

University of Wisconsin- Whitewater

Whitewater, Wisconsin

Graduate School

A Study of the Implementation of Differentiation Strategies in the Spelling Classroom

A Project Submitted in Partial Fulfillment

Of the Requirements of the

Master of Science in Education – Professional Development

Misty M. Burton

May 2011

This Capstone Project was approved by:

Advisor: _____

John Zbikowski

Seminar Instructor: _____

John Zbikowski

Acknowledgements

I dedicate this project to my husband, Eric, and my son, Sean. They have been extremely patient, understanding, and helpful during my courses I've taken to receive my degree. Their sacrifices have made me a better person.

I would like to acknowledge the hard work of my third grade spelling class of 2010. Without their hard work, patience, and dedication this project would not have been possible. They are wonderful children to work with daily. Their engagement in this endeavor made it enjoyable for me.

Table of Contents

Chapter	Page
I. Introduction	6
II. Review of Literature	10
III. Process of Implementation	18
IV. Findings	24
Pairings	24
Individual	26
Group	29
Writing Samples	31
V. Implication for Practice	34
References	36
Appendix	38
A. Parent Letter	39
B. Spelling Class Directions	41
C. Learning Profile Survey	42
D. Interest Survey	44
E. Visual-Spatial Learning Activities and Directions	45
F. Bodily-Kinesthetic Activities and Directions	48
G. Verbal Linguistic Activities and Directions	52
H. Logical-Mathematical Activities and Directions	54
I. Musical Activities and Directions	57
J. Interpersonal Activities and Directions	60
K. Intrapersonal Activities and Directions	62
L. Naturalist Activities and Directions	65
M. Weekly Learning Contracts and Center Maps	66
N. Grading Rubric	80
O. Student Reflection Survey	81
P. Word Lists	82
List of Tables	
A. Initial Pretest Experimental/Control Group	24
B. First Semester Posttest Percentages	25
C. Weekly Posttest Scores Experimental Group	26
D. Weekly Posttest Scores Control Group	29
E. Weekly Posttest Scores Experimental Group	30
F. Control Work Sample Misspellings/Grammar Misuse	31
G. Experimental Work Sample Misspellings/Grammar Misuse	32

Abstract

A Study of the Implementation of Differentiation Strategies in the Spelling Classroom

discusses the implementation of various differentiation strategies in a third grade spelling classroom. The strategies are used to compare the individual and group growth in the area of spelling accuracy and grammar usage with students who are in a control group using a workbook curriculum for spelling class. Both the experimental and control group used the same weekly spelling words.

Results are variable depending on the spelling unit in group comparisons and the individual student in this study. Students in the experimental group had decidedly less misspellings and grammar misuses at the end of the first semester of the 2010-2011 school year.

Chapter I:

Introduction

A Study of the Implementation of Differentiation Strategies in the Spelling Classroom

My current teaching program is traditional yet innovative. I team teach in an inclusionary multi-age environment with a regular educator. I am a special educator, by job title. It is traditional in respect that multi-age classrooms trace back to the heritage and similarities of one room schoolhouses. My co-teacher taught in a multi-age setting about twenty-five years ago, and we have team taught in this setting for five years presently.

Five years ago our teaching team, which consisted of myself and five regular educators from third and fourth grade, created a two year curriculum designed to meet the needs of our students in a variety of ways. All subjects were taught in the multi-age setting aside from math and spelling. In order to better meet the needs of learners in the area of spelling, three spelling levels were created. The curriculum was presented in spelling manuals published by Houghton Mifflin. After a small amount of investigation, we discovered that fifth grade teachers at our school did not follow the same spelling curriculum. Therefore, we adopted the fifth grade manual as enrichment for students placing at the top of their fourth grade class after an initial spelling pretest. The students who were in the third grade who place at the bottom ranking in the pretest, remain in third grade spelling, while those that score higher may move on to fourth grade spelling, while in third grade. By expanding our spelling curriculum to three levels rather than only two, we implemented a basic form of differentiation; however I felt there were more ways to meet the needs of the diverse learners.

I believed that extending our spelling curriculum to three levels was only the first step in successfully meeting the needs of our diverse group of learners at the third and fourth grade

Misty M. Burton

level. Teaching from a manual with few other means, other products, or activities to extend the learning of the third grade spellers, was difficult. With thirty-six units in the manuals, the weekly spelling activities were monotonous for young spellers and me.

Differentiation of spelling instruction had already started in my class. Last year, I integrated the use of technology in the classroom using Mimio and www.spellingcity.com. Mimio allowed any whiteboard surface to become an interactive surface, similar to Smart Board technology, however Mimio is portable. Spelling City was a great website that teachers can use to supplement their spelling curriculum with games, and both interactive and writing activities using the spelling words the class was studying. I felt integrating technology in the class was a step in the right direction for motivating students and enriching their understanding of the spelling words and creating relevance for the correlation between spelling, reading, and written language. Integrating technology was not enough. Carol Ann Tomlinson (2001) suggested that teachers can differentiate instruction in terms of content, process, learning environment, or end products. Tomlinson's insight and knowledge into the importance of acknowledging that learners of the same age are not all alike, guided me in choosing a variety of activities and student created products used to meet weekly learning goals in the spelling classroom. Use of differentiation strategies to tailor the curriculum to the strengths and interests of the learners was necessary to better meet the needs of all learners because they were motivated by learning that interests them and it was a better fit for their learning profile.

My capstone project will consist of the implementation of differentiation strategies. I will continue to use the same weekly word lists which are based on a variety of spelling patterns followed in the English language. I will compare the growth and progress made by a subset of ten of my students with a subset of ten students from another classroom comprised of third grade

Misty M. Burton

spellers who will continue using the spelling curriculum in the traditional way. The students in both classes will be matched based on their initial pretest scores. Growth will be assessed using weekly pretests and posttests, and writing samples. Students in my spelling class will be given an interest survey as well as a learning profile survey at the beginning of the school year. The information gained from these two surveys will guide me in creating activities for spelling learning centers. Redesigning the curriculum will involve the use of differentiation by assigning learning contracts, and implementing learning center groupings using activities and creating products involving student interest and Howard Gardner's Multiple Intelligences. Gardner felt that we all possess multiple intelligences in varying amounts. Each person has a different intellectual composition. We can improve education by addressing the multiple intelligences of our students. These intelligences are located in different areas of the brain and can either work independently or together.

My project is intended to demonstrate an increase in spelling and written language achievement in third grade spellers. I intend to share the findings of the data I collect with the team I teach with as well as my administrator. In the short term I expect my curriculum changes to increase weekly spelling test grades and show an increase in correct spelling and grammar usage in daily writing samples assigned to the third grade learners. In the long term I expect students in my class to have a higher spelling grade percentage. I hope to foster the implementation of the use of learning contracts, learning centers, and rubrics to meet the needs of students in other spelling classes or other subjects. Through usage of learning centers geared toward their interests as well as those that fit their learning profile, students will be motivated to use correct spelling in their daily writing.

All students in third and fourth grade are given a spelling pretest on the second and third day of school. I will match ten students with similar pretest scores in both third grade spelling classes. I will gather weekly data for all students. I will gather weekly pretest and posttest scores as well as writing samples for all twenty students involved. I will also document activities/evidence/products used to teach the spelling theme of the week in both classrooms. I will gather this data through first semester of the 2010-2011 school year, September first, 2010 – January twenty-first, 2011.

Chapter II:

Review of Research Literature

Spelling curriculum and instruction is necessary in schools. Spelling instruction is obligatory because it promotes reading and writing achievement. Research has shown a strong tie between spelling effective instruction and growth in achievement in the areas of reading and writing. Spelling instruction as with instruction in all other subjects is not a one size fits all model. Differentiation is necessary to best meet the needs of students academically and motivationally. Instruction involving awareness and use of the Theory of Multiple Intelligences of learners will help to make them invested and knowledgeable students.

Children rely primarily on sound to learn. As they grow into adulthood, they need other sources of information. Children progress through five developmental spelling stages: Emergent, Letter Name, Within Word Pattern, Syllable Juncture, and Derivational Constancy. (Wheatley, 2005). There is no concrete age at which a learner is at a given stage. In developmental spelling, teachers must consider different word lists to meet the needs of individual students in the classroom based on letter patterns and syllable difficulty. (Wallace, 2006). To progress from stage to stage, learners require instruction for the foundation of the subsequent stage. Spelling lessons using the word list format have been found effective when high frequency words are chosen for the list, students were given the chance to correct their own spelling with supervision, the pretest, teach, test method is followed, and spelling is given sixty to seventy-five minutes of instructional time per week (as cited by Wallace, 2006).

Spelling influences compositional handwriting fluency for students in the primary grades more significantly than students in the intermediate grades. Students in the intermediate grades

were more certain of spelling than the primary students who have received less spelling instruction. (Graham S. B., 1989). Frequent writing encourages spelling development as students are able to see if words are correct (as cited by Wheatley, 2005). Graham stated that poor spelling could interfere with a student's written work in many ways. Poor spelling in a student's writing can change their conveyed message. Poor spelling in written work may cause their writing competence to be questioned. Difficulties with spelling can interfere with the execution of other composing processes (as cited by Graham, 2003).

