

## Hands-On Spelling Level 6

### Synonym Scenes

(visual/kinesthetic)

Have students work in pairs or small groups to illustrate with pictures and captions two or three of the synonyms in the Thesaurus Word Bank for *cleanse*. Provide space for the illustrations to be displayed.

### Treasure Map Game

(visual/oral/auditory/kinesthetic)

Have students work in small groups. Each group will make a treasure map game board and twenty-five 3" X 5" word cards, with a Basic or Review Word on one side and its definition on the other. They will also need game markers and a spinner. Students place the cards facedown in a pile. A player picks up the top card, reads the definition aloud, and spells the word that fits it. If the spelling is correct, the player spins the spinner and moves the number of spaces shown. Players take turns until one "finds" the treasure.

### Word Webs

(visual/kinesthetic)

Have students work individually or in pairs to use two words from this list to build two word webs: *relate, place, occupy, real, kind, amaze, lead*.

### Number Prefixes

(visual/kinesthetic)

Have students make a chart of number prefixes to be displayed in the learning center. Students can then use a dictionary to add words with these prefixes to the chart. You might want to use the chart as an ongoing project, with students adding appropriate words they come across in their reading and their writing.

### Word Addition

(visual/kinesthetic)

Have students work in pairs to create Word Addition problems of their own, like the ones on this page, for ten words on the spelling lists. They can then have other pairs of students try to solve the problems.

### Homograph Chain

(visual/oral/auditory/kinesthetic)

Ask students to use source books to find ten homograph pairs. Have them write each pair on a 3" X 5" card, with pronunciations and definitions. Using staples or tape, students can connect their cards in a chain and then connect their chain to other chains to form a class Homograph Chain for display. You may use the chain to prompt students to pronounce and then create sentences with homograph pairs.

## Word Families

(visual/kinesthetic)

Have students make separate cards for the endings/suffixes in the box and these vowel + |r| sounds words: *court, rehearse, hard, flirt, distort, form, arm, affirm*. Ask students to combine the word cards with the ending/suffix cards to see what word families they can build. (There may be some spelling changes, and a word may use more than one ending; students can consult a class dictionary for help.) They can then make word webs for each word family with three or more branches.

Endings/Suffixes		
-ed	-al	-(at)ive
-ing	-y	-(at)ious
-en	-ship	-(a)ment
-ly	-(at)ion	

## Compound Word Match

(visual/kinesthetic)

Have students work in groups of four to make twenty word cards, each containing half of one of ten spelling words. The cards should be placed facedown in four rows, five cards to a row. To play, the group splits into two teams. A player on Team 1 turns over two cards. If the cards form a spelling word, the player keeps them. (Teammates can work together to make a match.) If they do not form a word, the player turns the cards back over. Then Team 2 takes a turn. The team with the most matches wins.

## Compound Word Chains

(visual/kinesthetic)

Have students use a classroom dictionary to help them create compound word chains like the ones on this page. They might also want to make a paper chain to display, with one compound word written on each link.

## Homophone Word Families

(visual/kinesthetic)

Have students use a dictionary with etymologies to research word histories and related words for *right, rite, and write*. Have students construct homophone word families. Then ask them to write context sentences for five of the related words, leave blanks where the words should be, and give the sentences to classmates to complete. You may also want to suggest that students make posters showing the three families.

## More *min* Words

(visual/kinesthetic)

Have students use a dictionary with etymologies to find and list other words with the root *min* (on their own they might not find *diminish*) and/or the word root *maxima* ("greatest"). Then have them write sentences for the words, using dashes in place of the words, and give the sentences to a partner to complete.

## Word Bingo

(visual/oral/auditory/kinesthetic)

Have students play in groups of four to five players and an announcer. Each player draws a large tick-tack-toe box and fills in the squares with *on*, *le*, *en*, *or*, *l*, and *el* in any order and with any omissions or repeats. Then the announcer calls out a spelling word, which the players write in a box that has the appropriate ending. The first player to get three correctly spelled words in any direction earns a point. The first player to get five points wins the game.

## Drawing Different Meanings

(visual/kinesthetic)

Tell students to choose one of the words shown here and find and list its multiple meanings. Then ask them to draw three or more cartoons, each representing a different meaning of the word. Students will give their drawings to a classmate, together with a list of the word's meanings, and the classmate will use the word to write appropriate captions.

