

Multisensory Spelling

Teachers' Book and Kinaesthetic Activities 1

CVC words

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Teachers' Notes

Kinaesthetic activities (p3-6)

It is suggested that, in the main, these activities should be teacher or adult helper led. However, a responsible child may be chosen to lead the activities at the teacher's discretion.

A list of the resources needed for each of these activities can be found at the top of each activity page.

Most activities can be scored to find a winner for each game. The scoring mechanism is described in each activity. However, this is not a prerequisite and the activities can all be played on a non-competitive basis, if wished.

Letter cards (p7-9)

The teacher could print these letters on to card or photocopy them on to card and laminate them if wished. It is suggested the cards could be used in group or pairs work or on an individual basis to secure spelling patterns of CVC words.

Hollow words (p10-15)

Use the hollow words to practise and reinforce spelling patterns of CVC words.

There are several ways of using these words.

Invite the children to colour the focus spelling pattern in the same colour to reinforce letter order,

eg hat -encourage the children to colour the '-at' sound red;

pen: ask them to colour the '-en' sound green.

Ask the children to colour words from the same word family in the same colour, eg hit, sit, bit: colour the words yellow.

Cut out the words and paste them on to card to make word cards for spelling and reading practice.

Children might like to use the word wall as a record of spelling achievement, colouring in each word learned.

Word list (p16)

The words are listed alphabetically, rather than in order of appearance. It is suggested that where further practice of a -VC is required, the teacher encourages the children to make word families using onset and rime, eg -at words: bat, cat, mat, rat, sat, fat, hat etc.

Pupil record charts (p17-20)

There are four sections to the pupil record chart; one section per learning style. It is suggested that the teacher records details of the pupil's achievement in each activity. At the end of each section there is a learning style rating. Use this to establish the child's preferred learning style, circle the number that most closely indicates the child's preference for this learning style: 1 being the least preferred and 5 the most preferred.

Activities on CD

The interactive activities provide opportunities to practise CVC words using visual, tactile and auditory learning styles. See page 2 for an overview of the activities on the CD.

Overview of CD activities

Note: The icon in the top right hand corner of each activity indicates the main learning style addressed.

Activity	Main Learning Style
1	Tactile: Identifying and typing start sounds from picture clues.
2	Auditory: Listening to words; identifying end sounds.
3	Visual: Identifying middle sounds - drag and drop exercise.
4	Tactile: Identifying and typing initial sounds.
5	Auditory: Listening for middle sounds in words; clicking on correct middle sound for each word.
6	Visual: Identifying correct word from a choice of two similar-looking words.
7	Tactile: Drag and drop end sounds. Typing complete words.
8	Auditory: Identifying the noises different things make. Drag and drop exercise.
9	Visual: Matching words and pictures. Drag and drop exercise.
10	Tactile: Unscrambling letters to type cvc words.
11	Auditory: Listening to spellings to identify words.
12	Visual: Sentence completion work, using drag and drop.
13	Tactile: Making sets of cvc words having the same start sounds.
14	Auditory: Typing words in their correct word families.
15	Visual: Identifying correct word from lists of similar-looking words.
16	Tactile: Deleting incorrect words from pairs of words.
17	Auditory: Identifying two of the same sounds that appear in pairs of words.
18	Visual: Identifying word shapes. Drag and drop exercise.
19	Tactile: Typing sets of 4 new sentences by changing one word at a time.
20	Auditory: Identifying same and different pairs of words.
21	Visual: Finding and matching same words in strings of mixed words.
22	Tactile: Identifying and deleting incorrect sentences in pairs of sentences.
23	Auditory: Using clues given to identify cvc words and typing them.
24	Visual: Word search for -ap cvc words. Typing list of words.

Kinaesthetic activity 1

Start sounds

Group/whole class activity

What you need:

Word list - see bottom of page.

Large letter cards as follows: c, d, f, g, h, j, l, m, p, s.

What you do:

1. Show the cards to the children one at a time.
2. Check everyone can identify the sounds.
3. Place the cards face up around the edge of the school hall or playground.
4. Say the words from the list below, one at a time.
5. Tell the children to run and stand by the correct start sound.
6. Award one point for each correct response.
7. The winner is the child with the most points.

Word list

cat	dog	hat	gap	fog
map	sun	pan	lap	his
jet	hen	cup	did	fan
him	leg	pin	sad	man

Look at the pictures.

Click on the start sounds.

Type the words on the lines.



u

v

l

r

j



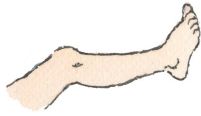
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m



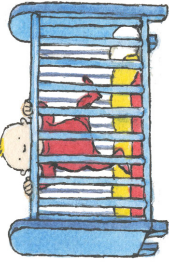
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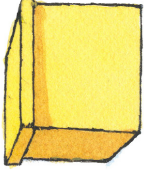
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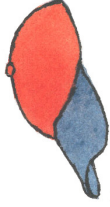
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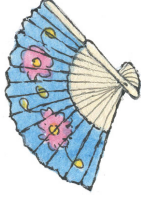
c

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m

c

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f

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p

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s

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t

rug

pan

cot

leg

tin

dog

hop

fan

cap

box