

# Activities and Games

## Complete a Row

May be used with any list

### Preparation

- Draw a tick-tack-toe game grid for display.

### Procedure

- ▶ Divide the players into two teams and assign each team the symbol *x* or *o*.
- ▶ Call out a word for a player to spell. If he spells it correctly, he may put his team's symbol in a space on the grid.
- ▶ The first team to have three symbols in a row wins.
- ▶ Variation with homophones: Write in each space a homophone from the homophones being reviewed. Each player must write a homophone that corresponds to the word in the space he chooses. If he writes the word correctly, he may write his team's symbol in the space.
- ▶ Variation with base words and suffixes: Call out a base word and a suffix to add to the word. If a player writes the word correctly, he may place his team's symbol in a space.

## Complete the Circuit

May be used with any list

### Procedure

- ▶ Divide the class into teams of 3–5 players.
- ▶ Direct the students to be seated at desks by rows or to sit or stand in a circle.
- ▶ Call out a spelling word to the first team. Allow the first student to say the first letter, the second student to say the second letter, and so on until the word is spelled correctly.
- ▶ Call out a new word each time a word is spelled correctly to keep the “circuit” going.
- ▶ If a student says a wrong letter, he “breaks the circuit.” That word is given to the next team and play continues.
- ