

1. Administer the “Monster Test” (see Appendix E) to three first-grade students. From their responses, what stage of spelling development would you say each child is in? List what each child already knows about how print works. What do you think each child needs in order to progress toward the next stage?

2. Develop a list of 15 spelling words based on similar or contrasting visual or sound aspects. Invite a small group of second-grade students to sort the words and then make statements about their findings, as demonstrated in this chapter. Present your findings to your classmates.

3. Observe a spelling lesson taught to primary-age youngsters. Through discussion with the teacher and your direct observation, answer the following questions:

- What strategies are students being taught about how to spell new words?
- How are students being taught about common patterns that occur in words?
- How is new knowledge of spelling applied in real writing situations in this classroom?