The awareness of poor developed spelling skills led to development of an instructional program to accelerate the spelling development of poor spellers. Graham's program was used with fifty-four second graders. Forty percent of the students in this study were identified with a disability and all the students in the study were experiencing difficulty learning to read and write. The program was a supplement to their spelling instruction provided by their regular education teacher. In Graham's work in 2003, the experimental group was compared to a control group that received the traditional instruction with their teacher only. Students with and without disabilities in the experimental group made greater gains in spelling, sentence writing, and reading word attack skills following instruction. Improvement in word recognition skills was noted six months later in the students who had scored lowest on that skill before instruction. (Graham S. H., 2002).

Pronunciation and word recognition are essential for learning to read. Being able to repeat a new word's pronunciation accurately depends on having good phonological short-term working memory (as cited by Rosenthal, 2008). When students were taught new vocabulary the words were pronounced, defined, embedded in sentences, drawing were symbolized on flash cards, spellings of the new vocabulary words were given with one group, but not with another. With the experimental group spellings, pronunciations, and meanings were stored together in

memory. The study revealed that the experimental group acquired short-term and long-term retention of their new vocabulary. (Rosenthal, 2008). In another training study, it was examined whether teaching phonological awareness to learners before any reading instruction would increase their reading and spelling development. The experimental group was significantly ahead of the control group in the area of spelling and in the second year of reading instruction they also surpassed the controls in reading (as cited by Ehri, 1989). Research suggests that examination of words and word patterns is necessary for most students as automatic knowledge of the basic spelling patterns is at the core of skilled reading and writing (as cited by Templeton, 1999).

Additionally, learners with disabilities require spelling instruction that meets their needs and progress to individual understandings. Ehri references several studies and found that the kind of phonological awareness found to be deficient in learners with dyslexia is the kind that is gained during the course of time when students initially learn to read and spell successfully. As pre-readers there is little difference among students before any instruction. In a significant study (as cited by Ehri, 1989), the findings indicated phonics training combined with spelling training teaches learners how to symbolize sounds with letters. This study was conducted with pre-readers who were divided into four groups. The group which categorized sounds in words received training in how to spell the words, and how to recognize common letters in words made the greatest gains of the four groups studied.

Good spellers effectively use sound, visual cues, meaning, and kinesthetic knowledge. Strategies that are taught to students should ensure that words are studied through a visual memory, kinesthetic approach to memorization (as cited by Templeton, 1986). Learning about spelling strategies and patterns from a workbook is not an effective or interesting means of grasping and internalizing the information.

Recommendations for the best method of spelling instruction and which spelling words should be taught are numerous. Instruction in the letter shapes and names and sounds letters make, before students are taught to read is suggested, as well as using phonics systems to understand the sounds of blended letters. (Ehri, 1989). Linguistic analyses of the English language have discovered other levels of information shown in spellings aside from letter-sound correspondence. Spelling should be taught to reflect the alphabetic, left to right sequence, they form, the within-word pattern they possess, letters combined sound differently at the beginning, middle, and end of words, and meaning has a great function in words, as in homophones. (Templeton, 1986). A small amount of words account for the writing exhibited by children. An approach involving 3,000 well selected words to be taught by the end of the middle grades would allow for greater flexibility in instruction, the students would master the smaller amount they are required to know, and could be helpful for students exhibiting learning difficulties. (Graham, S., 1993).

Research suggests when learning new spelling or vocabulary words, students need to be actively involved in the exploration of words. If they are actively involved they are likely to develop a positive attitude towards learning the words (as cited by Wheatley, 2005). Research suggests that examination of words is necessary. Modeling reasoning by analogy, word sort activities, games, word-building activities, and spelling study notebooks used to organize information could also be some activities about words and spelling patterns that may be strategies to introduce to young spellers (as cited by Templeton, 1999).

Teachers make few if any modifications for struggling learners, or advanced learners, and often disregard student interests and learning profiles (as cited by Tomlinson, 1998). Teaching based on readiness levels, student interest, and learning profile will connect learning and help the

student have possession of the gained knowledge. Research in the understanding of how the brain works, has increased the importance of developing and delivering curriculum that is responsive to the needs of each and every student. The three principles that indicate the need for differentiated classrooms are that learning environments must feel emotionally safe for learning to take place, in order to learn, students must encounter suitable levels of challenge, and each brain needs to make its own meaning of ideas and skills. (Tomlinson, 1998).

Teachers who differentiate both the content and the process of instruction to meet the needs of their elementary students with techniques like learning centers, saw an increase in student interests and engagement. The teachers felt they had control over the growth of their students by meeting their needs better. (Subban, 2006).

When using differentiation in the class room, awareness of the learning profile of each individual student is necessary. When exploring various possible learning profiles of students, a great resource to rely on is the Theory of Multiple Intelligences developed by Howard Gardner. The seven Multiple Intelligences include Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, and Logical-Mathematical. Visual-Spatial Intelligence has to do with images and space. Bodily-Kinesthetic Intelligence has to do with body movement and control. Musical Intelligence involves music, sound, and rhythm. Interpersonal Intelligence involves the feelings of others. Intrapersonal Intelligence involves awareness of one's self. Linguistic Intelligence, sometimes referred as Verbal-Linguistic, is characterized by words and language. Where individuals differ is in the strength of these intelligences and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains. (Lane, 2004).

Brains are wired differently, but they are all wired to learn. A study involving assessments based on Howard Gardner's Theory of Multiple Intelligences yielded positive results for teachers and students, and it helped the teachers involved identify the strengths of their students. The positive outcomes included increased flexibility in the teachers as they tried to meet the curricular goals and address the strengths of the students. Students who were previously targeted as at-risk students were seen as capable, engaged, and in charge of their own learning. Acknowledging the strengths, teachers began to focus on the abilities of students rather than deficits. When the students were taught as if they were capable, their achievement increased (as cited by Tomlinson, 2006).

Most topics can be taught in a number of ways; however it should not be assumed that all topics can be taught based on all seven intelligences. When a topic is approached from different perspectives there are positive outcomes. More children will be reached and their learning needs will be met. Students will know the feeling of being the expert and will have the opportunity to display their new understanding in more than one way. (Gardner, 1995).

By incorporating Gardner's Multiple Intelligences Theory in the classroom, teachers are acknowledging that students are not all the same. They do not all have the same mind. Students learn better if their strengths are taken into account rather than ignored. This theory invokes the realization that as a teacher if you are going to teach one way, you are serving a small population of your students. (Gardner, 1995).

The research based strategies, activities, techniques, and student created products that are available to use when teaching differentiation are numerous. A review of the effectiveness of thirty-five of thirty-eight spelling interventions found an increase in spelling performance and

motivation. Some of the techniques involved peer tutoring, reduced word lists, analogy/rhyming word strategy, error correction, computer use, goal setting, and positive reinforcement.

Systematic study approaches involving explanation and modeling of steps incorporating writing and saying spelling or vocabulary words have shown positive results. Explaining the purpose of any strategy is vital for students to understand the necessity of the instruction. Modeling and practice of any strategy or technique used for instruction will help develop automaticity.

Feedback given by teachers and instruction thereafter to help students monitor their own study or strategy use has been found beneficial (as cited by Fulk, 1995).

Most commercial spelling programs suggest learners decode words using the pronunciation key from the dictionary. An alternative approach that has yielded positive results is to have the learners convert words into their own careful pronunciations to increase the understanding between letters and sounds that they make. (Drake, 1984).

Disabilities and spelling difficulties may hinder ability to spell irregular words and may necessitate more intense study interventions. Mnemonic strategies involving acrostic sayings, pictorial representation, and a linking story has yielded increased short term and long term spelling achievement. (Howard, 2008).

Learners develop at different rates and ages. Different spelling instruction methods, programs, and techniques are utilized to increase the spelling achievement of individuals. Spelling curriculum and instruction are necessary in the elementary grades because it has shown to influence improved handwriting, composition fluency, compositional meaning, vocabulary and sound acquisition, word decoding, pronunciation, and word recognition. Differentiation in the classroom has shown to increase the motivation, engagement, and self-esteem of students.

Awareness of the readiness levels, learning profiles, and interests of students, while incorporating the Theory of Multiple Intelligences in instructional planning will help meet the needs of a greater number of students.

Chapter III:

Process of Implementation

My capstone project involved changes in the classroom management and instruction, which incorporated differentiation, and a variety of assessments to redesign the third grade spelling curriculum at Raymond School. Research was conducted on the use of differentiation strategies to tailor the curriculum to the strengths and interests of the learners. Research has shown that strategies are necessary to better meet the needs of all learners. I intended to further meet the needs of the diverse learners at the third grade level through usage of learning centers and learning contracts geared toward their interests. Learning activities were created to fit the variety of learning profiles in the spelling class.

