

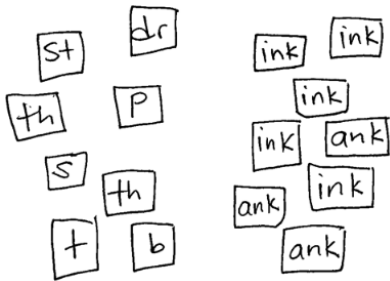
Spelling List Activities

Use any of the following activities to introduce and practice spelling words from the spelling lists found in *abc English: Book One*. Practice one spelling list per week, or one spelling list for every four to six times your class meets.

S.1 Post-it Notes Unscramble

You will need: Post-it notes in different colors

Use different colors of Post-it notes to contrast beginning and ending sounds, or different syllables in words. Write the beginning sounds on Post-it notes of one color, and the ending chunk on Post-it notes of a different color. Place all of the Post-It notes on the board in two groups. For example:



Point to each sound or chunk and practice together. Contrast the different ending chunk options. Dictate a word from the spelling list and have a student come to the board to select the correct Post-it notes to make the word.

Note: If you are using a multi-syllable word list, write each syllable on a separate Post-it note. See Activities E.1 through E.7 for more ideas for practicing multi-syllable words.

Save the Post-It notes in an envelope to reuse with other activities listed below.

S.2 Spelling Word Pictures

You will need: Post-it notes from Activity S.1; Projector and Internet connection

Go to www.teachabcenglish.com, click on Spelling, and click on the link for the Spelling List you want.

Place all of the Post-it notes on the board in groups as in Activity S.1. Review the letter sounds in each group.

Use a projector to show an image of one of the spelling words. Have a student come to the board to select the correct Post-it notes to make the word.

S.3 Individual Whiteboards

You will need: Post-it notes from Activity S.1; Small dry-erase boards and markers for each student

Place all of the Post-it notes on the board in groups as in Activity S.1. Review the letter sounds in each group.

Give each student a small dry-erase board and a marker. Dictate a word from the spelling list and have the students write the word on their individual board. Direct students to look at the Post-it notes for clues to write the word.

S.4 Scrap Paper

You will need: Post-it notes from Activity S.1; a piece of scrap paper for each student.

Cut used printer paper into quarters to make smaller pieces of scrap paper. Give each student a piece of scrap paper. Students will write on the blank side of the scrap paper and throw it away when finished. Have students number down the side of the paper from one to eight.

Place all of the Post-it notes on the board in groups as in Activity S.1. Review the letter sounds in each group. Dictate a spelling word from the list and have students write it on their scrap paper. Direct students to look at the Post-it notes for clues to write the word.

Have students throw away the scrap paper when finished in order to prevent them from using it as a “cheat sheet” when practicing spelling words for the rest of the week.

S.5 Stretch the Word

Say a spelling word from the list three times and have the class repeat after you: “bag, bag, bag”.

Say the word again, this time stretching the word out to give more time to hear the beginning, vowel, and ending sounds: “baaaaaaaaaaag”. Use hand actions to demonstrate stretching something between your two hands as you say the word.

Have the students mimic you, repeating the word as a stretched out word and making the hand actions. Model listening to the stretched out word to decide how to spell the word and write the word on the board.

Continue with the rest of the words in the list with the teacher dictating a word, the students stretching the word, and the

teacher modeling how to write the word on the board. When finished, read the list on the board together as a class.

S.6 Part to Whole

Say the parts of a word separately with pauses in between, and have the students tell you which word it forms. For example:

Teacher: /f/ /ast/

Students: fast!

Repeat with the rest of the words on the spelling list.

S.7 Whole to Part

You will need: Post-it notes from Activity S.1

Say one of the spelling words, and have the students tell you the sounds and chunks that make up the word. For example:

Teacher: fast

Students: /f/ /ast/

Repeat with the rest of the words on the spelling list.

S.8 Team Game

You will need: Whiteboard and markers.

Split the class into two, three, or four teams. Have each team form a line leading up to the board. Designate a specific area of the white board for each team to use. Give the first person in each line a marker and dictate one of the spelling words. Have the students write the word on the board. When finished, have the students pass their marker to the next student in line and move to the back of the line. Repeat with the rest of the spelling words.

S.9 Spelling Test

You will need: A copy of the spelling test for each student, or a sheet of blank paper for each student.

Go to www.teachabcenglish.com, click on Spelling, choose the appropriate spelling list, and download the spelling test worksheet. Make a copy for each student.

Point to each image on the worksheet and review the name of the picture. Instruct students to write the name of the image next to the picture. Give students time to work individually or in pairs to complete the spelling test.