

PERFECTION LEARNING
Spelling
WITH INTEGRATED LANGUAGE ARTS

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ISBN-10: 0-7891-8368-4
ISBN-13: 978-0-7891-8368-2

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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: The Sounds /a/, /e/, /i/, /o/, /u/

Teaching Strategy

Draw a chart on the chalkboard with a heading for each of the short vowel sounds plus a simple word that has that sound. For example:

/a/	/e/	/i/	/o/	/u/
hat	let	his	fox	fun

Say each Unit word aloud. Have students repeat each word and then tell you which word on the chart has the same short vowel sound. Have students list each Unit word in the correct column. When all the words have been listed, ask students what they notice about the spelling of the words in each column.

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

Reteaching Strategy

Write the word *snag* on the chalkboard. Then say the word aloud. Tell students that the vowel sound they hear in the word is the short vowel sound /a/. Underline the *a* in *snag* and tell students that the sound /a/ in *snag* is spelled with one vowel letter: *a*. Then ask students to say and spell other Unit words that have the sound /a/ spelled *a*. Repeat this procedure for the sounds /e/, /i/, /o/, and /u/, using the rest of the Unit words.

Do the sample word shape with the group. Remind students 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

Spanish vowels *a*, *e*, *i*, *o*, and *u* are consistently written and pronounced the same way. In addition, the schwa does not exist in Spanish.

Unit 2: The Sounds /ī/ and /ā/

Teaching Strategy

Write the following headings and words on the chalkboard:

<i>i</i> -consonant-e	<i>y</i>
strike	style

Read the words aloud and have students repeat them. Ask students to identify the long vowel sound they hear in each word. Then ask students

what letter pattern or letter spells the long vowel sound /ī/ in each word. Ask students what other Unit words have the sound /ī/ and call on volunteers to list each word in the correct column according to its spelling of the sound /ī/. Repeat this procedure for the long vowel sound /ā/, using the rest of the Unit words.

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

Reteaching Strategy

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

twine type

Read the words aloud and have students repeat them. Point to the underlined letters and ask what sound these letters spell. Call on volunteers to find other Unit words that have the same spelling for the sound /ī/ as each of the words on the chalkboard. Repeat this process for the sound /ā/, using the rest of the Unit words.

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

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

Contrastive Analysis Notes

The Spanish letter *i* stands for one sound, like the sound of *i* in the English word *police*. The English sound /ī/ is closest to the sound of the two Spanish letters *ai* together, as in *baile*, though the sounds of *a* and *i* in such words do retain some of their distinctness. The letter combination *igh* never occurs in Spanish. The vowel-consonant-*e* pattern also never occurs in Spanish. The only silent letter in Spanish is *h*. The only sound the letter *a* represents in Spanish is the sound /ā/ as in the English word *father*. The closest sound to the English /ā/ in Spanish is made by the *ei* letter combination, as in *reina*, or the *ey* letter combination, as in *rey*.

Unit 3: The Sounds /ē/ and /ō/

Teaching Strategy

Write the following headings and words on the chalkboard:

<i>ea</i>	<i>ee</i>
creak	steel

ELL ACTIVITIES

ELL Practice**A. Complete the sentences with the correct Unit words.**

1. The word smash means to break something.
2. A shy person is a _____ person.
3. There is often _____ and lightning when it rains.
4. Leaves fall into the river and _____ slowly downstream.
5. A _____ of birds flew south for the winter.
6. After twilight comes _____.
7. You must _____ around to see what's behind you.
8. A small piece of paper is a _____.
9. The janitor _____ the sidewalk clean with a broom.
10. Thunder signals a _____ of rain.
11. When winds change and blow from another direction, they _____.
12. Your house is the place where you _____.
13. To fill the closet with food is to _____ it.
14. The word _____ means additional.
15. The upper part of the body is the _____.
16. A sharp point will _____ your clothing.
17. Something that is not hollow is _____.
18. If you cannot hear, you are _____.
19. You _____ across a room in heavy boots.
20. A stupid mistake is called a _____.

UNIT WORDS

drift
flock
chest
timid
shift
solid
smash
blunder
swept
extra
twist
tramp
dwell
scrap
snag
deaf
thunder
stock
dusk
threat

3. Say each Unit word.

ELL Reteaching Follow-up

A. Short vowel sounds are usually spelled with one letter. Fill in the missing letters to complete the words. Then complete the statements that follow.

1. dw__e__ll 2. st__ck 3. sw__pt
4. dr__ft 5. th__nder 6. sm__sh
7. ch__st 8. t__m__d 9. sn__g
10. scr__p 11. tw__st 12. tr__mp
13. The sound /u/ is spelled ____.
14. The sound /o/ is spelled ____.
15. The sound /e/ is spelled ____.
16. The sound /i/ is spelled ____.
17. The sound /a/ is spelled ____.

