



# interactive Spelling:

## FREE SAMPLE!!



- Teach Common Core Spelling
- Assess with a Printable independent Spelling Activity
- Differentiate with Individual Spelling Lists
- Integrate with spelling activities for multiple subjects
- Engage and motivate students with partner spelling work and a challenge activity

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## Rationale:

This free resource is a small sampling of what is available in the full resource.

The full resource is loaded with everything you need to teach Common Core Spelling for the entire year! The 36 lessons found in each grade-level resource were carefully created to target each grade's specific spelling/word work skills. They are well researched and based on The Common Core and The Continuum of Literacy Learning, by Irene Fountas and Gay Su Pinnell. Each of the 36 lessons will be the foundation for spelling /word work learning for the week. Additional activities, practice tests, games, and tests are also included.

This method of teaching spelling goes way beyond the traditional approach of assigning the same list of words to every student, having them memorize the words, taking a test, and then moving on.

With these lessons and the framework for each week of learning (as described on the next few pages) you will find this spelling instruction different in that it:

- Focuses on spelling and word work skills that can be applied to countless words, rather than memorizing a set of specific words.
- Allows for students to create their own individual spelling lists, based on their specific learning needs. (Differentiated Instruction)
- Integrates spelling skills into all parts of the students' day, including both the reading and writing workshops
- Teaches students to notice spelling patterns and how those patterns work in words. This way, once students understand a spelling pattern and how it works, they can apply that pattern to all words, not just the few on their weekly spelling list.
- Helps students understand why spelling matters.
- Encourages learning through working with partners and in small groups.
- Empowers students to be in charge of their own learning. By giving them the power to choose their own spelling words, it makes learning so much more meaningful. When learning becomes meaningful, students tend to work a whole lot harder to reach their highest potential!
- Teaches students to be interdependent and accountable for each other's learning.

## Structure of Weekly

### Spelling Lessons

\*\*\*\*You will find the spelling lessons in this resource are much different than the traditional approach. They include a unique combination of whole group spelling skills and individual student spelling lists, that are manageable...I promise 😊

#### Day One (Whole Group Lesson and Choosing Spelling Words)

Step One: Teach a spelling or word study skill in a mini lesson format to the entire class (lesson details and chart examples for all 36 lessons are included in this resource)

\*\*\*\* During the lesson, the students will help in making a list of words that follow the particular spelling pattern from the mini lesson (examples are provided in the lessons)

Step Two: Students will choose their spelling words from the list on the class chart. You can determine how many words they choose from the list each week. Have them copy their words onto a 'My Spelling Words' card. Be sure to check that the words are copied correctly on each students' card.

\*\*\*\* In addition to the words on the list, students can also choose 3-5 words they need to learn. The words could come from any misspellings they have demonstrated in written work from any subject. One way to keep track of these words to learn, is to have students keep a list of these words in the back of a spelling notebook. They can add to this list anytime you circle words in their assignments that are misspelled. That way, each week they will have a list of words to choose to add to their spelling list. A 'Words to Learn' page is provided at the end of this resource so that students can easily collect and record words they need to learn.

\*\*\*\*\*So, you will teach the whole group lesson, covering the Common Core Standard Required. Then, you will make the learning meaningful to each student by individualizing their spelling lists each week. No more kids already knowing all the words on the first day, or kids having way too difficult words that make it impossible for them to become stronger spellers. As you make your class list of words to choose from during these lessons, keep in mind to include words with a variety of difficulty so that students have options of words to choose that will challenge them.

## Day Two (Review and Independent Practice)

**Step One:** Spend 5 minutes reviewing the mini lesson from yesterday. Remind students of what they learned yesterday and summarize the main points. Have students turn and talk with a partner, describing all the things they remember from yesterday's lesson.

**Step Two:** Use the provided independent activity options for students to explore their spelling words and patterns they are focusing on this week. You can offer more than one option for independent practice each week, or choose just one activity for all. You can use one activity several times throughout the year, because the spelling/word work objective will always be new!

## Day Three (Reflection of New Learning Lesson)

\*\*\* Students will need their independent work from yesterday for today's lesson

**Step One:** One of the best ways to learn is to teach. So, today's lesson will be all about the students' teaching each other. Not only does this activity honor and value that what students have to say is important, it is also a great way to hold students accountable for their independent work and new learning.

You can have students share in a variety of ways. I like to first have them partner-up and teach each other what they discovered during independent practice yesterday. This ensures that everyone has a chance to share, and holds them all accountable. This is a great time for you to monitor and informally assess who understands the spelling/word work skill and who may need additional instruction.

Once students finish sharing with a partner, I like to have them share what they heard their partner say with the entire class. You can have as many students share as time allows. You will be surprised at what they have discovered and teach the class. They almost always notice things that I have never seen before about spelling/work work skills! You can add their new thinking to the class chart from day one or start a new class chart.

## Day Four (Partner Reteaching, Tips, and Practice Test)

**Step One:** Have students partner up with their individual spelling lists. Encourage each student to reteach the spelling/word work skill in their own words to their partner. Then have them share one or two tips with each other that helps them remember the spelling/word work skill.

\*\*\*\*Please note, you will likely need to model this reteaching skill for several weeks as a whole class until students are ready to work with partners. They will not be good at this right away. But, the more practice they have, the better they will get! It's worth the hard work because this strategy ensures all students are actively engaged in their learning!

