

# BOOST YOUR SPELLING SCHEME!

Have a closer look and find out how *The Spelling Box* can improve your pupil's success in spelling.



**FREE CARDS INSIDE**

**Prim-Ed Publishing**

## Spelling strategies that work!

Start using the enclosed cards in your classroom today!

We've selected twelve cards, two from each box, highlighting the nine different spelling skills and strategies that you can use immediately.



## Flexible and easy-to-use

With 100 cards featuring activities that will improve pupils' spelling, *The Spelling Box* is the resource you need to take your spelling scheme to the next level.

Designed with flexibility in mind, this resource can be used with ANY spelling scheme and ANY spelling list.

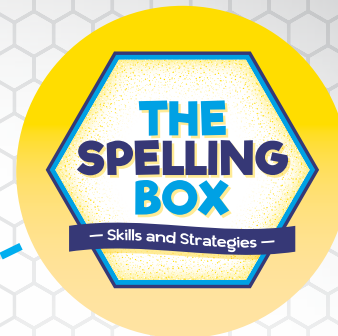
- ✓ Dedicated box for each learning level (1st–6th)
- ✓ 100 cards in a box
- ✓ Based on nine well-researched spelling skills and strategies
- ✓ Includes downloadable supporting resource sheets
- ✓ Don't forget to keep spelling fun with our 'Just for Fun' cards!



The Spelling Box 1	1st Class	Code: 8464
The Spelling Box 2	2nd Class	Code: 8465
The Spelling Box 3	3rd Class	Code: 8466
The Spelling Box 4	4th Class	Code: 8467
The Spelling Box 5	5th Class	Code: 8468
The Spelling Box 6	6th Class	Code: 8469

**€49.95 each**

# STRATEGIES TO UNLOCK SPELLING MASTERY



**01**



### Identify

Examine which spelling strategies are already being used in your classroom and what additional support is needed to improve pupils' spelling abilities.

**02**



### Plan

Plan how to help your pupils. Consider grouping pupils by capability levels or create individualised plans to tackle gaps in their spelling knowledge.

**03**



### Engage and differentiate (individualise)

Engage pupils with a wealth of hands-on activities, based on nine well-researched skills and strategies. The cards allow different learning styles to thrive.

**04**



### Make it fun!

Spelling can be fun, too! Bring joy to the classroom with some of the 'Just for Fun' cards, which introduce games that help pupils have fun with spelling.



**Ready to boost your pupil's spelling skills?**

Go to [www.prim-ed.ie/series/the-spelling-box](http://www.prim-ed.ie/series/the-spelling-box) to make your purchase.

Call **051 440075** • Contact your local sales representative • Email [sales@prim-ed.com](mailto:sales@prim-ed.com)

**Prim-Ed Publishing**



Utilise different strategies to help every speller in the classroom.

### Help your early spellers discover their love for words.

In this example below (Box 1, Card 2), pupils are engaged with the 'Using Analogy' strategy.

**2 Using Analogy**

Choose a spelling word.

Write five different words that have the same number of sounds.

h	o	m	e
m	u	m	
d	a	d	

THE SPELLING BOX 1



#### Check your spelling list

Use your existing spelling list for the week.



#### Decode the words

Help pupils work out how many sounds are in their words.



#### Select the words

Pupils pick five words with five sounds.

### Introduce new concepts through activities.

With the example below (Box 4, Card 2), pupils have a chance to learn a new strategy to help them spell: 'Using Mnemonics'.

**2 Using Mnemonics**

Some words are confusing because they look and sound similar.

Find five similar words like this and make up a way to remember which is which. You may like to draw some pictures to help you.

**For example:**

of off Freddy fell off.  
You need two 'legs' to jump off.

diary dairy D.J. wrote a diary.  
Dairy cows are milked daily.

THE SPELLING BOX 2



#### Demonstrate (an example)

With the class, brainstorm what mnemonics are and examine a few examples.



#### Find five pairs of words

Individually or collaboratively, choose the five pairs of words for this activity.



