

## Spelling-Words Their Way

We are using the *Words Their Way* spelling program to teach spelling for the 2<sup>nd</sup> and 3<sup>rd</sup> quarter. After giving students a diagnostic spelling assessment (of which they did not study for), we determined each child's developmental spelling level. Using this assessment and examination of their writing, we have determined what students already know about spelling and where they might need to grow in their spelling development. Based on this information, we have put them into spelling groups. We are teaching them right at their developmental spelling level!

You should expect to see spelling sorts come home each Monday evening. Please help your child practice their sort, and their spelling of each word. We hope to see spelling progress (through a diagnostic test at the end of the 3<sup>rd</sup> quarter) and expect to see carry over into their writing. Weekly tests will still be given on Fridays.

## Spelling Homework

Many of you are familiar with practicing for spelling by memorization. We are working on understanding WHY words are spelled the way they are and learning the rules and patterns in the English language in order to improve spelling in everyday writing.

### Here is our daily spelling homework:

Your child will be bringing home a collection of spelling words weekly that have been introduced in class. Each night of the week your child is expected to do a different activity to ensure that these words and the spelling principles they represent are mastered. These activities have been modeled and practiced in school, so your child can teach you how to do them.

**Monday** Remind your child to **sort the words** into categories like the ones we did in school. Your child should **read each word aloud** in this activity. Ask your child to explain to you why the words are sorted in a particular way - what does the sort reveal about spelling in general? Then, ask your child to do two timed sorts and record the times. They should also read the words aloud when doing the timed sort.

**Tuesday** Do a **blind buddy sort** with your child. Lay down a word from each category as a header and then read the rest of the words aloud. Your child must indicate where the word goes (without seeing it) and they should write it under the correct heading. After your child has written the word, give them immediate feedback to see if they sorted it and spelled it correctly.

**Wednesday** Assist your child in doing a **word hunt**, looking for words in a book they have already read that have the same sound, pattern, or both. Try to find at least three new words for each category. Write down the new words.

**Thursday** Do a **writing sort** to prepare for Friday's test. As you call out the words in random order your child should write them in categories. Call out any words your child misspells a second or even third time. If you can think of other words that fit into this

pattern, have your child try sorting those words as well. It will help them prepare for the test.

**Grading** – Please remind your child to complete the spelling activity each night and place a check in each box after it has been completed. Then, parents should initial at the bottom, indicating that the work has been completed. \*\*\****Students should turn this in each week on Friday as a part of their spelling grade.***

### **Spelling Test**

The Friday spelling test will include some words from the list that went home and some words NOT on the list. This is to test to see if the children can apply the spelling patterns / rules to other words. Also, the test will include 2 sentences which incorporate the spelling words in each sentence. Tests will be worth 20 points.

**Another fun thing:** Go to Spelling City for help practicing your words! Be sure to enter them spelled accurately! <http://www.spellingcity.com/>

Enjoy learning your new words!

Mrs. Fochtman and Mrs. Engel