

# Elkonin Boxes

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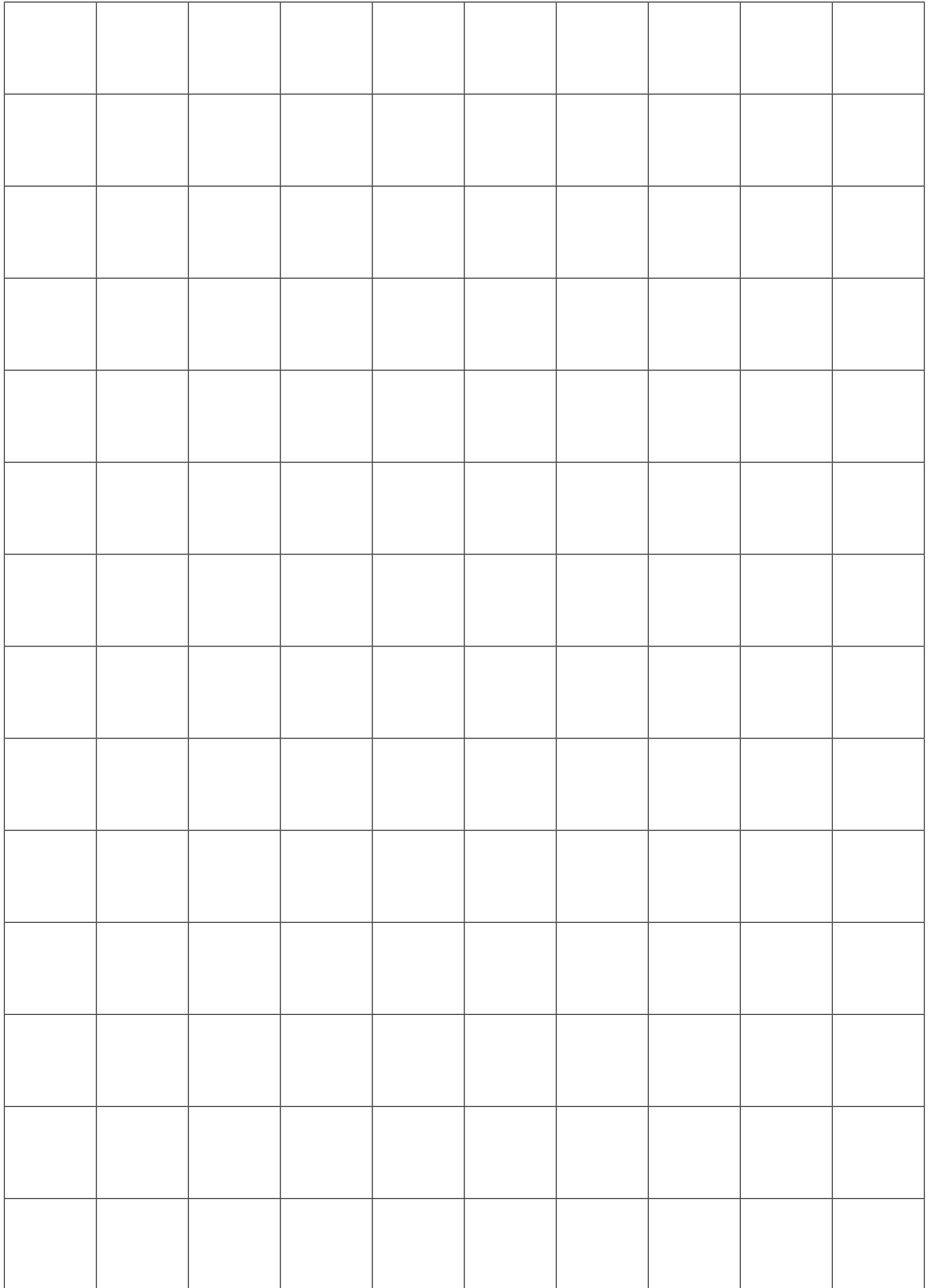
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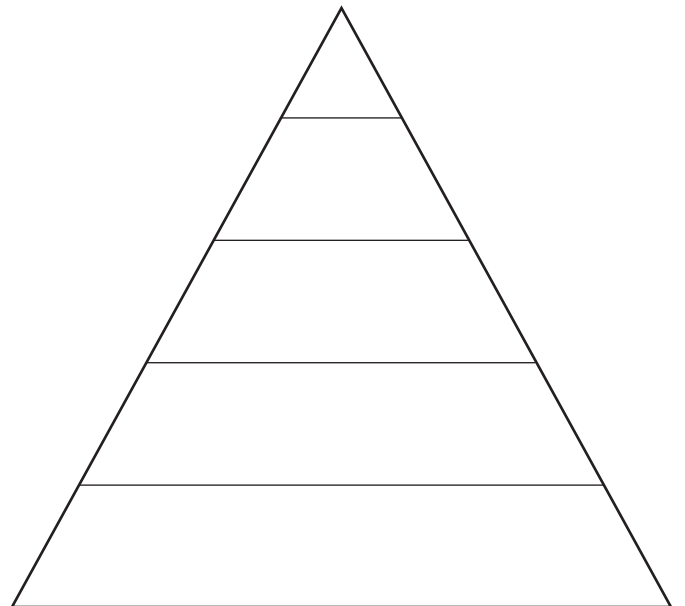
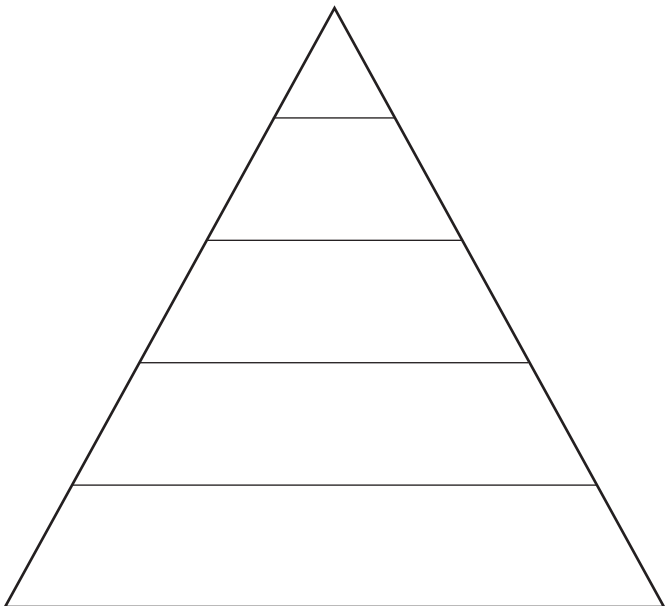
