

Spelling Activity Bank

Word Train

1. Say each of the Words to Learn to students.
2. Ask students to write each word end-to-end as one long word, using different colors of crayon or ink for different words.
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.



Vowel-Free Words

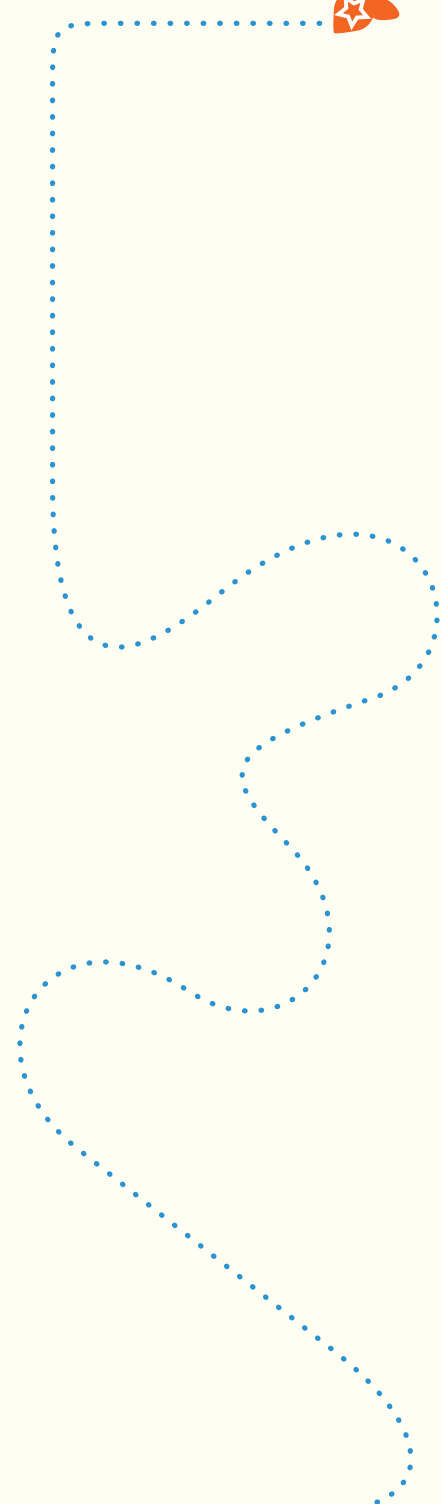
1. Say each of the Words to Learn to students. Have students write only the consonants in the word and put a dot where each vowel belongs.
2. Have students tell you which vowel belongs where they placed each dot.
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Spelling Memory

1. Ask students to write as many of the Words to Learn as they can remember on a sheet of paper.
2. When students finish, remind them of any words they forgot and have them complete the list.
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Fill In the Blank

1. Write a sentence that uses one of the Words to Learn, but leave a blank space where that word would go in the sentence.
2. Ask students to fill in the word that completes the sentence. Sometimes more than one word will correctly complete a sentence.
3. Repeat with each of the Words to Learn.
4. Note any words that students spelled incorrectly, and correct the spelling errors with students.



Silly Sentences

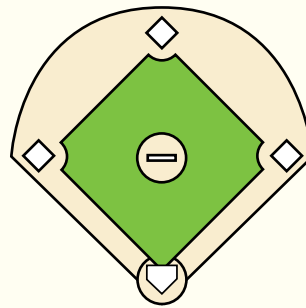
1. Ask students to write a silly sentence using each of the Words to Learn.
2. Have students underline the spelling word in each sentence.
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Sample sentence

The dog was driving a car.

Spelling Baseball

1. Draw a baseball diamond with four bases (see example).
2. Tell students that you are the pitcher and they are the batters.
3. Choose a word from the Words to Learn and ask students to spell it.
 - ▶ If students spell the word correctly, they get to move one base.
 - ▶ If students spell the word incorrectly, that is one strike.
 - ▶ If students get three strikes on the same word, that is one out.
 - ▶ If students spell four words correctly, they have moved around all four bases. They score a run (one point)!
4. Continue giving students words until each of the Words to Learn has been used. See how many points students can earn.



Spelling Story

Have students write a very short story using as many of the Words to Learn as they can.

Which Is Correct?

1. Write out three versions of one of the Words to Learn, spelling two versions incorrectly and one correctly.
2. Say the word.
3. Have students pick out which of the versions is correct and write the correct spelling of the word.

Alphabetize

1. Have students write the Words to Learn in alphabetical order.
2. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Word Pyramids

Have students write each of the Words to Learn in a word pyramid. Be sure that students write neatly so that the pyramid shape can be seen.

p
p a
p a s
p a s s

Guess the Word

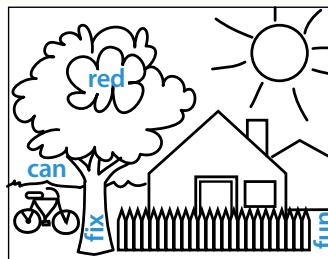
1. Say any letter from one of the Words to Learn. Ask students to guess which word you are thinking of.
2. Say a second letter in the word, a third, and so on until students correctly guess your word.
3. After students guess the word, have them spell that word aloud.
4. Repeat the activity with several words.

Guess the Word Reversed

1. Have students say any letter from one of the Words to Learn. Try to guess which word students are thinking of.
2. Have students say a second letter in the word, a third, and so on until you're able to correctly guess their word.
3. After you guess the word, have students spell that word aloud.
4. Repeat the activity with several words.

