Ms. Assia's

Words Their Way

Spelling Homework Guide

(Please keep this all year to help with spelling homework!!!)

ABOUT WORDS THEIR WAY

Words Their Way is a new approach to teaching spelling that allows students to learn words at their individual level of instruction and teaches them how words work. Each semester, students will take a diagnostic spelling assessment (for which they do not study) to determine their spelling level. After looking at what students know about spelling, I will place them into spelling groups at their developmental levels. Each group will have a different spelling word sort.

By studying these word sorts, students will learn to sort, compare and contrast word features in each category, make discoveries, become more fluent readers, and increase their vocabulary through word meanings. Students move through weekly word study patterns by doing in class activities, homework and ending the week with a word sort test on Fridays.

WHAT IS A WORD STUDY?

Word study is a study of words features. Students lists will be on a word study PATTERN (example – the study of the long "u" sound in "u_e", "ew", or "ue" or how adding the suffix "-ful" or "-less" changes a word's meaning). The quiz on Fridays will be on the pattern from that week using some of their words from each student's sort and some additional words that were not on their sort, but fit the pattern they were studying.

WHY A "WORD STUDY" INSTEAD OF A "TRADITIONAL" SPELLING PROGRAM?

Research studies indicate that memorization of lists of "spelling words" does not promote the development of spelling skills. In the past when we've used this traditional approach, many students who received a 100% on their spelling test could not spell most of the words in their writing! Memorizing a list of words and getting 100% on weekly tests does not necessarily mean a child is a good speller. It may just mean they are good at memorizing words for a test. Using the Words Their Way word study program also allows us to work at each student's individual level rather than using a "one size fits all" spelling list.

WHAT DOES THE HOMEWORK LOOK LIKE?

Homework will consist of spelling sorts and other activities Monday through Thursday. The test will be on Fridays.

MONDAY: Students will cut out their words and complete a word sort like we did in class. They will then explain how and why they sorted their words the way they did.

TUESDAY: Students will choose five of their spelling words to use for a making connections activity.

WEDNESDAY: Students will choose five of their spelling words to include in either sentences or a short story.

THURSDAY: Students will take a practice test to prepare for Friday's spelling test.

Ms.Miller's Words Their Way
Weekly Spelling Homework Routine

Monday Night: Word Sort (Use the word sheet that was sent home in your Home Folder)

1. Cut out the words from your spelling word sheet.
2. Sort all of the words into categories.
3. Write each spelling category in a different column on your Monday Night Homework Sheet.
4. Copy your spelling words in the appropriate columns on your Monday Night Homework Sheet.
5. At the bottom of the sheet, explain what you learned about the words during this sort.

Example of a Correct Explanation	Example of an Incorrect Explanation
"I noticed that there are two ways to make the /ow/ sound. It can be spelled "ow" and "ou."	"I noticed that there were a lot of long words on our spelling list."

Tuesday Night: Making Connections

1. Choose 4 of your spelling words. For each word, make a connection to four NEW words (that are NOT your spelling words) based on sound, spelling pattern, etc.
2. The connection can be about beginning sounds, ending sounds, how many syllables, short vowels, long vowels, or words that rhyme with your spelling word. **See the next sheet in this packet for examples** of good connections you can make with spelling patterns!

Wednesday Night: Writing Choice

Choice #1: Sentences

Write five sentences using at least 1 spelling word per sentence. Underline your spelling word in each sentence. Make these sentences good quality! (Correct example: I bumped my <u>knee</u> on the corner of our white plastic patio chairs.) (Incorrect example: My <u>knee</u> hurts.)

Choice #2: Story

Write a short story using at least 5 of your spelling words. Underline your spelling words in the story. Make this story at least five sentences long.

Choice #3: Definitions

Choose five spelling words to define. Underline your spelling word in each sentence. Make these sentences good quality! (Correct example: A <u>smock</u> is a type of shirt you wear over your clothes to protect them from getting messy during an art project.) (Incorrect example: A <u>smock</u> is a shirt.)

Thursday Night: Buddy Check

1. Find a buddy at home (friend, neighbor, babysitter, parent, relative, etc.)
2. Tell your buddy to read each word to you. As your buddy reads each word, write it down on your Thursday Night Homework Sheet.
3. After your buddy has read all the words, YOU check them over. If the word is correct, put a check mark or star next to it. If a word is spelled incorrectly, circle it. Have your buddy read the incorrect words to you again. Write those words in the second column labeled "Try Again."
5. For any words you misspelled on the first try, write them correctly (you can look at your word list) in the third column labeled "Correct Spelling". Circle the parts of the word you need to remember. Write your scores at the bottom of each column.

Making Connections:
Spelling Patterns to Look for

(Here are some spelling patterns you can look for when making connections on Tuesday night's homework!)