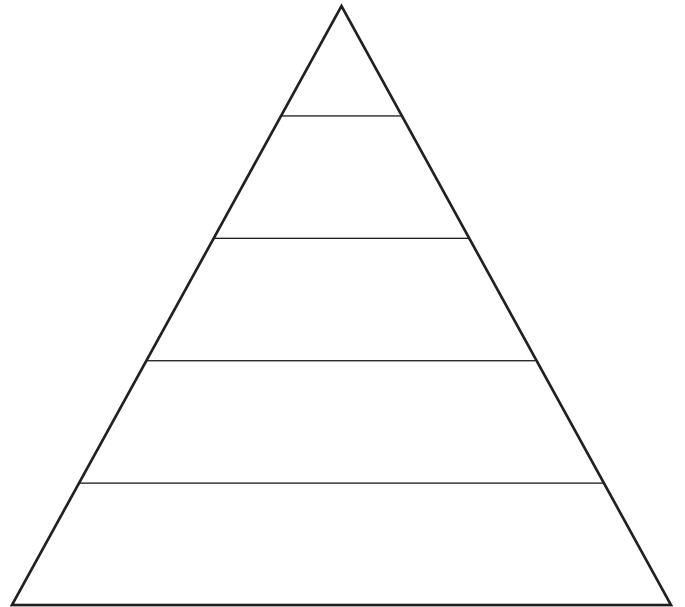
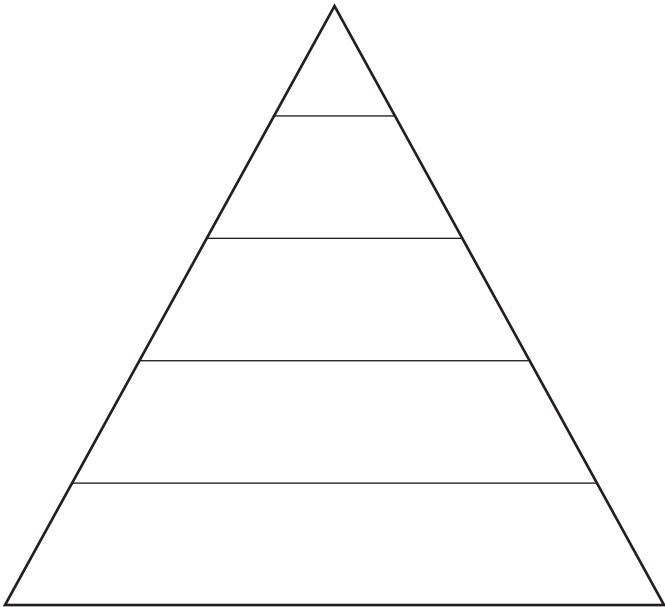
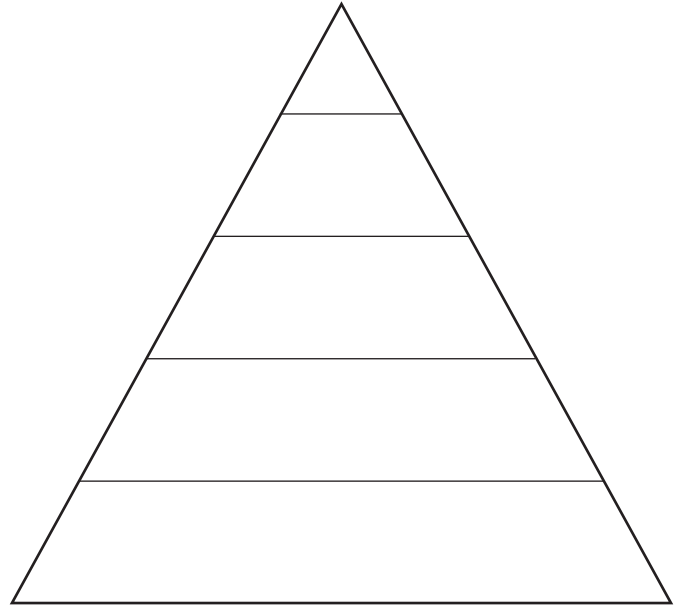
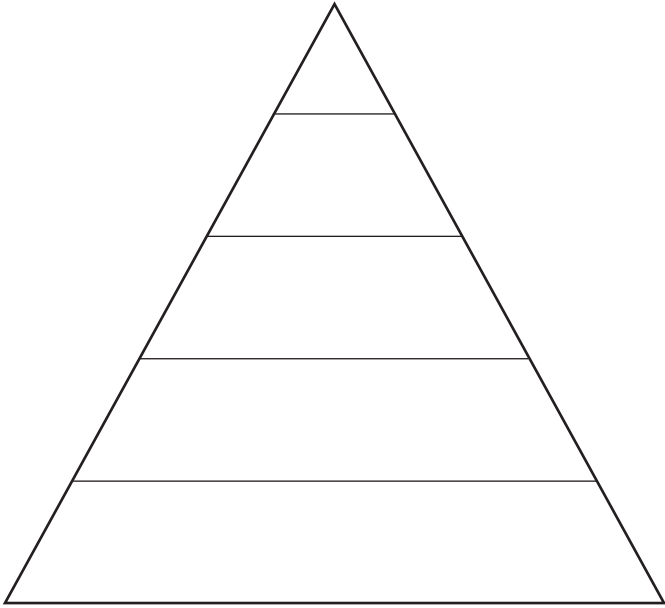
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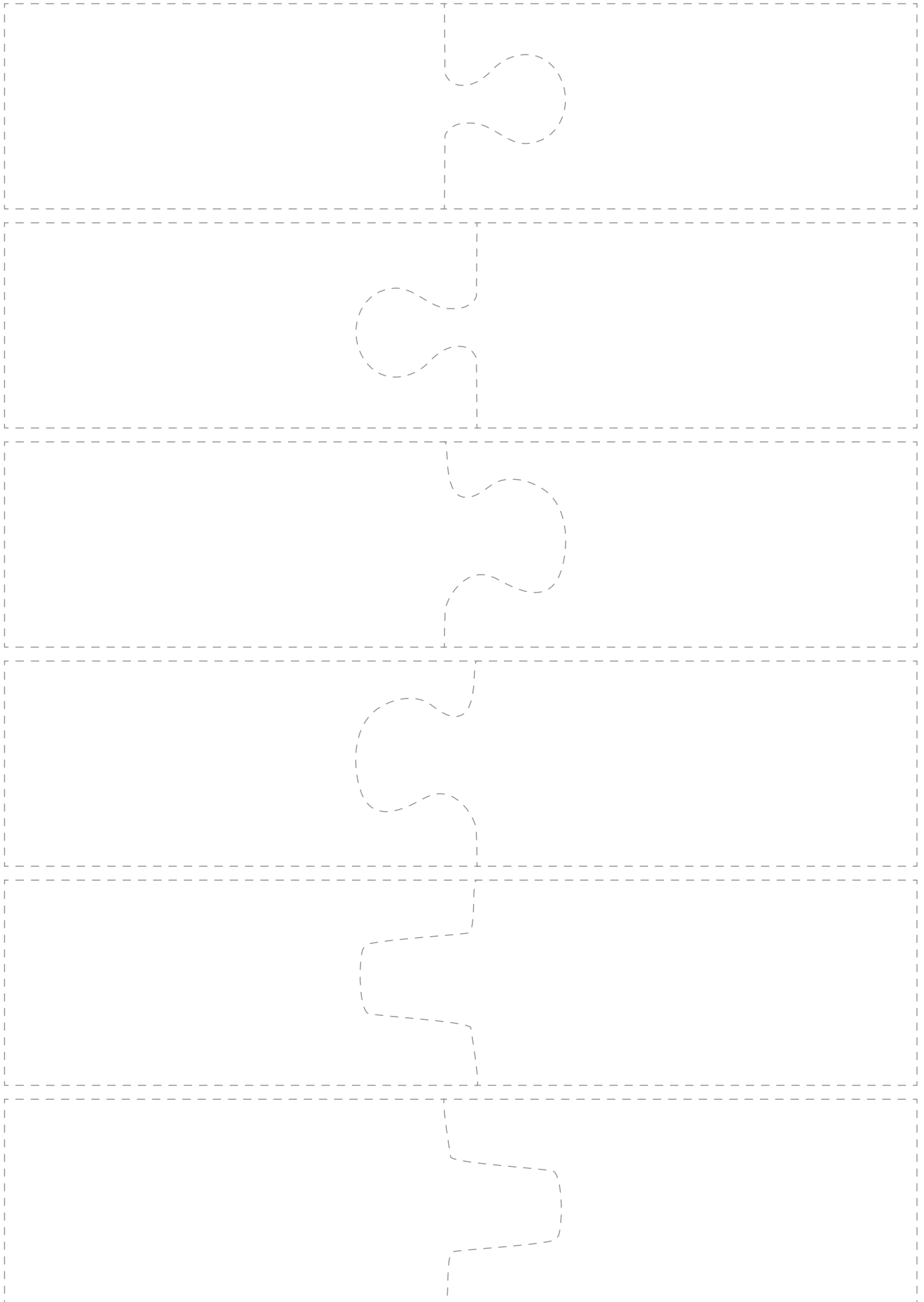
# Grid Paper



