

Spelling Review



Vocabulary, Structural Analysis, Spelling

Preparation

Write the week's spelling list on a chart and hang the chart where your child can see it.

Procedure

1. Have students fold paper into four boxes and number 1 to 3 in each box. (See chart below.)
2. First box- **Recognition**: Say a word from the spelling list. After the students write the word, point to the word and have students check the spelling. Continue with other two words.
3. Second box-**Meaning**: Give the meaning or definition of a word from the spelling list. For example: "What is another word for big?" (huge) Point to the word and have students check their work. Continue with two other definitions.
4. Third box-**Phonics or Structural Clue**: For example: "What word rhymes with follow?" (hollow) or "What word has the same number of syllables as rid dle?" (fog gy) Have students check their work. Continue with two other clues.
5. Fourth box- **Mini-test**: Cover the words on the spelling chart and say a word from the list. Have students write the word and check their work. Continue with two other words. Adjust the number of targeted words to fit the needs of your child. The practice Spelling Review may be used frequently during the week.

1. 2. 3.	Recognition	1. 2. 3.	Meaning
1. 2. 3.	Phonics/Structure	1. 2. 3.	Mini-Test