Appendix A

Appendix B

Shel Silverstein's poem, *Twistable, Turnable Man,* which uses the suffix **-able** with humorous effect:

Twistable, Turnable Man

He's the Twistable Turnable Squeezable
Pullable
Stretchable Foldable Man.
He can crawl in your pocket or fit in your locket
Or screw himself into a twenty-volt socket,
Or stretch himself up to the steeple or taller,
Or squeeze himself into a thimble or smaller,
Yes he can, course he can,
He's the Twistable Turnable Squeezable
Pullable
Stretchable Shrinkable Man.
And he lives a passable life
With his Squeezable Lovable Kissable Hugable
Pullable Tugable Wife.
And they have two twistable kids
Who bend up the way that they did.
And they turn and they stretch
Just as must as they can
For this Bendable Foldable
Do-what-you're-toldable
Easily moldable
Buy-what-you're-soldable
Washable Mendable
Highly dependable
Buyable Saleable
Always available
Bounceable Shakable
Alsmost unbreakable
Twistable Turnable Man.

Spelling: Sharing the Secrets. Scott, Ruth. Gage, 1993.

Dear Parent or Guardian,

I am writing to tell you about how I'll be helping your child develop as a speller, and to suggest ways you can support this important aspect of language growth at home.

Children become competent spellers over time, and their ability to spell develops in much the same way as does their ability to write and speak. Children babble before they speak, scribble before they write, and invent spellings before they use standard spellings. What we call "invented spelling" is an important part of learning, as it allows for risk-taking. When children are encouraged to take risks by using words they don't know how to spell (for example, "enormous" instead of "big"), their writing becomes more interesting and their spelling awareness increases.

This year your child will have many opportunities to write. Writing gives children a purpose for spelling; the more children write the more they will learn about spelling. There are many aspects of writing your child will need to learn in order to communicate effectively as a writer. Sometimes I will be focusing on spelling, while at other times I will be focusing on helping your child organize these ideas in a way that makes sense to the reader. It is important to keep in mind that regardless of the focus of a piece of writing, spelling development is taking place.

Throughout the year, your child will also be engaged in various spelling experiences designed to increase spelling knowledge and help your child write more effectively. Some of these experiences include collecting and categorizing words, sharing spelling strategies, playing spelling games, and learning about word origins and derivations.

You can participate in your child's development as a writer by responding to the content of your child's writing, by providing your child with authentic reasons to write (shopping lists, letters, thank-you notes), and by acknowledging words your child can spell. Throughout the year, I will be sending home other suggestions of ways you might help your child.

I will be keeping records and writing samples to track your child's progress, and to help plan instruction. You might also enjoy keeping dated samples of your child's writing. When you have an opportunity to come into the school, I will be happy to show you what your child is learning, how your child's spelling knowledge is growing, and how your child is using this knowledge to write.

Please feel free to contact me with any questions you may have about your child's spelling development.

Yours truly,

Dear Family,

You and your child can work together to make and play some card games. Here are some games that are easy to make and lots of fun to play. Family members can be involved in this activity.

Making Games

You will need:
- index cards (or small pieces of paper cut to card size)
- scissors
- crayons or markers
- old magazines (optional)

Word Concentration

1.   Use 30 cards. Write 15 words on 2 cards each.

2.   Place the cards facedown on a table in rows.

3.   Take turns turning over 2 cards at a time and read aloud each card. If the words on the cards are the same, the player keeps the cards. If the words don't match, the player turns the cards facedown again.

4.   The game continues until all the cards are matched. The winner is the player with the most matched pairs.

5.   Variation: Play the concentration game using words that can be illustrated. Draw or cut out 15 pictures from magazines. Paste each picture on a separate card. For each picture, write the matching word on another card.

Funny Face Game

1.   Use 32 cards. Write 15 words, (2 cards each). Draw a funny face on the remaining card. This is the "Funny Face" card.

2.   Deal out the cards to the players. Before play begins, players should look at their cards and match up any pairs that they hold. Then, one at a time, players should read the words on the pairs aloud and put the cards faceup on the table.

3.   Players then take turns picking a card from the player to the left. If a matching pair is made, the words are read aloud and the cards are put on the table. The game continues until the "Funny Face" card remains.

4.   Depending on how you want to play, the player holding the Funny Face either wins or loses the game!

Word Bingo

1. Use 24 cards and write a different word on each card. You will also need 24 small markers such as beans for each player.

2. Then make bingo boards for each player by dividing a piece of paper into 25 squares. There should be 5 squares across and 5 squares down. In the middle square, write FREE. In the other squares, write the words from the word cards. Each bingo board will have the same 24 words, but the words should be written in different squares on the board.

3. Mix up the word cards. Then have the players take turns drawing a card and reading it aloud. All players find this word on their boards and cover it with a marker.

4. The game continues until one player has 5 covered squares in a row - across, down, or on the diagonal.

   Another helpful strategy is to help your child become word waters by playing word games. You also could play commercially available word games with her, such as:
   · Spellbound
   · Boggle!
   · Scrabble
   · Junior Trivial Pursuit

> *We learn to spell by hypothesizing about words, testing our letter memory, confirming and modifying our initial attempts.*
>
> (From Spelling Links, by Booth, D., Pembroke, 1991)

Adapted from: Hansen, M. and Armstrong G. *Right at Home*. Addison-Wesley. 1993.