# Pyramid Frames - for Words with Five Letters



# Blank Jigsaw Pieces

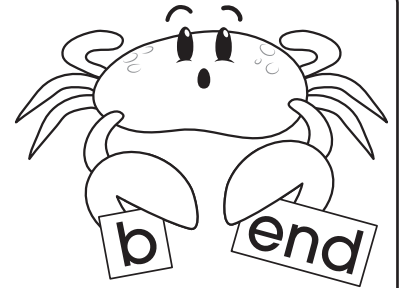


# Spelling Maths

Choose five spelling words.

- Write them in the longest boxes.
- Make them into spelling maths.

For example, b + end = bend.



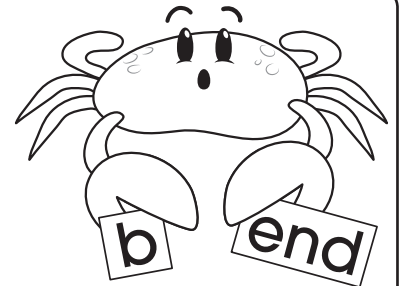
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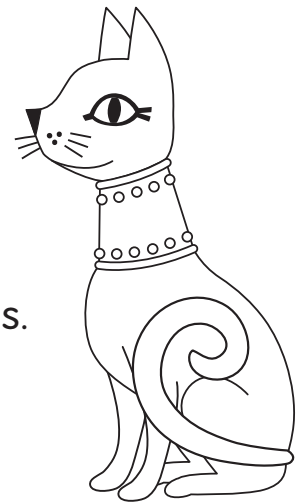


	+		=	
	+		=	
	+		=	
	+		=	
	+		=	

## Some Spelling Rules and Generalisations



- A vowel sound written using one grapheme in the middle of a syllable is usually short.  
For example, cat, bug, dig.
- The letter 'q' is always followed by the letter 'u' and at least one other vowel.  
For example, quit, quiet, quack.
- The k sound at the end of a one-syllable word after a short vowel is usually written /ck/.  
For example, block, sick, duck.
- A word with two or more syllables uses /c/ as the final k sound.  
For example, comic, magic, zodiac.
- Most words add 's' to make plurals.  
For example, dogs, birds, cats.
- Add -es to nouns ending in 's', 'x', 'z', 'ch' and 'sh' to make plurals.  
For example, buses, boxes, churches, brushes.
- A vowel before a double consonant is usually short.  
For example, slipper, robber, bonnet.
- When a one-syllable word ends in 'f', 'l', 's' or 'z' after one short vowel sound, double the consonant.  
For example, bill, fizz, cuff.
- When a vowel comes before two consonants, the syllable slash comes between the two consonants.  
For example, nap/kin, ten/nis.
- When the /j/ sound is at the end of a one-syllable word after a short vowel sound, use '-dge'.  
For example, judge, bridge, ledge, fudge.
- A vowel or vowel sound at the end of a syllable is usually long.  
For example, he, sky, no, by, pi/lot.
- The vowel sound before the silent 'e' is usually long.  
For example, cake, ride, made, rode.
- Words that end with 'i' or 'y' and have a vowel before it, just add the suffix. There are no changes.  
For example, play, playing, played, plays; ski, skiing, skied, skies.



# Words for Letters of the Alphabet



<b>A</b>	<b>N</b>
<b>B</b>	<b>O</b>
<b>C</b>	<b>P</b>
<b>D</b>	<b>Q</b>
<b>E</b>	<b>R</b>
<b>F</b>	<b>S</b>
<b>G</b>	<b>T</b>
<b>H</b>	<b>U</b>
<b>I</b>	<b>V</b>
<b>J</b>	<b>W</b>
<b>K</b>	<b>X</b>
<b>L</b>	<b>Y</b>
<b>M</b>	<b>Z</b>

# Jumbled Words



- Choose five spelling words.
- Jumble each word and write it below.
- Give them to a partner to solve.

