

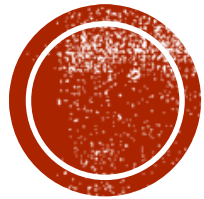
# SPELLING BY PATTERN WORKSHOP



Jane Anderson, Ph.D.

Initial Teaching Alphabet Foundation, Inc.

New York, NY



# **BEFORE WE START: IMPORTANT PRINCIPLES!**

Think like a kid who can't spell

Critically evaluate apps and online resources

# THINK LIKE A KID WHO CAN'T SPELL

## ALWAYS START WITH SOUND

- Principle: Same sound, different spelling
- What's wrong with this sort?

58. Hard and Soft c and g Across Vowels

cave	coat	cute	cent	cyst
camp	coast	cup	cell	gym
cast	cost	cue	cease	
gave	gold	gum	gem	
gain	golf	gush	germ	
gasp	goof			

- What would you do instead?



# CRITICALLY EVALUATE APPS

- Spelling App for Beginning Spellers [http://thisreadingmama.com/beginning-spelling-app-word-study/?ap\\_id=annageig](http://thisreadingmama.com/beginning-spelling-app-word-study/?ap_id=annageig)



# PAY ATTENTION TO SOUNDS, NOT LETTER PATTERNS

- The Schoolhouse <http://www.theschoolhouse.us/index.html>

## Lesson 1 Short (a)

| Home | Video Lessons | Phonics | Math | Print |

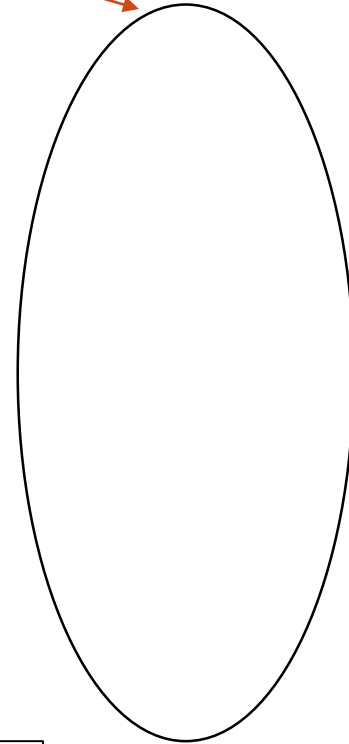
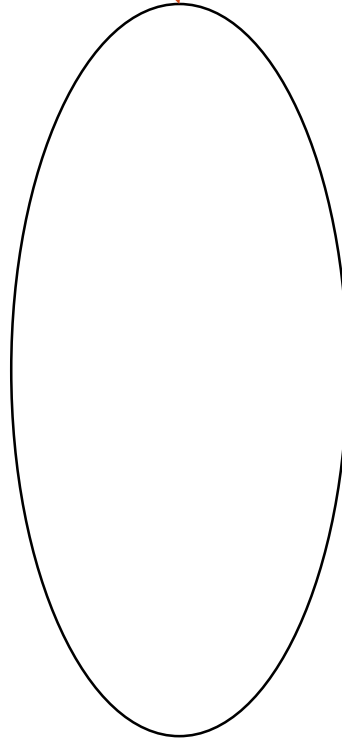
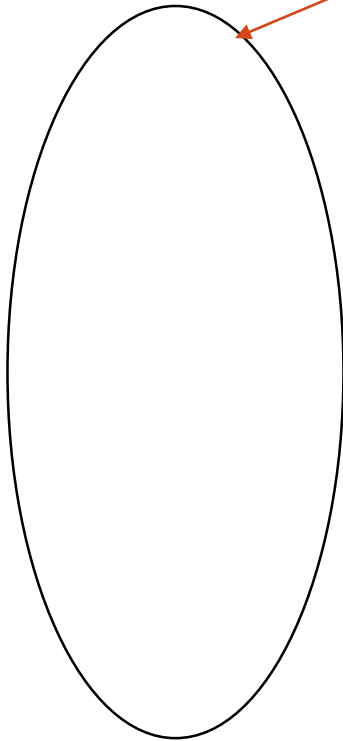
Read these short (a) words in each of the columns. If you need to decode (sound out) these words, remember to “slide” the beginning (consonant, consonant blend, digraph) sound into the vowel sound, then “hook on” the ending (consonant, consonant blend, or digraph) sound

at	brat	bad	brad	bag	brag
bat	chat	cad	clad	gag	crag
cat	flat	dad	glad	hag	drag
fat	scat	fad	shad	jag	flag
hat	slat	had		lag	snag
mat	spat	lad		nag	stag
pat	that	mad		rag	swag
rat		pad		sag	
sat		sad		tag	
tat				wag	
vat					