Raymond School is a kindergarten through eighth grade school located in western Racine County in southeastern Wisconsin. Students at the third and fourth grade level have been taught in a multi-age setting for all subjects aside from spelling and math. Students in third and fourth grade at Raymond School with a diagnosed disability of some kind have been taught inclusively in the classroom with support given by the special education teacher, regular education teacher, or instruction assistant as defined by a given student's Individual Education Plan. The subject of Spelling has been taught at three levels. Students were placed at their level based on a pretest of a mixed list of words given over two class periods during the first week of school. Third grade students who demonstrated the lowest number of words spelled correctly were placed in the spelling class at the third grade level.

Throughout the first semester of the 2010-2011 school year, the third grade students in my spelling class received spelling instruction that involves a variety of differentiation strategies

including learning contracts and learning centers, built around their interests and learning profiles. An instructional assistant and I were in the spelling class daily to facilitate and support instruction and manage learning centers.

The projected outcome of my project was that through knowledge gained from activities, assignments, and products geared toward their interests and learning styles, students will be motivated and able to use correct spelling in their daily writing. My project was intended to demonstrate an increase in correct spelling achievement in third-grade spellers. In the short term, I expected the curriculum changes to display an average of higher weekly spelling test grades, as compared to the students in the control group, and show an increase in correct spelling and grammar usage in daily writing samples assigned to the third grade learners, as the semester progressed. Typical spelling instruction incorporated the use of the weekly spelling words in daily writing with incidental instruction involving grammar usage.

In the long term, I expected students in the experimental spelling class group to have a higher spelling test percentage for the first semester as compared to the control group. I expected to see growth for each individual student in the experimental class on each weekly test, meaning their weekly posttest score would be higher than a weekly pretest score. I expected to see a higher average posttest percentage score for the student in the experimental group for the first semester as compared to their peer from the control group who had scored similarly on the initial pretest. I hypothesized that students in the experimental groups would display a higher number of correct spellings in their writing samples as compared to the control group.

I expected colleagues, upon seeing the results of the study, to implement differentiation strategies including the use of learning contracts and learning centers to meet the needs of

students in their spelling classes or other subjects, keeping in mind the success of the students in my spelling class.

Traditionally, third-grade spelling class involved the use of Houghton Mifflin workbook activities to help students acquire knowledge and understanding of a different spelling pattern taught each week. Typically, students were given a pretest on Monday. If a student earned one hundred percent on the pretest, they were not required to take the weekly posttest on Friday, but were required to complete the workbook activities. Monday's class involved the pretest, assignment, and instruction of the first one or two pages of the work book. The first two pages broke the list of twelve basic words into the specific word patterns studied, involved understanding of word meanings, and explored the two reviews, and two challenge words of the week. Tuesday's class involved the assignment of the next two or three pages in the workbook. These pages involved instruction related to a dictionary skill as well as the skill of editing spelling words used in a variety of writing formats. Wednesday's class typically involved worksheet activities supplemental to the Houghton Mifflin workbook to further gain understanding of the week's spelling pattern. Thursday's class was typically a review of the week's words. Thursday's class sometimes involved game playing, Mimio/interactive white-board activities, writing the words with sidewalk chalk, or some other activity intended to help students review and study for the Friday posttest. The control group in this study was a mixed ability group of ten students taught spelling in this traditional way.

Students in the experimental third-grade spelling class were given an interest survey as well as a learning profile survey during the first week of school. The survey helped to plan instruction, strategies, activities, assignments, and student-made products to help the learners achieve the understanding and acquisition of the given spelling pattern of the week.

Students in the experimental spelling class continued to learn and follow the same weekly spelling pattern list as the traditional spelling class. Both the experimental and control groups were taught using the same weekly word lists. Students were given a weekly pretest and focused their learning on gaining knowledge of the words they missed on the pretest. The projected outcome was that they would gain this knowledge through small group instruction and learning centers. The learning centers involved activities geared toward student interests and were relevant to the spelling pattern of the week. The learning center activities included options based on the Theory of Multiple Intelligences. (Gardner, 1995). The activities, assignments and products created to assist in the acquisition of the words and the weekly spelling pattern included, but were not limited to: draw a picture incorporating your weekly words (Visual-Spatial), act out your spelling words with a partner (Bodily-Kinesthetic, Interpersonal), write and/or perform a song using your spelling words (Musical), write a journal/diary entry about something important in your life incorporating your spelling words (Intrapersonal), create a story, poem, or play a word game involving your weekly spelling words (Linguistic), and create a word puzzle using your spelling words (Logical-Mathematical). For a complete listing of activities categorized by Intelligence, directions, and contracts refer to Appendix.

The students selected activities that they could complete for the week from the list of five to ten proposed options. The students recorded the chosen activities on a learning contract. The learning contract was an agreement between the learner and me. The learning contract allowed for freedom in the classroom in exchange for quality, effective work. Following Tomlinson's (2001) recommendation, learning contract were a way to increase the responsibility level in third grade students. In the incidents when a substitute teacher was responsible for my spelling class, learning centers were implemented rather than learning contracts. Similar activities were

assigned throughout the week. The students were placed in small groups and rotated through the centers in a given time limit. Learning centers were more manageable for a teacher unfamiliar with the daily structure of the experimental spelling class. A center map based on activities and their location in the classroom was used as a guideline for the substitute teacher.

To compare the growth of the two classes and to comparatively collect data for this study, I selected a group of ten students from the experimental spelling class with similar initial pretest scores to the ten selected students from the control group. Students were paired for comparison with a student from the control group based on the number of words they spelled correctly out of the forty assigned. The control and experimental groups will be assigned the same weekly spelling words. The word lists are based on a pattern of words found in the English language, including short vowel patterns, vowel-consonant-e patterns, long vowel patterns, three letter clusters, homophones, and unexpected consonant patterns.

Throughout the first semester, September first, 2010 through January twenty-first, 2011, I collected the weekly writing samples from both groups as well. Throughout the first semester, students were assigned a writing task in spelling class, a requirement was to incorporate five to fifteen spelling words in their writing. When comparing writing samples of the two groups, I focused on correct spellings of the given spelling words used and correct basic grammar usage as covered by the Core Standards, capitalizations and punctuation. I compared the groups based on the number of correct spellings and grammar usages. Pretest scores were collected on the Monday of each week, posttest scores were collected on the Friday of each week. Writing samples were collected once per week.

I plan to share the strategies, activities, assignments, and products used to instruct the experimental group. I have created a manual of options that can be used in following years. Tables were used to compare the weekly spelling results, in the formats of pretest to posttest, posttest to posttest individually and group to group, and growth as compared to the students paired with the similar initial pretest score. I charted the growth of individual students and both groups for the first semester. The organized tables and charts demonstrate the results comparing the growth of both groups.

Chapter IV:

Results

Pairings

Students from the experimental and control groups were paired for comparisons per their initial pretest scores. The following table shows the pairings and each student's pretest score.

Table A

Experimental Group Initial Pretest Score Correct out of 40 Possible	Control Group Initial Pretest Score Correct out of 40 Possible
Student CJ 3	Student NG 5
Student GR 4	Student RS 5
Student DD 7	Student LP 8
Student BK 10	Student NE 10
Student CN 11	Student KB 10
Student AK 11	Student MG 11
Student CB 14	Student JS 14
Student GH 18	Student MC 17
Student ES 19	Student XM 18
Student JC 20	Student MH 18

Students were paired based on the number correct on the initial yearly pretest after it was determined that the students would be in a third grade spelling group. A sampling of ten was selected from each group based on similar numbers of words correct.

Table B

1 st Semester Spelling Posttest Average Experimental Group	1 st Semester Spelling Posttest Average Control Group
Student CJ 93.7	Student NG 79.7
Student GR 86.2	Student RS 84.4
Student DD 90.5	Student LP 96.2
Student BK 95.3	Student NE 79.1
Student CN 96.5	Student KB 95.9
Student AK 92.2	Student MG 95.1
Student CB 97.9	Student JS 97.1
Student GH 87.6	Student MC 97.5
Student ES 96.7	Student XM 98.7
Student JC 97.0	Student MH 97.4

I hypothesized that students in the experimental group would have a higher posttest percentage grade at the end of the first semester as compared to their respective peer with the similar initial pretest score. My hypothesis was incorrect. Students CJ, GR, BK, CN, and CB from the experimental group had higher first semester percentages than their respective control group pairings. However, Students LP, MG, MC, XM, and MH from the control group had

higher first semester percentages than their respective experimental group pairings. As the table shows, initial pretest scores do not predict the rankings in a class. Neither the experimental nor the control group students with the lowest and highest pretest scores were the students with the lowest or highest percentages at the end of first semester.

Individual

Words from fourteen spelling units were used in this project. Students in both the control and experimental classes were given a pretest every Monday aside from Units Six and Twelve, which were review of the previous five units. It was expected to see student growth in the experimental group throughout the week to show an increase in their spelling test percentage for the posttest on Friday.