Multiple-Meaning Words		
panel	needle	matter
single	humor	

## Illustrating Exact Words

(visual/auditory/kinesthetic)

Have students draw pictures that illustrate the exact meanings of the four synonyms for *grow* shown in the Thesaurus. Then have them work in small groups to write a caption sentence for each picture. Suggest that groups design a cover and combine their illustrations to create a *Grow-ing Pictures* album.

## Idiom Charts

(visual/kinesthetic)

Have students find the meanings of the idioms shown here and list them on a chart. Then ask them to find five idioms to add to the chart. Suggest that they keep their charts and add idioms they encounter through the year.

### Idioms:

catch one's breath

a dirty look

over one's head

wear one's heart on one's sleeve

take the words right out of one's mouth

## e-Bingo

(visual/oral/auditory/kinesthetic)

Have students form groups of four-three players and one announcer. Each player will need a game card divided into sixteen boxes, randomly reading "e" or "no e." Boxes should be big enough to allow students to write a word. To play, the announcer reads a spelling word, and players write it in an appropriate box. The first player to write four correctly spelled words in a row across, down, or diagonally wins.

## Word-Building Chart and Game

(visual/auditory/oral/kinesthetic)

Have students use a class dictionary to make word-building charts, adding *-ing*, *-ly*, *-ful*, *-able*, *-ment*, *-ness* and *-less* to base words in the lists (excluding *privately*, *mileage*, *entirely*, *sincerely*, *lifeless*, consecutively). Then have them work with partners to make cards for the suffixes and endings and the spelling words. They can take turns drawing a word card, naming the base word, and giving partners thirty seconds to form and write all the words they can, using the suffixes and endings. Correct words with one ending or suffix earn one point; words with two earn two points.

## Antonym Game

(visual/oral/auditory/kinesthetic)

Have students list antonyms for the words shown in bold type, using a class thesaurus. Then ask them to add five antonym pairs, using new *in-* words. Finally, have students work in pairs. One will say a word from his or her list. The other will say its antonym and try to use both words in a sentence. A correct antonym and sentence each earn one point.

Antonyms	
innocent	guilty
include	exclude
impolite	polite, courteous
improve	worsen
increase	decrease

## Ads with Synonyms

(visual/kinesthetic)

Refer students to the Shades of Meaning boxes for *courage*, *pretty*, and *strict* in their Thesaurus. Have them choose three synonyms for one of the words and create three ads or spot commercials, using one of the words in each. Explain that each word should be used in a way that reflects its particular shade of meaning.

## Spelling Word Charades

(visual/oral/auditory/kinesthetic)

Have students work in even-numbered groups of six or more which will split into two teams. Each group will need a watch with a second hand and a set of word cards with spelling words (omitting *policy*, *quality*, *example*, *potential*). A player on Team 1 draws a card and has thirty seconds to pantomime the meaning of the word for teammates to guess aloud and to write on a paper. Teams and players take turns acting out the words. Each word guessed and written correctly earns one point.

## Illustrating Exact Words for *old*

(visual/kinesthetic)

Have students look up *old* in their Thesaurus. Ask them to draw a picture for each of the three synonyms and to write a caption for each picture, using the synonym. Then have students trade pictures with partners, concealing their captions. The partners will decide which word is pictured and write captions of their own.

### Sentences with *dash*

(visual/oral/auditory/kinesthetic)

Have students use a class dictionary to list four meanings for the noun *dash*. Then ask them to write four sentences with dash, using a different meaning of the word in each. Finally, have students work with partners to see how many different meanings of *dash* they can use in one sentence. Suggest that students read some of these sentences aloud.

**dash** |dæʃ| *n.* **1.** A quick run or rush. **2.** A short, fast race. **3.** A small amount; bit. **4.** A punctuation mark (—) used to show a pause or omission or to set off part of a sentence from the rest.

### Joke Book

(visual/oral/auditory/kinesthetic)

Have students work in small groups to compile a *Good News/Bad News Joke Book for Teachers*. After folding five sheets of paper in half, they will write the "good news" part of the joke on one half of a sheet and the "bad news" part on the other. Have students use at least one spelling word in each joke and add funny pictures. Ask groups to read or perform their jokes for the class.