Score $\frac{\quad}{5}$
-------------------------

Jumbled	Unjumbled

# Jumbled Words

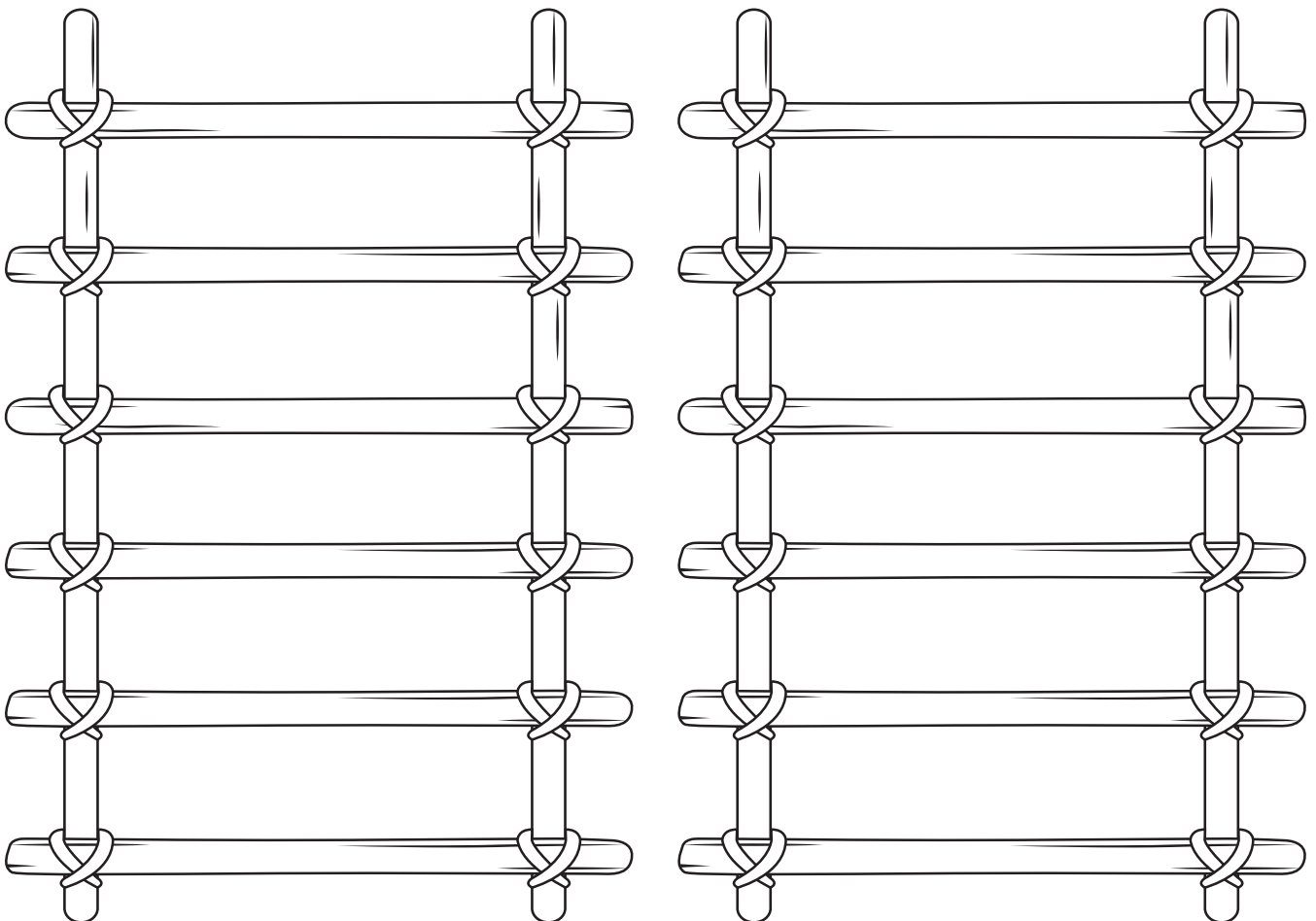
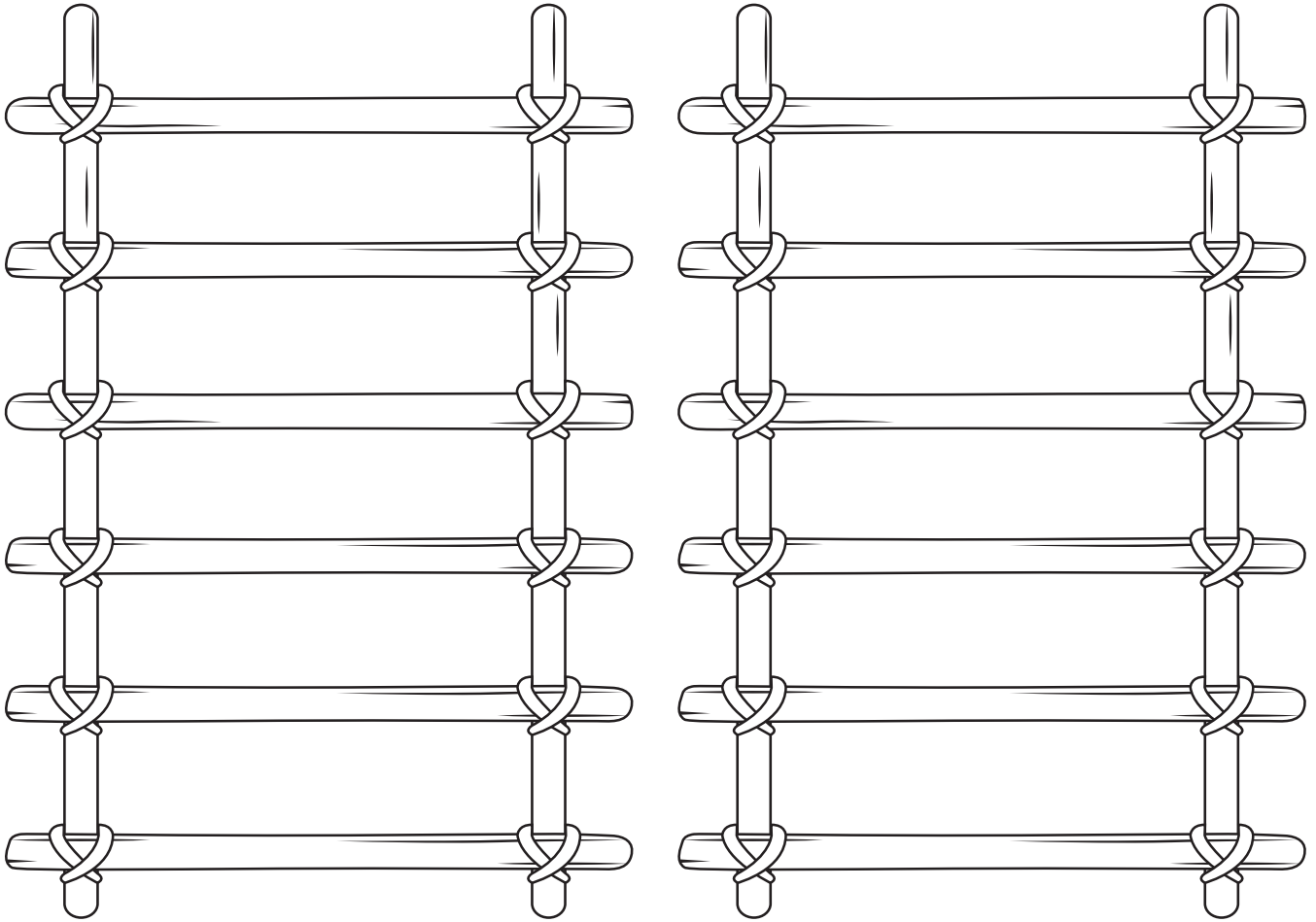
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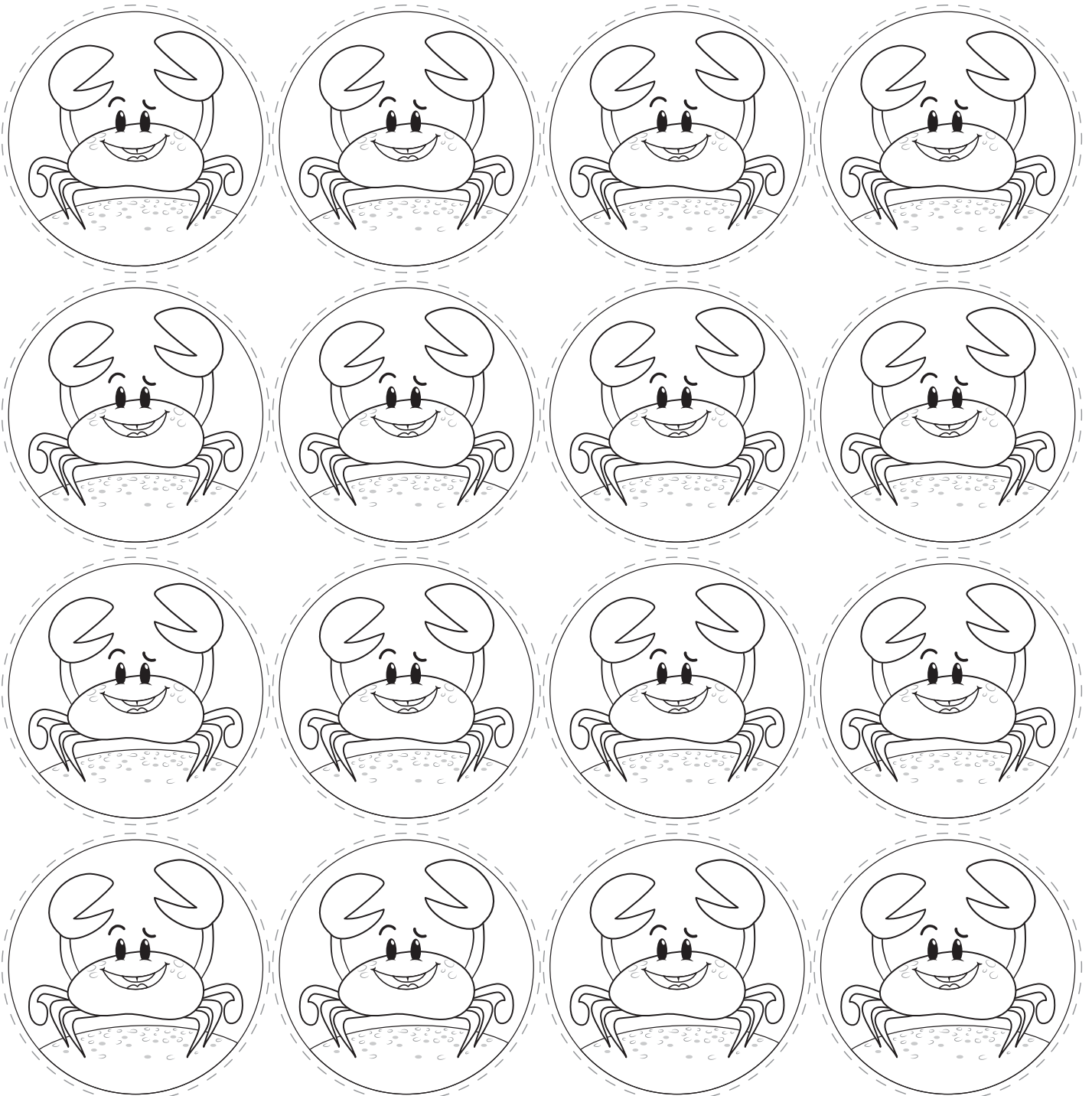
List your words from the hardest to spell to the easiest to spell.



