Amanda Fisch

Dr. Casey

October 25, 2011

Spelling Inventory

The purpose of the spelling inventory was to determine what level the child was on the developmental continuum for vocabulary/word study. It’s important to know where the child is at developmentally so you know what they already know and what needs to be taught or worked on.

I observed one child in the second grade classroom at the back table while the rest of the students had quiet time. I told the student that I needed to do an assignment for my class and I needed his help. I made sure he was comfortable and that he was aware that the “test” was not graded. I numbered a piece of paper and read the spelling words I wanted him to write down. He did very well and showed that he had an adequate understanding of sounds words make and their spellings. I found it interesting that he spelled “chewed” as “chude” because that is exactly how the word sounds. He spelled “cellar” as “seller” which may be attributed to my failure to use the word in a sentence or say what the word means. I used the “Words Their Way Elementary Spelling Inventory Feature Guide” for my methodology. I determined that the boy I tested was in the spelling stage of Syllables and Affixes.

Implementing this into instruction, I would focus on common suffixes and prefixes and build on what he has already start to become aware of. I would probably use the cups we used in our classroom in which prefixes are on one cup and the base words are on another cup, so the students can see what the prefix looks like attached to the words and to see what words don’t make sense with certain prefixes. I would also implement suffixes and prefixes on a word wall so that students can become better acquainted with the words.