Table C

Student	1Pre	1Post	2Pre	2Post	3Pre	3Post	4Pre	4Post	5Pre	5Post
CJ	7	100	21	93	43	100	21	92	21	93
GR	64	100	93	93	93	100	50	90	50	100
DD	64	93	64	93	86	100	50	85	57	86
BK	79	100	64	100	86	100	57	100	71	93
CN	86	93	43	79	86	100	50	95	79	100
AK	50	93	64	93	50	100	43	98	50	100
CB	93	93	93	100	86	100	71	98	93	100
GH	86	100	86	93	100	100	57	90	57	71
ES	86	100	93	100	100	100	71	95	71	100

JC	93	100	100	100	100	100	71	90	79	100
-----------	----	-----	-----	-----	-----	-----	----	----	----	-----

Student	6Pre	6Post	7Pre	7Post	8Pre	8Post	9Pre	9Post	10Pre	10Post
CJ	NA	93	57	57	29	100	36	93	7	100
GR	NA	97	64	29	57	85	50	93	57	100
DD	NA	93	86	79	43	69	71	100	79	100
BK	NA	97	86	71	64	92	64	NA	93	100
CN	NA	90	79	100	50	100	64	100	57	100
AK	NA	87	64	79	43	100	57	71	86	100
CB	NA	100	93	86	71	100	93	93	93	100
GH	NA	83	79	57	64	85	64	79	86	100
ES	NA	100	79	79	79	100	100	100	57	93
JC	NA	97	86	86	79	100	93	100	71	100

Student	11Pre	11Post	12Pre	12Post	13Pre	13Post	14Pre	14Post
CJ	21	100	NA	91	43	100	21	100
GR	14	70	NA	71	64	93	43	86
DD	43	79	NA	91	86	100	64	100
BK	57	93	NA	100	93	100	86	93
CN	36	100	NA	97	57	NA	43	100
AK	21	100	NA	91	57	93	71	86
CB	43	100	NA	100	93	100	79	100

GH	43	86	NA	89	100	100	71	93
ES	86	93	NA	97	93	NA	86	100
JC	79	93	NA	100	100	100	93	93

Student CJ demonstrated growth between each pretest and posttest aside from Unit 7. In Unit 7, Student CJ scored a 57 on both the pretest and posttest. Student GR showed progress in knowledge of the weekly spelling words aside from Unit 2, where the pretest and posttest both scored a 93. Student GR also regressed in Unit 7 earning a 64 on the pretest and a 29 on the posttest. Student DD showed regression in Unit 7, scoring an 86 on the pretest and a 79 on the posttest. Similar to Student DD is Student BK. This student regressed in Unit 7 from an 86 on the pretest and a 71 on the posttest, and was absent for the Unit 9 posttest. Student CB also showed regression in Unit 7 with a pretest score of 93 and a posttest score of 86. Student CB also maintained a score of 93 on the Unit 9 pretest and posttest. Student GH earned a 100 on the Unit 3 and Unit 13 pretests, therefore earning an automatic 100 for the posttest. Student GH also showed regression in Unit 7 from a 79 on the pretest and a 57 on the posttest. Student ES earned a 100 on the Unit 3 and Unit 9 pretests, therefore automatically receiving a 100 for the posttest. Student ES maintained a 79 on the Unit 7 pretest and posttest. Student ES was absent for the Unit 13 posttest. Student JC maintained consistency from pretest to posttest in Units 2, 3, 7, 13, and 14. Student JC earned an automatic 100 for the posttest in Unit 2, 3, and 13. Student CN showed progress from pretest to posttest in all units aside from Unit 13 when the student was absent for the posttest.

Student AK was the only student from the sampling of ten from the experimental class that displayed consistent progress for each unit pretest to each unit posttest. With the data

collected, students showed progress from unit pretests to posttest, a majority of the time, 106 out of 120 total possibilities, 88% of the time. The hypothesis was not accurate, however. The hypothesis did not take into account student absence. The hypothesis did not mention, students initially receiving a 100 as a pretest score.

Eight out of ten students in the experimental group sampling showed regression from Unit 7 pretest to posttest. These results were extremely atypical in that this was the only unit out of fourteen where any regression prevailed. The Unit 7 theme was three letter cluster words. Three letter clusters include: -str, -spr, and -thr. Words in this unit can be thought of as difficult to spell if a student's sound-symbol relationships have not been developed.

Group

With changes in the curriculum and incorporation of differentiation strategies and learning activities geared toward a variety of learning profiles (Intelligences), students from the experimental group sampling were expected to show a higher spelling test percentage score for the first semester when compared to the sampling group from the control group.

Table D

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Sem.
NG	81	81	60	54	75	69	75	88	100	93	69	77	100	94	79.7
RS	81	88	81	63	81	81	88	88	94	88	75	86	100	88	84.4
LP	100	100	94	94	94	100	100	100	100	100	88	83	94	100	96.2
NE	88	69	88	63	75	67	67	94	100	88	63	77	81	88	79.1
KB	94	94	100	100	94	97	100	100	94	100	88	94	94	94	95.9
MG	100	94	94	100	94	94	94	100	94	93	81	94	100	100	95.1

JS	100	100	100	75	100	100	100	100	100	100	94	91	100	100	97.1
MC	100	100	100	100	94	100	100	100	100	93	88	97	100	94	97.5
XM	94	100	100	100	100	100	100	100	100	100	94	94	100	100	98.7
MH	94	94	100	94	94	97	97	100	100	100	94	100	100	100	97.4
Class Average	93.2	92	91.7	84.3	90.1	90.5	92.1	97	98.2	95.5	83.4	89.3	96.9	95.8	92.1

Table E

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Sem.
CJ	100	93	100	92	93	93	57	100	93	100	100	91	100	100	93.7
GR	100	93	100	90	100	97	29	85	93	100	70	71	93	86	86.2
DD	93	93	100	85	86	93	79	69	100	100	79	91	100	100	90.5
BK	100	100	100	100	93	97	71	92	NA	100	93	100	100	93	95.3
CN	93	79	100	95	100	90	100	100	100	100	100	97	NA	100	96.5
AK	93	93	100	98	100	87	79	100	71	100	100	91	93	86	92.2
CB	93	100	100	98	100	100	86	100	93	100	100	100	100	100	97.9
GH	100	93	100	90	71	83	57	85	79	100	86	89	100	93	87.6
ES	100	100	100	95	100	100	79	100	100	93	93	97	NA	100	96.7
JC	100	100	100	90	100	97	86	100	100	100	93	100	100	93	97
Class Average	97.2	94.4	100	93.3	94.3	93.7	72.3	93.1	92.1	99.3	91.4	92.7	98.3	95.1	93.4

Students in the experimental spelling group showed a higher weekly spelling posttest percentage score for Units 1, 2, 3, 4, 5, 6, 10, 11, 12, and 13. Students in the control spelling class earned higher average posttest scores for Units 7, 8, 9, and 14. The experimental class average for the first semester is higher at 93.4%, than the control group average, at 92.1%. My

Misty M. Burton

hypothesis was partially correct. Students in the experimental spelling class did not consistently have higher posttest scores in every unit. The experimental spelling class did average a higher total posttest percentage score at the end of the first semester.

Writing Samples

With changes in the curriculum and incorporation of differentiation strategies and learning activities directed toward a variety of learning profiles (Intelligences), students from the experimental group sampling were expected to show greater spelling and grammar accuracy in weekly spelling writing samples when compared to the sampling group from the control group.

Table F

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Sem. Total
NG	3	1	6	4	3	7	4	8	0	8	1	1	4	1	51
RS	3	8	3	5	2	7	1	6	1	1	9	6	0	2	54
LP	6	1	0	6	2	7	5	2	5	8	0	7	6	6	61
NE	6	1	0	2	1	0	1	3	7	4	4	1	0	1	31
KB	6	6	4	3	0	5	0	3	5	3	5	2	3	6	51
MG	2	5	1	6	1	3	1	1	0	6	1	2	0	3	26
JS	2	1	6	1	3	8	4	3	1	1	4	3	1	1	39
MC	0	0	7	5	3	1	4	0	5	1	0	5	1	1	33
XM	1	0	3	5	2	0	0	0	1	3	3	2	1	6	27
MH	0	5	7	5	1	0	6	1	5	6	8	1	1	4	50
Class Total	29	28	37	36	18	38	26	27	30	41	35	30	17	31	423

Table G

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Sem. Total
CJ	2	3	5	0	2	0	1	1	2	5	0	0	4	3	28
GR	3	4	5	2	0	0	1	4	4	3	9	4	3	3	45
DD	3	4	6	2	4	1	0	0	1	5	3	7	0	7	43
BK	1	1	0	5	2	0	1	4	0	2	0	0	0	0	16
CN	3	2	5	2	0	0	0	3	4	5	7	0	4	3	38
AK	2	1	3	5	0	0	0	3	3	3	0	0	1	1	22
CB	2	2	1	0	0	0	0	3	3	7	2	0	1	4	25
GH	0	1	2	2	1	0	1	1	1	1	4	0	0	3	17
ES	4	4	4	0	0	0	3	2	2	1	0	0	3	1	24
JC	4	3	5	0	0	0	3	3	0	5	6	0	0	2	31
Class Total	24	25	36	18	9	1	10	24	20	37	31	11	16	27	299

In total, the experimental group did display fewer misspellings and grammar misuses, as compared to the control group. Therefore, the hypothesis is correct. Students in the experimental spelling class show a greater spelling accuracy and grammar usage in their writing samples as compared to the control group. It is expected with these results that in general the students in the experimental group will carry that accuracy through in other writing for other subjects and daily tasks.