#### Demonstrate understanding

Pupils demonstrate their understanding of each word by writing a sentence or drawing pictures.

### Fortify their skills and provide extension opportunities.

The example below (Box 5, Card 1) is a great opportunity for pupils to utilise learned words for other purposes.

**1 Using Phonemes**

Choose three of your spelling words. Say each one in your mind.

Write a list of words that rhyme with each one. You can use resources to help you. Now use some of your rhyming words to write a limerick.

Read your limerick aloud to a friend and listen to theirs.

THE SPELLING BOX 3



#### Say the word and choose

Pupils look at the week's spelling list and say list words in their minds. They select three.



#### Find the rhyming words

Pupils list words that rhyme with their chosen words.



#### Compose a limerick

Pupils use the rhyming words to write a limerick and read it to a friend.

1

# Just for Fun

**Work with a partner.**

Take turns to choose Scrabble™ letters for one spelling word.

Mix them up and give them to your partner to spell the word.



SAMPLE CARD

Choose a spelling word.

Write five different words that have the same number of sounds.

h	o	me	
m	u	m	
d	a	d	



## 1

# Using Etymology

Use a dictionary to find out the Latin, Greek or French root word and its meaning for each word below:

*biography, microb, submarine, television,  
circumnavigate, motion, xylophone*

Write the meaning of each word.



# 2

## Using Sources

Play 'Speedy dictionary search' with a partner. Each child writes an interesting and unfamiliar word on a square of paper and swaps with their partner.

On the word 'Go', each child speeds to find the meaning of their word in a dictionary, write it down, then give it to their partner.

Repeat with other words. Copy ones you like into your personal dictionary.



# 1

## Chunking

Find and make a list of the **one-syllable** words in your spelling list(s); e.g. catch.

How many words did you list?

Check that there is only **one vowel sound** in every word and underline the letters used for this vowel sound; e.g. weak.

Change some of your words into **two-syllable** words by adding a prefix or a suffix; e.g. weakness.



Draw a cartoon with characters of your choice.

The characters must use four of your spelling words.  
They could be in speech balloons or thought bubbles.

Colour your cartoon and display it in the classroom.





## 1

# Applying Morphemic Principles

Select a base morpheme from one of your spelling words.

Use a dictionary to find other words with that morpheme.

**For example:**



## 2

# Using Mnemonics

Some words are confusing because they look and sound similar.

Find five similar words like this and make up a way to remember which is which. You may like to draw some pictures to help you.

**For example:**

**of**      **off**      Freddy fell off.

You need two 'legs' to jump off.

**diary**    **dairy**      Di wrote a diary.

Dairy cows are milked daily.



# 1

## Using Phonemes

RESOURCE SHEET

Choose three of your spelling words. Say each one in your mind.

Write a list of words that rhyme with each one. You can use resources to help you. Now use some of your rhyming words to write a limerick.

Read your limerick aloud to a friend and listen to theirs.



SAMPLE CARD

Find a partner to work with.

Collect a pile of Scrabble™ or other letter tiles on your desk. Place a paper target on the floor in front of your desk.

Have your partner read out one of your spelling list words. Use the correct tiles to spell your word on the edge of your desk. Flick each tile off the desk, aiming for the target, saying each letter aloud as you do.

Your partner needs to check the spelling and give you a score. You get two points for a correctly spelt word and one additional point for each letter that hits the target. Add up your score. Continue until you have spelt all the words, then swap with your partner.



# 1

## Using Analogy

Study the consonant sounds in your spelling words and work out how else these sounds could be spelt.

For example, the *k* sound in **kangaroo** makes the same sound in **cat**, **tick**, **ache**, **antique** and **chameleon**.



## 2

# Using Rules and Generalisations



Imagine that you had to explain to a person learning English how to spell five of the words from your spelling list.

Write a rule or generalisation they could follow to help them spell each word.

For example, 'To make a plural from a word ending in -s, add -es'.