# PAY ATTENTION TO LETTER SOUNDS (PART 2)

■ shun sort



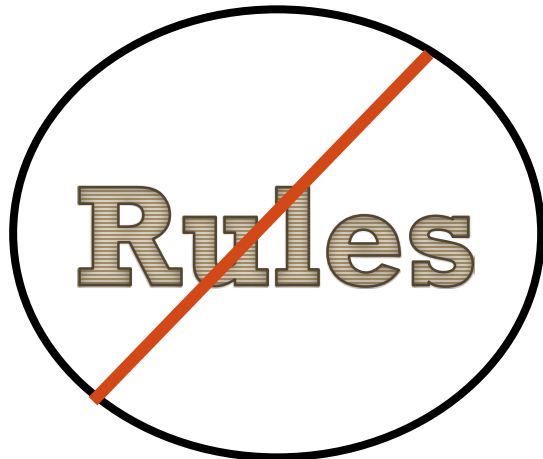
Ya but....



# PRINCIPLES FOR TEACHING SPELLING PATTERNS

## ■ Don't teach rules!

- Children need **experiences** with words, not rules
- Literate adults do not use rules
- Rules often don't work
- The brain learns by **patterns**



## ■ Do teach students to “walk through words”

- Provide exemplars
- Ask children to sort
- Discover the pattern
- Develop Wall Charts
- Find more words
- Make up pattern stories





# STEP 1: DIRECTIONS FOR THE SPELLING PATTERN OF THE WEEK

“Word detectives, today we are going to study words that begin with the sound /k/. This is your first set of clues. Cut apart the list of words that I give you and sort them into two bubbles **according to how the /k/ sound is spelled at the beginning of the words..**”



