



Programming for Spelling

Level 1 Study Sheets

Steps 11-20

Lin Meeks, PhD

www.antsintheapple.com.au

Suggestions for the content of the daily spelling session

Generic Lesson Plan Structure

Lesson Focus	Introduction of a new spelling list.	
Introduction	<p>Gain students' attention (personalised classroom <i>Attention Signal</i>).</p> <p>Review critical prerequisite skills.</p> <p>State the goal of the lesson and its relevance.</p>	<p><i>Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall (Rosenshine, 2012, no. 1).</i></p> <ol style="list-style-type: none"> 1. REVIEW the content of the previous spelling list. 2. Introduce the content of the new spelling list.
Development and Consolidation	<p><u>Modelling (+ think aloud)</u></p> <p>Show and tell - involve students.</p>	<p>Introduce the rule/concept. Use If-then construction.</p> <p>Illustrate the concept with examples and non-examples.</p>
	<p><u>Guided practice</u></p> <p>Guide students in performing the skill or strategy.</p>	<p>Provide physical, verbal, or visual prompts. Gradually fade scaffolding. Guide students in analysing examples and non-examples using the critical attributes.</p>
	<p><u>Unprompted practice</u> <i>pairs/groups</i></p>	<p>Check students' understanding. Have students perform the skill/strategy in pairs or groups without prompts.</p>
	<p><u>Unprompted practice</u> <i>individual</i></p>	<p>Check students' understanding. Have students perform the skill/strategy individually without prompts.</p>
Culmination	<p>Review critical content. Preview the content of the next lesson.</p>	<ol style="list-style-type: none"> 1. REVIEW the content of lesson. 2. Introduce the content of the next lesson.

Level 1 Spelling List: Step 12

Comprehension

General Knowledge



This is a map of Italy. It is shaped like a boot!
Colour the part of the map that is Italy in **green**.

The capital city of Italy is **Rome**.

Write the word 'Rome' in the red text box and draw an arrow from the box to the red dot on the map. This tells you where Rome is in the country of Italy.

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

pope

to rip and tear with a knife

slash

a slow-moving creature with a soft body and no legs

sled

the head of the Catholic church

slug

something used to travel on snow

Level 1 Spelling List: Step 16

Word study

Words may change in several different ways over time. Spelling, pronunciation, and meaning are three of those ways. The **pronunciation** of the words 'says' and 'said' has changed.

The irregular past tense of the word 'to say'

The verb 'to say' belongs to a group of verbs called **irregular** verbs. This means that the word does not follow the usual pattern of simply adding the suffix '-ed' onto a base word to make the past tense.

The past tense of the verb 'to say' is 'said'. Look at this pattern.

say	pay	lay
said	paid	laid

This is a group of words that uses the same form of **spelling** for the past tense. **The tricky bit** is that we **pronounce** the word 'said' as /sed/ not as /sade/!

But wait. There's more! Look at this pattern.

I say	I pay	I lay
you say	you pay	you lay
he/she/it says	he/she/it pays	he/she/it lays
we say	we pay	we lay
they say	they pay	they lay

This group of words also uses the same form of **spelling** for the third person singular* present tense. **The tricky bit** is that we **pronounce** the word 'says' as /sez/ not as /says/! * The third person singular refers to 'he', 'she' and 'it'.

It may be useful to display the following table as a reminder.

say	pay	lay
says	pays	lays
said	paid	laid

Level 1 Spelling List: Step 18

Spelling

Teaching Notes for the One-One-One Doubling Rule

When a word contains: one syllable, and
one vowel, followed by
one consonant
double the last consonant before adding a vowel ending

Example 'slip' one syllable 'slip', and
one vowel 'i', followed by
one consonant 'p'
double the 'p' before adding vowel endings such as 'ing', 'ed', 'er', 'y'
slippers, slipping, slipped, slippery

Note that these two examples do *not* fulfil the one-one-one requirement:

Example 1 'clamp' one syllable 'clamp', and
one vowel: 'a', followed by
two consonants 'mp'
No doubling needed, just add the vowel ending.
clamping, clamped

Example 2 'sleep' one syllable 'sleep'
two vowels 'ee', followed by
one consonant 'p'
No doubling needed, just add the vowel ending.
sleeper, sleepy, sleeping

Note 1 We never double 'x' and 'w'. Therefore, the word 'pawing' is spelt with one 'w' and 'fixing' is spelled with one 'x'.

Note 2 The rule about doubling a final consonant in a word of more than one syllable is more difficult and will be dealt with separately. Basically, the final consonant is doubled if the last syllable is accented and if it contains a 'c-v-c' letter string.

Finish the underlined words in these sentences. (one-one-one doubling rule)

Be careful! Not all words are one-one-one doubling words!

1. His dad prop_____ the ladder against the wall.
2. What a smog_____ day!
3. Stop press_____ the knife into the cake!
4. Have you pack_____ the toys away?
5. The puppy tip_____ his food bowl over.
6. She kept grin_____ until she saw his thick socks.

Level 1 Spelling List: Step 20

Writing conventions

Write either a question mark ? or an exclamation mark ! or a full stop ● next to each sentence. (punctuation: exclamation and question marks)

Go and find your best dress now _____

It's time for you to have a bath _____

Go and ask the drummer to play some songs _____

How did you get to drag that box home _____

Did you go for a walk in the park _____

Mum is taking us to the market today _____

This homework is too hard _____

We have been to see the chicks in the farmyard _____

Copy the sentence starting with a capital letter and ending with a full stop or a question mark.
(sentences: punctuation)

we had to walk along the path to the farmyard