Pattern	Definition	Example Spelling Patterns	Example in Words
Short Vowels	Short a	a	cat, glass, stand
	Short e	e	bed, then, check
	Short i	i	bit, film, listen
	Short o	o	hop, lost, moth
	Short u	u	nut, lump, brush
Long Vowels	Long a	a, ai, ay	cake, nail, stay
	Long e	ee, ea	sheep, sneak, bleed
	Long i	i, igh, y	lime, right, sky
	Long o	o, oe, oa	hope, toe, coach
	Long u	u, ue, ew	tune, knew, blue
Vowel Digraph	two vowels that make ONE sound together	oa, ee, ea, ai	boat, feet, clean, rail
r-Influenced Vowel	A vowel sound that is influenced when followed by "r" in a syllable	ar, air, er, ear, ire, ier, or, oar, ur, ure	hurt, card, cheer, tire, shore
Diphthong	Two vowels that "glide" together	oi, oy, aw, ou	boil, toy, law, out
Silent "e"	the final "e" in a spelling pattern that usually makes a long vowel sound in the word; the silent "e" does not represent a sound itself	e	tile, came, rope

Schwa	The sound of the middle vowel in an unstressed syllable; the vowel is NOT long or short	a, e, i, o, u, y	about, done, pencil
Double consonants	Two of the same consonant together	ll, nn, bb, dd	tall, cannon, bubble, paddle
Consonant Blend	Two or more consonants that slide together to make a sound	br, dr, thr, squ, bl, tr, nd	brag, drive, throat, land
Consonant Digraph	Two consonants that make ONE new sound together	wh, ch, th, sh, ck	white, child, tooth, shell, rock
Silent Beginning Consonant	A consonant that does not make its own sound	kn, gn, wr	knock, gnat, wrap
Soft c	"c" that makes the /s/ sound	c	nice, circle, ceiling
Soft g	"g" that makes the /j/ sound	g	huge, giant, gentle
Word Families	Group of words with a common pattern; MUST start with a vowel	-and -ook	sand/band/hand/land look/book/crook/shook
Syllables	The smallest unit of sound; always has a vowel sound included	2 syllables	bookcase, iron (book-case, ir-on)
CVC Pattern	Consonant-vowel-consonant	CVC	hat, can, tap
CVCe Pattern	Consonant-vowel-consonant-silent "e"	CVCe	hate, cane, tape
CVVC Pattern	Consonant-vowel-vowel-consonant	CVVC	feel, rain, read
Prefix	A part added to the beginning of a base/root word to change its meaning	pre-, dis-, mis-	preview, disagree, misspell
Suffix	A part added to the end of a base/root word to change its meaning	-ful, -less, -er	hopeful, careless, player

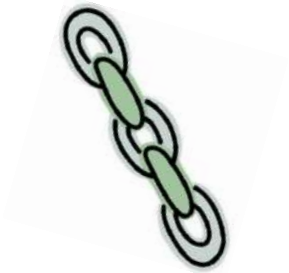
Name: _____ Date: _____

MONDAY NIGHT HOMEWORK:

Word Sort

Directions: Cut apart your words and sort them. Then, write your sort onto this sheet. Do not paste your words on this paper.

What did you learn about your words from this sort? Be specific.



TUESDAY NIGHT HOMEWORK:

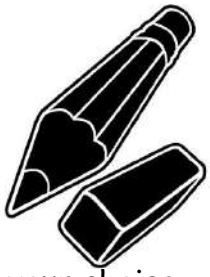
Making Connections

Directions: Choose four of your spelling words. For each word, make a connection with four new words. The connection can be about beginning sounds, ending sounds, how many syllables, short vowels, long vowels, or words that rhyme with your spelling word.

Spelling Word		Spelling Word	
Connection		Connection	
New Words	_____ _____ _____ _____	New Words	_____ _____ _____ _____
Spelling Word		Spelling Word	
Connection		Connection	
New Words	_____ _____ _____ _____	New Words	_____ _____ _____ _____

WEDNESDAY NIGHT HOMEWORK:

Writing Choice



Directions: Choose one of the following to do for homework tonight. Circle your choice.

Choice #1: Sentences	Choice #2: Story	Choice #3: Definitions
Write five sentences using at least 1 spelling word per sentence. Underline your spelling words.. Make these sentences good quality!	Write a short story using at least 5 of your spelling words. Underline your spelling words in the story. Make this story at least five sentences long.	Choose five spelling words to define. Underline your spelling word in each sentence. Make these sentences good quality!

THURSDAY NIGHT HOMEWORK

Buddy Check

Directions: Have a buddy test you on your spelling words. YOU check them over. (tar or smiley face, incorrect words get circled. Have your buddy read the incorrect words to you again. Write those words in the second column labeled "Try Again." For any words you misspelled, write them correctly in the third column labeled "Correct Spelling". Circle the parts of the word you need to remember.

Words	Try Again	Correct Spelling