Spelling Feature Concentration

Materials

1. Concentration cards by feature

Procedure

1. Once students are familiar with a specific spelling feature, they can play Spelling Feature Concentration at a work station. The cards are organized by spelling feature. To increase difficulty, you can mix features.

2. Students lay cards face down. The first player turns over two cards. The picture must match with the appropriate spelling feature. For example, for the blend set of cards, the picture of snow must be matched with the /sn/ card. If the cards do not match, then both are turned back over.

3. Students take turns until all cards are matched. The player with the most matches wins.

Virginia SOLs

1.4, 1.12, 2.12

<table>
<thead>
<tr>
<th>Key</th>
<th>Mouse</th>
<th>Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scissors</th>
<th>King</th>
<th>Bow</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
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</table>

Spelling Feature Concentration: Beginning Sounds
<table>
<thead>
<tr>
<th><strong>Spelling Feature Concentration: Blends</strong></th>
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<tbody>
<tr>
<td><strong>fr</strong></td>
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<tr>
<td><strong>fr</strong></td>
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<tr>
<td><strong>sp</strong></td>
</tr>
</tbody>
</table>
Spelling Feature Concentration: Digraphs

- **ph**
  - telephone

- **ch**
  - cherry

- **sh**
  - fish

- **wh**
  - whale
Spelling Feature Concentration: Short Vowels
Spelling Feature Concentration Long Vowels

- Bow
- Boat
- Rain
- Key
- Oat
- Eight
- Ow
Spelling Feature Concentration: Nasals

- "fut"
- "nt"
- "mg"
Picture Hunt
Literacy Skills / Spelling

Materials
1. Old magazines and catalogs
2. Scissors
3. Glue
4. White paper folded into sections
5. Pencils

Virginia SOLs
K.4, K.11, 1.4, 1.12, 2.12

Procedure
1. Have students fold piece of paper until the desired number of squares/sections are created. Direct students in labeling the sections with a spelling feature.
2. Children will hunt for pictures starting with the feature being studied. Supply catalogs and magazines with likely sources of pictures.
3. Once children have cut and pasted at least one picture in each square, ask them to label each picture.
Spade of Words Card Game
Literacy Skills / Spelling

**Materials**
1. Deck of playing cards
2. Individual dry erase boards

**Virginia SOLs**
1.4, 1.12, 2.12

**Procedure**

1. The objective of the game is to be the first to get rid of all your cards.

2. Deal 5-8 cards to each student and place the remaining deck in the middle of the table.

3. The first student puts down a card. Everyone prepares to spell a word.

4. The number on the card indicates the number of letters that must be in the word. The first letter of the card's suit (diamond/spade/club/heart) must appear somewhere in the word or provide the first letter of the digraph/blend. For example, if the student draws a 4 of diamonds, s/he might spell "drip." 

5. Each student writes his/her word on a dry erase board. The teacher checks the spelling. If the word is misspelled or the student can’t come up with a word, s/he must draw another card from the deck.

6. If a face card (king/queen/jack/ace/joker) is laid down, the students can make up any word. To make the game at your students’ level, you may need to eliminate some of the higher cards, such as all sevens, eights, and nines.

7. Continue play until one student has laid down all cards. Optional rules include "no names" and/or a word may only be used once during a game.

Word Treasures
Literacy Skills / Spelling

Materials

1. Treasure chest template
2. Treasure key template
3. Short poem or passage emphasizing desired spelling feature

Virginia SOLs

K.4, K.11, 1.4, 1.12, 2.12

Procedure

1. Tell the children they are going on a treasure hunt. The treasure you want them to seek are different types of words. Create a color and jewel code by making a transparency of the Treasure Key. Children can reference the key during their search. For example, students may color all coins yellow for every /sp/ word they find and jewels blue for every /th/ word they find.

2. Distribute the reading passage for students to hunt!

3. When everyone is finished, read the selection together. Ask students to total how many of each treasure they found. Make a list of the treasure words by feature.
Treasure Key

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