### Sentences with *except/accept*

(visual/oral/auditory/kinesthetic)

Have students use a class dictionary to find and write the most common meanings for *except* and *accept*, noting that *except* is used as both a verb and a preposition. Then have students make up ten sentences, each using *accept* or *except* or both. Encourage them to write interesting or funny sentences. Then have them work in pairs to read their sentences aloud to partners, who will try to spell the word or words that belong in each sentence.

### Say "Porcupine!" for the Spelling Word

(visual/oral/auditory/kinesthetic)

Have students play as a class or in groups. One student in a group is "It" and leaves the room. The other players make up a sentence with a spelling word that gives a clue to the word. When "It" returns, a player says the sentence but substitutes porcupine for the spelling word, as in "Our 'porcupine' contains the Bill of Rights," where *porcupine* stands for *Constitution*. If "It" guesses the word and spells it correctly, then he or she chooses a new "It." If not, that player tries again.

### Illustrating Exact Words for right

(visual/kinesthetic)

Have students look up exact words for *right* in their Thesaurus. Ask them to write a sentence for each of the four words that shows its exact meaning. Then have them draw a four-panel strip headed "The Right Words" with a cartoon illustrating each of their sentences. (They can draw four separate cartoons if they wish.) Provide display space.

## Other Verb-Noun Pairs

(visual/kinesthetic)

Have students start a class, group, or individual chart of verb-noun pairs in which the spelling of the word root changes. Ask students to list the verbs from the box, the nouns that go with them, and a sentence for each form of the word. Students can add to this chart as they come across other examples.

Verbs		
consume	detain	proclaim
resume	retain	exclaim
presume	abstain	reclaim
assume		acclaim
		declaim

## Analogies with Antonyms

(visual/auditory/oral/kinesthetic)

Have students use a class thesaurus to write analogies based on antonyms. Provide them with the examples on the right. Then have them use some of the words listed below the examples to write their own analogies. Suggest that students read their analogies aloud to a partner, leaving out the last word in each for their partner to supply.

Examples:

- *Strange* is to *familiar* as *same* is to *different*.
- *Complicated* is to *simple* as *careful* is to *careless*.
- *Incredible* is to *believable* as *innocent* is to *guilty*.

Words for Building Analogies		
brilliant	evident	construct
excellent	generous	valuable
capable	positive	preceding

## Sentences with *miss/mit* Words

(visual/oral/auditory/kinesthetic)

Have students write on word cards the *miss/mit* words on page 276 and their meanings. Ask them to work in small groups and use the word cards to help them write sentences that include three or more of the words. Sentences can be fantastic or funny but should make sense. Have groups read aloud some of their sentences.

## Counting Books

(visual/kinesthetic)

Have students work in small groups. Ask them to use the spelling words to make counting books for children, including at least the numbers 1-10. Each page should show a numeral, a phrase with a number word and a noun from the spelling lists (such as *five sopranos*), plus an appropriate illustration students draw or cut from a magazine. Have students add a cover and a title and share the book with one or more children.

### Word Web for *port*

(visual/kinesthetic)

Have students use the "Word Parts" section of the Spelling-Meaning Index and a class dictionary to build a word web for words with the root *port* and their meanings. You may have students write and illustrate two sentences with the words and then give the pictures and sentences, with the *port* words left blank, to classmates to complete.

### Building Words with *dict*

(visual/oral/auditory/kinesthetic)

Have students look up the word root *dict* in the section titled "Word Parts," beginning on page 276 of the Spelling-Meaning Index. Ask them to create a word web for *dict*. If they like they can create a web that suggests speaking in the way that the earphones and tapes in the *aud* web in their book suggest hearing. Have students check the definitions in a class dictionary and write a sentence for each word. They can then read each sentence to a classmate, leaving out the *dict* word, and have the classmate fill in the word.

<b><i>dict</i> Words for Web</b>	
contradict	dictionary
dictate	predict
dictator	valedictorian
diction	verdict

### Spin-a-Prefix

(visual/oral/auditory/kinesthetic)

Have students work in groups of two or three to make word cards for the spelling words minus their prefixes: *-manent*, *-mission*, and so on. Each group will need a spinner showing the prefixes *per-*, *pre-*, and *pro-*. After spreading out the word cards, players will take turns spinning, choosing a word card to go with the prefix, and spelling the word aloud. If correct, the player keeps the card. If, after several rounds, no word cards remain to go with a particular prefix, the player spins again. The player with the most cards wins.