Appendix C

Assessment Record	Name:	Date:
Concepts	**Comments/Examples**	
Letters Does the child · understand the concept of alphabetical order, using the first letter, second letter, third letter?		
Words Does the child · try to represent all the syllables heard in a word? · use high-frequency words (then, is, to, it come)? · use sight words from a current or previous theme?		
Sound Patterns Does the child · represent single-consonant sounds (initial/final/medical)? · use consonant combination spelling patterns? · use silent-e spelling patterns? · use vowel combination spelling patterns? · use vowel-with-r-spelling patterns?		
Function Patterns Does the child · use the plural endings, s, es, ies? · understand and use some irregular plurals? · use ed and ing endings? · use contractions?		
Meaning Patterns Does the child · make meaning links; understand that some words are related (write/wrote)? · understand what a compound word is?		

Concepts	Comments/Examples
Text Organization Does the child · print/write words and sentences in the standard direction (left to right/top to bottom)? · sequence ideas and information logically?	
Punctuation Does the child · use capital letters at the beginning of sentences/proper names and places? · end sentences with appropriate punctuation? · mark direct speech with quotation marks? · use commas? · use an apostrophe in contractions and to show possession?	
Printing/Handwriting Does the child · print/write upper or lower case? · attempt cursive writing? · print/write legibly? · make printing/writing aesthetically pleasing? · incorporate any style changes for effect on the page (underlining, letter size)?	
Editing Does the child · understand the concept of first and final drafts? · understand and attempt to proofread? · use various strategies for finding standard spelling?	

Word Sense, David Booth, Jack Booth, Jo Phenix, Doreen Scott-Dunne, Meadow Brook Press, 1994.

Assessment Notes   **Name:**   **Date:**

Analysis of Spelling Miscues
(Words, Spelling Patterns, Text Organization, Punctuation, Capitalization,
Printing/Handwriting, Other Comments

Concepts for Focus:

Word Sense, David Booth, Jack Booth, Jo Phenix, Doreen Scott-Dunne, Meadow Brook Press, 1994.

Assessment Notes	**Name:**	**Date:**

What the Child Knows:

Letters

Words

Spelling Patterns

Text Organization

Punctuation/Capitalization

Printing/Handwriting

What the Child Does Not Know:

Letters

Words

Spelling Patterns

Text Organization

Punctuation/Capitalization

Printing/Handwriting

Concepts for Focus:

Word Sense, David Booth, Jack Booth, Jo Phenix, Doreen Scott-Dunne, Meadow Brook Press, 1994.

Checkpoints for Emergent Spellers

Skills/Strategies	Checkpoint			
	1 not apparent yet	**2** sometimes	**3** generally	**4** consistently
Spelling in the Writing Context Wants to write Has a have-a-go spirit; writing to invent temporary spellings Displays an interest in words Experiments with words/letters				
Visual Knowledge Can write own name Can write a few common words from memory Uses some common visual patterns (such as -ing) Attends to visual features of words (such as double letters)				
Knowledge of Alphabet Knows letters and names Writes some letters Distinguishes between letters and numerals Distinguishes between upper- and lowercase				
Sound Symbol Relationships Uses initial consonant or dominant consonant to represent words (*I M S = I am six*) Uses consonants or vowels for each dominant sound (*apl - apple; wet = went*) Uses letter names to represent sounds *(AT = eighty; U = you)* Bases spelling on own articulation				
Concepts about Print Uses spaces (or space markers) between words Understands left-to-right directionality Understands top-to-bottom directionality				

Learning Phonics and Spelling In a Whole Language Classroom, Debbie Powell and David Hornsby. Scholastic Professional Books, 1993.

Spelling Observation Guide

Student's Name:

		Comments
A. Process Do poor handwriting and impulsiveness appear to influence the students spelling? Is the student willing to take risks when spelling unfamiliar words? Does the student recognize misspelled words? When given the opportunity to proofread for spelling errors, how does the student respond? What resources does the student use when correcting spelling errors? **B. Product** Does the student · understand basic sound-symbol relationships? · use knowledge of common patterns in rhyming words to spell new words? (E.g., at, cat, mat) · demonstrate an awareness of possible alternatives for a particular vowel sound? (E.g., a, ai, eigh) · demonstrate an awareness of possible alternatives for a particular consonant sound? (E.g., kn, gn, pn) · form contractions and possessives?		

Adapted from Junior Language Arts OAIP, 1990

		Comments
· retain the relationship between base words and related forms? (E.g., success, succeed, unsuccessful) Are there consistent patterns in the student's spelling errors? · difficulty with forming plurals · difficulty with spelling multi-syllabic words · difficulty with spelling double consonants or silent letters Does the student use homophones correctly in context? (E.g., to, too, two) How does the student's performance in spelling compare with performance in other areas of language (e.g., personal writing, reading comprehension, vocabulary, oral language development)?		

Adapted from Junior Language Arts OAIP, 1990

Appendix D

Most Frequently Used Words

a	did	her	over	this
about	do	him	people	three
after	dog	his	lay	time
all	down	home	ran	to
all	for	just	said	too
and	from	like	saw	two
are	get	little	school	up
as	go	man	see	us
at	going	me	she	very
back	good	morning	so	was
be	got	mother	some	water
because	I	my	soon	we
big	if	night	started	went
but	in	not	that	were
by	into	of	the	what
call	is	off	their	when
came	it	on	them	will
can	had	one	then	with
could	have	our	there	would
day	he	out	they	you