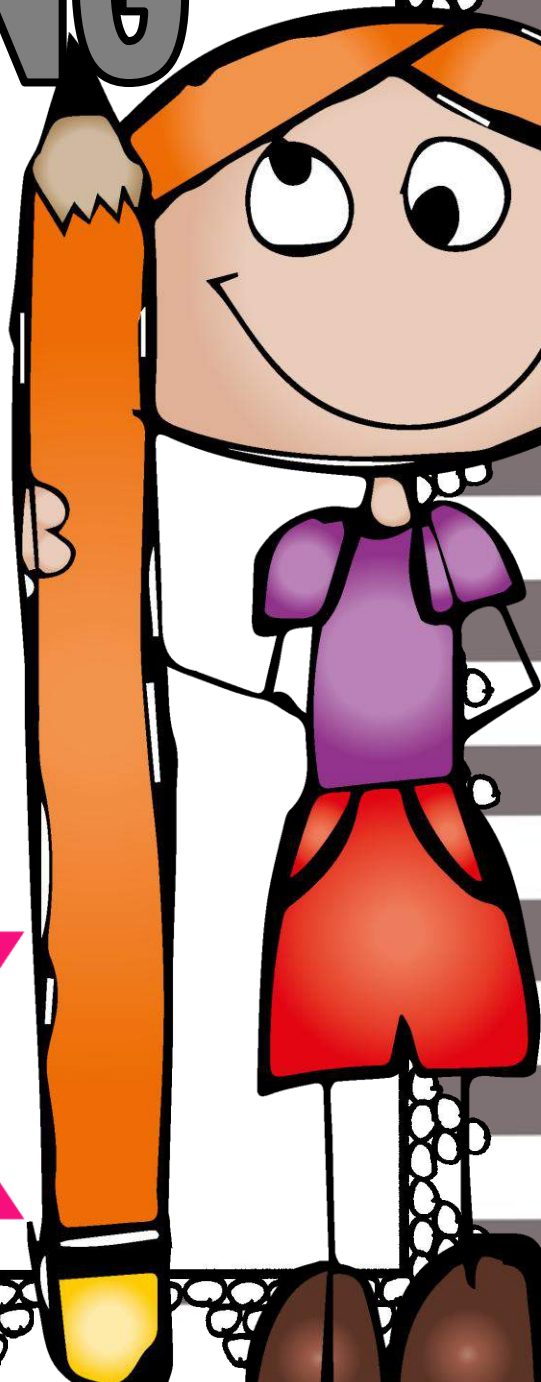


# differentiated SPELLING

grade  
**1**

Spelling lists, tests,  
practice activities,  
games and more!

from teacher's  
CLUBhouse



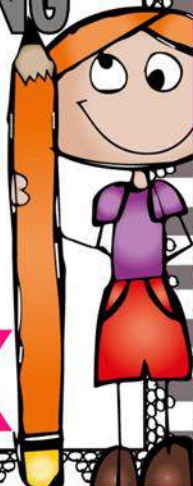


# differentiated SPELLING

grade  
**1**

Spelling lists, tests,  
practice activities,  
games and more!

FROM Teacher's  
CLUBHOUSE



# Differentiated Spelling FOR Grade 1

FROM  
Teacher's  
CLUBHOUSE

Spelling List #23  
Plurals /s/ /es/

keys, kites, pens, dishes, brushes

boxes, desks, buses, clouds, wishes

buckets, pencils, crunches,  
glasses, watches

Spelling List #23  
Plurals /s/ /es/

keys, kites, pens, dishes, brushes

boxes, desks, buses, clouds, wishes

buckets, pencils, crunches,  
glasses, watches

Spelling List #6-Short /u/ and /y/ as i

shy, sky, fun, cut, sub

mud, hug, cry, by, why

bump, July, myself, just, butterfly

up, my, I you, but

mug, hut, by, my, fly

1. If you can spell mud, trade the last letter for a different letter to make the word

2. If you can spell hug, trade the last letter for a different letter to make the word

SPELLING  
homework CHOICES



Create narrow words by writing each word and tracing it in 2 different colors.

Write each word on someone's back until they can guess the word.

Write each word with sidewalk chalk on your driveway or patio.