# Crab Concentration

Play this game with a partner or in a small group.

- Cut out each picture.
- Write each spelling word on the back of two cards.
- Place all cards face down.
- Take turns to turn over two cards, trying to find a match. When a match is found, the player picks up the two cards and is allowed another turn.
- The winner is the person with the most pairs when no cards are left.

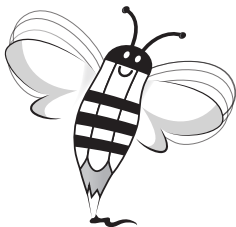


# Guess the Word

- Play with a partner.
- Choose a word from your list.
- Start by telling your partner the first letter of your word.
- How many letters do you have to give before your partner guesses your word?

_____		
_____	_____	
_____	_____	_____

_____		
_____	_____	
_____	_____	_____

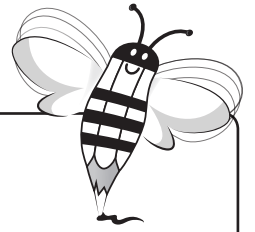


_____			
_____	_____		
_____	_____	_____	
_____	_____	_____	_____

_____			
_____	_____		
_____	_____	_____	
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# New Words



My new word is

• My word written big looks like:

• My word begins with the letter(s)

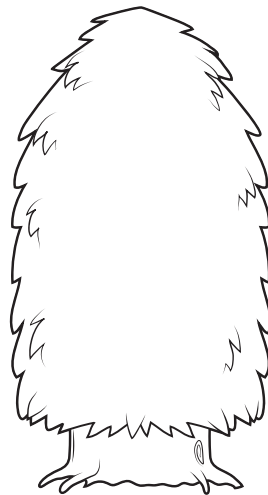
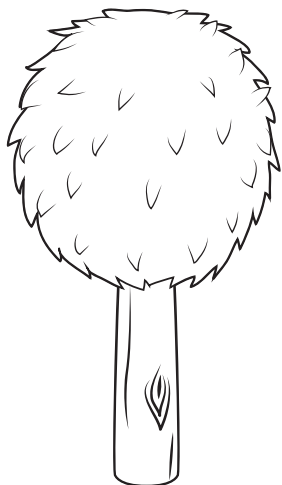
• My word ends with the letter(s)

• The middle letter(s) is/are

• Cover your word.

• With your word covered, try to write it in each of the boxes below.

• Colour a tree every time you write your new word correctly.



