



# Programming for Spelling

Level 2 Study Sheets

Steps 1-10

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# Suggestions for the content of the daily spelling session

## Generic Lesson Plan Structure

### Introduction of a new spelling list.

#### Lesson Focus

<p><b>Introduction</b></p>	<p>Gain students' attention (personalised classroom Attention Signal).</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"> <li>1. REVIEW the content of the previous spelling list.</li> <li>2. Introduce the content of the new spelling list.</li> </ol>
<p><b>Development and Consolidation</b></p>	<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 <b>examples and non-examples</b>.</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 <b>examples and non-examples</b> using the critical attributes.</p>
	<p><u>Unprompted practice</u> <u>pairs/groups</u></p>	<p>Check students' understanding. Have students perform the skill/strategy <b>in pairs or groups</b> without prompts.</p>
	<p><u>Unprompted practice</u> <u>individual</u></p>	<p>Check students' understanding. Have students perform the skill/strategy <b>individually</b> without prompts.</p>
<p><b>Culmination</b></p>	<p>Review critical content. Preview the content of the next lesson.</p>	<ol style="list-style-type: none"> <li>1. REVIEW the content of lesson.</li> <li>2. Introduce the content of the next lesson.</li> </ol>

Step	Regular words (initial/final consonant blends)		Regular words Digraphs/Rules		Irregular words		Spelling Extras	
	Revise	New	Extensions	Revise	New	Revise		
8	stack black speck	dock lock rock sock kick stick truck	docket locksmith rocket windsock sidekick homesick potluck truck driver	pray play stay tray stray relay	wood hood foot	woodpile woodcutter boyhood footprint	why sky try cry pry fly	<p><b>Spelling Extras</b></p> <p>1. Rule: The only time that '-ck' can be used is after a short vowel sound.</p> <p>2. <b>Morpheme</b></p> <p>3. '-er' (someone or something that .....)</p>
9	dock lock rock sock kick stick truck	strip strap strum stroll	outstrip strapper strumpet stroller	wood hood foot	Discriminati on Bossy 'e' and '-ay' plane state trade relate play stay tray pray relay	stateless stateroom statement trader playtime playful trayful ashtray prayer	jumped helped wished kissed	<p><b>Spelling Extras</b></p> <p>1. <b>Discrimination step</b> Two different ways of spelling the long /ā/ sound: bossy 'e' and the digraph '-ay'. ('-ay' is used at the end of words and syllables.)</p> <p>2. '-ed' ending sounds like /t/.</p> <p>3. When adding 'all', 'full' or 'till' to a base word, you must drop one 'l'.</p>
10	strip strap strum stroll	scram scrap scroll scrub	scramble scrapbook scrolling scrubbed	plane state trade relate play stay tray relay	smart sharp starch chart shark	smarter smartest sharper sharpest	puffed cooked kicked hatched	<p><b>Spelling Extras</b></p> <p>1. '-ed' ending sounds like /t/.</p> <p>2. Positive, comparative and superlative adjectives smart, smarter, smartest sharp, sharper, sharpest</p>

## Level 2 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 missing words. (cloze)

Read the sentences to your partner.

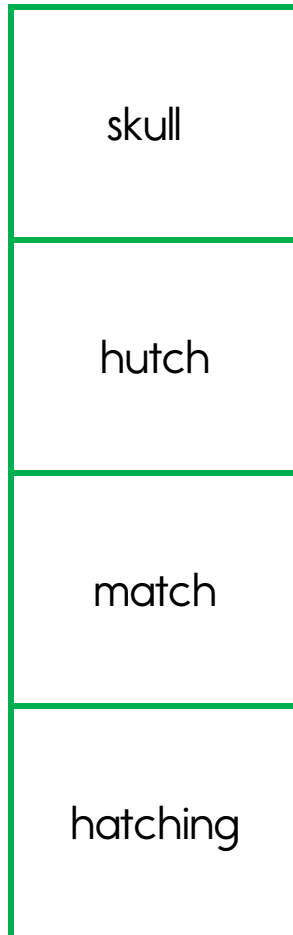
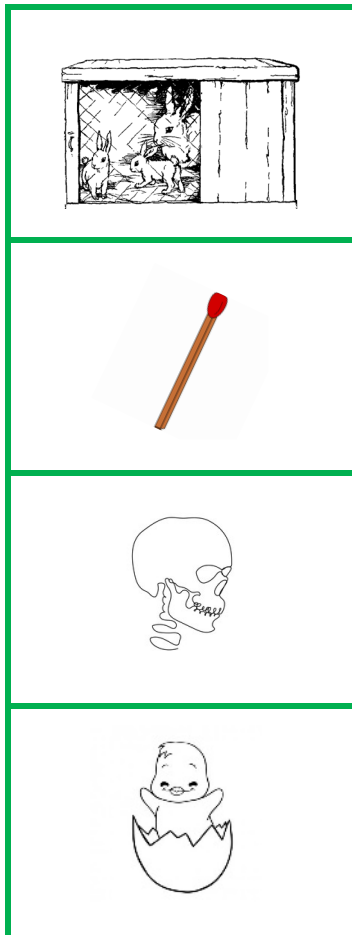
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pitch   many   itchy   their   hutch   catch