Practice your words in shaving cream!

Spell each word using dried pasta or beans.

Create mixed up words by writing consonants in one color and vowels in a different color.

Write your words in ABC order.

Write each word and draw a picture to represent it.

Take a practice. Spell your words.

Spelling Test

Spell-It/Write-It Choice Words

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Write the INCORRECTLY spelled word in the sentence and then WRITE IT correctly in the box.

1. The man had a sad face.

play!

15. digg  
deg  
dig

#1 in a sentence.

## STUDENT WORD CARDS



## SPELLING

Practice:  
Word Connections:

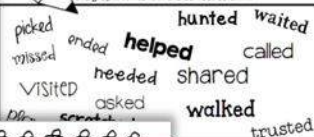
On Tuesday, I will introduce the Word Connections mat for the week. This is a game students can play with a partner. It has all words for the week (List A, List B, and "both"). I believe in the importance of exposing students to as many words as possible with the spelling pattern, so even though they are not responsible for all of these words on the test, it is still immersing them in the pattern for the week.

Sample photo from 2nd grade set.



## WORD GRAPH-iti

Read each word. Decide where the word belongs on the graph. Write it in the correct column.



## SPELLING

Practice:  
Word Sorts:



## SPELLING

Practice:  
Handwriting:

Handwriting is one of those things that I always have trouble finding the time to squeeze into the day, but I know that students need time to practice correct letter formation. Integrating it into spelling practice is the perfect solution! These pages can be laminated and used over and over again - making them perfect for centers or early finishers.



## SPELLING

Practice:  
Word Graph-iti:

Another practice activity included is "Word Graph-iti" - this activity exposes students to reading a variety of fonts. This is extremely important in this tech savvy world. It also provides practice with writing/spelling the words, integrates a bit of graphing, and requires students to sort words again based on different variables. Lots of practice wrapped into one activity!

Sample photo from 2nd grade set.



## SPELLING

the ROUTINE

Random Sampling

At the end of the week, give a random sample. This test could come from ANY List A or "both" from all previous lists. Words are drawn from a container of random word sorts can be cut (minus the List B words) and put in a container. Selecting random words from these tests.

This test will let you see if students are truly "memorizing a word" so that they can adjust to their needs.

## SPELLING

the test:



The tests are set up to address multiple learning styles. Students are required to listen to words called out and write them, locate misspelled words in sentences and correct them, and locate correctly spelled words among misspellings. There are two tests for each week - one for List A and one for List B. This is indicated at the bottom of the page. Just print out the number needed for students studying each list.

part

this

what

could

for

do

g

played asked

# Spelling List #1

Short /a/ /i/

List A	dad, had, can, dig, win
Both	nap, sat, him, rip, fit
List B	drip, windy, plan, strap, happy

# Spelling List #1

Short /a/ /i/

List A	dad, had, can, dig, win
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List A	dad, had, can, dig, win
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# Spelling List #1

Short /a/ /i/

List A	dad, had, can, dig, win
Both	nap, sat, him, rip, fit
List B	drip, windy, plan, strap, happy

Spelling List #1 -Short /a/ /I/		Spelling List #2 - Short /o/ /e/	
List A	dad, had, can, dig, win	List A	jog, hop, bed, den, beg
Both	nap, sat, him, rip, fit	Both	pen, red, hot, top, dog
List B	drip, windy, plan, strap, happy	List B	frog, hotdog, plot, edit, redhead
WW	as, can, had, if, in	WW	not, and, is , it, his
T	cap, bat, ham, rap, fig	T	pet, rod, hit, pop, dot
Transfer Sentences	1. If you can spell <b>nap</b> , trade the first letter for a different letter to make the word <u>cap</u> .		
	2. If you can spell <b>sat</b> , trade the first letter for a different letter to make the word <u>bat</u> .		
	3. If you can spell <b>him</b> , trade the vowel for a different vowel to make the word <u>ham</u> .		
	4. If you can spell <b>rip</b> , trade the vowel for a different vowel to make the word <u>rap</u> .		
	5. If you can spell <b>fit</b> , trade the last letter for a different letter to make the word <b>fig</b> .		
Transfer Sentences	1. if you can spell <b>pen</b> , trade the last letter for a different letter to make the word <u>pet</u> .		
	2. If you can spell <b>red</b> , trade the vowel for a different vowel to make the word <u>rod</u> .		
	3. If you can spell <b>hot</b> , trade the vowel for a different vowel to make the word <u>hit</u> .		
	4. If you can spell <b>top</b> , trade the first letter for a different letter to make the word <u>pop</u> .		
	5. If you can spell <b>dog</b> , trade the last letter for a different letter to make the word <u>dot</u> .		
Note: The word hotdog can be found as a compound word <u>and</u> as two separate words. This may be something you want to discuss with your students.			



