



Welcome to....

# “Fun & Innovative Techniques to Improve Spelling”

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English spelling is difficult EVEN for native speakers...

Read? Red?

for? four?

I before E except after C...

Huh????

here? hear?

Waste? Waist? What?

Write? Right? Wrong!

2 vowels go walking the first one (usually) does the talking...

# Smart kid? Or strategy user?

Kids who have difficulty in school think that the 'smart' kids were born smart.



We know the truth is...



'smart' students seem smarter because they use strategies to make learning and recalling easier...

# Mississippi....

## Does that look right????

If we don't know, we create a strategy to help us.

✗ Stopping to 'think' isn't a habit for some students.

&/OR...

✗ They know it is wrong, but don't have a strategy to help them correct it.



SO they continue to the cycle  
of making the same mistakes  
over and over again....



# Show of Hands...

Many districts are moving away from  
the Friday spelling test and  
towards checking spelling in writing



Other ways?

# Ways to study spelling...

How do we prep students for spelling test?

➤ rainbow words

➤ 

Flash	Cards
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➤ write the definition

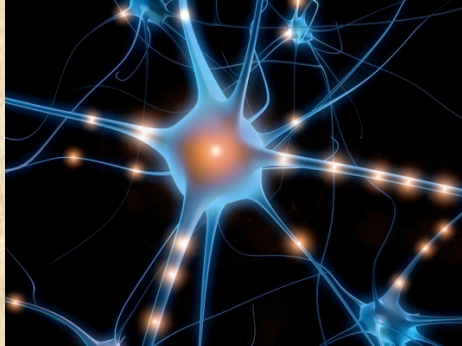
➤ ABC order

➤ fancy letters

➤ write them in sentences

➤ write them 3 times each each each

‘Sounding it out’, ‘breaking it into syllables’  
or ‘grouping similar words’...  
doesn’t work for everyone.



The BRAIN is dynamic  
& thrives on novelty!!

So use take advantage of it  
when forming strategies...  
It is more fun!!





# What to do???

Help students

break the cycle,

break old spelling habits

and form better ones

**S**

using **TRATEGIES!!!**





Another way to teach spelling that puts  
more of the responsibility  
for learning in their hands..



The **key** is to hand over ownership of learning by ***directly*** teaching students **how** to **build** and **use** their metacognition, so they... create their own meaningful, relevant strategies to help them recall information and become independent learners.

**Show them how to:**



**STOP...**



**Think about a strategy.**



**Apply it!**



# **Metacognitive** refers to the strategies used to:

- Plan for learning- Deciding how to focus attention, knowing how you learn best, etc.- Am I ready to learn?
- Thinking about the learning process while it is happening- What can I do to help me remember?
- Self monitoring of comprehension/production- Is it making sense to me?
- Evaluating learning afterwards- Did my strategy work?



# WHEN to begin trying this with our ELLs??

**Language level: Intermediate & above**

**Grade level: 3rd grade and up...**

**Missouri's Grade Level Equivalents (MO GLEs)-  
compose a well developed text using standard English conventions...  
Spelling**

Kindergarten	1st	2nd	3rd	4th
<b>Semi-phonetic</b>	<b>Phonetic Spelling</b> Beginning word families/patterns & hi-frequency words ie. CVC, etc.	<b>Transitional Spelling</b> Correct spelling of simple patterns & hi-frequency words	<b>Standard Spelling</b> Correct spelling of compounds, contractions and homophones.	<b>Standard Spelling</b> Use spelling strategies and patterns

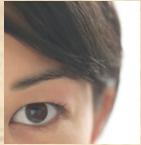


# Helps with MORE than just spelling!!!!



- aids in correcting mispronunciation
- builds on & improves reading strategies:  
chunking, rhyming, root words
- increases ability to see/awareness of patterns & grouping
- exposure to new vocabulary and higher level syntax
- develops abstract thinking, higher level thinking skills

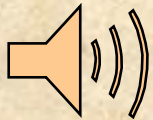
# 5 Strategy Types



See It!



