

SPELLING

MY NAME: _____

TODAY'S DATE: _____

PRACTICE SORT

Students re-sort the new words reviewed in class, taking as much time as necessary. Parents and caregivers are welcome to assist in this sort. Pictures and words should be paired. Homophones should be grouped together. Words that share the same roots and/or affixes should be grouped together. Do NOT glue the words down at this time!

WRITING SORT

Students write down key words or headers to label each category. Students then read the words and write them down in the appropriate columns. Although students should complete this sort independently, parents and caregivers can help by checking for spelling accuracy and category placement.

BLIND SORT

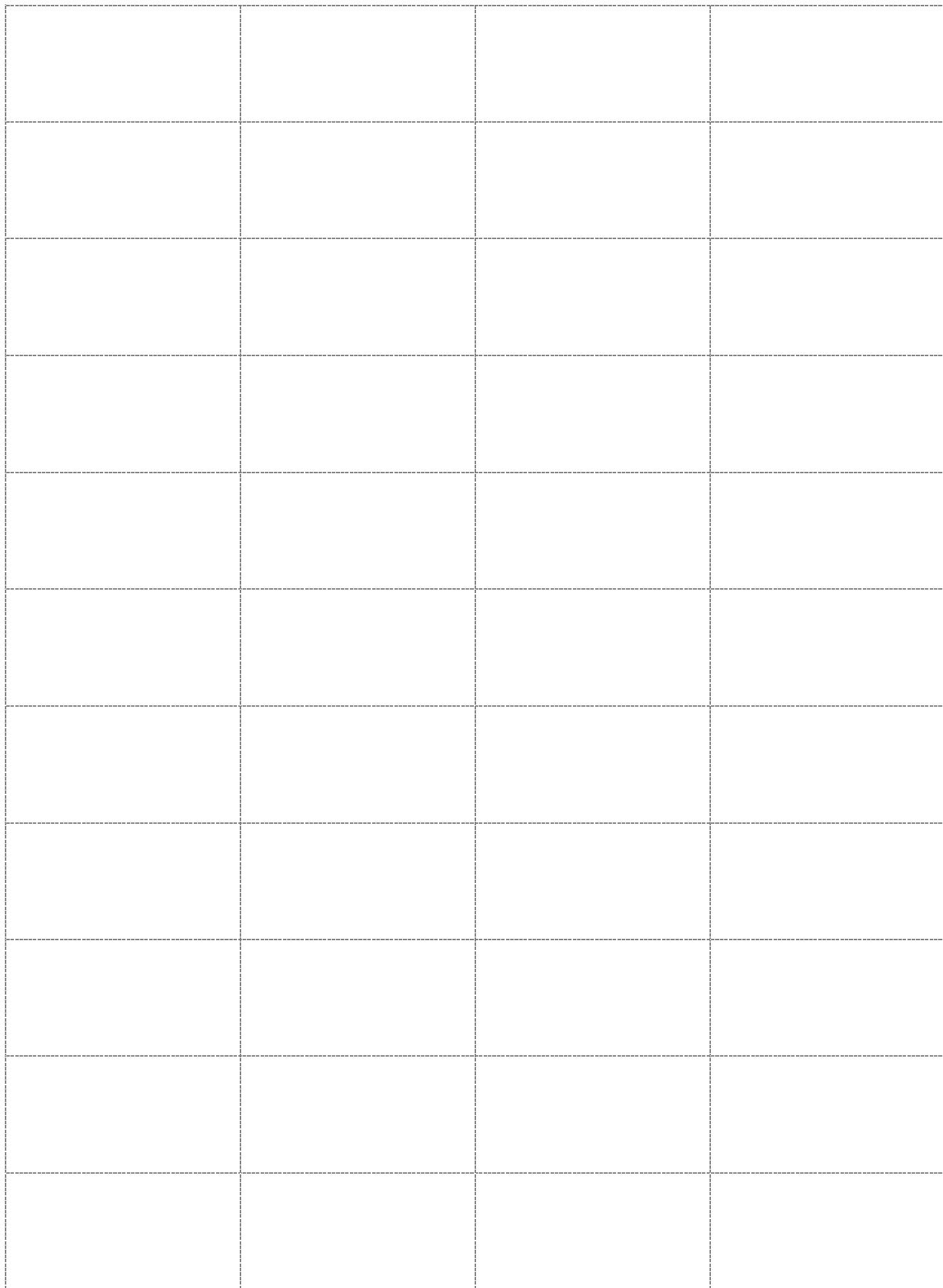
Students write down key words or headers to label each category. A parent or caregiver shuffles the cards and reads the words to the student. Students then point to the appropriate categories. The response is checked and then corrected immediately when the printed word is revealed and put in place. Do NOT glue the words down at this time!

BLIND WRITING SORT

Students write down key words or headers to label each category. A parent or caregiver then shuffles the cards and reads the words to the student. Students write the words down in the appropriate categories. The response is checked and any spelling mistakes corrected immediately when the printed word is revealed and placed. Do NOT glue the words down at this time!

SPELLING TEST & GLUE-DOWN

Students do a final sort in class and glue the words down for later reference. Testing occurs on Fridays. The test is reviewed the following Monday and any misspelled words are copied down correctly 3 times to assist retention.



GLUE SPELLING TEST HERE

SPELLING CORRECTIONS

Write each misspelled word correctly 3 times below: