

PERFECTION LEARNING
Spelling
WITH INTEGRATED LANGUAGE ARTS

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INTRODUCTION

This resource includes two reproducible activities for each unit in the Perfection Learning Spelling program. The two reproducibles for English learners include a Practice activity for Unit words and a Reteaching follow-up activity for inductive reasoning and word shapes. The design of these worksheets incorporates the following features:

- Simple, clear instructions
- Inclusion of selected Unit words for inductive reasoning and word shapes on the Reteaching follow-up activity
- Pictures directly related to the text on the page, whenever possible
- Embedded clues, such as completion of the first item
- Suggestions that students say key words aloud, either to themselves or to a partner
- Repetition of the same format in different activities throughout a level
- Focus on the Unit spelling generalization
- Presentation of a task or tasks that lend themselves to cooperative learning, individual seatwork, and/or center activities

The following sections discuss the theoretical basis for these activities, the importance of considering the language background of English learners for planning and managing instruction, and the structure of the recommended teaching strategies.

Related Theory

The theoretical support for the design of the worksheets and the recommended teaching strategies found in this guide draw heavily on the work of the second language learning theorists Steve Krashen and Jim Cummins, as well as the cognitive psychologist Edward De Avila.

- Key tenets of Krashen's model for second language learning include (1) *comprehensible input*—instruction modified so that English learners understand the demands of each task; (2) *lowered affective filter*—an

approach that reduces the anxiety that naturally occurs when one attempts to learn a second language; and (3) *the monitor*—the subconscious “device” that internally monitors or compares the English learner's speech with that of native speakers in natural, meaningful communication.

- Cummins's concepts of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) have influenced many ESL and bilingual teachers and program developers. The BICS/CALP distinction has proven particularly helpful in the design of instruction that concentrates on moving English learners from the superficial (BICS) command of English to the use of English for cognitively demanding activities (CALP). Cummins calls for the contextualizing of cognitively demanding input, allowing second language learners to interact in a reciprocal way with each other and with other students whose first language is English.
- De Avila's theory integrates the three major factors that influence learning: intelligence, motivation, and access. In the application of his theory, he calls for students, particularly English learners, to be provided access to interesting, cognitively challenging activities through cooperative problem solving in heterogeneous small groups.

The theoretical constructs and the instructional applications cited by these theorists guided the development of both the Practice and Reteaching reproducibles and the recommended teaching strategies. Clear, unambiguous instructions, the use of relevant illustrations, and consistent lesson formats maximize the probability that English learners will comprehend the input needed to complete each activity. Cognitively demanding tasks, such as the learning and application of English spelling generalizations, have been contextualized through the use of pictures, embedded clues, verbalization of key words,

and problem-solving activities that lend themselves to cooperative learning.

Contrastive Analysis

The contributions of applied linguists in the field of contrastive analysis (of two or more languages) have also been incorporated in the design of these teaching strategies and reproducible activities. You will find the basic processes of contrastive analysis reflected in many of the suggested questions for each unit. In addition, most units include Contrastive Analysis Notes, which focus exclusively on English-Spanish comparisons. These notes give you an idea of the types of similarities and differences that exist between any two languages and can influence English learners' spelling and punctuation.

English Learners' Backgrounds

All classes are composed of a heterogeneous group of children. Whether English learners are placed in a separate ESL class or not, you face the challenging task of planning instruction for children from a wide range of backgrounds. Two categories or types of English learners are described below to aid you in understanding this diversity.

1. **Recent Immigrants** These students' educational backgrounds may vary from little or no formal schooling to educational levels in their home language that can exceed those of their English-speaking peers in the United States. Ideally, these students should be in sheltered classes at first, with low teacher-student ratios and teachers trained to ease culture shock and make instructional input comprehensible.
2. **U.S.- or Foreign-Born Children in Bilingual Education Programs** In the primary grades, these students are instructed in their native language in the content areas of language arts, science, social studies, and mathematics while learning English. In the upper elementary and middle school grades, many of these students will have made the transition into

English instruction but will often remain in an English-as-a-second-language (ESL) class until proficiency standards are met.