Morph It!



Say It!



Move It!



Characterize It!

## Intention-

- Use these as scaffolds
- Need for a time until correct spelling becomes internalized/intrinsic in everyday writing



See It!:

Drawing or making a mental picture

**minute** common misspelling: 'menit', 'minet', etc.

**Habitbreaker:** text message - "C u in 6"



**office** common misspelling: 'ofis' or 'offis'

**Habitbreaker:** Draw/Make mental picture of ice skating and falling down. Think how you had to get 'off' the 'ice' & go to the 'office'



**recital**      common misspelling: 'risatel' or 'resital'

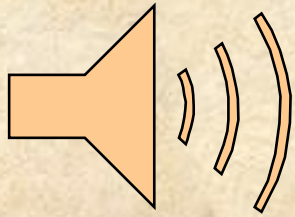
**HabitBreaker**: 'Don't rec it Al'



'Al' is having a music recital at school. We send him a text message before the make-believe show telling him not to mess it up or 'wreck' it.

Apply 'Al' to as many words that end in 'al' as possible to help differentiate between similar endings like 'el' and 'le'.





## Say It!: Using oral phrases

**went** common misspelling: ‘*wint*’ or ‘*whent*’

Habitbreaker: “We went on Wednesday”

**work** common misspelling: ‘*wurk*’ or ‘*wirk*’

Habitbreaker: “Work or play?”

**this** common misspelling: ‘*thes*’

Habitbreaker: “This is good!”

**some** common misspelling: ‘*sum*’

Habitbreaker: “So give me **some!**”



Morph It!: Using a word the student knows  
& morphing it into target word.

**many**            common misspelling: 'meny'

Habitbreaker : an => any => many

*A few fun ones w/ weekly spelling words....*

**stuck**            luck => tuck => stuck

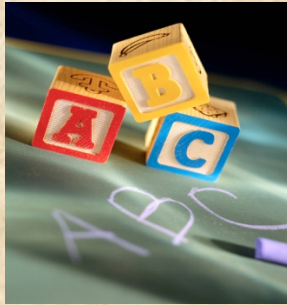
"What luck! I tuck and got stuck!"

**pocket**            lock => locket => Pocket

"I lock my pocket with a locket."

**paint**            rain => pain    => paint

"It's a pain to paint in the rain."



## Move It!:

Move letters or body movements

**was** common misspelling: 'wuz' or 'saw'

**Habitbreaker:** "As it was!"

Make hand gestures say in a proper voice.

## ***VS. Words***

"Here? There? Where?"

**Habitbreaker:** Start with 'here', then add 't' or 'w'

"Now I know!"

**Habitbreaker:** Start with 'now' and add 'k'



## Character-ize it!:

Differentiate between difficult word endings by make a character out of the word.

### **‘ant’ vs. ‘ent’**

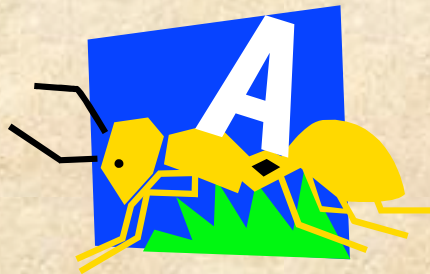
**defendant** common misspelling: ‘defendent’ or ‘defendint’

HabitBreaker: draw a ‘defendant’-an **ant** that **defends** others;