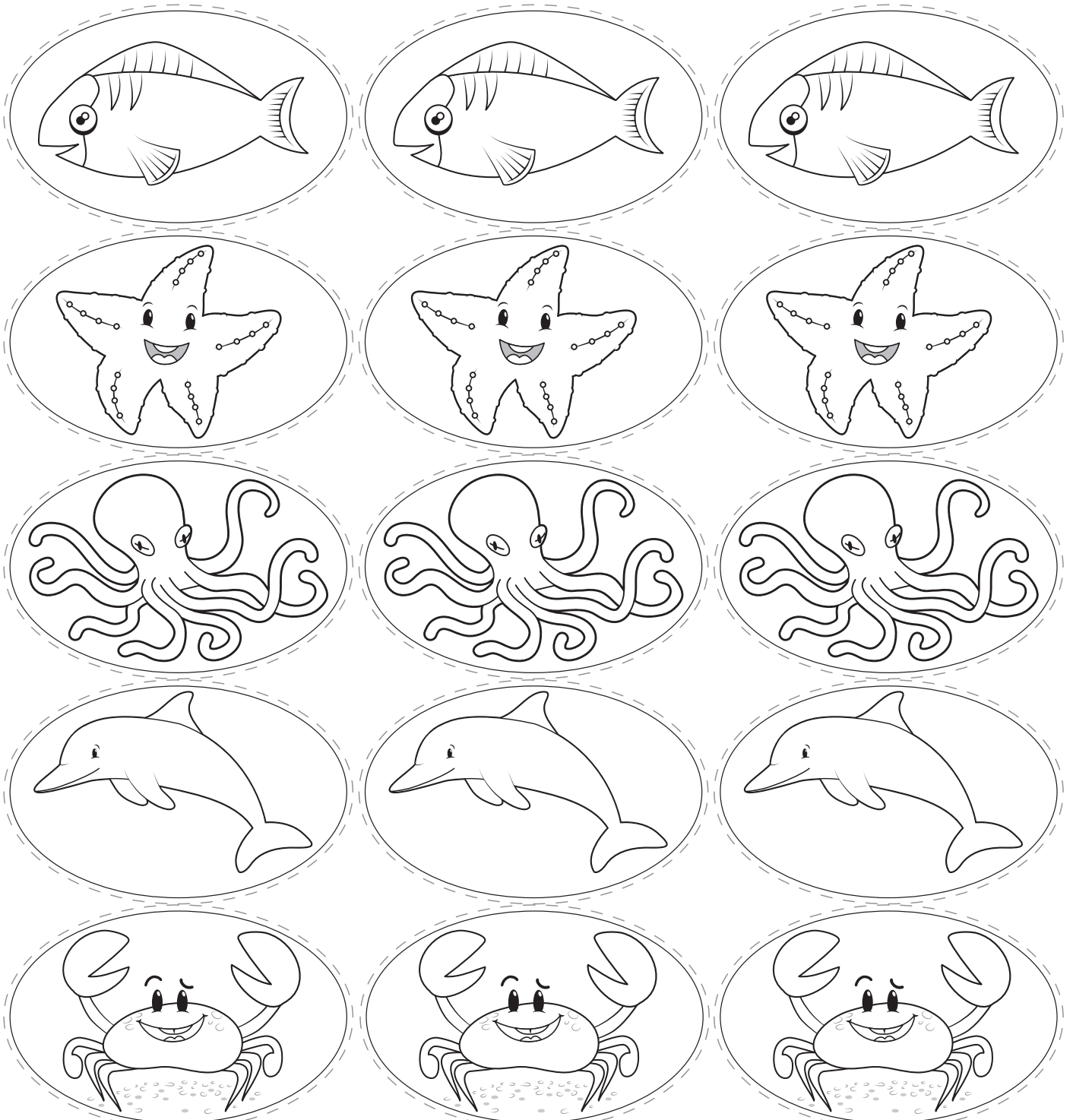
• My word written small looks like:

• My word written in colour looks like:

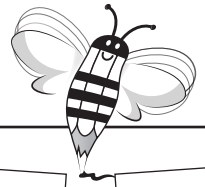
• This is a drawing of my word:

# Let's Go Fishing!

- Cut out each sea creature.
- Write a spelling word on the back of each.
- Attach a paper clip to each and put them in a bucket.
- Use a 'fishing rod', made from a magnet on a string tied to a stick or ruler, to 'catch' the sea creatures in the bucket.
- Read and spell the word on the sea creature you caught.



# Word Building



- Choose five spelling words.
- Make new words by adding an ending.

ed      ing      s      es

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<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
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# Word Building

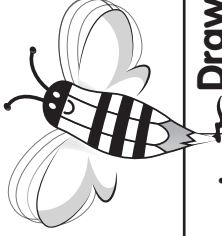
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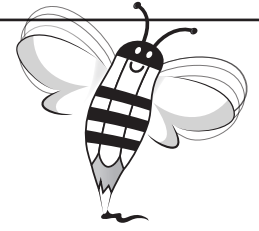
# Spelling Quiz

Write five spelling words below.



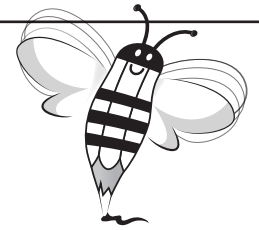
Spelling word	How many letters?	How many syllables?	How many sounds?	Write a rhyming word.	Draw a picture of the word.

# Patterns



- Choose six spelling words that look and sound different.
- Write four or more words with the same letter pattern.  
For example, **shop**, **shut**, **shed**, **shoe**.

Word	Words with the same letter pattern

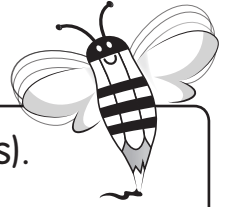


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# Small Words in Big Words



- Write five spelling words (or ask your teacher to write five tricky words).
- How many small words can you find in each big word?