### Writing Sentences with *ceed/cede* Words

(visual/kinesthetic)

Have students draw cartoons similar to the photographs on page 184 to elicit sentences with *proceed*, *precede*, *recede*, and *exceed*. Then ask them to trade cartoons with classmates and write sentences with *proceed*, *precede*, *recede*, and *exceed* to go with each other's drawings.

### Find the *ie/ei* Words

(visual/kinesthetic)

Have students divide a sheet of paper into twelve or sixteen one-inch squares. Ask them to think of a shape, a letter, or a number. In the squares that will form the design, have them write spelling words in which *ie* or *ei* spells the sound [ē]. In the other squares, they will write spelling words in which *ie* or *ei* spells some other sound. Words can be used more than once if necessary. Then have students exchange papers with classmates and find the design in each other's puzzles by coloring the squares with the [ē] words.

## Words From Places

(visual/kinesthetic)

Explain that names of places have also become English words. For the words listed, have students use a class dictionary to complete a chart like the one shown and an atlas to locate the places. Have them write a sentence for each word and illustrate two of the sentences.

Words from Places	
Dalmatian	tangerine
denim	rhinestone
limerick	

## Other Often-Confused Pairs

(visual/oral/auditory/kinesthetic)

Have students use a class dictionary to find the meanings for each pair of words shown. Ask them to use each word in a sentence or to write captions for pictures they draw or cut out to illustrate the pairs. Have students write one or two mnemonics to help them remember how to spell each word in each pair. Ask volunteers to read their mnemonics aloud. Have students add their best pair to a class poster.

Confused Word Pairs	
adverse	galleon
averse	gallon
ascent	persecute
assent	prosecute
continuous	umpire
continual	empire
desert	vocation
dessert	avocation

## Exact Words for *serious*

(visual/oral/auditory/kinesthetic)

Have students use a class dictionary to find the meanings of the synonyms for *serious* listed on the right. Ask them to write context sentences for the words. Have volunteers read their sentences aloud with expression and gestures, substituting *serious* for the synonym. See if other students can guess the word the writer intended.

Exact Words for <i>serious</i>	
<b>somber</b>	dark and gloomy; melancholy
<b>sincere</b>	honest; genuine
<b>thoughtful</b>	given to thinking quietly
<b>important</b>	strongly affecting things
<b>grave</b>	highly important and serious; weighty

## A Connotation Picture Book

(visual/kinesthetic)

Have students divide each of five sheets of paper into two columns labeled *Positive* and *Negative*. Then ask them to draw or cut out of magazines simple pictures that illustrate the contrasting connotations in each of the word pairs on page 214. Have them add other pairs of words if they wish. They may also want to add a cover before stapling or tying their pages together. Display the books so that classmates can view one another's pictures.

## What's My Word?

(visual/oral/auditory/kinesthetic)

Have students play in pairs, using pencil and paper. Player 1 chooses a spelling word and draws a short line for each letter. Player 2 tries first to guess its prefix(es) and/or its suffix(es), asking questions such as "Does it have an *ion*?" If the answer is yes, Player 1 fills in the word part. Otherwise the word part is written to one side. Once the affixes have been established, Player 2 asks about single letters: "Does it have any *n*'s?" and so on. Again, correct letters are written in, and incorrect letters are written to one side. When the word is complete, Player 2 can try to build more words by replacing or adding affixes. Player 1 can use a class dictionary to confirm or refute each word. When Player 2 makes a mistake, the turn is over. Players 1 and 2 then switch roles. At the end of the game, players add up their incorrect guesses. The player with fewer incorrect affixes and letters wins.

## Building Words

(visual/kinesthetic)

Have a volunteer make a card for each word part shown. You may want to use three colors to differentiate the word parts: prefixes, word roots, and suffixes. Invite students to combine different prefixes and suffixes with at least three word roots to build as many new words as they can. Have them write the words. Remind them that a spelling change may occur when a suffix is added. Students may want to use a class dictionary.

Word Parts			
Prefixes		Suffixes	
re-	dis-	-ion	-ation
in-	con-	-ive	-ment
e-	per-		
pro-	de-		
sub-			
Word Roots			
ject	duct		
spir	vol(v)		