

## VS. WORDS

### Sample of frequently confused/misused words

**for vs. four**

**Habitbreaker:**

for- Say "Is this present for you or me?"

four- Say " our 4 friends/dogs/etc...." (4 letters in the # four)

**two vs. tow** (sometimes written as 'tow')

**Habitbreaker:** 'To, too & two' all end in 'o'.

For additional reinforcement, write 'tow' and then draw a picture of a car right behind 'tow' as if it is getting 'towed' off the back of the 'w'.

**night vs. knight**

**Habitbreaker:** Write/Cut out the word 'night' and letter 'k'. Put the letter 'k' in front of 'night' and then remove the letter 'k' while saying, "The knight came out at night."

Additional reinforcement- Draw a picture of a knight at night.

**eat vs. ate** (sometimes written as 'aet')

**Habitbreaker:** Write/Cut out letter/s 'at' and 'e'. Put the 'e' in front of 'at' to make 'eat'. Have student say "Now I eat at home/school/etc." Then move the 'e' to the end to make 'ate' and say "Yesterday I ate at home/school/etc." Using 'at' in the sentence also helps the kids who spell it 'aet' to remember that 'at' is in both words.

**hour vs. our**

**Habitbreaker:** Write/Cut out word 'our' and letter 'h'. Pretend a bell/buzzer rang. Have them start with the word 'our' and then move the letter 'h' in the front while saying "Our hour is up!"

**how vs. who** (add 'now' to this combo for extra reinforcement ☺)

**Habitbreaker:** Write/Cut out 'ho' and 'w'. Form the word 'who' and say "Who knows how to spell now!" and move the 'w' to the end of the word to make 'how'.

It is a good time to introduce 'now'... add the letter 'n' to make the word 'now'

**now vs. know**

**Habitbreaker:** Write/Cut out word 'now' and letter 'k'. As they say "Now I know!" have them write/move the letter 'k' in the front of the word 'now'.

### **new vs. knew**

**Habitbreaker:** Write/Cut out word 'new' and letter 'k'. Put the letter 'k' in the front of the word 'new' and then remove it as students say "I knew about the new news/dog/etc...!"

### **think vs. thing** (often spelled as 'thank')

**Habitbreaker:** Write/Cut out 'thin', letter 'k' and 'g'. Put the letter 'k' at the end of 'thin' and replace it with the letter 'g' as students say "I **think** this **thing** is thin."

The syllabance of the 'th' helps along with having 'i' in all the words.....not to mention 'thin' is in both words ☺

### **here, there, where**

If they misspell one of these.. teach them ALL as a group. Chances are they know one of the correct spellings and can build off of it.

**Habitbreaker:** Write/Cut out word 'here', and letters 't' & 'w'. Say "Here? There? Where?" as you form the words. Start with 'here' and say 'there' adding the letter 't', and 'where' exchanging the letter 't' for the 'w'. This combination helps them remember these are placement words.

### **here vs. hear**

**Habitbreaker :** Say "Hear with your ear"

See above to help separate/disjoint two spellings.

### **were, wear, we're**

Consider teaching these separately until each strategy is able to be used on its own. Doing them all at once frequently leads to further confusion.

**Habitbreaker:**

were- Say "We were here." Can add to the sentence, "We were happy here until..." helps remember 'we' is at the beginning and 'ere' at the end.

wear- Say "We (don't) wear earrings"

we're- Say "We are making a conjunction.... We're making a conjunction" or "We are using an apostrophe to make we're."

Other variations for the higher level student:

"Where were we?" Can morph them by cutting out the letters to remove or write on paper and erase letters" ..... morphing can look like this we => were => where?

### **then vs. than**

**Habitbreaker:** Say "An apple is smaller than an elephant." Using the word 'an' helps them remember it is spelled with 'an'. It also helps them know 'than' is used when comparing things.

"Then the dog ran" or "Then the.....". Starting with the word 'the' helps them remember the first 3 letters of 'then' are 't-h-e'. Also helps them know this word when sequencing.

Please note these examples are only a sample of the strategies Gelene Strecker-Sayer has created to improve students' spelling. Ideas presented were created by and are property of Gelene Strecker-Sayer, 2009.

## Sample of Frequently Misspelled Words

**again** common misspelling: 'ugin', 'egan', etc.

**Habitbreaker:**

1- Say it as a funny new word : 'aga-in'

2- Put it together w/ other words a student knows... like 'rain'

Write/Cut out 'a', 'g', 'r' & 'ain'. Use the letters to form the phrase 'a rain'. Then say "a rain again?" Replace 'r' with 'g' and push the letters together and it makes the word "AGAIN!"

