

# Spelling Activity Bank

## Word Train

1. Say each of the Words to Learn to students.
2. Have students 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.

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## 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.

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## 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.

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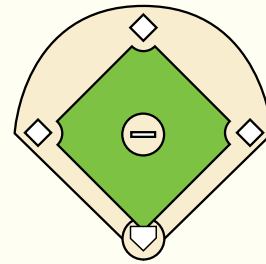
## Silly Sentences

1. Ask students to write a silly sentence using each of the Words to Learn.
2. Have students underline the word in each of their sentences.  
Sample sentence: *The dog was driving a car.*
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.



## 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 the 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.

## Colorful Words

1. Have students write each of the Words to Learn using two colors: one color for vowels and another color for consonants.
2. Note any words that students spelled incorrectly, and correct the spelling errors with students.

## 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.

### Materials

- crayons



## Spelling Stairs

Have students write each of the Words to Learn in a stair-step pattern. Be sure that students write neatly so the pattern can be seen.

b  
b e l  
b e l l  
b e l l s

## 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

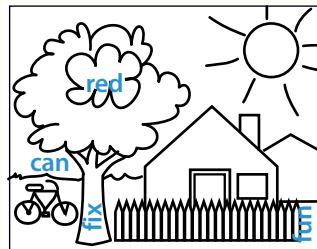
1. Say any letter from one of the Words to Learn. Ask students to guess which word you are thinking of.
2. Say a second letter in the word, a third, and so on until students correctly guess your word.
3. After students guess the word, have them spell that word aloud.
4. Repeat the activity with several 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 spelling words *can*, *fix*, *fun*, and *red* hidden in it.)
3. Note any words that students spelled incorrectly, and correct the spelling errors with students.

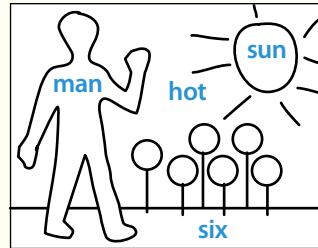


## Word Scramble

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.



## Dots

1. Have students write each of the Words to Learn using dots to form each letter.
2. Have students connect the dots to make the spelling words.

red red



This activity is time-intensive and is only advised if students are working with a small number of 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.



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 the spellings with students.

## Crosswords

1. Have students write one of the Words to Learn 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. 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

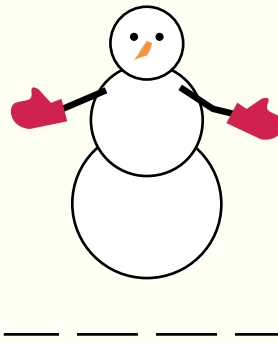
1. Have students roll the number cube.
2. Have students write one of the Words to Learn the number of times indicated by their roll.
3. Continue the process, having students roll the cube and write a word that many times, until they've written all the Words to Learn.
4. Note any words that students spelled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