Spelling accuracy and grammar usage in writing assesses completely different skills than weekly spelling posttests. However, in the control group, Student XM, who had the highest

spelling percentage for the first semester, 98.7, also had the lowest number of misspellings and grammar misuses, 27. In both the experimental and control groups, Students GR and RS, who both had the second lowest number correct on the initial pretest, displayed the highest number of misspellings and grammar misuses in the experimental and control groups. In the control group, Students NG and MH, who had the highest and lowest scores on the initial pretest, had similar misspellings and grammar misuses with 51 and 50, respectively.

Chapter V:

Implication for Practice

The results I received from this study do not indicate an impressive difference in percentages, grades, or generalization for correct spellings in everyday writing by either the control or the experimental group. In its initial stage, this new way of teaching third grade spelling has displayed results that are not covered in the data collected for this study.

Students in the experimental spelling class were assessed weekly using a rubric. The rubric assessed time management, focus on the task, neatness, and attitude of the student. Initially, I assessed the students using the rubric. After consideration, I recognized that self-reflection was an important component that the experimental class was missing. In Unit 4, it was explained that the students would now assess themselves on a weekly basis. Their assessment would be considered in the grading. If our assessments were disagreeable, we would conference, if they were agreeable, then that was their weekly rubric score. I found the students were very honest with their assessment. A daily reminder or suggestions from volunteers at the beginning of spelling class about expectations helped others.

A survey was distributed to the students in the experimental group at the end of the first semester, which asked a variety of questions about assessment and student learning. On the survey, all students indicated that they were comfortable with the use of rubrics and scoring guides. A majority could explain why their work was good or not. All students indicated they could see their work getting better. All said they enjoyed knowing how they did on their work, as well.

This is a class that will constantly need updating. Choices on the learning contracts need to change weekly. Students need monitoring and guidance for all activities. When using a learning contract, I have discovered it is important to have a room with a lot of work space, in a variety of areas. My classroom has tables, desks may present more of a problem with group work and the bodily-kinesthetic activities.

I did not anticipate the difficulty students displayed with the work and words in Unit 7 in the experimental spelling class. Next year, it is noted that more intense instruction and practice for that unit is required.

I intend to share this project with my administrator and my team colleagues as indicated earlier. I had expected that my colleagues would look at my research and try to incorporate differentiation strategies in their classroom. The teacher of the control group was very skeptical in the beginning of the year. Before the end of first semester, she approached me and told me she could see how motivated and engaged students were in my spelling class. She indicated that she was interested in adopting the use of contracts and centers next year to teach third grade spelling.

There are several options for researching the control and experimental spelling classes farther. I suggest an investigation into the correlation of late or missing weekly work and spelling test averages. An investigation based solely on engagement and motivation between the two classes could display interesting results. This project could be extended to display results over a year. Portfolio selection could be added to this project as another way that students could reflect on their own progress.

References

- Drake, D. A. (1984). Spelling Acquisition: Effects of Pronouncing Words on Memory for Their Spellings. *Cognition & Instruction* , 297-321.
- Ehri, L. C. (1989). The Development of Spelling Knowledge and It's Role in Reading Acquisition and Reading Disability. *Journal of Learning Disabilities* .
- Fulk, B. M.-S. (1995). Fourteen Spelling Strategies for Students with Learning Disabilities. *Intervention in School & Clinic* , 16-21.
- Gardner, H. (1995). Reflections on Multiple Intelligences. *Phi Delta Kappan* , 200-208.
- Graham, S. B. (1989). Role of Mechanics in Composing of Elementary Students: A New Methodological Approach. *Journal of Educational Psychology* , 170-182.
- Graham, S. H. (2002). Contribution of Spelling Instruction to the Spelling, Writing, and Reading of Poor Spellers. *Journal of Educational Psychology* , 669-687.
- Graham, S. H. (1993). The Basic Spelling Vocabulary List. *Journal of Educational Research* , 363-369.
- Graham, S. H.-C. (2003, Jul/Aug). Extra Spelling Instruction: Promoting Better Spelling, Writing, and Reading Performance Right from the Start. *Teaching Exceptional Children* , pp. 66-68.
- Hampton, R. (2009, June 15). *Multiple Intelligences*. Retrieved February 18, 2011, from <http://www.lth3.k12.il.us/rhampton/mi/mi.html>
- Howard, S. D. (2008). Getting the Bugs out with PESTS: A Mnemonic Approach to Spelling Sight Words for Students with Learning Disabilities. *Teaching Exceptional Children Plus* .
- Lane, C. (2004). *Multiple Intelligences*. Retrieved July 13, 2010, from Tecweb: www.tecweb.org/styles/gardner.html
- Rosenthal, J. E. (2008). The Mnemonic Value of Orthography for Vocabulary Learning. *Journal of Educational Psychology* , 175-191.
- Subban, P. (2006). *A Research Basis Supporting Differentiated Instruction*. Retrieved August 5, 2010, from Australian Association of Research in Education: www.aare.edu.au/06pap/sub6080
- Templeton, S. M. (1999). Questions Teachers Ask About Spelling. *Reading Research Quarterly* , 102-113.
- Templeton, S. (1986). Synthesis of research on the Learning and Teaching of Spelling. *Educational Leadership* , 73-79.

- Tomlinson, C.A. (2005). *How To Differentiate Instruction in Mixed-Ability Classroom 2nd Edition*. Upper Saddle River, NJ: Pearson Education, Inc.
- Tomlinson, C. A. (1998). Teach Me, Teach My Brain a Call For Differentiated Classrooms. *Educational Leadership* , 52-56.
- Tomlinson, C. A. (2006). Teaching Beyond the Book. *Educational Leadership* , 16-21.
- Wallace, R. R. (2006). Characteristics of Effective Spelling Instruction. *Reading Horizons* , 267-278.
- Wheatley, J. (2005). *Strategic Spelling: Moving Beyond Word Memorization in the Middle Grades*. Newark, DE: International reading Association.

Appendix

Dear Parents,

Sept. 7, 2010

I'm looking forward to working with your child this year in spelling class. I want you to be aware of the typical spelling week routine. Your child will not have a workbook for spelling this year. Activities have been developed based on strengths that people possess. Every Monday after our pretest, I will post and discuss the activity options available for the week. Your child and I will agree on the number of options your child will complete during the week. In a typical five day week the schedule is as follows:

- Monday - Pretest of the week's unit. Discussion of the week's activities. Student and teacher agree on activity contract (options). Student has class time to work.
- Tuesday - Student will bring home pretest to study at home for the Friday final test. (If student receives 100% on pretest, he or

she tests only on challenge words for Friday test.) Student works on activities in class.

- Wednesday - Student works on activities in class.
- Thursday - Student works on activities in class. Large group review day.
- Friday - Final test day!

The only spelling homework your child will have for spelling during the week is to study for the Friday test, nightly. There may be variances, but I would forewarn of any changes. If you have any questions please don't hesitate to call or email.

Sincerely,

Mrs. Misty Burton

835-2929 ext. 139

burtmis@raymond.k12.wi.us



Directions for Spelling Class



1. **Study every night for your Friday spelling test.** You get your corrected pretest back on Tuesday.
2. Listen carefully every Monday as your teacher explains your spelling activity options for the week.
3. **Circle your choices.** The choices you choose may be different from your neighbor or friend. Everyone has different strengths and abilities. The choices you make will be agreed upon between you and your teacher.
4. **Use your time wisely in class to complete the chosen activities. Please do not rush through an activity or I may ask you to repeat it. Neat work is expected. Please work during class time.**
5. **If you have questions ask.**
6. Turn your finished work in at the clothespin on my desk or show an adult in the room if it is an activity that is not on paper.



Name: _____ Date: _____



What Are Your Learning Strengths?

Use a highlighter to mark all the statements that are TRUE for you!