**choice** common misspelling: 'chois', 'choise', etc.

**Habitbreaker:** Say "Cho's ice" or "Cho's choice is to have ice". Draw a picture for further reinforcement. IF a student doesn't know 'ice', try 'I C ice'.

**come** common misspelling: 'cum'

**Habitbreaker:** Say "Come to me!" Can say it in a scary/silly voice &/or add name, 'Coco, come to me" if more reinforcement is necessary.

**does (& goes)** common misspelling: 'duz', 'dose'

**Habitbreaker:** Say "Do essential vocabulary", "Do estimation in math", "Do essays" OR "Do Espanola homework." Need to be careful of age/knowledge of student. They might not know the 'es' words used above.

**Goes**----Often students know 'goes' so putting it together w/ 'does' and explaining the present tense conjugation can help.

If they don't know 'goes' can change saying to "Go do essential vocabulary!", "Go do estimation!", etc. OR say "Go essential vocabulary!", etc. Can spark a conversation about imperative & exclamatory sentences ☺

**family** common misspelling: 'famely', 'famuly', etc.

**Habitbreaker:** Say "I am in a family." Helps to remember 'i' & 'am' are in the middle of the word.

**find** common misspelling: 'fined'

**Habitbreaker:** Say "Find it in your backpack, etc."

**goal** common misspelling: 'gole'

**Habitbreaker:** Say "Go Al! Make the goal!"

**great** common misspelling: 'grat' or 'grate'

**Habitbreaker:** Say "We eat great food!" Extra reinforcement- Cut out and manipulate letters or write the word 'eat' and add the letters 'gr' to the front while saying "GRR". Could mention 'Tony the Tiger' if it helps.

**listen** common misspelling: 'lisson' or 'lissin', etc.

**Habitbreaker:** Say "Li is saying it ten times before they listen."

**look** common misspelling: 'luk'

**Habitbreaker:** Make letter 'o' into eyes, "l👁👁k"

**many** common misspelling: 'meny'

**Habitbreaker:** Say "an, any, many". As they write 'an', add 'y' to make 'any' then add 'm' to form the word 'many'. Can Morph it like this; an => any => many

**one (#1)** common misspelling: 'won'

**Habitbreaker:** Say "On one Monday"

Starting w/ preposition 'on' helps to get them away from starting with the letter 'w'.

**rain** common misspelling: 'ran', 'rane', etc.

**Habitbreaker:**

1- Say "in the rain".

2- One student did this one on their own...

'aim' toothpaste, take off  $\frac{1}{2}$  the 'm' and it looks like a 'backwards r', just move it to the front.. it makes 'rain'

**said** common misspelling: 'sed', 'sad', 'sid'

**Habitbreaker:** Explain past tense of 'say' is like 'say + ed' but spelling is different.

1- Say, "I said it!" to remember that 'i' is in the middle of the word

2- Repeat "I said I need an aid!" If they know 'aid' only need to add 's'

3- Cut out and manipulate letters by forming the word 'sad' and inserting 'i' while saying "I am not sad, I said!"

4- One student came up w/ an acronym "I said Sam Ate Iguana Dodo." (Whatever works right?)

**some** common misspelling: sum

**Habitbreaker:** Say "So give me some". Say it in a 'rude' way. Spark a conversation about polite requests and what is culturally appropriate to say.

**they** common misspelling: 'thay'

**Habitbreaker:** "Hey they like them/the dogs....."

Using 'the' reminds them to start the word with 'the' and not 'tha'.

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**this** common misspelling: 'thes'

**Habitbreaker:** Say "This is good!"

**together** common misspelling: 'togater', 'totedur'

**Habitbreaker:** Slowly say "to get her" or "They try to get her to play". Or try to write/cut out 'to', 'get', and 'her'. Say the separately & then push them together to form 'together'!

**want** common misspelling: 'whant', 'wunt', etc.

**Habitbreaker:** Say "I want an ant" or "I don't want an ant at my picnic", etc. The progression from 'an' to 'ant' and adding the 'w' helps keep students on track. 'an' is a common word family word. Picnics are apart of the American culture. Students can connect w/ the insect/ants because they are all over the Earth!

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

**Habitbreaker:** Say 'As it was'- reminds students 'as' is in word 'was'. Have students say it w/ a gesture that sounds like a king/queen.

**went** common misspelling: 'wint'

**Habitbreaker:** Say "We went on Wednesday". The succession of 'we' words help them to stay away from starting the word with 'wi'.

**what** common misspelling: 'wut', 'whut' or 'waht'

**Habitbreaker:**

1- Say "At what time?" or "At what will you be at the....." or "At what time is the....?"

Starting with the preposition 'at' reminds them 'at' is in the word.