Name: \_\_\_\_\_ # \_\_\_\_\_

# Spelling Test

Spell-It/Write-It

Choice Words

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Circle the **INCORRECTLY** spelled word in the sentence and then **WRITE IT** correctly in the box.

11. The man hadd a sad face.

12. We will when the big game today!

Circle the correctly spelled word in each group.

13.

dad

dadd

bab

14.

cann

can

kan

15.

digg

deg

dig



## Bonus

On the back, use word #1 in a sentence.

List #1-A

Name: \_\_\_\_\_ # \_\_\_\_\_

# Spelling Test

Spell-It/Write-It

Choice Words

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Circle the **INCORRECTLY** spelled word in the sentence and then **WRITE IT** correctly in the box.

11. I was hapey that my pants didn't rip.

12. We need a wendy day to fly the big kite.

Circle the correctly spelled word in each group.

13.

drop

drip

drap

14.

plann

pain

plan

15.

strap

srtap

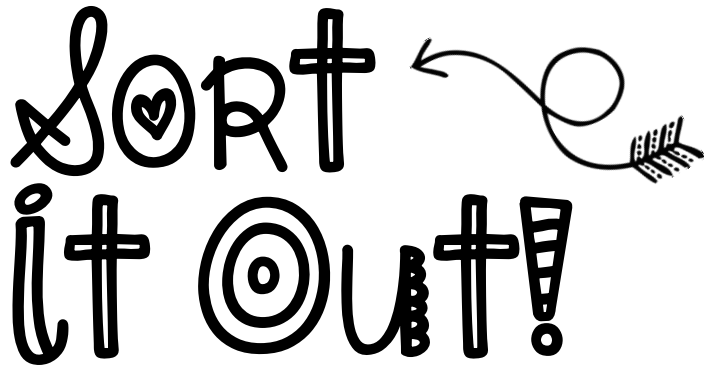
stap



## Bonus

On the back, use word #1 in a sentence.

List #1-B



Cut out the words. Sort the words using the headings. Glue into notebook or onto paper. (Optional: Put words in each group in ABC order before gluing them down.) Highlight the spelling pattern focus in each word. Circle the words from your spelling list. If time permits, draw a sketch to represent each word.

short a

short i

sat

him

rip

nap

fit

dad

had

can

dig

win

drip


windy

plan

strap

happy

# Word Connections

				
drip	windy	plan	strap	happy
dad	had	can	dig	win
sat	nap	him	rip	fit
strap	dig	nap	him	can

Read

Spell

Use

Define



List #1

# Word Graph-iti

Read each word. Decide where the word belongs on the graph. Write it in the correct column.

sat

happy

dig

him

had

rip

drip

strap

can

fit

nap

dad

plan

windy

win

SHORT A	SHORT I

List #1

# Word Graph-iti

Read each word. Decide where the word belongs on the graph. Write it in the correct column.

sat

happy

dig

him

had

rip

drip

strap

can

fit

nap

dad

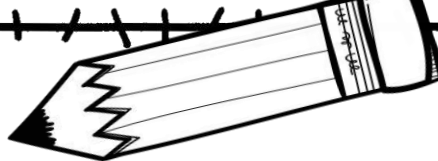
plan

windy

win

SAT	
NAP	HIM
DAD	RIP
HAD	FIT
CAN	DIG
PLAN	WIN
STRAP	DRIP
HAPPY	WINDY
SHORT A	SHORT I

Name: \_\_\_\_\_



List #1-A

Trace Once, Print Twice

him

rip

nap

fit

sat

dad

had

can

dig

win