

Rong Spellings

We need to know the wrong way to spell something before we decide on the right way. After all spelling is arbitrary and many wrong spellings are far more satisfactory phonetically. This collaborative activity (incidentally we put a curse on any teacher who photocopies this and gives it to an individual child to do quietly) is designed to help children talk through the idiosyncracies of the English spelling system. We hope you will devise some of these (or persuade your pupils to), particular in different subject contexts so that we can deal with specialist vocabulary.

Devised by Judith Evans at Rosebery School in Loughborough.

The webaddress for this activity is:

<http://www.collaborativelearning.org/rongspellings.pdf>

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: ÔPAPERCLIPÕ.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each otherÕs views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Arthur was a _____ who was a member of the magic circle. He was a truly _____ magician and nobody knew how he managed his tricks.

It was _____ the way he created such fantastic _____, such as sawing people in half or making rabbits _____ from his hat. The secret of his _____ was that he always followed the _____ carefully when he tried a new trick, and kept his props well _____.

One winter morning he received a mysterious _____ . Inside was a bottle _____ a strange _____. Unfortunately there was no _____. He tested the contents _____. In an instant the room was spinning and _____, and the air was filled with a banging _____ sound which made Arthur panic. The room went quiet and Arthur _____ down.

Without his _____ Arthur was _____ and he did not realise that he had become _____, and all that could be seen of him was his _____.

incredible
amazing
conjurer
containing
potion
effects
invisible
instruktions
twirling
parsel
changing
rattaling
cautiously
noticeing
appeer
cawlmed
cloak
label
success
hidun

incredable
amaizing
conjurer
contianing
potion
efects
invisible
instrucktions
twirling
parsul
chanjing
ratteling
cautiously
noticing
apper
calmed
clowk
labal
sucess
hiden

incredibel
amazing
conjorer
contaning
pochian
affects
invizable
instructions
twurling
parcel
chainging
rattling
cautiously
notiscing
appear
caulmed
cloak
labul
sucess
hidden