



Programming for Spelling

Level 1 Study Sheets

Steps 1-10

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Study Sheet Design

The gradual release of responsibility

The directions given for each activity are as simple and as decodable as possible so that students may begin to read the directions for themselves. Study Sheet content, activities and layout generally remain the same to facilitate student independence.

Study Sheet content

1. Cumulative spelling word lists

The spelling lists are organised in the study sheet word lists under the headings 'New words' and 'Revise' in order to facilitate the maintenance of prior learning.

2. The **spelling lists** of regular and irregular words provided in each set of study sheets may be used to monitor individual student spelling progress.
3. **Reading** is embedded in many activities, rather than just reading the list of words. For example, a student may complete a proofreading exercise and then READ the completed sentences to a partner.
4. Study Sheet **exercises** are organised under five headings: spelling, word study, comprehension, writing conventions and writing composition. Each section is colour coded as follows:

1. Spelling

- digraphs
- irregular words
- syllables
- proofreading
- handwriting
- dictation

2. Word Study

- alphabetical ordering
- word meanings/multiple meanings
- morphemes
- synonyms
- antonyms
- homonyms
- compound words
- morphemes (word building)
- sayings and expressions

Step	Regular words (initial/final consonant blends)		Regular words Digraphs		Irregular words		Spelling Extras	
	New	Extensions	New	Extensions	New	Revise		
1	stab step stop still	stabbed stepped stopping stopper stillness	tax fax lax quit quid	thinner thinnest	thin thud fifth sixth tenth (‘th’ unvoiced)	school are one aren’t once	be he me she we	1. Vowels have short sounds. The short vowel is marked with a smile (breve), e.g., /ă/ 2. Digraph: two letters that go together to make one sound. 3. thin (the positive form) thinner (the comparative form) thinnest (the superlative form)
2	swim swag swam swish	swimmer swimming swishing	stab step stop still	ships shopper shutter shopped fisherman	ship shut shop fish dish	school are one	1. Vowels have short sounds. 2. Vowels have long sounds. The long vowel is marked with a line (macron), e.g., /ā/ 3. ‘-ed’ saying ‘t’ e.g., shopped, stepped, etc.	
3	skin skid	skinned skidded	swim swag swam swish	chatted chatting chatter chilly chilled chilling chin-up	ship shut shop fish dish	was want wash what	1. Vowels have short and long sounds. 2. ‘-ed’ saying ‘d’ e.g., skinned, chilled, etc. 3. Digraph: two letters that go together to make one sound.	
4	scab scum twig twin	scabby scummy twins twigs	whip which whiz when	whipped whichever whizzed whenever	chat chin chill much such	to do who	1. Vowels have short and long sounds. 2. ‘y’ saying the long /i/ sound at the end of words or syllables 3. ‘-ed’ saying ‘t’ e.g., whipped 4. ‘-ed’ saying ‘d’ e.g., whizzed	
5	spit spat spin spot	spinner spitting spinning spotty	sting stung swing swung thing	stinging swinging nothing something	whip which whiz when what	my by try cry why	1. Vowels have short and long sounds 2. ‘y’ saying the long /i/ sound at the end of words or syllables 3. Suffix ‘-ing’ 4. Irregular forms of the past tense: Sting/stung; swing/swung	

Level 1 Spelling List: Step 1

Note: All words in *italics>* are extension words for those students who can already spell the words on the base lists.

Spelling

Circle the spelling errors. Write the correct spelling on the line. (*proofreading*)

Mum tells me to stob**o**running.

stop

That dog is too then.

He is the sixf boy to stop the bus.

Will she stap into the dam?

Who will bee at the shops?

Underline any spelling errors. Re-write the sentences correctly on the lines. (*proofreading*)

Gat some help.

Get some help.

Did you stop on the way to skool?

Shee cannot get on the school bus.

Stop when you get to the tenf step.

Level 1 Spelling List: Step 2

Note: All words in *italics> are extension words for those students who can already spell the words on the base lists*

Comprehension

Fill in the boxes with letters going DOWN and ACROSS. (*vocabulary*)

The crossword puzzle grid is filled with the following words:

- Down words:** schools, fish, ship, dish, was
- Across words:** swag, shopping, swim, swish

Write the correct word to finish these sentences. (*cloze: production*)

Read the sentences to your partner.

shut swim wash

Did you _____ in the dam?