 Verbal/Linguistic	 Logical/Mathematical
1. I like telling stories and jokes. 2. I like word games like Scrabble. 3. I enjoy talking and writing about my ideas. 4. I read books just for fun. 5. If I have to memorize something, I make up a rhyme or saying to help me. 6. If something breaks, I read the directions. Total _____	7. I really enjoy math. 8. I like logic puzzles and brainteasers. 9. I like to find out how things work. 10. I love playing checkers or chess. 11. I like to put things in order. 12. If something breaks, I look at the pieces and try to figure out how they work. Total _____

 Visual/Spatial	 Bodily/Kinesthetic
13. My favorite special is art. 14. I daydream a lot. 15. I like to draw, doodle, and create. 16. In a magazine, I like to look at the pictures rather than reading the words. 17. If I have to remember something, I draw a picture to help me. 18. If something breaks, I study a picture of it to help me. Total _____	19. My favorite special is gym since I like sports. 20. When I look at things, I like to touch them. 21. I move my body a lot when I'm talking. 22. I like to tap my fingers or play with my pencil during a lesson. 23. I have a hard time sitting still for a long time. 24. If something breaks, I play with the pieces to try to fit them together. Total _____

 Musical	 Naturalist
<p>25. My favorite special is music.</p> <p>26. I like to listen to music and to sing.</p> <p>27. I like to have music playing when I'm doing my homework.</p> <p>28. I play a musical instrument well.</p> <p>29. If I have to memorize something, I make up a song or rhyme to remember it.</p> <p>30. If something breaks, I tap my fingers to a beat while I figure it out.</p> <p>Total _____</p>	<p>31. I love to go walking in the woods and looking at trees and flowers.</p> <p>32. As an adult, I'd like to live in the country.</p> <p>33. I like to collect things such as rocks, sports cards, and stamps.</p> <p>34. I like gardening and growing plants.</p> <p>35. I like learning the names of living things in my environment like trees and flowers.</p> <p>36. If something breaks, I look around me for see what I can find to fix the problem.</p> <p>Total _____</p>

 Interpersonal	 Intrapersonal
<p>37. I get along well with others.</p> <p>38. I like working with others in groups.</p> <p>39. I like helping teach other students.</p> <p>40. Friends come to me to ask my advice.</p> <p>41. I have many friends.</p> <p>42. If something breaks, I try to find someone who can help me.</p> <p>Total _____</p>	<p>43. I like to work alone without anyone bothering me.</p> <p>44. I don't like crowds.</p> <p>45. I know what I like and what I don't like.</p> <p>46. I don't follow the crowd. I do what I want to do.</p> <p>47. I have one or two good friends.</p> <p>48. If something breaks, I like to fix things by myself.</p> <p>Total _____</p>

Interest Inventory

Name _____

We will try to study some special things, things that are interesting to you. On the lines below, circle the ten things that are most interesting to you. They can all be in one category or can be from different categories. Then go back to those ten things again. If you already know a lot about that topic and are still interested in it, color the circle in. Mark the MOST interesting thing with a star. If you have an interest that is not listed, fill it in at the bottom of one of the categories. If you have a special interest that you want to share with me, or want to tell me more about something on the front of the paper, write about it on the back.

Things to Study	Things to Do	Places to Go
<ul style="list-style-type: none"> • Archaeology • • Careers/Jobs • • Family History • • The Future • • Geography/Maps • • Handicaps that people have • • Native Americans • • History • • Photography • • Music • • Weather • • Art • • Art history • • Famous people • • Foreign languages • • Plants • • Animals • • Architecture • • Other countries • • Astronomy (stars) • • Solar system • • Theater (plays and shows) 	<ul style="list-style-type: none"> • Painting • • Singing • • Dancing • • Playing an instrument • • Gardening • • Building models • • Making a secret code • • Helping people • • Sports • • Write a story, play, or poem • • Repair things • • Take things apart • • Put things together • • Use a computer • • Science experiments • • Write newspaper articles • • Take photographs • • Puppet shows • • Enter contests • • Collect things (what things? _____) • • Keep a journal or diary • • Travel • • Hiking • • Canoeing • • Puzzles/games 	<ul style="list-style-type: none"> • Art museums • • Science museums • • Gardens • • Concerts • • Other countries • • Movies • • Plays • • Dance recitals • • Historical sites • • Zoo • • Planetarium • • Libraries • • Car shows • • Boat rides • • Amusement parks

Visual-Spatial Learning Activities & Directions

Spelling Rainbows

Rainbow write all of your spelling words. Write each word first in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT color.

Spelling Snake

Make a spelling snake puzzle using ten of your spelling words. Draw a long snake. Fill in your snake with your spelling words. Leave spaces between your words. Fill in the spaces with letters. Ask a friend to try to find your words, try to stump a friend or a teacher.

Spin a Yarn

Glue yarn on pieces of heavy paper so that it spells each of your words. Close your eyes and have a friend hand you your cards one at a time. Feel the yarn spelling on each card. Say the word and spell it.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture or draw a picture of your spelling words. Have a member of your spelling class try to locate your words.

Draw and Label

Draw and label your spelling words. You must color your drawings and labels.

Don't forget to add a lot of great detail. Do you your best work.

Squiggly Spelling Words

Creatively write your spelling words. You are going to write them two times each. Write your words the first time in squiggly, creative letters. Then write them once more time in print. Remember to write neatly.

Word Art

Paint your words. Make them fancy or funny.

Computer Creativity

Use the computer to write each list word in a different font and size. Be creative!!

LINE UP

Instead of using lines to draw a picture, use your spelling words, written in line, to form a shape or object. You may have to practice a few times.

Pyramid Writing

Pyramid write your spelling
words. Please write neatly!

*Example:

home

h

ho

hom

home

Backward Words

Write all of your spelling words forward and then backward. Write neatly!

Example: where erehw

Upper and Lower

First write your spelling word as you usually would write.

Then rewrite your spelling word. This time write the vowels in lowercase and
the consonants in uppercase.

*Example- lower LoWeR

Bodily Kinesthetic Activities & Directions

Headlines!

Cut letters out of newspapers and magazines to spell your words. Paste them on a piece of paper. Have fun and be creative while learning your words.

Color and Cut

Write each word with a thick crayon. Cut out the letters. Arrange them in the correct order to spell each word. Paste them on a piece of paper.

Sand in the Hand

Write your words in sand. Work with a partner. After you have written each Word; check each other's work to see that if the words have been spelled correctly. Erase each word and write another one.

Nose Spelling

Find a partner. Spell your words to each other while holding your nose.

Spelling Stretch

Find a partner. Please work together on the carpet. Take turns spelling your words to one another very slowly. Stretch out each letter while you stretch different muscles.

Spelling Aerobics

Spell your words out loud with a partner. When spelling a word, reach your hands over your head for a tall letter that when written extends above the line:

(b, d, f, h, k, l, t), put your hands on your hips for middle letters written in between the lines: (a, c, e, i, m, n, o, r, s, u, v, w, x, z), and stretch toward your toes for letters that fall below the lines written: (g, j, p, q, y).

Guess What!

Play charades with your words. Each person chooses a word to act out. The person guessing the word must not only guess the word, but must also spell it correctly. You can score one point for guessing the word and one point for spelling it correctly.

String-a-Word

String letter beads on a string to spell each spelling list word. Show a partner to be sure your spelling is right.

Finger Paint

Cover a piece of paper with finger paints. Roll up your sleeves and begin finger painting your spelling words.

Play Dough Practice

Use play dough to make each of your words. Check with your list after each word to make sure you have spelled it correctly.

Cut It Out

Cut out paper letters for each of your words and put them together. Use the paper in the scrap box. Please clean up your area when you are done.

Hopscotch Words

Use the hopscotch board and spell out your words as you hop through the game.

Spell-A-Basket

To play this game, you need two players and a score keeper/judge. Each person will go to the whiteboard and write a word. The student that writes the word correctly first scores 1 point. The second part to the game is that the person that got it correct also gets the opportunity to shoot a pretend basketball into the trash can "basket." If the student gets the ball in the basket, his or her team will receive an additional point.

Beach Ball Spelling

We spell words by bouncing a beach ball, one letter per bounce. Please remember we have a class right next door.

Shaving Words

Write words with your finger in shaving cream. Work with a buddy to check each other's spelling. Clean your area when you are done.

Paint & Spell

Write spelling words with white crayon on white paper. Paint over with watercolors and the words appear!

It's In The Bag

Use the paint in the baggie and your finger to write your words as your partner reads them. Take turns. Clean up your area when you are done practicing your words.

Verbal-Linguistic Activities & Directions

Cursive Word Practice

Write your spelling words using cursive writing. Don't forget to use the chart on the wall as your guide.

Fill-in-the-Blank

Write five sentences using your spelling words. Leave your spelling words as blanks that a partner will fill in. Please include a word bank so your partner knows which words to choose from.

Say That Again

Look up each word in the thesaurus. What other words mean the same thing? Make a list of two similar words for each word on your list.

Holiday of My Dreams

Write a story about an imaginary holiday or vacation using your spelling words.

Underline your spelling words. Remember to capitalize the beginning of each sentence and put a period or question mark at the end.

Silly Sentences

Write ten silly sentences
using a spelling word in each
sentence. Please underline your spelling words!

Write neatly! Make sure you end your sentences with a period or question mark.

Spelling Story

Write a short story using EACH of your spelling words. Be sure to underline your spelling words. Don't forget a topic sentence and a concluding sentence! Write good 3rd Grade sentences in your paragraph(s)!

Superman Letter

Your job is to write a creative letter to Superman (or another super hero). In your letter, you must use each of your spelling words. Be sure to underline your words as you use them.

Silly Spelling Story

Write a silly spelling story using each of your spelling words. Be sure to underline your words as you use them. If you have time, you can illustrate and color your story!