**Step Two:** Pass out the partner practice test form and instruct students to give the practice test to their partners. Monitor students as one reads the words and the other takes the test. Again, you may need to model how to administer a partner spelling practice test. You could even create a class anchor chart on what to do and not do during a partner practice test. The chart could remain up all year long so the expectations are clear. Blank charts are provided in this resource for your use.

**Step Three:** Have students grade each other's practice tests. If they missed any words, have them circle them and remember to practice them before the test tomorrow.

**Step Four:** Gather the class together and have them share the spelling/word work tips they talked about with their partners. Students can write down any tips they might use to help them take the test tomorrow.

## Day Five (Partner Spelling Test, What's Next...)

Step One: Have students exchange their spelling lists with their partners. Have students give each other their spelling tests with one of the partner spelling test forms. Monitor the class as they take their tests.

Step Two: Once everyone is finished taking their tests, have them gather back together for a class discussion and review. Remind students that just because they took their spelling test and are moving on to new words and patterns next week does not mean they should forget all their learning. Make a class list of all the ways they can use what they learned this week in the future. How can they apply what they learned during reading? Writing? And other subjects?

# The Spelling Mini-Lesson Statements with Common Core

## State Standard {CCSS} links:

\*\*please note that these are the anchor lessons for each week of spelling instruction. Students will be creating their personalized spelling list from these lessons. The common core standards are attached. You may note that several of the lessons have the same standard attached. That is because the CCSS has a very broad standard that states students should spell grade-appropriate words correctly. The mini lesson statements go into much greater detail as to what those 'grade appropriate' words are.

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Week	I Can Statement	Spelling/Word Work Mini Lesson Statement	Common Core State Standard
1	I can read and spell words that end with consonant clusters.	Some words end with consonant clusters.	<a href="#">CCSS.ELA-LITERACY.L.3.2.F</a> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.
2	I can read and spell words that end with consonant clusters.	Some words end with consonant clusters.	<a href="#">CCSS.ELA-LITERACY.L.3.2.F</a> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.

## Mini Lesson Statement (Week 1):

Some words end with consonant clusters.

### Teaching Instructions:

- Begin the lesson by writing the mini lesson statement on chart paper or the computer. I prefer the traditional chart paper for the weekly spelling lesson so that the students can see the lesson posted in the classroom all week.
- Talk with students about what a consonant is. Ask them where they have heard the word 'cluster' before. Come up with a class definition for 'cluster.'
- Then describe what a consonant cluster is for the class. Give them a few examples of consonant clusters from the chart below.
- Ask students to turn and talk with a partner about other consonant clusters they have heard in words. Give them a few minutes to talk with their partners. Then, ask them to share some of the consonant clusters with the class.
- Have a class discussion about consonant clusters and all the things you are noticing about them as students share. Focus students on the list of clusters in the spelling sort for this week.
- Draw the chart example below on your class chart. You may want to have this ready before the lesson to save time. Ask students to help you complete the chart by thinking of words that fit each pattern. Challenge them to think of words that might be longer or more difficult to spell.
- Remember, the words you put on the class chart will be the words students choose from to create their spelling lists. You want to have a variety of challenging words.
- After you have several words in the chart example below, tell students that they are going to choose a certain number of words from the chart to create their spelling list for the week (you decide how many words they pick). Students will LOVE the idea of being able to create their own spelling lists!
- Pass out the spelling list cards and give them time to choose and copy their words. Remind them to choose words that are new and challenging to them.
- Check every students' words that they are spelled correctly on their spelling cards.

Class chart example with possible words (you and your students will come up with more!!)

-ack	-alk	-elt	-end	-ift	-old	-ung
attack tacky	chalkboard walker	knelt felt	pretend endings	lifting shift	oldest unfold	flung clung

# Where in the World? Special Spelling Report!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Choose some of your spelling words to complete the special spelling report cards below.

Challenge: Cut out the word cards on the dotted lines after you have finished filling them in. Write your name on the back of every card. Then spend some time sharing your words with classmates. You can even trade words! See how many new words you have at the end of the trade!

Word: \_\_\_\_\_

Where I have heard this word: \_\_\_\_\_



Would I ever use this word?  
(circle one) Yes No

When? \_\_\_\_\_

Where? \_\_\_\_\_

Word: \_\_\_\_\_

Where I have heard this word: \_\_\_\_\_



Would I ever use this word?  
(circle one) Yes No

When? \_\_\_\_\_

Where? \_\_\_\_\_

Word: \_\_\_\_\_

Where I have heard this word: \_\_\_\_\_



Would I ever use this word?  
(circle one) Yes No

When? \_\_\_\_\_

Where? \_\_\_\_\_

Word: \_\_\_\_\_

Where I have heard this word: \_\_\_\_\_



Would I ever use this word?  
(circle one) Yes No

When? \_\_\_\_\_

Where? \_\_\_\_\_

Word: \_\_\_\_\_

Where I have heard this word: \_\_\_\_\_



Would I ever use this word?  
(circle one) Yes No

When? \_\_\_\_\_

Where? \_\_\_\_\_

Word: \_\_\_\_\_

Where I have heard this word: \_\_\_\_\_



Would I ever use this word?  
(circle one) Yes No

When? \_\_\_\_\_

Where? \_\_\_\_\_

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