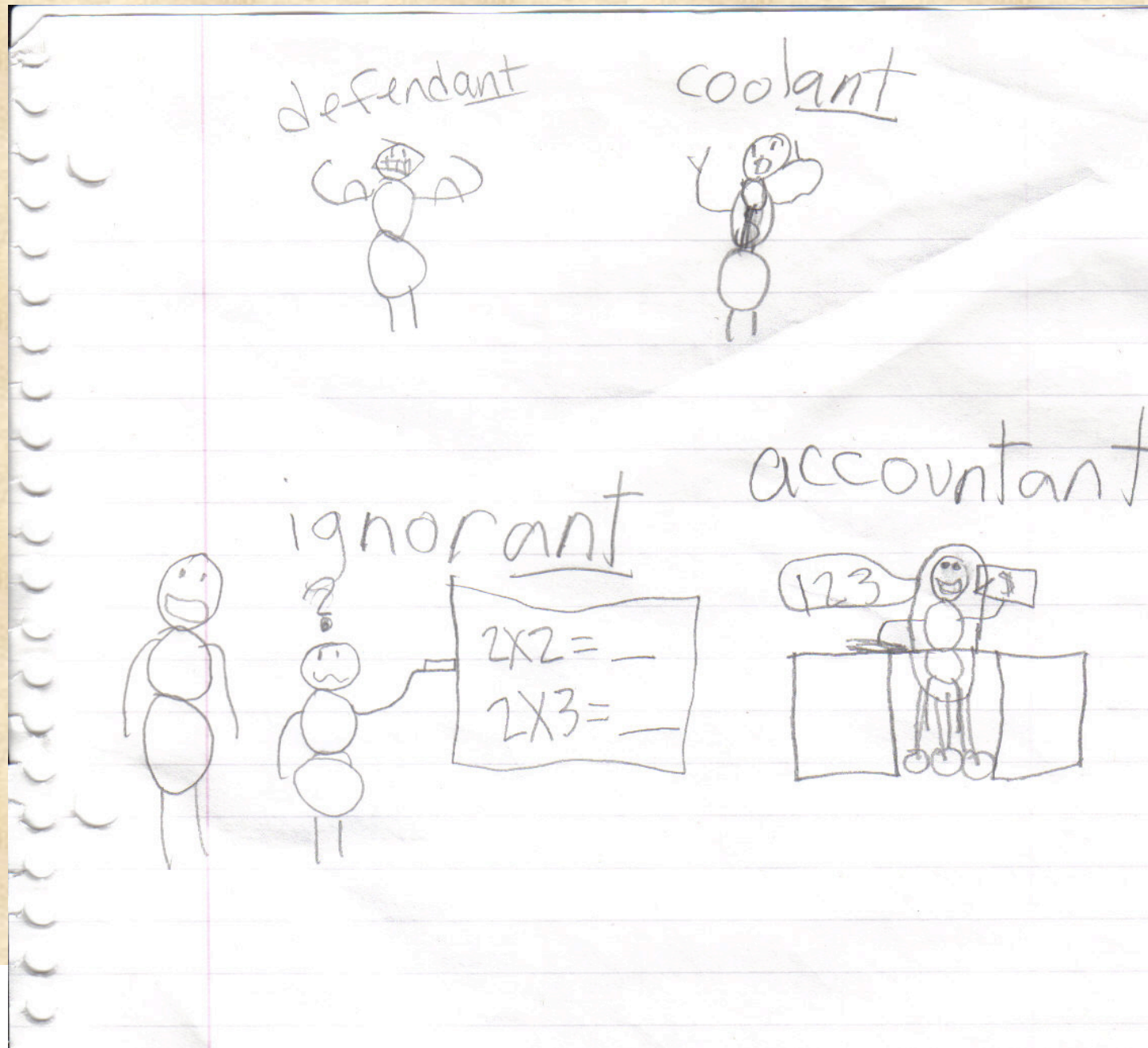
**ignorant** common misspelling: ‘ignorent’ or ‘ignorint’

HabitBreaker: draw ‘ignorant’-the **ant** that **ignores**; doesn’t pay attention or remember; etc.