Fancy Words

Write each of your spelling words using fancy letters. Your letters can have curly-q's or dots, for example. Have fun!

Logical-Mathematical Activities & Directions

Code Words

Trade spelling lists with a friend. Write each other's words in a secret code (make up your own code or use one of the many common ones). Trade papers and decode the words. Check to make sure your friend spelled the words correctly.

Graph It!

Spell each of your words on graph paper. Shade in the squares to form the letters of each word. Check each word to make sure it is spelled correctly.

Build-a-Word Crossword Puzzle

Use graph paper to create a crossword puzzle. Make sure all your words are connected. Share your puzzle with a teacher or friend to solve.

Find A Word

Using graph paper, make a word find puzzle with a friend. Write all of the words on graph paper and then fill in the empty boxes around the words with other letters. Trade puzzles, and go to work!

ABC Order

Put your list words into alphabetical order. You may use the chart on the wall as a guide for your ABC's if necessary.

Add Your Words

1. Choose ten spelling words.
2. Add up each spelling word.

*Consonants are worth 10. *Vowels are worth 5.

*Examples

$$\text{said} - 10 + 5 + 5 + 10 = 30$$

$$\text{there} - 10 + 10 + 5 + 10 + 5 = 40$$

Add Your Words

Challenge

1. Choose ten spelling words.
2. Add up each spelling word.

Each letter has the value of its place in the alphabet.

*Examples

$$\text{said} - 19 + 1 + 9 + 4 = 33$$

$$\text{there} - 20 + 8 + 5 + 18 + 5 = 56$$

Connect the dots

Write yours spelling words in dots. Then connect the dots by tracing over them with a colored pencil. Write each word across and down, sharing the beginning letter.

*Examples-

w h e n	f o u r
h	o
e	u
n	r

Musical Activities & Directions

Practice Makes Perfect

Find a friend and give each other an oral spelling test.

Rhyme Time

Make a short rhyme for each of your words. Write what the similarities are that you see between your spelling words and each of the rhyming words.

Synonym

Write your spelling words and a synonym (similar word) for each word.

Antonym

Write your spelling words and an antonym (opposite word) for each word.

Make a Mnemonic!

A mnemonic is a trick people use to remember something. Make a mnemonic device to remember your words. Write ten of your own.

Example:

Friend
Fred
Really
Is
Earth's
Nicest
Dude

Tongue Twisters

Using the beginning letter of each word, write same-letter sentences. .

Example:

Jolly Jill jumps rope.

Sound Table

Put the list words into a table or chart, showing the number of sounds in each word.

Acrostic Poem

Choose one of your spelling words. Write an acrostic poem for that word. You must also ILLUSTRATE your poem.

*Example: FLY

Fun in the sky
Laps around clouds
Yes! I'm free

Spelling Poem

Write a poem using several of your spelling words. Underline the words that you use. Illustrate your poem. You can write any type of poem that you would like. For example, you can write an acrostic or cinquain poem. Enjoy!

Spelling Riddles

Write riddles for your spelling words. Underline your spelling word. Don't forget

to add the answer to your riddle.

*Example-

I cry when I am hungry. I wear diapers. I am cute and cuddly. What am I?

*Answer- Baby

New Language

Learn how to say your weekly spelling words backwards. Practice this activity with a partner. Try to teach someone else your new language.

Interpersonal Activities & Directions

Tic-Tac-Toe

Play Tic-Tac-Toe with a friend. Instead of writing X's and O's, write a different spelling word in each square. You'll score in spelling as well as in Tic-Tac-Toe!

"Cloze" the Gap

Exchange spelling lists with a partner. Write each spelling word, but leave out every other letter and put a blank in its place. Write a synonym next to each word as a clue. Exchange lists so that you have your own list. Race to see who can fill in the missing letters first. Check the spelling of each word when you are finished. Misspelled words will not count. The person with the greatest number of correctly spelled words wins the game.

Back Spelling

Work with a partner for this spelling practice game. One student uses his/her finger to "write" the letters of a spelling word on her partner's back.

He/She should write one letter at a time, giving her partner a chance to process the word. The partner thinks about the list of spelling words and the letters he feels on his back to figure out what the other student is writing. Switch so both students get a chance to write the words.

Skip a Word

Get a skipping rope and skip each letter in the words as you spell. Ask a partner to help keep track and check your spelling.

Concentration or Go Fish

Use the two copies of your list on flashcards, to play concentration (memory) or go fish. Please find a partner to play with.

Scrabble

Play Scrabble, and get double points if you use a word from your spelling list.

This activity may include up to four players.

Definition Detectives

Work with a partner to use a dictionary to find the definitions of your spelling words. Write the word on one side of an index card and the definition on the other side. Give the definition of the word and your partner has to guess which word it is.

Index Card Puzzles

Find 1 or 2 partners to play. Write each of their spelling words on an index card (one set for each person playing). Cut each index card into 2 pieces.

Using a timer to see how long it takes to get the cards back together correctly.

Intrapersonal Activities & Directions

Letter Tiles

Use the letter tiles to spell out your spelling words. After you have arranged the letters, check to see that you have spelled it correctly. Cover up each word and try to spell it from memory.

Sky Writing

Spell out each word using big letters that you print in the air. Quietly say each letter to yourself as you write it. Check to see that you have spelled it correctly.

If you did not spell it correctly, erase it and spell it over again.

Eraser Race

Use the eraser on the end of your pencil to erase each of your spelling words onto pictures from old magazines.

Dictionary Definitions

Use a dictionary to find each of your list words. Write down the definition of your words. Were there any words that you couldn't find?

Create an Activity

Can you think of a fun activity to do with your spelling words? Try it out in your spelling journal.

Be sure to give your activity a name!

Blue Vowels

Write EACH of your spelling words. You will need a blue colored pencil. Trace over the vowels in each word with your blue colored pencil.

Vowels = A E I O U

Bubble Letters

Write six of your spelling words in bubble letters. After you write your words in bubble letters, color your words neatly with a crayon or colored pencil.

4 Times

Write each spelling word four times. First, write each word in pencil. Second write each word in crayon. Third, write each word in marker. Last, write each word in cursive, try your best. Please write neatly!

Spelling Scramble

Write your spelling words with the letters scrambled up. Leave them alone until TOMORROW. During class time tomorrow, please unscramble your words.

You cannot start this activity on a Thursday.

Internet Definitions

Find the definition of your spelling list words using the computer. Write down the definition of your words. Were there any words that you couldn't find?

Consonant Circle

Write each of your spelling words. Then go back and circle all of the consonants in your spelling words! Don't forget to write neatly in your spelling journal!

Vowel Circle

Write each of your spelling words. Then go back and circle all of the vowels in your spelling words!

Don't forget to write neatly in your spelling journal!

A E I O U

Naturalist Activities & Directions

Ogre Story

Write a story about an Ogre or another mythical creature using all of your list words at least once. Underline your spelling words. Remember to capitalize the beginning of each sentence and put a period or question mark at the end.

Create an Animal

Use your list words to write an information report about an imaginary or real animal. You may use the internet as resource. Underline your spelling words.

Remember to capitalize the beginning of each sentence and put a period or question mark at the end.

Spelling “Bee”

Draw and color an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of the “spelling” bees. Write neatly, please.

Unit 1 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Silly Sentences
Colorful Words
Cut It Out
Spell, Stamp, and Write
Computer Creativity

Unit 2 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

1. Postcard Travels
2. Spelling Rainbow
3. Fancy Words
4. Spell, Stamp, and Write
5. Add Your Words
6. Sound Table
7. Rhyming Words
8. Shaving Words

Unit 3 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity.
Please circle the option(s) that you will be able to finish during
spelling time this week.

1. Practice Makes Perfect

2. Bubble Letters

3. Letter Tiles

4. Back Spelling

5. Rhyme Time

6. Cut It Out

7. It's In The Bag

8. Line Up

9. Word Grid

Spin A Yarn

Unit 4 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Cursive Word Practice

Finger Paint

Dictionary Definitions

Tic-Tac-Toe

Eraser Race

Word Art

Connect the Dots

ABC Order

Graph It

Pyramid Writing

Unit 5 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Cursive Sentence Practice

Concentration

Blue Vowels

Backward Words

Spelling "Bee"

Headlines

Squiggly Words

ABC Order

Rhyme Time

Across and Down

Unit 6 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Shaving Words

Concentration

Letter Tiles

Backward Words

Spelling "Bee"

Bubble Words

Squiggly Words

ABC Order

Across and Down

Center Groups & Map

Unit 7

Spelling City – Group 1 (board)

Spelling Rainbows – Cursive – Group 2 (table by computer cart)

Spelling Aerobics – Group 3 (front rug by door)

Concentration – Group 4 (back carpet)

Letter Tiles – Group 5 (table by teacher desk)

Bubble Letters – Group 5 (table by back carpet)

Center Groups & Map

Unit 8

Spelling City – Group 1 (board)

Dictionary Definitions – Group 2 (table by computer cart)

Back Spelling – Group 3 (back carpet)

Tongue Twisters – Group 4 (table by back carpet)

ABC ORDER (Cursive) – Group 5 (table by teacher desk)

Sound Table (out loud) (with teacher) – Group 6 (front rug by door)

Center Groups & Map

Unit 9

Spelling City – Group 1 (board)

Spelling Story – Group 2 (table by computer cart)

Dry Erase Spelling – Group 3(back carpet)

ABC ORDER (Cursive) – Group 4 (table by teacher desk)

Spelling Packet - everyone

Unit 10 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Cursive Word Practice

Finger Paint

Connect the Dots

Graph It

Pyramid Writing

Headlines

Shaving Words

Concentration

Bubble Words

ABC Order

Center Groups & Map

Unit 11

Find A Word – Group 1 (table by sink)

Fancy Words – Group 2 (table by computer cart)

Sky Writing – Group 3 (back carpet)

Letter Tiles – Group 4 (table by carpet)

Play Dough Practice – Group 5 (table by teacher desk)

Spelling Story - everyone

Unit 12 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Spelling story

Concentration

Across and Down

Tongue Twisters

Back Spelling

ABC Order

Unit 13 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time this week.