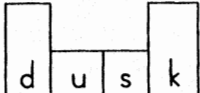
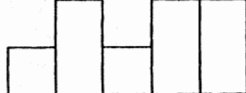
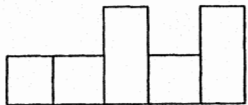
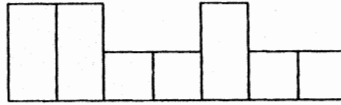
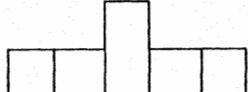
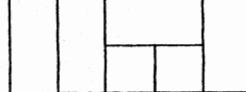
B. The missing letters in these words have the sound /e/ spelled another way. Write the missing letters to complete Unit words. Then complete the statement that follows.

18. d__ea__f 19. thr__t
20. The sound /e/ is also spelled ____.

UNIT WORDS

drift
flock
chest
timid
shift
solid
smash
blunder
swept
extra
twist
tramp
dwell
scrap
snag
deaf
thunder
stock
dusk
threat

C. Read the clues. Write the words in the word shape.

21. a time of day 
22. to change direction 
23. not hollow 
24. a stupid mistake 
25. in addition to 
25. a group of animals 

ELL Practice

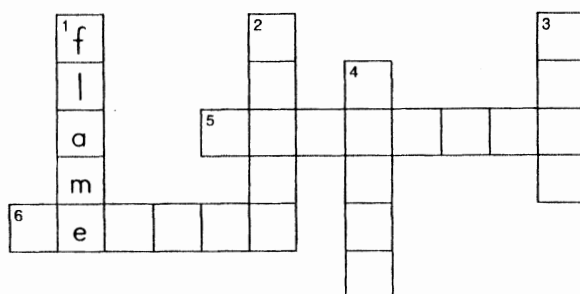
A. Fill in the blanks with letters that spell the sounds /i/ and /ā/.

- | | |
|------------------|------------------|
| 1. f _ ai _ l | 2. str _ _ k _ _ |
| 3. beh _ _ v _ _ | 3. arr _ _ v _ _ |
| 5. d _ _ ly | 6. des _ _ r _ _ |
| 7. ent _ _ r _ _ | 8. gr _ _ v _ _ |

B. Complete the sentences with the correct Unit words.

9. The parrot is a type of bird.
10. My _____ to the teacher's question was correct.
11. A strong and heavy kind of string is called _____.
12. The _____ crawled up the wall.
13. Sue wears a shiny belt around her _____.
14. A _____ is used to dig in the ground.

C. Complete the crossword puzzle using Unit words.

**Down**

1. The candle's _ provides light and warmth.
2. I like the _ and color of your new sweater.
3. To _ something is to say it is not true.
4. It is time to _ the water out of the fish tank.

Across

5. The elements in water are _ and oxygen.
6. To argue about something is to _.

UNIT WORDS

strike
debate
twine
deny
fail
entire
desire
arrive
type
snail
flame
daily
reply
spade
grave
drain
behave
waist
hydrogen
style

ELL Reteaching Follow-up

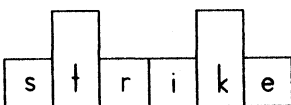
A. There are two ways to spell the long vowel sound /ī/. Underline the letters that spell the sound /ī/ in the Unit words. Then complete the statement that follows.

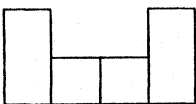
- | | |
|-----------|-----------|
| 1. type | 2. twine |
| 3. entire | 4. deny |
| 5. reply | 6. desire |
7. The sound /ī/ is spelled ____ and ____.

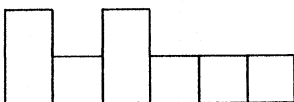
B. There are two ways to spell the long vowel sound /ā/. Underline the letters that spell the sound /ā/ in the Unit words. Then complete the statement that follows.

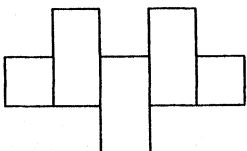
- | | |
|---------------------|--------------------|
| 8. sn <u>a</u> il | 9. fl <u>a</u> me |
| 10. d <u>a</u> bate | 11. g <u>a</u> ve |
| 12. w <u>a</u> ist | 13. sp <u>a</u> de |
14. The sound /ā/ is spelled ____ and ____.

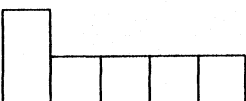
C. Write the words in the word shapes to complete the sentences.

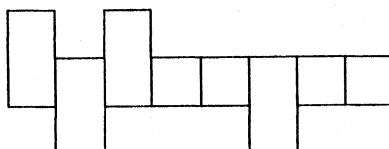
15. A batter doesn't like to  out.

16. If you don't succeed, then you .

17. When you , you act properly.

18. I like your new hair .

19. We  the water out of the kitchen sink.

20. One type of gas is . Another is oxygen.

UNIT WORDS

strike
debate
twine
deny
fail
entire
desire
arrive
type
snail
flame
daily
reply
spade
grave
drain
behave
waist
hydrogen
style