

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: Short Vowel Sounds

Teaching Strategy

Dictate the Unit words, having students place each word into one of five categories, corresponding to the short vowel sound they hear in the word. Students can work individually, in pairs, or in small groups for this activity. Discuss Unit words with two short vowels, such as *plastic*, *publish*, and *rapid*, as well as other spellings for short vowel sounds, as in *against*, *system*, and *oven*. For Spanish-speakers, especially, point out that the sound /ə/ can be spelled with many different vowels.

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

Reteaching Strategy

Write the symbols for the short vowels on the chalkboard, with a simple, three-letter word under each:

/a/	/e/	/i/	/o/	/u/
cat	pet	sit	top	fun

Say each of the Unit words aloud. Have the students repeat each word, and then invite volunteers to write the words in the correct columns. When all the Unit words have been listed, circle and discuss the different spellings for each sound.

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

The Spanish vowels *a*, *e*, *i*, *o*, and *u* are consistently written and pronounced the same way. The sound /ə/ does not exist in Spanish. If your ELL students are literate in Spanish, they may write and/or pronounce English words in ways that reflect these facts.

Unit 2: Long Vowel Sounds

Teaching Strategy

Think of an object in the room whose name is spelled with *ai*, *ea*, *oa*, *ow*, or *ou* to form the long

vowel sound /ā/, /ē/, or /ō/. Tell students you are thinking of a word with one of the long vowel sounds and spellings covered in the unit. Explain that you are not thinking of a Unit word, but of an object in the room. (You might use words like *reader* or *coat*.) Have students try to guess the word, acknowledging words that contain the right sound and spelling but are different from the one you have in mind. After students catch on to the game, have them play it with each other, using Unit words: one student thinks of a Unit word, identifies the sound and spelling, and the other students try to guess it. Discuss the different spellings for each of the three target sounds in the unit.

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

Reteaching Strategy

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

ailment reease cooach

Read the words aloud and have the students repeat them. Point to the underlined letters and have the students say the sound the letters spell. Ask for volunteers to find other Unit words that have the same spelling for each sound, and then Unit words with different spellings for each sound.

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* is pronounced like the English sound /ē/. The Spanish *o* sounds like the English sound /ō/. As mentioned in Unit 1, Spanish vowels are very consistent in their orthography, which may make English spelling difficult for those students who are literate in Spanish.

Unit 3: More Long Vowel Spellings

Teaching Strategy

Divide the group into two teams, each with a captain. Teams A and B take turns thinking of

ELL ACTIVITIES

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

1. The word absence is the opposite of *presence*.
2. Running in the hall is _____ the rules.
3. I went to the music store to buy a record
_____.
4. A _____ is a part of a hairbrush.
5. The word _____ means "a shiny metal."
6. _____ is a board game for two people.
7. If you don't hang up your clothes, they will get
_____.
8. Do you know the _____ of the water?
9. A place to park a boat is a _____
10. A quick look or view is a _____
11. I was _____ after walking home in the rain.
12. A spout or small opening at the end of a hose is a
_____.
13. Check to see if the _____ is hot.
14. Do you prefer glass or _____ cups?
15. She hopes to _____ her story.
16. The doctor checked my heart and _____.
17. The word _____ means "fast."
18. If you're hungry, have a _____ after school.
19. Can you _____ this puzzle?
20. The solar _____ is made up of the sun and the planets.

UNIT WORDS

chess
snack
glimpse
dock
crumpled
album
drenched
plastic
bristle
rapid
bronze
nozzle
publish
pulse
solve
absence
depth
against
system
oven

B. Read each sentence.

ELL Reteaching Follow-up

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

1. album 2. br stle
 3. pl stic 4. gl mpse
 5. bsence 6. n zzle
 7. dr nched 8. cr mpled
 9. d pth 10. p blish

11. The sound /a/ is spelled ____.
 12. The sound /e/ is spelled ____.
 13. The sound /i/ is spelled ____.
 14. The sound /o/ is spelled ____.
 15. The sound /u/ is spelled ____.

- B.** The short vowel sounds /e/, /i/, and /u/ are spelled with other letters in the words below. Write the missing letters to complete the words.

16. ag nst 17. s stem 18. ven

- C.** Write the words in the word shapes.

snack rapid chess pulse bronze solve dock

19.

s	n	a	c	k
---	---	---	---	---

20.

21.

22.

23.

24.

25.

UNIT WORDS

chess
 snack
 glimpse
 dock
 crumpled
 album
 drenched
 plastic
 bristle
 rapid
 bronze
 nozzle
 publish
 pulse
 solve
 absence
 depth
 against
 system
 oven

Name _____

UNIT

2

ELL Practice

A. Write the Unit words where they would appear in the dictionary.

1. agricultural

_____ ailment _____

airline _____

3. bottle

_____ breakfast _____

5. clever

_____ cocoa _____

7. extra

_____ fly _____

9. rally

_____ robot _____

2. blend

_____ blunder _____

4. castle

_____ chain _____

6. department

_____ dinner _____

8. gentle

_____ groceries _____

10. snake

_____ stop _____

UNIT WORDS

coach
shoulder
complain
ailment
detailed
breathe
squeak
disease
borrow
blown
failure
cease
release
growth
stow
grain
claim
brain
foam
aisle

B. Underline the letters for the long vowel sound in each Unit word above.

ELL Reteaching Follow-up**UNIT WORDS**

coach
 shoulder
 complain
 ailment
 detailed
 breathe
 squeak
 disease
 borrow
 blown
 failure
 cease
 release
 growth
 stow
 grain
 claim
 brain
 foam
 aisle

A. The sound /ō/ has three spellings. Circle the letters that represent the sound /ō/ in each Unit word.

1. coach 2. shoulder 3. stow

4. The sound /ō/ may be spelled oa, _____, or _____.

B. Write **oa**, **ow**, or **ou** to complete each word.

5. foam 6. borr_____ 7. c_____ch
 8. sh_____lder 9. bl_____n 10. gr_____th

C. The missing letters in the Unit words spell the following sounds:

/ā/ as in *grain*

/ē/ as in *squeak*

Write **ai** or **ea** to complete each Unit word.

11. br_____n 12. rel_____se 13. cl_____m
 14. c_____se 15. f_____lure 16. br_____the
 17. compl_____n 18. _____lment 19. dis_____se

D. Write the word in the word shape to complete each sentence.

20. I gave a

d	e	t	a	i	l	e	d
---	---	---	---	---	---	---	---

 outline of the book I just read.

21. We must

--	--	--	--

 our equipment below deck.

22. The hungry birds ate most of the

--	--	--	--

 we had left.

23. When I fly, I always sit next to the

--	--	--	--	--

.