

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.

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ELL STRATEGIES

Unit 1: Beginning Sounds

Teaching Strategy

Write the word *bag* on the chalkboard. Say the word aloud and have children repeat the word. Ask children what sound they hear at the beginning of *bag*. Have them identify the letter that spells that sound. Have children name another of This Week's Words that has the same beginning sound and letter. Repeat this procedure for the beginning sounds /m/, /n/, /p/, and /r/.

Assign the **ELL Practice** master for Unit 1.

Reteaching Strategy

Write the following words on the chalkboard, underlining as shown:

band mad neat pan read

Read the words aloud and have children repeat them. Point to each underlined letter and ask what sound it spells. Have children work in pairs to find all of This Week's Words that have the same spelling and sound for each underlined letter. Have the pairs write these words in the correct column on the chalkboard. Spanish-speaking children may need extra help with words that begin with *h*, *j*, *q*, and *w*.

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 1.

Contrastive Analysis Notes

Beginning consonants in Spanish stand for the same sounds as the consonants in English, except for *h*, *j*, *q*, and *w*. The Spanish *h* is silent. The Spanish *j* stands for the sound /h/. The Spanish *q* stands for the sound /k/. The letter *w* does not exist in Spanish.

Unit 2: Beginning Sounds

Teaching Strategy

Write This Week's Words on the chalkboard. Underline the beginning letter in each word. Read each word aloud and have children repeat the word. Ask children what sound the underlined letter stands for in each word. Ask children how

the beginning sound is spelled in each word.

Assign the **ELL Practice** master for Unit 2.

Reteaching Strategy

Say each of This Week's Words and have children repeat it. Have children write the words on the chalkboard and circle the letters that stand for the beginning sounds. Have volunteers say the beginning sound in each word and tell how that sound is spelled.

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

Assign the **ELL Reteaching Follow-up** master for Unit 2.

Contrastive Analysis Notes

Beginning consonants in Spanish stand for the same sounds as the consonants in English, except for *h*, *j*, *q*, and *w*. The Spanish *h* is silent. The Spanish *j* stands for the sound /h/. The Spanish *q* stands for the sound /k/. The letter *w* does not exist in Spanish.

Unit 3: Beginning Sounds

Teaching Strategy

Write the words *gold*, *hall*, *jar*, *left*, and *seed* on the chalkboard. Read each word and have children repeat it. Ask children to identify the sound they hear at the beginning of each word and tell how that sound is spelled. Then have children read This Week's Words aloud and name the words that have the same beginning sound and spelling as the words on the chalkboard.

Assign the **ELL Practice** master for Unit 3.

Reteaching Strategy

Say each of This Week's Words and have children repeat it. Have them say what sound they hear at the beginning of each word and tell how that sound is spelled.

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 3.

ELL ACTIVITIES

Name _____

UNIT

1

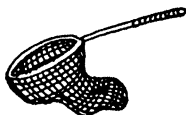
ELL Practice

A. Name each picture. Write This Week's Words that begin with the same sound.



1. real

2. _____



3. _____

4. _____



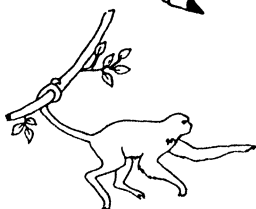
5. _____

6. _____



7. _____

8. _____



9. _____

10. _____

THIS WEEK'S WORDS

band
bag
mad
men
neat
next
pan
pat
real
rest

B. Change the first letter in each word. Write a spelling word.

11. bad

mad

12. ten

13. cat

14. fan

15. land

16. rag

C. Say each word you have written. Circle the consonant letter that begins each word.

ELL Reteaching Follow-up

A. Say each word. Underline the letter that stands for the beginning sound.

1. band2. mad3. next4. pan5. real6. bag

B. Write This Week's Words that begin with the same letters.

THIS WEEK'S WORDS

band

bag

mad

men

neat

next

pan

pat

real

rest

7. mad

men

8. real

9. next

10. bag

11. pan

C. Write the words in the word shapes.

12.

b a n d

13.

14.

15.

16.

Name _____

UNIT

2

ELL Practice

A. Write the missing letter to spell each word.

1. o e s

2. o m a n

3. e l t

4. e r y

5. e n t

6. e n

THIS WEEK'S WORDS

tell
ten
dear
does
felt
fit
very
went
woman
your

B. Write a spelling word that has each of these words.

7. our

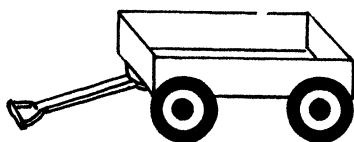
8. it

 your

9. ear

10. do

C. Name each picture. Write This Week's Words that begin with the same sound.



2

11. went

12.

13.

14.

ELL Reteaching Follow-up

A. Name each picture. Write the letter that stands for the beginning sound. Then write This Week's Words that begin with that letter.

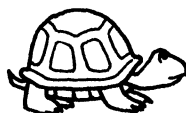


d

1.

dear

2.



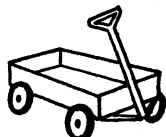
3.

4.

5

5.

6.



7.

8.

THIS WEEK'S WORDS

tell
ten
dear
does
felt
fit
very
went
woman
your

B. Write the words in the word shapes.

9. d o e s

10.

11.

12.

13.

14.