

Learning together

Strategies for Learning How to Spell

ACTIVITY #1

SEQUENCE: SPELLING AND SENTENCE STRUCTURE
1ST CYCLE – PRIMARY

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Purpose of the activity

The objective of this activity is to introduce you to different and fun ways to learn how to spell words.



Relevance of the activity

Often, children are asked to spell words out loud and write them down to memorize their spelling. In this activity, I propose different strategies that can be used orally and on paper. 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 and markers
- A list of words to study (if needed)
- Various children's books (if needed)



LET'S GO!

What?



Here are 5 strategies to learn spelling.

Why?



Most of the time, children are familiar with the words on their spelling lists. These words have been selected because they are often encountered in reading and used in writing. For some children, even if they are often exposed to these words, learning how to spell them is still difficult. That's why we need to vary our approaches.

When?



These strategies can easily be used during lessons and when doing homework. You can use the list of vocabulary words or children's books to get your child to make connections between the words being studied and the similarities to new words they read.

How?



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. For each of the words being learned, you can ask:

- What is the sound of the group of letters **it** in the word **rabbit**?
- In what other words can you find this letter or group of letters that make the same sound?

2 Play with syllables

*Let's say your child is learning the word **family**. In this case, you would have three syllables to identify: fa/mi/ly. You could ask your child:*

- In what other words can you find the syllable **fa**?
- The syllable **mi**?
- The syllable **ly**?

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 word writing

*Let's take the example of the word **fifty**. You say the word to your child: Fifty. They repeat it while drawing out the word as they say it. They visualize the word in their head to recall the right letter-sound correspondences. They then spell the word. Correct them, if necessary. Ask your child to write the word with the correct letter-sound correspondence.*





Don't forget!

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?

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



4 Identify a rule or similarity

*From the list of words being studied or words you've read, ask your child to find a word that looks similar and that follows the same logic. For example, if your child is learning the word **fight** they could list the words **bright** or **might**.*

5 Make fun sentences

*Select two words being studied that are similar to each other, such as the words **thought** or **bought**. Ask your child to build a fun sentence with these words.*