

PERFECTION LEARNING
Spelling
WITH INTEGRATED LANGUAGE ARTS

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ELL Answer Key**2**

INTRODUCTION

This resource includes two reproducible activities for each unit in the Perfection Learning Spelling program. The two reproducibles for English learners include a Practice activity for Unit words and a Reteaching follow-up activity for inductive reasoning and word shapes. The design of these worksheets incorporates the following features:

- Simple, clear instructions
- Inclusion of selected Unit words for inductive reasoning and word shapes on the Reteaching follow-up activity
- Pictures directly related to the text on the page, whenever possible
- Embedded clues, such as completion of the first item
- Suggestions that students say key words aloud, either to themselves or to a partner
- Repetition of the same format in different activities throughout a level
- Focus on the Unit spelling generalization
- Presentation of a task or tasks that lend themselves to cooperative learning, individual seatwork, and/or center activities

The following sections discuss the theoretical basis for these activities, the importance of considering the language background of English learners for planning and managing instruction, and the structure of the recommended teaching strategies.

Related Theory

The theoretical support for the design of the worksheets and the recommended teaching strategies found in this guide draw heavily on the work of the second language learning theorists Steve Krashen and Jim Cummins, as well as the cognitive psychologist Edward De Avila.

- Key tenets of Krashen’s model for second language learning include (1) *comprehensible input*—instruction modified so that English learners understand the demands of each task; (2) *lowered affective filter*—an

approach that reduces the anxiety that naturally occurs when one attempts to learn a second language; and (3) *the monitor*—the subconscious “device” that internally monitors or compares the English learner’s speech with that of native speakers in natural, meaningful communication.

- Cummins’s concepts of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) have influenced many ESL and bilingual teachers and program developers. The BICS/CALP distinction has proven particularly helpful in the design of instruction that concentrates on moving English learners from the superficial (BICS) command of English to the use of English for cognitively demanding activities (CALP). Cummins calls for the contextualizing of cognitively demanding input, allowing second language learners to interact in a reciprocal way with each other and with other students whose first language is English.
- De Avila’s theory integrates the three major factors that influence learning: intelligence, motivation, and access. In the application of his theory, he calls for students, particularly English learners, to be provided access to interesting, cognitively challenging activities through cooperative problem solving in heterogeneous small groups.

The theoretical constructs and the instructional applications cited by these theorists guided the development of both the Practice and Reteaching reproducibles and the recommended teaching strategies. Clear, unambiguous instructions, the use of relevant illustrations, and consistent lesson formats maximize the probability that English learners will comprehend the input needed to complete each activity. Cognitively demanding tasks, such as the learning and application of English spelling generalizations, have been contextualized through the use of pictures, embedded clues, verbalization of key words,

and problem-solving activities that lend themselves to cooperative learning.

Contrastive Analysis

The contributions of applied linguists in the field of contrastive analysis (of two or more languages) have also been incorporated in the design of these teaching strategies and reproducible activities. You will find the basic processes of contrastive analysis reflected in many of the suggested questions for each unit. In addition, most units include Contrastive Analysis Notes, which focus exclusively on English-Spanish comparisons. These notes give you an idea of the types of similarities and differences that exist between any two languages and can influence English learners' spelling and punctuation.

English Learners' Backgrounds

All classes are composed of a heterogeneous group of children. Whether English learners are placed in a separate ESL class or not, you face the challenging task of planning instruction for children from a wide range of backgrounds. Two categories or types of English learners are described below to aid you in understanding this diversity.

1. **Recent Immigrants** These students' educational backgrounds may vary from little or no formal schooling to educational levels in their home language that can exceed those of their English-speaking peers in the United States. Ideally, these students should be in sheltered classes at first, with low teacher-student ratios and teachers trained to ease culture shock and make instructional input comprehensible.
2. **U.S.- or Foreign-Born Children in Bilingual Education Programs** In the primary grades, these students are instructed in their native language in the content areas of language arts, science, social studies, and mathematics while learning English. In the upper elementary and middle school grades, many of these students will have made the transition into

English instruction but will often remain in an English-as-a-second-language (ESL) class until proficiency standards are met.

Students who fall into either of these categories may be at different levels of oral and written English proficiency. In addition to standardized oral proficiency and achievement tests, your observations of each child will indicate if the child is ready for oral and/or written expression of superficial (BICS) or cognitively demanding (CALP) concepts, such as spelling generalizations.

Classroom Management

Because of the diversity that often exists within a group of English learners, the following procedures for classroom management, scheduling, and grouping are recommended.

1. If children are receiving their language arts instruction in their native language, such as Spanish, do not attempt to teach them spelling in English. Wait until the student has "transitioned" from language arts instruction in the native language into language arts instruction in English. The spelling resource materials for English learners are designed to maximize the success of these transitioning children as they move from bilingual into ESL and English language arts programs. (The key elements of spelling, particularly in the primary grades, are best and most easily mastered in the language that the student understands best. Until transition into English language arts occurs, ESL instruction should be primarily oral. For example, if a student is learning sound-to-symbol connections in his or her home language, introducing English phonics at the same time could cause considerable confusion, particularly when the orthographic symbols are essentially the same in both languages, as is the case with English and Spanish.)
2. Place English learners in an ESL-only program in small, heterogeneous groups of 3 to 6 students. This approach allows children to see spelling instruction as

a series of problems to be solved cooperatively and maximizes input from peers at different levels of English proficiency. This cooperative teaming approach is suggested regularly for both the Practice and the Reteaching reproducible activities.

