

TACTILE LEARNING

TOUCH AND TELL

OBJECTIVE: to investigate the spelling pattern 'le'

LEARNING LINK: kinaesthetic, visual

ORGANISATION: pairs

RESOURCES: large separate lower case letters 'l' and 'e' cut out from stiff card and a copy of the text (see below); card, pencils and scissors, for each pair

Text

What a relief! At last, the muddle was over: the plant's prickle had done its work and each bubble had burst. It would be a long time before those unreliable letters were able to work their mischief again! However, more trouble was on the way. Soon there was a giggle from the alphabet box, a cackle from the word sack and...

WHAT TO DO

- Join up with a partner. Close your eyes, as your partner hands you a letter card. Can you identify it by feel? Swap over, making ten attempts each and keep a record of your success.
- Discuss the game. Was it easy? How did you make your identifications?
- Study the text and find three words ending in 'le', but that have a double letter just before. Choose four words, each with a different letter preceding 'le' and both of you make those four letters in card.
- Play 'Touch and tell' again, this time with the new letters. Again, have ten tries each.
- Now compare your success. Discuss how you decided your answers. Did you notice something special about the shape of most of the letters? (They all have ascenders and descenders.) If not, play the game again, concentrating on finding a link.

NOW TRY THIS

Extend your investigation to a chapter of your reading book and a dictionary, finding words that use a double letter before 'le'. List the letters before 'le'. How many fit the pattern you discovered earlier? Which ones do not have an ascender or descender?

MAKING WINNERS

OBJECTIVE: to recognise how the addition of 'ing' changes the spelling of verbs

LEARNING LINK: auditory, visual

ORGANISATION: pairs

RESOURCES: base words (see below) written on the whiteboard; pencils and a generous supply of blank word cards or paper, for each child

Base words

come, do, chat, stare, enjoy, smile, meet, cut, amaze, take, tack, shape, shop, slide, ask, rid, tip, tape, pull, hope, drive, hop, win, jump

WHAT TO DO

- Working in pairs, write the base words on word cards. Put the cards face down in a pile.
- Take turns turning over and reading aloud a base word. As the reader, try to win the word for your personal winners' enclosure. All you have to do is add 'ing' (on a blank card) and place it beside the word. For example, for 'stop' or 'race' you may write '+ ing'. If your partner agrees with the new word made, the complete word moves to your winners' enclosure.
- The catch comes when a spelling change is needed! If, for example, you forget that '+ ping' is needed to make 'stopping', or that an 'e' must be removed to make 'racing' and your partner notices your error, they can reject your answer. In this case, the base word goes to the bottom of the pile.
- Keep playing until all the base words have moved to a winners' enclosure.
- Ask someone to judge your winners.
- Are errors spotted and disqualified?

NOW TRY THIS

Play again with different base words.

ANSWERS

come – coming; do – doing; chat – chatting;
stare – staring; enjoy – enjoying; smile – smiling;
meet – meeting; cut – cutting; amaze – amazing;
take – taking; tack – tacking; shape – shaping;
shop – shopping; slide – sliding; ask – asking;
rid – ridding; tip – tipping; tape – taping;
pull – pulling; hope – hoping; drive – driving;
hop – hopping; win – winning; jump – jumping