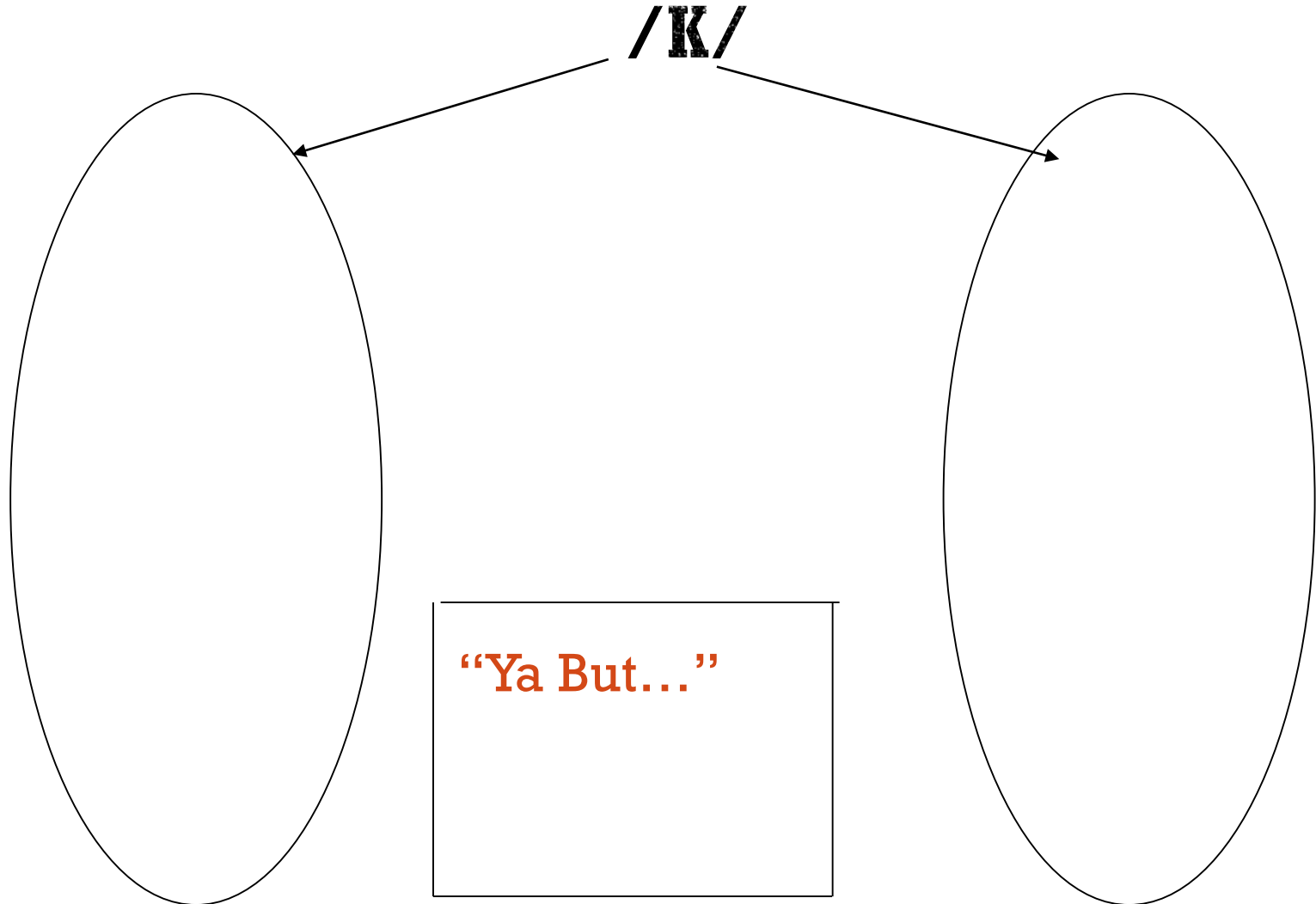


# STEP 2: PRESENT THE WORDS TO BE SORTED

cup	king
cake	kind
kit	kept
cap	coat
call	cot
keep	kite
can	cut
can't	cute



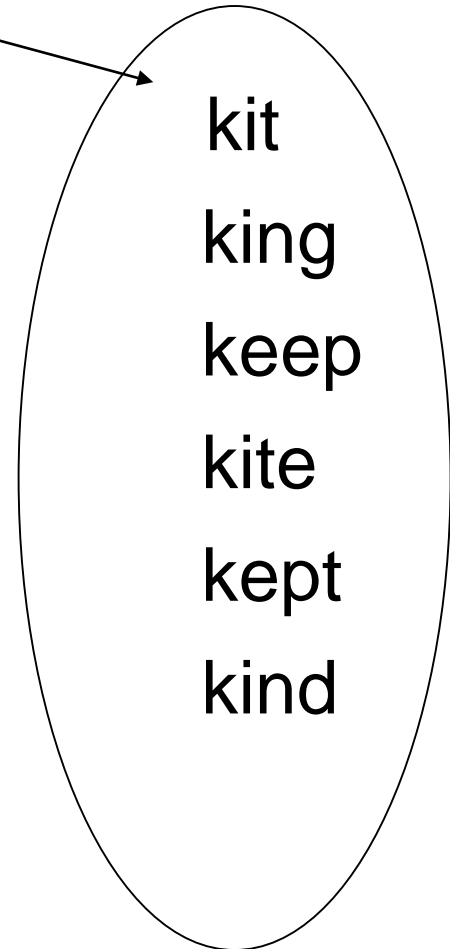
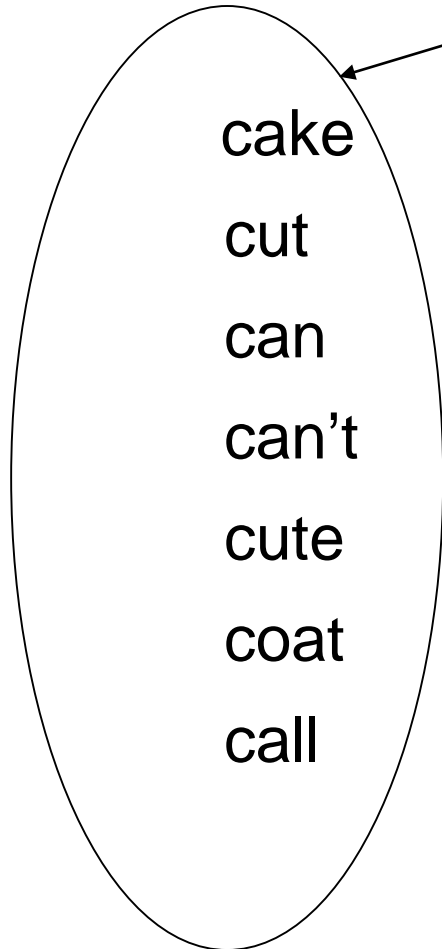
# STEP 3: SORT THE WORDS AND FIND “YA BUTS...”





