

## Let's read, write and spell with *Schuyler*

This resource supports and extends suggestions included in *Name games – teaching phonics, syllables and reading long words.*

Though the activities are based on Schuyler's name, they are intended as examples only and can be easily adapted to the names of children in your class.

Some of the first words children learn to read and spell are their names. In any class, a variety of initial sounds and spelling patterns will be evident in the children's names. Using names for teaching phonics and spelling is effective for:

- engaging children's interest
- building upon existing knowledge
- making connections with children's lives
- showing children they are valued in the classroom
- making learning fun and meaningful.

*(These suggestions are too many for one lesson. If the work is recorded on a chart or digitally, it can be returned to in subsequent lessons. Choose suggestions to suit your children's needs and time available.)*

### ***Grapho-phonics: matching letters and spelling patterns to sounds***

1. Write Schuyler's name on the board or chart. Sing each letter as you write it, innovating on the BINGO song.
2. Say: Schuyler's name begins with 'sk' – Schuyler. (**Note:** We're only listening to the sound now, not looking at the spelling.)
3. Have the children repeat: 'sk' – Schuyler.
4. Brainstorm words that begin with 'sk' like Schuyler. Add each word to the chart as it is suggested. Do not comment on the spelling at this stage. (See suggestions on page 3. I'm sure you will think of more. **Note:** I have included 'schedule'. You may or may not pronounce it that way, so may or may not include it.)
5. When suggestions are exhausted, even with hints, point to each word as you read it to the children. Encourage them to join in if they can. Children will, according to their ability.
6. If someone hasn't already commented, ask children what they notice about the way the words are spelled. To help children see the patterns, underline the letters that spell 'sk' as you read the words. (Example page 4.) If necessary, ask them to compare two words that use a different way of spelling the blend 'sk'. Encourage them to identify the three different ways of spelling 'sk': 'sch' like Schuyler; 'sk' like skate; 'sc' like scab.
7. Beginning with Schuyler's 'sch', ask children to identify and circle words with the same spelling. Continue for the other spelling patterns using different colours. (Example page 5.)
8. List the words according to their spelling pattern. You may like to distinguish between words beginning with 'sc' and 'scr' as shown on page 6, but it's not necessary at this stage. You could return to it in a later lesson, or discuss it if children notice and mention.

### **Writing with Schuyler and 'sch'**

9. Ask the children to read with you, as you read the words that begin with the same spelling as Schuyler. Tell them that you can write a sentence using those words. Write the sentence "Schuyler had a scheme to change the school schedule." on the chart. (See page 7, example a. **Note:** If you don't pronounce schedule with the 'sk' sound, you may wish to use a different word. Alternatively, depending on the children's development, you could introduce it as an irregular spelling pattern.)
10. Read the sentence to the children encouraging them to join in. Explain the meaning of the sentence if necessary.
11. Ask Schuyler to tell what he'd like to change about the school schedule and why.
12. Invite other children to tell what they'd like to change and why. I'm sure you will have an energetic discussion. Use this discussion as a springboard to writing; for example, "If I could change the school schedule, I would ... because ...".
13. Give children time to write.
14. Provide opportunities for children to share their writing in pairs, small groups or with the class. The children may actually make suggestions that could be enacted. 😊

### **A story starter with all of the 'sk' spelling patterns**

15. Repeat the process with a sentence containing words beginning with each of the 'sk' spelling patterns. (See page 7, example b. "Schuyler was in the skate park near the school when he heard a scream." This time discuss the scream to brainstorm ideas for writing; for example: who may have screamed, what may have happened, why did the person scream, what will happen now.
16. Encourage the children to construct other sentences containing at least one word with each spelling pattern. These sentences could be written on the chart as a class activity, or children could write and illustrate their sentences independently, even using their own sentences as story starters. How creative can they be?

### **What rhymes with Schuyler**

17. The words in example b on page 7 are a good starting place to talk about rhyming words and alternative spelling patterns. For each word beginning with the 'sk' sound, brainstorm rhyming words. (See page 7 example c.)
18. Ask children to compose sentences containing two or more of the rhyming words; for example: *Schuyler and Tyler visited the hair styler.*

*These are just a few starting suggestions. I'm sure you will think of many more.*

Schuyler

Scotland

scrum

scribble

skate

scream

scar

school

sky

skittle

scratch

screw

schedule

scone

scramble

scheme

scam

skin

scram

scab

scrabble

scamper

skite

Schuyler

Scotland

scrum

scribble

skate

scream

scar

school

sky

skittle

scratch

scone

screw

schedule

scramble

scheme

scam

skin

scram

scab

scrabble

scamper

skite

Schuyler

Scotland

scrum

scribble

skate

scream

scar

school

sky

skittle

scratch

scone

screw

schedule

scramble

scheme

scam

skin

scram

scab

scrabble

scamper

skite

Schuyler

schedule

school

scheme

Scotland

scar

scone

scam

scamper

scab

scrabble

scribble

scream

scrum

screw

scram

scramble

scratch

skate

sky

skittle

skin

skite

Read. Discuss. Brainstorm. Write. Share.

a. Schuyler had a scheme to change the school schedule.

b. Schuyler was in the skate park near the school when he heard a scream.

c. **Rhyming words** (Note: these lists are not meant to be exhaustive.)

**Schuyler:** Tyler, Kyla, filer, styler, tiler,

**Skate:** Cate, Kate, Nate, bait, bate, crate date, fate, freight, gate, gait, grate, great, hate, late, mate, plate, rate, state, straight, wait, weight

**School:** cool, cruel, fool, pool, stool, tool

**Scream:** beam, cream, dream, gleam, meme, ream, seem, seam, steam, team, teem

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