Will dad _____ the dishes?

Do not _____ the lid on the box.

Level 1 Spelling List: Step 3

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists

Word study

Circle the words. (morphemes: discrimination between words and endings)

of	ed	such
ing	do	at
ed	s	who
to	if	ed

Write the two words together to make one word. (morphemes: compound words)

Read them to your partner.

un + do = _____

can + not = _____

in + to = _____

be + come = _____

Finish the underlined words in these sentences. (morphemes: production)

Read the sentences to your partner.

Mum is chatt_____ with the man in the shop.

Have you chill_____ the fish?

Who is do_____ a skid?

Level 1 Spelling List: Step 10

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

Name _____

Date _____

Level 1 Step 10		Step 9
Spelling List	Extension Words	Revision
smog smell smash	<i>smoggy</i> <i>smelly</i> <i>smelled</i> <i>smashed</i> <i>smashing</i>	plan plot plug plum plus
pile line nine dive ripe size	<i>piled</i> <i>lined</i> <i>liner</i> <i>underline</i> <i>nineteen</i> <i>diver</i> <i>unripe</i> <i>riper</i> <i>ripest</i>	hide ride bike like kite quite
put pull push	<i>pulled</i> <i>pulling</i> <i>pushed</i> <i>pushing</i>	you any many one

Teacher's Note

Some study sheets contain explanatory notes to assist the teacher in preparing students to complete the study sheet activities.

Level 1 Spelling List: Step 10

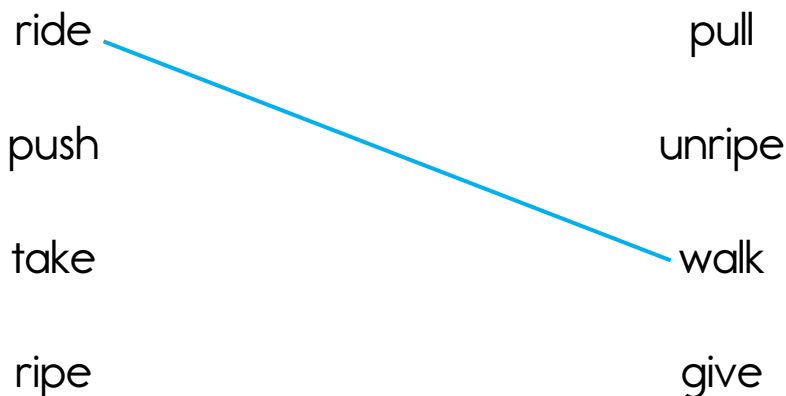
Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

Word study

Synonyms and Antonyms

Antonyms are words that have the opposite meaning of another word.

Draw a line from each word in the first column to its ANTONYM in the second column.



Write the two words together to make one word. (morphemes: compound words)

Read them to your partner.

nose + dive = _____

in + side = _____

push + up = _____

line + up = _____

pipe + line = _____

Finish the underlined words in these sentences. (morphemes: production)

Read the sentences to your partner.

Get rid of that smell_____ bin!

Who smash_____ the bike?

Stop pull_____ the cat's tail!

Level 1 Spelling List: Step 10

Note: All words in *italics> are extension words for those students who can already spell the words on the base lists.*

Comprehension

Fill in the boxes with letters going DOWN and ACROSS. (*vocabulary*)

The crossword puzzle grid contains the following pre-filled words and empty boxes:

- Down words:**
 - plan (row 1, col 3)
 - glide (row 1, col 7)
 - smelly (row 2, col 2)
 - ride (row 2, col 5)
 - became (row 4, col 3)
 - push (row 5, col 3)
 - glen (row 5, col 5)
 - plug (row 6, col 2)
 - dive (row 6, col 6)
 - you (row 7, col 1)
 - same (row 8, col 2)
- Across words:**
 - ripe (row 1, col 1)
 - gladden (row 2, col 6)
 - smashing (row 3, col 1)
 - all (row 5, col 1)
 - plug (row 6, col 2)
 - dive (row 6, col 6)
 - you (row 7, col 1)
 - same (row 8, col 2)

Write the correct word to finish these sentences. (*cloze: production*)

Read the sentences to your partner.

nine smell put

Did you _____ all of your cash in the bank?

Six plus _____ makes fifteen.

I do not like the _____ of ripe cheese!