

Spelling Handbook for Teachers



GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR

Department of Education and Training
Division of Program Development

Foreword

This *Spelling Handbook* was designed to provide teachers with relevant background knowledge and practical ideas and suggestions to teach spelling in the context of reading and writing.

Through this handbook we have addressed the following:

- philosophy
- spelling in the classroom
- teaching strategies
- parent communications
- assessment and evaluation
- teacher resources

The binder format allows teachers to select relevant materials/activities depending on the needs within each particular class. Other useful resources may be added as they become available.



Acknowledgements

The Department of Education and Training gratefully acknowledges the following authors:

Janice Tucker Assistant Superintendent Nova Consolidated School District Gander	Diane Vey Teacher Gander Academy Gander	Linda Pike Principal Jackson Walsh Elementary Western Bay
---	---	---

The Department of Education and Training would also like to thank the following for their contributions to this handbook:

Wilbert Boone Manager Curriculum and Learning Resources Department of Education and Training St. John's	Edward A. Jones Education Consultant - Language Arts Department of Education and Training St. John's
--	--

Elementary Language Arts Committee

Craig Adams, St. Thomas of Villa Nova School, Manuels
Janice Adams, Eugene Vaters Academy, St. John's
Doreen Barnes, Topsail Elementary School, Topsail
Linda Coles, Primary Education Consultant, Dept. of Education, St. John's
Rivlyn Galway, Program Coordinator, Gander-Bonavista-Connaigre R.C. Board, Gander
Gerald Giles, Teacher, Port Blandford Elementary School, Port Blandford
Florence Samson, Vice-Principal, Cowan Heights Elementary School, St. John's
Maureen Sullivan, Teacher, Sacred Heart Elementary School, Cape Broyle
Janice Tucker, Assistant Superintendent, Nova Consolidated School District, Gander

Grade 4 students of Gander Academy for their photographs.

This document was typeset by **Bernadine Kehoe**, Word Processing Equipment Operator II, Department of Education and Training, St. John's.

(Every effort has been made to contact copyright holders for permission to reprint material where necessary. We apologize for any oversights and would be happy to rectify them in future printings.)

Table of Contents

Philosophy	1
Principles	3.
Spelling in the Classroom	6
Developmental Stages of Spelling	7
Spelling Strategies Based on Developmental Trends	8
Role of Teacher	10
Creating The Classroom Climate for an Integrated Spelling Program	11
A View of the Classroom	12
Sample Theme - Word Study Within the Context of a Theme	14
Teaching Strategies	15
A Literacy Poem	16
Why Is English So Hard?	18
Spelling in the Writing Process	19
Guidelines for Spelling Lessons	21
Mini Lessons	22
Word Lists	23
Ways of Using Word Lists	24
Patterns in Spelling	27
Strategies Based on Sound	28
Visual Strategies	29
Strategies Based on Meaning	32
Word Webs	33
Word Sorts	36
Category	37
Word Links	38
Spelling Rules	39
Mnemonic Devices	41
Personal Dictionaries	42
Cooperative Learning	43
Computer	46

Parent Communication	47
Practical Suggestions for Parents	48
Information for Parents	50
Sample Letter to Parents	51
Answering Questions Parents Commonly Ask	53
Making Games	56
Assessment and Evaluation	59
Introduction	60
Checklist - Spelling Analysis	64
Checkpoint for Emergent Spellers	70
Checkpoint for Novice Spellers	71
Checkpoint for Independent Spellers	72
Summative Assessment	73
Student Spelling Profile	74
Theme Evaluation	75
Self Evaluation	76
Teacher's Spelling Conference	78
Bibliography and Resources	79
Appendices	83
Appendix A: Antonyms	84
Appendix B: Compound Words	85
Appendix C: Homonyms	86
Appendix D: Latin and Greek Stems	87
Appendix E: Beginning Consonant Blends	88
Appendix F: Prefixes and Suffixes	90
Appendix G: The 200 Words Most Frequently Misspelled	93
Appendix H: Spelling Demons	95
Appendix I: The 100 Most Frequently Used Words	96