Students who fall into either of these categories may be at different levels of oral and written English proficiency. In addition to standardized oral proficiency and achievement tests, your observations of each child will indicate if the child is ready for oral and/or written expression of superficial (BICS) or cognitively demanding (CALP) concepts, such as spelling generalizations.

Classroom Management

Because of the diversity that often exists within a group of English learners, the following procedures for classroom management, scheduling, and grouping are recommended.

1. If children are receiving their language arts instruction in their native language, such as Spanish, do not attempt to teach them spelling in English. Wait until the student has "transitioned" from language arts instruction in the native language into language arts instruction in English. The spelling resource materials for English learners are designed to maximize the success of these transitioning children as they move from bilingual into ESL and English language arts programs. (The key elements of spelling, particularly in the primary grades, are best and most easily mastered in the language that the student understands best. Until transition into English language arts occurs, ESL instruction should be primarily oral. For example, if a student is learning sound-to-symbol connections in his or her home language, introducing English phonics at the same time could cause considerable confusion, particularly when the orthographic symbols are essentially the same in both languages, as is the case with English and Spanish.)
2. Place English learners in an ESL-only program in small, heterogeneous groups of 3 to 6 students. This approach allows children to see spelling instruction

as a series of problems to be solved cooperatively and maximizes input from peers at different levels of English proficiency. This cooperative teaming approach is suggested regularly for both the Practice and the Reteaching reproducible activities.

3. For English learners in an ESL-only program, pair a bilingual student, fluent in English and the home language, with a limited English proficiency student for “peer tutoring” to enhance the learning of both students.
4. For children in the primary grades especially, set up activities in centers for individualized, self-paced instruction. For example, place reproducible activities in the language center for students to complete. Provide a laminated answer key for self-checking.

2. Another important strategy for helping ELL children get ready for each unit is the development of phonemic awareness through activities designed to help children hear and discriminate the sounds of the English language. This awareness prepares them for the sound-to-symbol connection essential for spelling competence. An activity that most children enjoy, even on a daily basis, is “I Spy.” Hold an object in your hand and tell children you “spy” something that begins with the sound. Then call on a child to say a word. Continue with a number of objects on a table, things in the room, and then the world outside. Repeat the sequence (objects in hand, on a table, in the room, and outside) with ending sounds and then medial sounds.

General Strategies

In addition to the teaching strategies detailed for each unit in the following pages, first grade ELL students would benefit from the following two activities.

1. Familiarize children with This Week’s Words prior to beginning the unit by having them match two sets of cards with the words written on them. A variation of the pairing activity involves children playing concentration with the cards.

ELL STRATEGIES

Unit 10: Short a

Teaching Strategy

Say the following words aloud:

ran hat

Have children repeat the words. Tell them to listen for the sound /a/ in each word. Then write the words on the chalkboard, underlining the letter *a* in each word. Tell the children that the letter *a* spells the sound /a/ they hear in each word.

Write the rest of This Week's Words on the chalkboard. Have children read each word aloud. Ask children what vowel sound they hear in all of the words. Ask children what letter spells the sound /a/. Have volunteers come to the chalkboard and underline the letter *a* in each word.

Assign the **ELL Practice** master for Unit 10.

Reteaching Strategy

Write all of This Week's Words on the chalkboard, leaving out the vowels. For example:

r _ n c _ n

Tell children that each of This Week's Words on the board is missing a letter. Tell them that you are going to complete the first word. Write the letter *a* to complete the first word. Ask children to identify the letter you have added to complete the word. Say the word aloud and have children repeat it. Ask children what sound the letter *a* spells in that word. Have children come to the chalkboard and complete each word by adding the letter *a*. When a child completes a word, have her or him say the word aloud for the group to repeat.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 10.

Contrastive Analysis Notes

The Spanish *a* sounds like the English word *ah*. The English sound /a/ does not exist in Spanish.

Unit 11: Short i

Teaching Strategy

Say the following words aloud:

big will

Have children repeat the words. Tell them to listen for the sound /i/ in each word. Then write the words on the chalkboard, underlining the letter *i* in each word. Tell children that the letter *i* spells the sound /i/ they hear in each word.