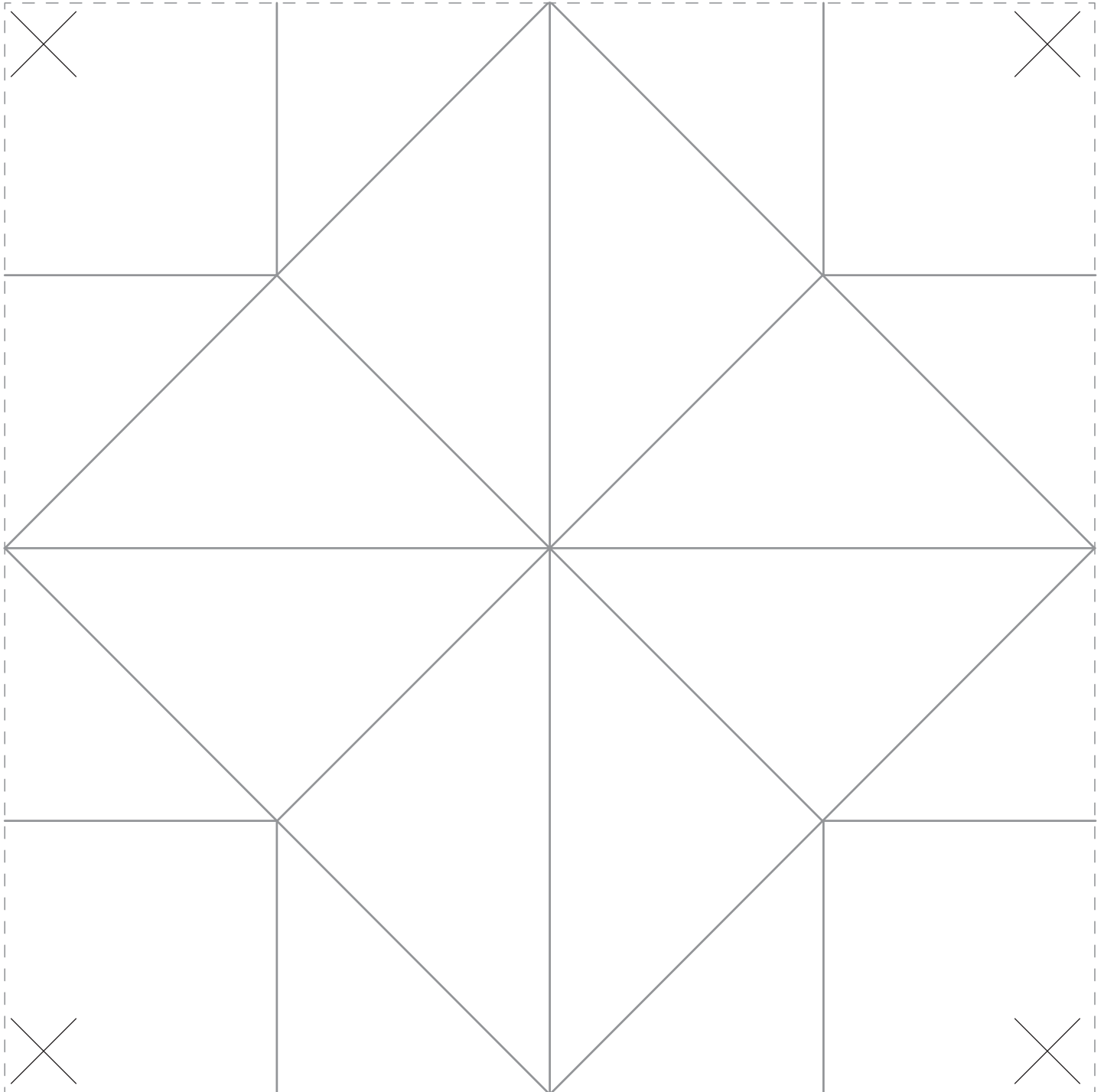
Word	Small Words

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Word	Small Words

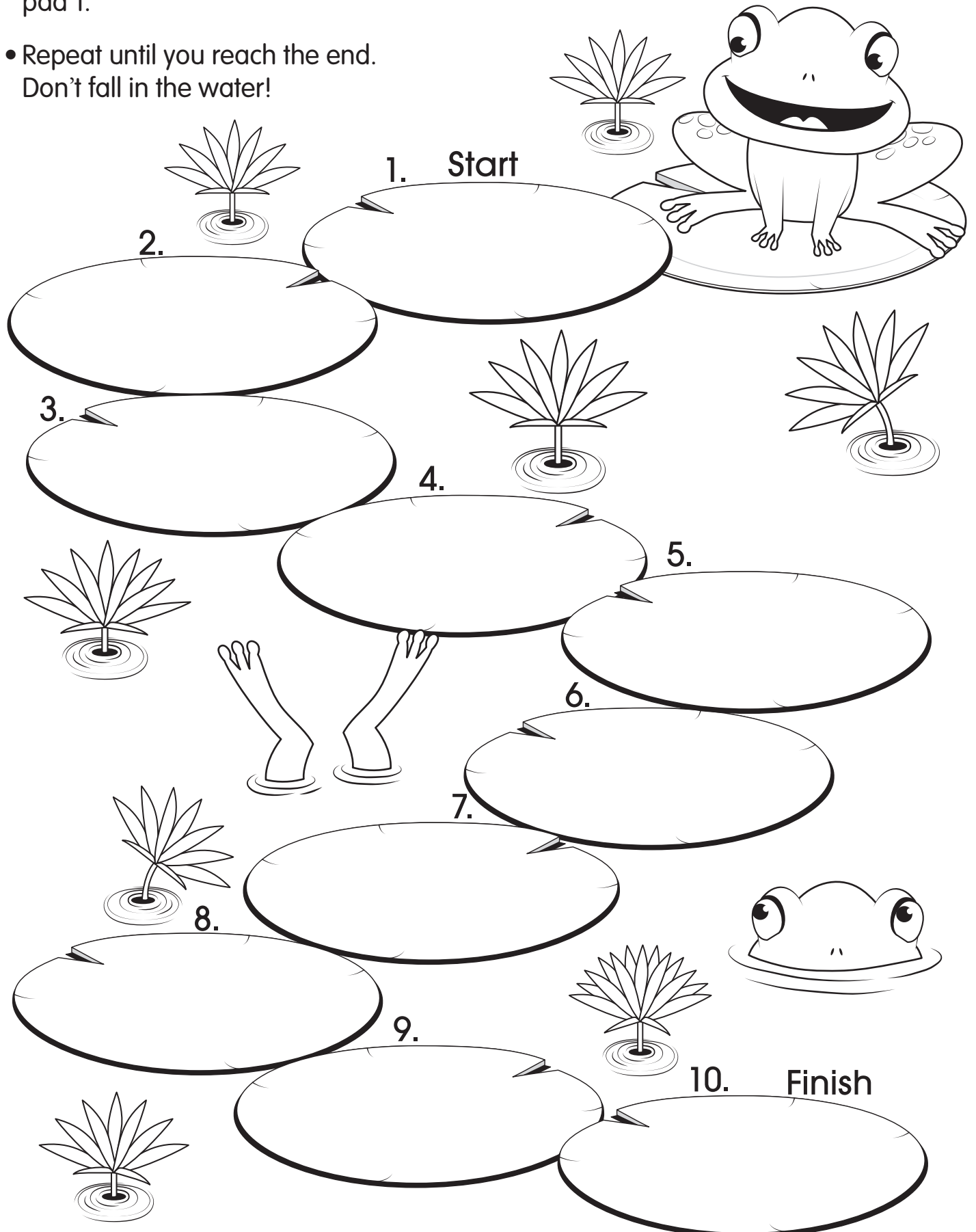
# Chatterbox Spelling

- Children draw a colourful picture on the sections marked with a cross.
- On the other sections, the children write spelling words or chunks from them.
- Once folded, pairs of children take turns to choose a section and spell, say or sound out the word or chunk.



