



My Kids Brain

Writing: Spelling

OVERVIEW

This intervention is designed to help students improve their spelling skills by focusing on specific strategies and techniques. By learning and applying these strategies, students can become more accurate and confident spellers.

PURPOSE

The primary goal of this intervention is to:

1. **Increase spelling accuracy:** Improve students' ability to spell words correctly.
2. **Develop phonemic awareness:** Enhance students' understanding of the sounds in words.
3. **Build vocabulary:** Expand students' vocabulary through exposure to new words.
4. **Support reading comprehension:** Strong spelling skills contribute to better reading comprehension.

EDUCATION STANDARDS

1. While specific standards may vary depending on the state and grade level, this intervention generally aligns with standards related to language arts and foundational skills. These standards often emphasize the importance of:
 - a. **Phonics and Word Recognition:** Using phonics skills to decode and spell words.
 - b. **Writing Applications:** Using correct spelling and grammar in writing.
2. By addressing these standards, this intervention can significantly impact students' spelling and writing development.

OBJECTIVES

1. Students will improve their spelling skills by learning and applying spelling strategies.

MATERIALS NEEDED

1. [Word lists](#)
2. Spelling activities (e.g., word searches, crossword puzzles)
 - a. [Ages 6-8 years old](#)
 - b. [Ages 8-12 years old](#)
3. [Dictionaries](#)
4. [Whiteboard or chart paper](#)
5. Markers

PROCEDURE

1. **Warm-up (5 minutes):**
 - a. **Spelling Review:**
 - i. Review previously learned spelling words through a quick game, such as a spelling bee or a word scramble.
2. **Skill Instruction (10 minutes):**
 - a. **Introduce a Spelling Strategy:**
 - i. Introduce a new spelling strategy, such as:
 1. **Look-Say-Cover-Write-Check:** A multi-sensory approach to learning words.
 2. **Word Families:** Identifying patterns in words (e.g., -at, -it, -ot).
 3. **Mnemonics:** Creating memory aids to remember difficult words.
 - ii. Explain the strategy clearly and provide examples.
3. **Guided Practice (15 minutes):**
 - a. **Spelling Activity:**

- i. Have students practice spelling words using the introduced strategy.
- ii. Use a variety of activities, such as:
 - 1. Writing words in sentences
 - 2. Sorting words into categories
 - 3. Creating word puzzles
- iii. Provide feedback and guidance as needed.

4. Independent Practice (10 minutes):

a. Spelling Worksheet:

- i. Distribute a spelling worksheet with activities related to the week's words.
- ii. Encourage students to use the learned strategies to complete the worksheet.
- iii. Monitor students' work and provide feedback.

5. Closure (5 minutes):

a. Spelling Review:

- i. Review the week's spelling words and strategies.
- ii. Have students share their learning and any challenges they faced.
- iii. Encourage students to continue practicing their spelling skills at home.

DIFFERENTIATION

1. For advanced learners:

- a. Introduce more complex spelling patterns and words.
- b. Challenge them to write creatively using the spelling words.

2. For struggling learners:

- a. Provide additional support and visual aids.
- b. Break down tasks into smaller steps.
- c. Use simpler words and focus on specific spelling patterns.

Note:

- 1. Use a variety of activities to keep students engaged.
- 2. Provide positive reinforcement and encouragement.
- 3. Celebrate students' progress and achievements.

By incorporating these strategies into your spelling instruction, you can help students develop strong spelling skills and improve their writing abilities.