Write the rest of This Week's Words on the chalkboard. Have children read each word aloud. Ask children what vowel sound they hear in all of the words. Ask children what letter spells the sound /i/. Have volunteers come to the chalkboard and underline the letter *i* in each word.

Assign the **ELL Practice** master for Unit 11.

Reteaching Strategy

Write six rows of words on the chalkboard, as shown below. Number the rows 1–6. For each row, read the word from This Week's Words, and have children find that word in the row. Have volunteers go to the board and underline the word you said.

- | | | |
|---------|------|------|
| 1. pig | peg | pug |
| 2. at | it | set |
| 3. big | bug | beg |
| 4. dad | dot | did |
| 5. hull | hall | hill |
| 6. well | will | wall |

Ask children what vowel sound they hear in the underlined word. Have volunteers draw a circle around the letter that spells the sound /i/. Spanish-speaking children may need special help with the sound /i/.

Do the sample word shape with the group. Remind children that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 11.

Contrastive Analysis Notes

The Spanish *i* sounds like the sound /ē/ in *meet*. The English sound /i/ does not exist in Spanish.

ELL ACTIVITIES

ELL Practice

A. Look at the pictures. Write the missing words.



1. The man has on a

2. He is my



3. We _____ today.

4. Dad _____ run fast.

5. Then we _____ down.

6. Dad and I _____ fun.

**THIS WEEK'S WORDS**

ran
can
sat
hat
dad
had

B. Draw a line around the letter that stands for short **a** in each word.

ELL Reteaching Follow-up

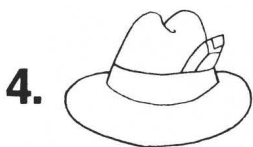
A. Short **a** sounds like the **a** in ran. Say the picture words. Draw a line around the words with short **a**.



ran

pig

can



hat

dad

bed

THIS WEEK'S WORDS

ran
can
sat
hat
dad
had

7. You spell short **a** with the letter _____.

B. Write the words in the shapes.

8. can

9.

10.

11.

12.

13.

ELL Practice

Read the clues. Write the words.

1. It begins like  . 

It ends like  . _____

2. It begins like  . _____

It ends like  . _____

3. It begins like  . _____

It ends like  . _____

4. It begins like  . _____

It ends like  . _____

5. It begins like  . _____

It ends like  . _____

6. It begins like  . _____

It ends like  . _____

THIS WEEK'S WORDS

pig

it

big

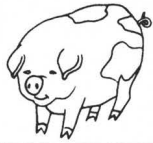
hill

did

will

ELL Reteaching Follow-up**A.** Short **i** sounds like the **i** in pig.Name the pictures. Write **i** to finish the words.

1.



2.



3.



pig

s x

h ll

4. You spell short **i** with the letter _____.**THIS WEEK'S WORDS**

pig

it

big

did

hill

will

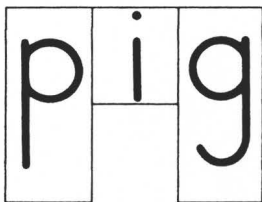
B. Match the word with its shape. Write the word in the shape.

pig

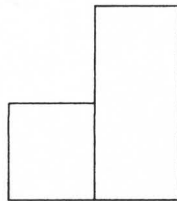
did

it

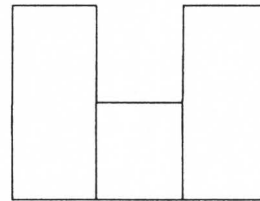
5.



6.



7.

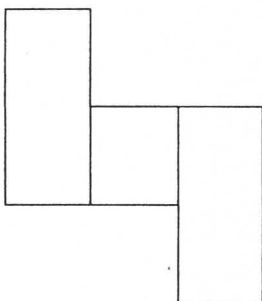


hill

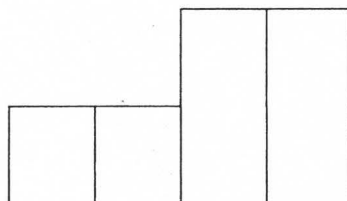
big

will

8.



9.



10.

