Spelling Feature Concentration
Literacy Skills / Spelling

Materials
1. Concentration cards by feature

Virginia SOLs
1.4, 1.12, 2.12

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.

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Spelling Feature Concentration: Short Vowels
Spelling Feature Concentration Long Vowels

- bow
- oat
- ain
- mow
- eight
- key
Spelling Feature Concentration: Nasals

- A king
- An ant
- A lamp
- A ring

NG
NT
Follow the Path Game
Literacy Skills / Spelling

Materials

1. One copy of follow-the-path gameboard
2. Picture or word cards
3. 1 manilla folder
4. Game pieces

Virginia SOLs

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

Procedure

1. Paste the game board to the inside of the manila folder. Label each space on the game board path with one of four features being studied.

2. Reproduce a set of picture or word cards that correspond to the four features labeled on the game board. Copy the pictures or words on cardstock for durability.

3. Turn the picture cards face down in a stack.

4. Each player draws a picture or word card in turn and moves their playing piece to the next space on the path that is marked by the corresponding feature.

5. The winner is the first to arrive at the end destination.
Object Sort
Literacy Skills / Spelling

Materials

1. Small objects that begin with the consonant sounds you are studying

2. Letter cards or tiles used as headers for the sort

Procedure

1. Scramble the objects and ask children to sort them under the correct letter. Children can work individually or with a partner.

2. To extend the activity, ask students to draw and write about one of the objects. Make sure that the spelling of the object name includes the correct beginning consonant.

Virginia SOLs

K.4, K.11

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.
# Show Me

*Literacy Skills / Spelling*

## Materials

1. Show Me pockets
2. Set of letter cards for each student

## Virginia SOLs

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

## Procedure

1. Create Show Me Pockets by folding a piece of strong paper three times (like a letter for an envelope). Holding the paper with the three sections going vertically, fold up the bottom, horizontally, and tape or staple sections to create three small pockets. Make sure the letters fit inside the pockets so that they can easily be seen.

2. Place a set of letter cards and a Show Me Pocket on each student’s desk.

3. Call out a CVC (consonant-vowel-consonant) word and ask the students to put the correct letters in the correct position in their pockets to create the word. Have the students close their pockets.

4. Say “Show Me!”

5. Have the students open their Show Me pockets to reveal the word they created.

6. The teacher calls out a new word and these steps are repeated.

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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.
Word Treasures
Treasure Key

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