Scrambled Sentences

Letter Tiles

Match It Definitions Spell, Stamp, and Write

ABC Order

Add Your Words Challenge

Cursive Practice

Unit 14 Learning Contract

Name _____

Please listen to your teacher's explanation of each activity. Please circle the option(s) that you will be able to finish during spelling time (Tuesday & Wednesday) this week.

Rhyming Sentence Practice (10 sentences)

Concentration

Blue Vowels

Backward Words

Spelling "Bee"

Squiggly Words

ABC Order

Across and Down

Collaborative Work Skills : Weekly Spelling Work

Teacher Name: **Mrs. Burton**

Student Name: _____

CATEGORY	4	3	2	1
Time-management	Routinely uses time well throughout the week to ensure things get done on time. Does not have to adjust deadlines or work responsibilities.	Usually uses time well throughout the week, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done by the deadlines.	Rarely gets things done by the deadlines AND has to adjust deadlines or work responsibilities because inadequate time management.
Focus on the task	Consistently stays focused on the task and what needs to be done. Followed given directions for the week's activities.	Focuses on the task and what needs to be done most of the time. Followed most directions.	Focuses on the task and what needs to be done some of the time. Missed some directions for the week's activities.	Rarely focuses on the task and what needs to be done. Consistently does not follow directions.
Attitude	Always has a positive attitude about the task(s). Follows classroom rules during work time.	Often has a positive attitude about the task(s). Usually follows most classroom rules.	Occasionally is critical of work. Usually has a positive attitude about the task(s).	Often is critical of the work. Often has a negative attitude about the task(s).
Neatness	Always has neat, legible work.	Often has neat, legible work.	Occasionally has neat legible work.	Work is illegible.
Correct Spelling	All spelling words are spelled correctly in weekly spelling activities.	Most words are spelled correctly in weekly spelling activities.	Some words are spelled correct in weekly spelling activities.	Several words are misspelled in weekly spelling activities

Student Surveys

Primary Student Survey, Grades 1 — 3

I am interested in how YOU know what you are supposed to learn in this class. Your opinions will help me improve classroom assessment. There are no right or wrong answers. Read each statement and then rate how you see things.

- If you disagree with the sentence, circle ☹️
- If you don't know, circle 😐
- If you agree with the sentence, circle 😊

☹️ 😐 😊
Disagree Don't Know Agree

1. I can explain why my work is good or not.
 ☹️ 😐 😊
2. I know what I will learn next.
 ☹️ 😐 😊
3. I can see my work get better.
 ☹️ 😐 😊
4. I can select work for a portfolio.
 ☹️ 😐 😊
5. I can use rubrics and scoring guides.
 ☹️ 😐 😊
6. After learning something, I can explain what I have learned.
 ☹️ 😐 😊
7. I enjoy taking tests and assessments.
 ☹️ 😐 😊
8. I enjoy learning how I did on my work.
 ☹️ 😐 😊

Classroom Assessment for Student Learning – SUPPLEMENTARY MATERIAL

Copyright ©2004 Assessment Training Institute

Unit 1

- 1. mix**
- 2. milk**
- 3. smell**
- 4. last**
- 5. head**
- 6. friend**
- 7. class**
- 8. left**
- 9. thick**
- 10. send**
- 11. thin**
- 12. stick**
- 13. step**
- 14. dish**

Unit 2

- 1. pond**
- 2. luck**
- 3. drop**
- 4. lot**
- 5. rub**
- 6. does**
- 7. drum**
- 8. sock**
- 9. hunt**
- 10. crop**
- 11. shut**
- 12. front**
- 13. spot**
- 14. much**

Unit 3

- 1. smoke**
- 2. huge**
- 3. save**
- 4. life**
- 5. wide**
- 6. come**
- 7. mine**
- 8. grade**
- 9. smile**
- 10. note**
- 11. cube**
- 12. love**
- 13. side**
- 14. hope**

Unit 4

- 1. paint**
- 2. clay**
- 3. feel**
- 4. leave**
- 5. neighbor**
- 6. eight**
- 7. seem**
- 8. speak**
- 9. paid**
- 10. lay**
- 11. need**
- 12. weigh**
- 13. green**
- 14. play**

Unit 5

- 1. coach**
- 2. blow**
- 3. float**
- 4. hold**
- 5. sew**
- 6. though**
- 7. sold**
- 8. soap**
- 9. row**
- 10. own**
- 11. both**
- 12. most**
- 13. cold**
- 14. slow**

Unit 6

- 1. last**
- 2. head**
- 3. friend**
- 4. thin**
- 5. left**
- 6. class**
- 7. luck**
- 8. drop**
- 9. does**
- 10. sock**
- 11. shut**
- 12. front**
- 13. save**
- 14. smoke**
- 15. come**
- 16. cube**
- 17. smile**
- 18. love**
- 19. leave**
- 20. clay**
- 21. eight**
- 22. paid**
- 23. seem**
- 24. weigh**
- 25. coach**
- 26. sew**
- 27. though**
- 28. most**
- 29. own**
- 30. soap**
- 31. empty**
- 32. crayon**
- 33. crumb**
- 34. program**
- 35. escape**

Unit 7

- 1. screen**
- 2. mitt**
- 3. start**
- 4. street**
- 5. home run**
- 6. three**
- 7. struggle**
- 8. bleachers**
- 9. scream**
- 10. spray**
- 11. spring**
- 12. strong**
- 13. throw**
- 14. stream**

Unit 8

- 1. April**
- 2. fight**
- 3. tie**
- 4. find**
- 5. might**
- 6. child**
- 7. delight**
- 8. tight**
- 9. tulip**
- 10. May**
- 11. lilac**
- 12. pie**
- 13. violet**
- 14. lie**

Unit 9

- 1. clown**
- 2. acrobat**
- 3. round**
- 4. mouth**
- 5. trainer**
- 6. town**
- 7. sprout**
- 8. bounce**
- 9. sound**
- 10. ground**
- 11. loud**
- 12. roar**
- 13. elephant**
- 14. count**

Unit 10

- 1. campfire**
- 2. turkey**
- 3. saw**
- 4. food**
- 5. marshmallow**
- 6. campfire**
- 7. flaw**
- 8. cloth**
- 9. pilgrim**
- 10. cookout**
- 11. raw**
- 12. law**
- 13. cheeseburger**
- 14. pilgrim**

Unit 11

- 1. two**
- 2. holiday**
- 3. snowflake**
- 4. knee**
- 5. write**
- 6. stretcher**
- 7. knife**
- 8. wrong**
- 9. watch**
- 10. knock**
- 11. match**
- 12. wrap**
- 13. catch**
- 14. knot**

Unit 12

- 1. law**
- 2. strength**
- 3. scald**
- 4. cloth**
- 5. fight**
- 6. knot**
- 7. scratch**
- 8. walk**
- 9. write**
- 10. throw**
- 11. spread**
- 12. wrong**
- 13. bright**
- 14. crowd**
- 15. crown**
- 16. street**
- 17. straight**
- 18. would**
- 19. straw**
- 20. soft**
- 21. delight**
- 22. mind**
- 23. spring**
- 24. lie**
- 25. almost**
- 26. watch**
- 27. die**
- 28. bounce**
- 29. knife**
- 30. ground**
- 31. screen**
- 32. wild**
- 33. sound**
- 34. stretcher**
- 35. count**

Unit 13

- 1. fog**
- 2. door**
- 3. short**
- 4. smart**
- 5. cool**
- 6. ear**
- 7. hard**
- 8. art**
- 9. sleet**
- 10. argue**
- 11. fourth**
- 12. star**
- 13. clear**
- 14. storm**

Unit14

- 1. work**
- 2. turn**
- 3. any**
- 4. girl**
- 5. third**
- 6. were**
- 7. first**
- 8. bird**
- 9. word**
- 10. sway**
- 11. perfect**
- 12. her**
- 13. skip**
- 14. partner**