# Leapfrog

- Write a spelling word in the first lily pad.
- In the next lily pad, write a word that begins with the final letter of the word in lily pad 1.
- Repeat until you reach the end.  
Don't fall in the water!



# Word Hunt



- Choose six spelling words.
- Find a book. See if any of your words have been used in the book. If so, how many times? Keep a tally!

Word	Tally	Total

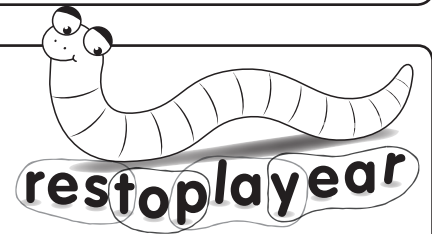
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# Word Worm



- Write your spelling words as a word worm.
- Pass your word worm to a friend.
- Can they find all of your words?



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# Four in a Row - 1



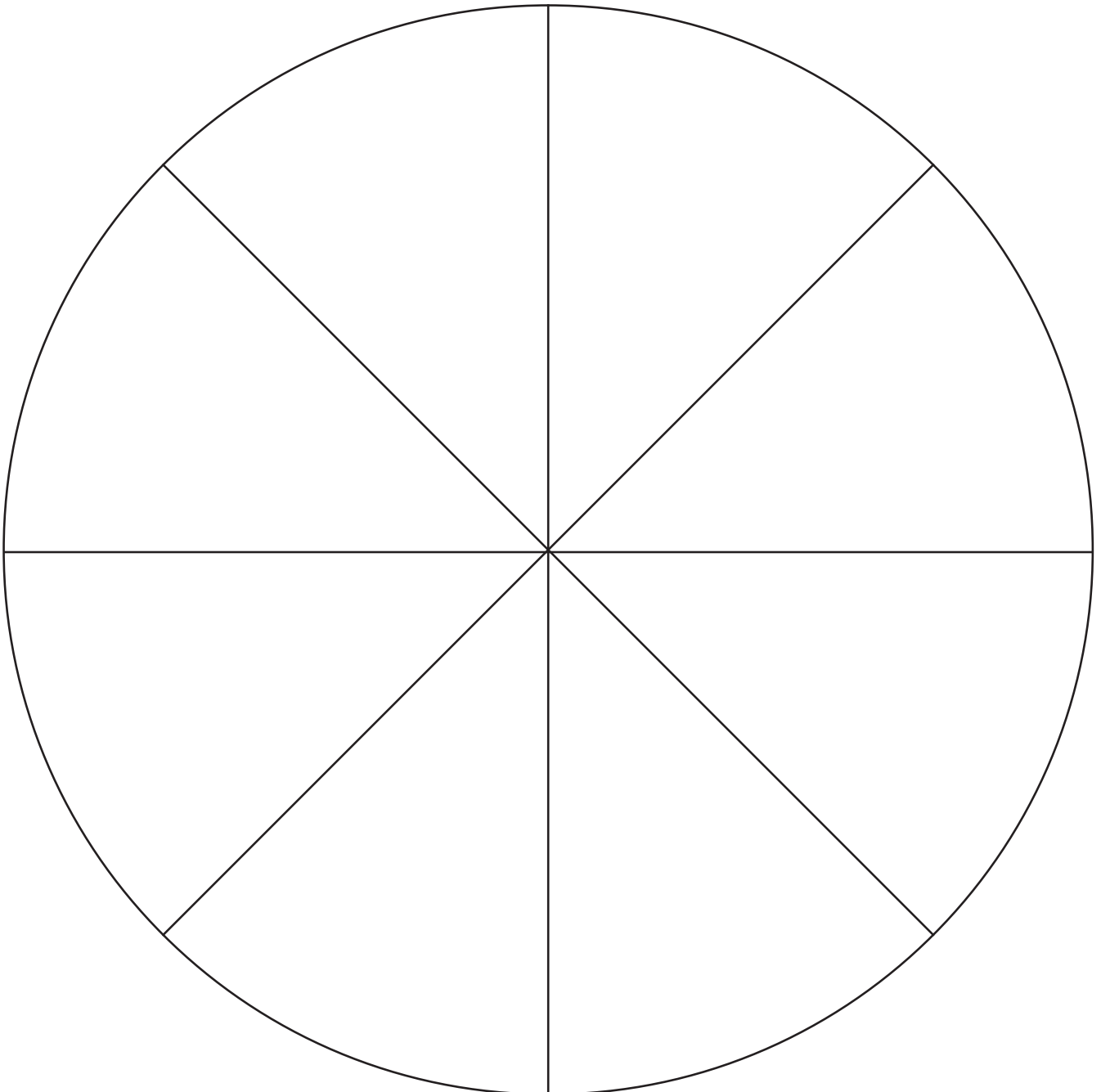
**Number of players:** 2

**Equipment:**

- spinner
- grid
- paper clip
- two different-coloured markers or pencils

**Instructions:**

1. Write eight different spelling words on the spinner.
2. Players take turns to spin the spinner to select a word, read it and write it on the grid. (Each word must be written in a different row or column each time then go back and fill in the gaps.)
3. The first player to get four of the same words in a row wins.



# Four in a Row - 2

Grid


# Spelling Circles Game - 1



**Number of players:** 4 or more

**Instructions:**

1. Write words on the cards below. Cut the cards apart. Place them face down.
2. When it is your turn, the player on your right chooses a card and reads the word. You should spell the word aloud. If you are correct, roll a dice and move that number of spaces along the board. If you are incorrect, stay in the same place.
3. The first player to finish wins.




# Spelling Circles Game - 2 - Game Board

The game board consists of a path of 14 hexagons arranged in a zig-zag pattern. The path starts at a hexagon labeled 'Start' with a bee illustration. The path then moves to a hexagon with the instruction 'Go ahead one space.' and a bee illustration. From there, it moves to a hexagon with 'Go back two spaces.' and a bee illustration. The path continues to a hexagon with 'Go ahead one space.' and a bee illustration, then to a hexagon with 'Go back to the start.' and a bee illustration. The path then moves to a hexagon with 'Go ahead one space.' and a bee illustration, then to a hexagon with 'Go ahead one space.' and a bee illustration. The path then moves to a hexagon with 'Go back one space.' and a bee illustration, then to a hexagon with 'Miss a turn.' and a bee illustration. Finally, the path ends at a hexagon labeled 'Finish' with a bee illustration. There are several empty hexagons branching off the path, representing possible moves.