# Student Sample for 'ant' Words



## 'Ed' for various past tense conjugations

**abandoned** common misspelling: 'abandonet', 'abandit' or 'ubandid'

**HabitBreaker**: "There was a band on Ed"



**presented** common misspelling: 'presentid' or 'prasentad'

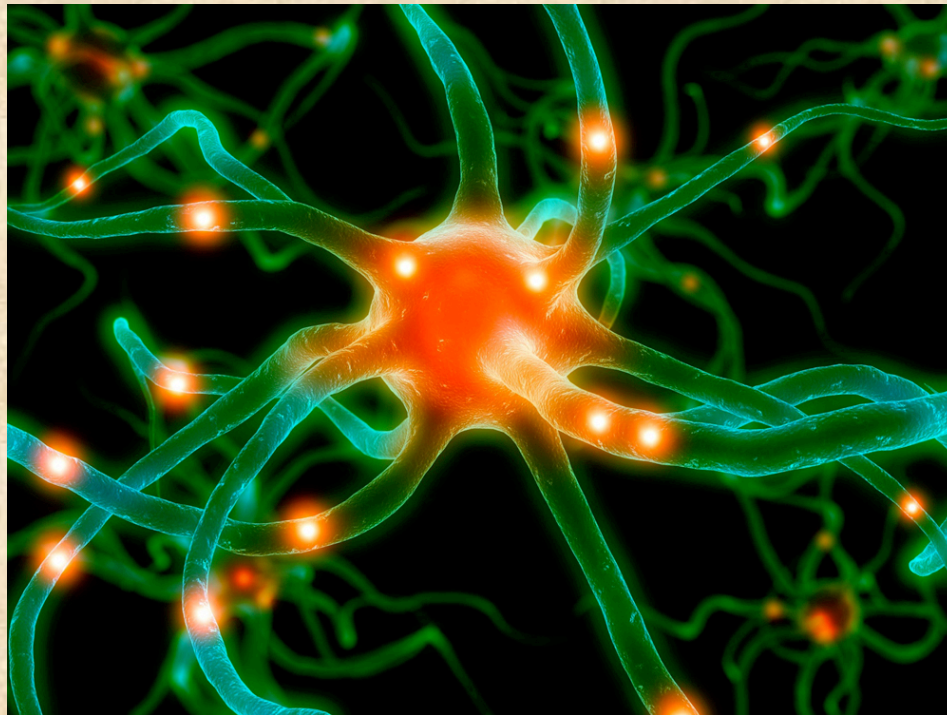
**HabitBreaker**: "Pre sent Ed a letter"

or "Pre 'presented' a letter to Ed"



# A combination approach is best!!

Using multiple ways to learn and multiple opportunities to practice leads to faster and more consistent recall....





# Spelling Card


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

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

✓ Correct Spelling: \_\_\_\_\_

Written in my other language: \_\_\_\_\_

How I misspell it:  \_\_\_\_\_

Strategy: \_\_\_\_\_

Is my strategy working?



If ☹ what strategy will I now try?



# Time for you to put your heads together!!



- 1- In pairs, create a spelling strategy using one or more of the strategy types. Refer to word lists on the table or use a word your own students frequently misspell in your class.
- 2- Share the strategy with the others at your table, explaining how it works and your rationale.
- 3- IF time permits, each table share 1 of their strategies.
- 4- Write your names and word/strategy down to turn in. I will email them to you so you have more words 😊

### **Dolch list words:**

under, soon, walk, white, write, play, make, little, over, take, them, those, small, long, like, never, much, hurt, sleep, goes, does, seven, own, only, show, eight, drink, done, every, again, away, blue, about

### **Higher level words that are often misspelled:**

changeable, cemetery, camouflage, conscientious, colleague, consonants, disastrous, deceive, exaggerate, guarantee, interpretation, maneuver, mischievous, minuscule, noticeable, prefer, potatoes, peculiar, perseverance, precede, rhythm, twelfth, unique and principal/principle

Don't want students to surrender  
to the idea of working on  
'autopilot' and 'winging it'  
in HOPES of succeeding.



It can lead to...

Frustration > Shutting Down > Giving up ☹️

*It is about....*

Helping students to take an active role and having a  
plan when it comes to their own learning. 😊





**In the end..**



**A more independent learner =>**

**more competent learner =>**

**more confident learner =>  
a happier kid!!**



**For a copy of the handouts/examples**

**email: [gelene@eslanswers.com](mailto:gelene@eslanswers.com)**