Hidden Picture

1. Have students draw a picture and "hide" as many of the Words to Learn as they can inside the picture.
2. See if you or others can find the words within the picture. (The example picture has the words *can*, *fix*, *fun*, and *red* hidden in it.)
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.

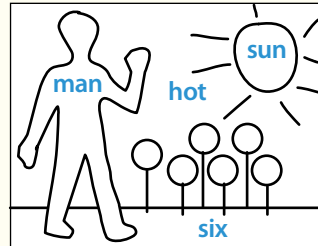


Word Scramble

1. Write the letters of each of the Words to Learn in scrambled order.
2. Have students write the correctly spelled word next to each of your scrambled words.

Spelling Scene

Have students draw a picture representing as many of the Words to Learn as they can. Students should label the picture with the spelling words.



Rhymes

1. Have students write each of the Words to Learn.
2. Next to each word, have them write a rhyming word.
3. If there is time, have students try to come up with more than one rhyming word for some of the Words to Learn.

TIP Students may come across rhyming words that are from different word families and are spelled with different spelling conventions (such as *half* and *laugh*). These rhymes are valid, but discuss the differences in spellings with students.

Rhymes Reversed

1. For each of the Words to Learn, write a word that rhymes with it on a sheet of paper and then leave a space blank.
2. In the blank, have students fill in the word that rhymes with the word you wrote.
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.

TIP Do not include rhyming words that are from different word families and are spelled with different spelling conventions (such as *half* and *laugh*). These rhymes are valid, but the differences in spelling can be confusing to students.

Crosswords

1. Have students write one of the Words to Learn vertically in the center of a sheet of paper.
2. Have them write another of the Words to Learn by going across and sharing a letter with the first word.
3. See how many words students can connect.

p
k i s s e s
d n
r o c k s
g

Roll the Number Cube

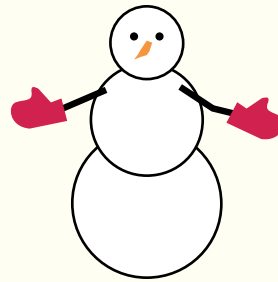
1. Have students roll the number cube.
2. Have students write the one of the Words to Learn the number of times indicated by their roll.
3. Continue the process, having students roll the cube and write a word that many times, until they've written all the Words to Learn.
4. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Materials

- household objects – six-sided number cube (labeled 1 through 6)

Snowman

1. Draw a snowman with three circles for the body and head, two eyes, a nose, and hands (see example).
2. Pick one of the Words to Learn, but do not tell students which word you have chosen.
3. Draw one blank space under the snowman for each letter of the word.
4. Ask students to guess what letters might be in the word you have chosen.
5. Each time students make an incorrect guess, erase one part of the snowman. The object of the game is for students to try to guess the whole word before the snowman melts.



Finger Spelling

1. With students turned away from you, tell them you will be spelling one of the Words to Learn on their back with your finger.
2. Using one finger, trace each letter of one of the Words to Learn on the back of a student. Ask the student to guess what word you are spelling.
3. To extend the activity, have students take a turn spelling words on your back.

Spelling Search

1. Have students search for the Words to Learn in newspapers, books, or magazines.
2. Have them write down each word as they find it.

Materials

- household objects (optional) – newspaper, book, magazine

Word Search Puzzle

1. Draw a large box on a sheet of lined paper or graph paper.
2. Fill in the box with Words to Learn, writing them horizontally, vertically, and diagonally (forward or backward if you choose).
3. Fill in the rest of the box with random letters.
4. Have students find and circle the Words to Learn in the puzzle.

Quickfire

1. Tell students to write down each word you say as quickly as they can. Warn them, however, that misspellings come with a ten-second penalty.
2. Then time how long it takes students to write all of the Words to Learn after you say them.
3. Check their list for misspellings, tacking on ten seconds for each mistake.
4. Encourage students to try again and improve their time.
5. After two or more attempts, note any words that students spelled incorrectly, and correct the spelling errors with students.

Materials

- household objects – watch with a second hand

Pictionary/Charades

1. Draw or act out something to make students guess one of the Words to Learn.
2. When students guess correctly, have them write down the word.
3. Repeat the activity with several words.
4. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Mnemonics

1. Have students write one of the Words to Learn vertically. Check make sure they have spelled the word correctly.
2. Then have them write words horizontally that begin with each letter of the vertical word.
3. Encourage students to say the vertical word, then the horizontal words, and then the vertical word again.

w	e				
a	l	l		to	
l	o	v	e		
k	i	t	e	s	

Mnemonics Reversed

1. Come up with a mnemonic for one of the Words to Learn.
Example walk
You say "we all love kites"
Students write "w-a-l-k"
2. Say the mnemonic for students. Explain that the first letter of each word you said combine to spell a word from this unit.
3. Then have students say and spell the Word to Learn based on your mnemonic.
4. Note any words that students spelled incorrectly, and correct the spelling errors with students.

Right or Wrong?

1. Tell students that you are going to spell one of the Words to Learn.
2. Explain that their job is to listen and decide whether your spelling is right or wrong.
3. After you spell each word, check with students for their verdict. If your spelling was incorrect, have students spell the word correctly.

Eat Your Words

1. Give students a bag of thin pretzel sticks.
2. Explain that their job is to listen to the words you say, and then use the pretzel sticks to make the letters that spell each word.
3. Say each of the Words to Learn.
4. After students create each word, check their spelling.

Materials

- household objects – pretzel sticks