2- Say 'What hat?' For the student who forgets the 'h'..."hat" is a word that most students can spell as part of the 'at' word family.

**when** common misspelling: 'wen' or 'wehn'

**Habitbreaker:** Say "When a hen...." it reminds them the letter 'h' is in the word & that it comes right after the 'w'. Can draw a picture for extra reinforcement.

**work** common misspelling: 'wurk'

**Habitbreaker:** Say "Work or play?" Using 'or' helps them remember it is in the word 'work'. Or is a common 1<sup>st</sup> grade word many kids already know.

**with** common misspelling: 'wif', 'wit'

**Habitbreaker:** Say "Get with it" or "Get with the game/party/etc". Moving from the 'th' sound in "with" into the 'th' of "the" can really help☺

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metacognition - "Is a term used in informational-processing theory to indicate an 'executive' function, strategies that involved planning for learning, thinking about the learning as it is taking place, monitoring of one's production or comprehension and evaluating learning after the activity is completed (Purpura, 1997)"

pg 134- Principles of Language Learning and Teaching by H. Douglas Brown, 2007 5<sup>th</sup> ed.

### A Few Spelling Websites!

#### San Luis Obispo Community College

"The nature of the English language contributes to spelling difficulties in several ways. These difficulties are explored in detail, through examples, on the pages that follow." This website gives examples of words with silent letters, irregular spellings, unreliable patterns, homophones, etc.

<http://academic.cuesta.edu/acasupp/AS/811.htm>

#### Literacy Teaching Ideas

"..browse through the Spelling ideas and resources"


<http://www.teachingideas.co.uk/english/contents08writingspelling.htm>

#### Dr. Goodword Word Wizard Club

"Miss Spelling and her friend, Lex the Wordy Bird, now have a place for you to come with all your spelling problems. Here are the words most often misspelled (*misspell* is one of them) by people speaking and writing English. Beside each word is a 'memory pill', a short sentence to help you remember how to spell it. Once you have finished studying this list you will be ready for **Miss Spelling's Spelling Bee** to see how much you have improved!"

[http://www.alphadictionary.com/ww/misspelled\\_kid\\_words.html](http://www.alphadictionary.com/ww/misspelled_kid_words.html)

#### Kids Spell

"Free And Totally Fun Way To Improve Your Spelling.  helps to dramatically improve your students ability to learn and retain spelling words." You can choose from lists or customize your own.

<http://www.kidsspell.com>

#### Cover Look

This is a fun website game to practice basic words that many kids have trouble spelling like because and beautiful. They give you a word to look and think about. You click to have a hand cover it up. Then you type the word. I recommend for 3 grade & up.

<http://www.amblesideprimary.com/ambleweb/lookcover/lookcover.html>

Kinesthetic Spelling Cut-Outs

eat vs. ate	at	e	
our vs. hour	our	h	
how vs. who	ho	w	
now vs. know	now	k	
new vs. knew	new	k	
here?there?where?	here	t	w
think vs. thing	thin	k	g
said	sa	i	d
again	ain	a	r g

Spelling Cards for basic/sight words

Name:

Date:

Name:

Date:

Correct Spelling: \_\_\_\_\_

Correct Spelling: \_\_\_\_\_

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

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

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

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

Strategy:

Strategy:

Is my strategy working? ☺ ☹

Is my strategy working? ☺ ☹

If ☹ what strategy will I now try?

If ☹ what strategy will I now try?

Name:

Date:

Name:

Date:

Correct Spelling: \_\_\_\_\_

Correct Spelling: \_\_\_\_\_

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

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

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

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

Strategy:

Strategy:

Is my strategy working? ☺ ☹

Is my strategy working? ☺ ☹

If ☹ what strategy will I now try?

If ☹ what strategy will I now try?

Please note this spelling cards are created by Gelene Strecker-Sayer. Ideas presented were created by and are property of Gelene Strecker-Sayer, 2009. These may be copied for your classes or to be shared with colleagues.



## Spelling Cards for higher level spelling words

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

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

✓ **Correct Spelling:** \_\_\_\_\_ ✗ How I misspell it: \_\_\_\_\_

Written in my other language: \_\_\_\_\_ Synonym/Antonym: \_\_\_\_\_

Definition in my own words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

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

Is my strategy working? ☺ ☹ If ☹ what strategy will I now try?

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

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

✓ **Correct Spelling:** \_\_\_\_\_ ✗ How I misspell it: \_\_\_\_\_

Written in my other language: \_\_\_\_\_ Synonym/Antonym: \_\_\_\_\_

Definition in my own words: \_\_\_\_\_

\_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

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

Is my strategy working? ☺ ☹ If ☹ what strategy will I now try?