3. For English learners in an ESL-only program, pair a bilingual student, fluent in English and the home language, with a limited English proficiency student for “peer tutoring” to enhance the learning of both students.
4. For children in the primary grades especially, set up activities in centers for individualized, self-paced instruction. For example, place reproducible activities in the language center for students to complete. Provide a laminated answer key for self-checking.

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ELL STRATEGIES

Unit 1: The Sounds /a/, /i/, /o/

Teaching Strategy

Draw a chart on the chalkboard with a heading for each of the short vowel sounds plus a simple word that has that sound. For example:

/a/	/i/	/o/
hat	win	not

Say each Unit word aloud. Have students repeat each word and then tell you which word on the chart has the same short vowel sound. Have students help you decide where on the chart each word should go. When all the words have been listed, ask students what they notice about the spelling of the words in each column.

Assign the **ELL Practice** master for Unit 1.

Reteaching Strategy

Write the Unit words on the chalkboard, leaving out the vowels. Ask students to supply the missing vowels. This can be done in the form of a spelling bee, with two teams lined up on opposite sides of the room. For example, you write *tr ck* on the chalkboard. The first student to spell the word *track* wins a point for his or her team.

Do the sample word shape with the group. Remind students that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 1.

Contrastive Analysis Notes

The Spanish vowels *a*, *i*, and *o* are consistently pronounced the same way except for diphthongs. The Spanish letter *a* stands for the sound similar to the pronunciation of the English word *ah*; the letter *i* stands for the sound /ē/; and the letter *o* stands for the sound /ō/.

Unit 2: The Sounds /e/ and /u/

Teaching Strategy

Write the word *press* on the chalkboard. Then say the word aloud. Tell the students that the vowel sound they hear in the word is the short vowel sound /e/. Underline letter *e* in *press* and tell students that the sound /e/ in *press* is

spelled with one vowel letter: *e*. Then ask students to say and spell other Unit words that have the sound /e/ spelled *e*. Repeat this process using the word *ready* and underlining the letters *ea*. Then repeat this process for the short vowel sound /u/, using the word *trust*, underlining the letter *u*; and using the word *month*, underlining the letter *o*. When all the words have been listed, ask students to tell two ways to spell the sound /e/ and two ways to spell the sound /u/. Write these generalizations on the chalkboard.

Assign the **ELL Practice** master for Unit 2.

Reteaching Strategy

Write the Unit words on the chalkboard. Have students take turns coming to the chalkboard and circling the letters that stand for the sound /e/ in each word. Then have students take turns circling the letters that stand for the sound /u/. When all the words have been used, ask students to tell you two ways that each sound can be spelled.

Do the sample word shapes with the group. Remind students that knowing the shape of a word can help them remember its spelling.

Assign the **ELL Reteaching Follow-up** master for Unit 2.

Contrastive Analysis Notes

The Spanish vowels *e* and *u* are pronounced consistently except for diphthongs. In Spanish, the letter *e* stands for the sound /e/ as in the English word *pet*. In Spanish, the letter *u* has the sound /ō/ as in the English word *lose*.

Unit 3: Plurals

Teaching Strategy

Write the following pairs of words on the chalkboard: *tent, tents*; *speech, speeches*; *flash, flashes*; *loss, losses*; *cherry, cherries*. Ask students which word in each pair names only one thing and which names more than one. Explain that a word that names only one thing is *singular*; a word that names more than one thing is *plural*.

Write the singular form of the Unit words that end in *s* on the chalkboard, omitting the word *pants*. Tell students that to form the plural of most words, they should simply add *s*. Explain that the words on the chalkboard all form their plurals by adding *s*. Have volunteers come to the board and write the plural forms of the words. Then ask

ELL ACTIVITIES

ELL Practice

A. Add the missing letters to complete the Unit words.

- | | |
|-------------|---------------|
| 1. sw_i_ft | 2. pl__t |
| 3. d__mp | 4. tw__n |
| 5. f__nd | 6. t__sk |
| 7. st__ng | 8. pr__p |
| 9. f__lm | 10. cr__p |
| 11. spl__t | 12. str__p |
| 13. r__mp | 14. br__nd |
| 15. sl__d | 16. l__mp |
| 17. br__ck | 18. tr__ck |
| 19. __ __nt | 20. b__nd__ge |

B. Write the Unit word that contains each smaller word.

- | | | |
|----------------|----------|---------|
| 21. band | 22. trap | 23. tin |
| <u>bandage</u> | _____ | _____ |

C. Say each Unit word and listen for the vowel sound. Then circle the word that has the sound /a/ spelled with two letters.

UNIT WORDS			
twin	slid	task	swift
track	split	ramp	lamp
bandage	brick	brand	strap
crop	sting	fond	prop
damp	film	plot	aunt

ELL Practice

Find the hidden Unit words in the puzzle and circle them.
Then write the words below.

f a q s e e s a p u m p k i n
b u l b h b p s k i l r x c h
 r z l n c q r e a d y e r m r
 e c o d p j e u t r u s t a v
 a m o n g w a t z g a s o p y
t n k a v r d c q b f i q t d
h o u c o m f o r t n r e s u
 e s n p d e d a z s e l f h m
 m a y t e l x l s b i z u t p
 o j f s m t d s t r u c k s q
 n m b p k m h g u w p e o y i
 t n m e a n t g n l r n i y g
 h w f n u s z f t k x t j p w
 j x v d r u g e b b r e a d v

1. breath
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

UNIT WORDS

breath
 press
 ready
 trust
 month
 stunt
 comfort
 bulb
 cent
 among
 struck
 spread
 drug
 meant
 dump
 spend
 self
 pumpkin
 melt
 bread