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If you play on the cricket \_\_\_\_\_ you will become  
\_\_\_\_\_. I think it is better if you wash the car,  
feed the rabbits in \_\_\_\_\_ and  
\_\_\_\_\_ as \_\_\_\_\_ fish as you can.

Draw a line from each picture to the correct word. (vocabulary)



## Level 2 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

#### Synonyms and Antonyms

Synonyms are words that have a similar meaning to another word.

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

watch \_\_\_\_\_ clock

small \_\_\_\_\_ change

switch \_\_\_\_\_ hold

clutch \_\_\_\_\_ little

Break these words into their separate morphemes (*morphemes: suffixes*)

Read the words to your partner.

snatcher = \_\_\_\_\_ + \_\_\_\_\_

smallest = \_\_\_\_\_ + \_\_\_\_\_

clutching = \_\_\_\_\_ + \_\_\_\_\_

fetches = \_\_\_\_\_ + \_\_\_\_\_

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

Read the sentences to your partner.

Who was it that snatch\_\_\_\_\_ your bag?

I want the small\_\_\_\_\_ bit of cake.

She is the best pitch\_\_\_\_\_ in the team.

Have you wash\_\_\_\_\_ the dog yet?

## Level 2 Spelling List: Step 8

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

Name \_\_\_\_\_

Date \_\_\_\_\_

Level 2 Step 8		Step 7
Spelling List	Extension Words	Revision
dock lock rock sock kick stick truck	<i>docket</i> <i>locksmith</i> <i>rocket</i> <i>windsock</i> <i>sidekick</i> <i>homesick</i> <i>potluck</i> <i>truck driver</i>	stack black speck
wood hood foot	<i>woodpile</i> <i>woodcutter</i> <i>boyhood</i> <i>footprint</i>	pray play stay tray stray relay
jumped helped wished kissed eye bye dye	<i>eyeball</i> <i>eyelid</i> <i>eyelash</i> <i>bye bye</i> <i>goodbye</i>	why sky try cry pry fly

### Teacher's Note

Some of the guided practice study sheets contain explanatory notes to assist the teacher in supporting students to complete the exercises.

## Level 2 Spelling List: Step 8

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

### Spelling

Underline any spelling errors. Re-write the sentences correctly on the lines. (proofreading)  
Be careful! There may be more than one error.

Gat some help.

*Get some help.*

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Do not throw the rok at that truck.

---

The boys jumpt over the woodpile.

---

Whoo left that grubby fotprint in the bedroom?

---

It is not saf to plae with sticks.

---

Don't forget to say thank you and goodbye.

---

Look at that roket going up into the sky!

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I have a black spek in my ey.

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## Level 2 Spelling List: Step 8

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)

**Be careful! There may be more than one error in each sentence.**

Did you sk(e)d on the wet mud? skid

Stack the stiks on the woodpile. \_\_\_\_\_

Did you say goodbye to your friends? \_\_\_\_\_

This hedgehog has blue eys. \_\_\_\_\_

I'm glad you helpt dad to wosh the dog. \_\_\_\_\_

Hoo hit the truc with that rock? \_\_\_\_\_

My dad has washt his big truk. \_\_\_\_\_

Has the gate been lockt? \_\_\_\_\_

Copy the sentence. (*handwriting*)

Put the dog in the truck and lock the wooden gate.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_