



Learning together

Strategies for Learning How to Spell

ACTIVITY #1

SEQUENCE: SPELLING AND SENTENCE
STRUCTURE 3RD CYCLE — PRIMARY

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Purpose of the activity

As parents, we often use methods we know to help our children learn their vocabulary words. But sometimes it's not enough and you can quickly feel overwhelmed. The objective of this activity is to introduce you to different and fun ways to help children develop their spelling skills.



Relevance of the activity

Often, children are asked to spell the words and write them down to memorize their spelling. In this activity, I propose different strategies that can be done orally and in writing. These strategies will get your child to think about the spelling of words and make connections that will help them understand spelling rules.



Supplies

- paper and pencils or a whiteboard
- a list of words to study (if needed)
- various children's books (if needed)



LET'S GO!

Explain the activity:



Discover 5 effective strategies to help your child learn how to spell words.

Explain why:



Even though children often recognize the words they are learning, their spelling can still be challenging. Using different approaches helps them make connections and strengthen their learning in a more effective and lasting way.

Explain when:



These strategies can be used during homework and lessons, but also in everyday life. For example, while reading a story, you can draw your child's attention to words that resemble those they are learning, helping them create connections between familiar and new words.

Try it together:



Here are different strategies you can use at home to support learning how to spell.

1 Review the sound of letters and groups of letters

This strategy is like a warm-up: we activate the child's knowledge about letter-sound correspondences. In the third cycle, we focus on correspondences that are more difficult for children or which are more complex. For each word being studied, you can ask:



What is the sound of the group of letters o-k-e in the word *joke*?



In what other words can you find this group of letters that make the same sound? (*broke-poke-woke*)

2 Play with syllables

Let's say your child is learning the word civilization. In that case, you would have 5 written syllables to identify: ci/vi/li/za/tion.



You could ask your child, in what other words can you find the syllable ci? (circle, decision, circus, city)

- **The syllable vi?** (village, victory, television)
- **The syllable li?** (live, lid, lily, slip, cliff)
- **The syllable za?** (realization, organization, finalization)
- **The syllable tion?** (organization, imagination, description, tradition)

Don't hesitate to give your child a little help. It's not always easy to separate words in the right places.

3 Maximize spelling and writing words out

Take the example of the word *temperature*. You say the word to your child out loud: temperature. Have your child repeat it slowly, stretching out the sounds. They visualize the word in their mind to recall the right letter-sound associations. They spell the word out loud. Correct them, if necessary. Finally, ask your child to write the word, making sure they respect the correct letter-sound correspondences.



Quick tips!

Turn everyday moments into learning opportunities. When reading a book, stop and ask:

Can you find another word that looks like this one?

How could we break it into syllables?

Is there a spelling rule that might help us write it correctly?

By making spelling fun and engaging, your child will build confidence and retain words more easily!

4 Identify a rule or a similarity

From the list of the words being studied or from a book, ask your child to find a word that looks similar and that follows the same logic. For example, if your child has the word *paint* to learn, they might list the words **p**ainter, p**a**inting or p**ai**n.



5 Make fun sentences

Select two words being learned that have similarities, such as the words *tom**or**row* and *b**or**row*. Ask your child to build a fun sentence from these words.