# COMPLETED SORT

**/K/**



**“Ya But...”**

- Koala
- Kangaroo
- Karate





## **STEP 4: DISCOVER THE PATTERN**

Teacher: “Word detectives, what did you discover? What’s the clue for spelling /k/ at the beginning of words?”

Student(s): “If /k/ comes before an ‘i’ or ‘e’ sound, it is spelled with ‘k.’ If /k/ comes before an ‘a’ ‘o’ or ‘u’ sound it is spelled with a ‘c.’”





## STEP 5: EXTEND THE PATTERN

Teacher: “Good work, detectives.

You learned that /k/ can be spelled with either a ‘c’ or a ‘k’ at the beginning for words.

Now see how many words that follow this pattern you can find in your reading books.”



# STEP 6: TEST THE PATTERN

1. Spelling test: Dictate above-grade-level words (3-4 grade levels)
  - One point for spelling the PATTERN correctly
  - two points for spelling the rest of the word by SOUND
  - Three points for correct spelling
2. Dictate pattern-based sentences/stories
  - The cute kitten kicked the kettle on her way to fly a kite. The kind king cut a cake for her. Now she is cute and cuddly.



# PATTERN LESSONS FOR

\*2<sup>ND</sup>-4<sup>TH</sup> GRADE

\*5<sup>TH</sup> AND UP



1. Start with a sound
2. Find words that sound the same, but are spelled differently
3. State the pattern
4. List “Ya Buts”
5. Make up spelling tests

**SOUND:  
PATTERN:**

**YA BUT...**





# SPELLING PATTERN SEQUENCE

- Beginning /k/ (k, c)
- Ending /k/ (ck, k)
- Long vowel A (ay, ai)
- Past tense ending-ed (/t/, /d/, /ed/)
- Long vowel O (ow, oa)
- Open-closed syllables (One-syllable words, e.g., *go, got*)
- Long vowel I (y, igh)
- Open-closed syllables (two and three-syllable words)
- Consonant doubling (*hop, hopping, hopped*)
- Vowel diphthongs /oi/ (oi/oy)
- Vowel diphthongs /ou/ (ow/ou)
- /s/ (e.g., *side, cent*)
- Ending /tʃ/ (ch, tch)
- Beginning /j/ (*jump, giant*)
- Ending /j/ (ge, dge)
- More /k/ words (polysyllabic words with c; *ch*)
- /ʃʊn/



# SUMMARY: TEACHING SPELLING BY PATTERN

1. Start with a sound that has two or more spellings (/j/ = j or g)
2. List 10-20 grade-level words
3. Have students
  1. sort according to how the SOUND is spelled
  2. discover the PATTERN
  3. find more words that fit the pattern
  4. Encourage “YA BUTS..” Why don’t they fit the pattern?
  5. Make Word Walls, personal dictionaries, or word boxes of spelling patterns

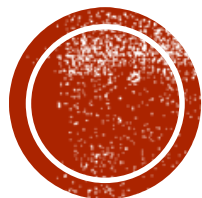


# TESTING THE PATTERN

1. Spelling test: Challenge them with above-grade-level words (3-4 grade levels)
  - One point for spelling the PATTERN correctly
  - two points for spelling the rest of the word by SOUND
  - Three points for correct spelling
2. Dictate pattern-based sentences/stories

Once there was a boat named Joseph. He floated with smoke blowing from his smokestack. When it snows Joseph has to go solo to tote his cargo.





[www.itafoundation.org](http://www.itafoundation.org)

[www.itaprogramwinonasmu.org](http://www.itaprogramwinonasmu.org)

[www.youtube.com/user/ReadingDocFlynn](http://www.youtube.com/user/ReadingDocFlynn)

Dr. Jane Flynn Anderson

Janderson.itafoundation@gmail.com