that this book—*Activities for Any Spelling Unit*—has been developed.

The word listing for each week's activities has been left open for each teacher to adapt to his or her own classroom requirements, although the management section contains a targeted selection of lists (pages 119–137) from which to choose or supplement words for each lesson. The activities are designed to give you the flexibility either to use them daily in your classroom or to send them home for homework. Perhaps the most manageable method for many teachers will be to introduce the spelling unit and skills on Monday, send the activity sheet home with exercises to be completed as homework each night, and then have it all returned to school on Friday. The assignments, however, can be returned on a daily basis as well. The manageability of *Activities for Any Spelling Unit* as well as the students' increased success as spellers has been proven in the classroom.

Included is a sample of how the assignments might look upon completion and a sample letter to parents, giving helpful hints as to how the assignments can best be completed as homework.

You will notice that for ease of use the book has been divided into four sections—*Level One Activities* for easier lessons (lower primary), *Level Two Activities* for more challenging lessons (upper primary), *Specific Skills Activities* for appropriate skills lessons, and a *Management* section for additional forms and word lists for the teacher, including a glossary of language terms you may wish to send home as a 'memory refresher' for parents.

We are confident that you will recognise that the activities in this book are practical and classroom-proven. We hope that you will find *Activities for Any Spelling Unit* time-saving, meaningful, flexible, and powerful as a teaching tool in your classroom program.

Letter to Parents

Dear Parents,

Your child will be bringing home a spelling activities sheet each Monday. The sheet will have the list of spelling words for the week as well as the homework assignments for each night. All the spelling activities for each week will be collected at one time—on Fridays. This means that your child will need to keep all the assignments together at home until Friday. It is important, however, that the assignments be done one night at a time in order to adequately drill and review the spelling unit, rules, and lessons being covered.

Here are some tips that will help your child successfully complete the spelling activities assignments:

1. It is helpful to have a **good children's dictionary** that is on your child's reading level and has definitions, sentences, guide words, and phonetic spellings.
2. It is helpful to have at home a **homework folder** in which to store ongoing work.
3. It is helpful to do **one assignment each night**—that is, do not wait until Thursday to do all assignments.
4. It is helpful to glance over your child's homework each night to **check for spelling mistakes and understanding** of the skills.
5. It is helpful to **remind your child to take his or her spelling assignments back to school** on Friday.

Together, the class has already completed a week of spelling activities to model how the assignments are to be organised and completed. The attached sample can be placed in your child's homework folder to be used as a guideline for future assignments. Also attached to this letter is your child's spelling activities sheet for this coming week along with a helpful 'refresher' glossary of language terms for your use in helping your child.

Thank you for your support.

Teacher

Activities for Spelling



 You will need a WORD SEARCH page for Thursday.

Name _____ Week _____

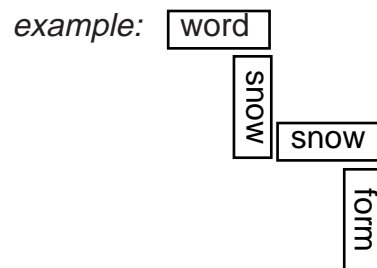
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Monday

Write each spelling word in pencil, pen, and then texta.

Tuesday

Write words 1–5 in ‘spelling stairs.’



Look up words 6–10 in a dictionary. Copy the sentence in which the word is used (be sure it is a sentence and not the definition).

Wednesday

Look up words 1–5 in the dictionary and copy the sentences in which the words are used.

Write words 6–10 in ‘spelling stairs.’

Thursday

Make a word search with your spelling words. Study for your spelling test.

Vowel Sounds

Name _____ Week _____

(Teacher Note: See pages 119–122 for appropriate words.)

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

Monday

Write each spelling word twice in pencil and twice in pen. Any word that is misspelt must be written five times.

Tuesday

Write each spelling word. Then look it up in the dictionary and write its phonetic spelling (the way it is spelt to help you pronounce it).

example: **daily** (dā'īlē)

Wednesday

Write words 1–6. Then have an adult in your home dictate a sentence to you to write for each word. Draw a box around the spelling word in the sentence. An adult in your home can help you check your spelling.

Write words 7–12 twice and then for each word write another that has the same vowel sound as the spelling word.

Thursday

Write words 7–12. Then, for each spelling word dictate a sentence to an adult in your home. Have that person write the sentence down for you!

Write words 1–6 twice and then write a word that has the same vowel sound.