

SPELLING: Connecting the letter

Foundation:

For successful spelling skills, the learner must be able to identify letters, know how to form the letter and combine the individual letters to form a word.

Strategies:

When spelling does not come easily for a learner, using a multi sensory approach will promote whole brain learning for efficiency.

☺ Teach the brain

- pre-activity – (tell the brain the desired response) Student looks at word
- learning activity- (teach the brain the correct spelling) Student uses a variety of movement activities to learn correct spelling
- post-activity – (Anchor the correct spelling) Student looks and word and then reproduces the correct spelling orally and by writing

☺ Right brain strategies

- Putting sounds, colors, emotions and characters to letters allows for right brain activation and automaticity.
- Have the student write a word. Check for errors. Have student rewrite the word from a model using a different color for the errors
- Move during the learning process (swing while looking at a model, start at one side of the room with the model and roll to the other side and write the word, cross crawls while looking at the model word)

☺ Double doodle

Exercise: Place a crayon/marker in each hand. Have your child begin by scribbling. Progress to making shapes and writing his name. Have child look a word from a model and using both hands, write the word “double doodle” format. The key is to use both hands at the same time.

Benefits: increases eye hand coordination, hemispheric communication, improves ability to follow direction and left right awareness.



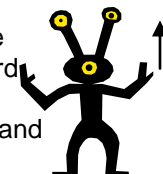
☺ Sign language

As a learner is practicing new words, say and finger spell each letter of the word



http://en.wikipedia.org/wiki/American_Sign_Language_alphabet

- ☺ **Eye movements** - Physical movement of the eye can direct access to certain parts of the brain (Jensen, E. Brain Based Learning). Encourage the student to direct his eyes upward. When the learner is looking up, he is “seeing” the word in his head. Using this strategy promotes long-term storage. Study the word, spell the word with eyes closed, open eyes and write word



- ☺ **Testing the skill** – provide alternative to taking tests

- Use magnetic letters, foam letters or alphabet stamps to spell the words

Name _____			
<i>circle correct spelling</i>			
Spelling Test			
1.	warsh	wosh	wash
2.	push	pusch	poosh
3.	reach	rech	reich
4.	bach	baf	bath
5.	with	wit	witch
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Name: _____
Writing/Grammar Test
<i>Read the sentences and have him fill in the blank and copy onto the line.</i>
Give the dog a _____.

Please _____ the ball to me.

Evidence Based Research:
 Graham, S., Fink-Chorzempa, B., Saddler, B., Moran, S. and L. Mason (2008). Teaching Spelling in the Primary Grades: A National Survey of Instructional Practices and Adaptations. Sage journals online
 Chase-Lockwood, R. and M. Masino (2002). Improving Student Spelling Skills through the use of Effective Teaching Strategies. ERIC Web Portal

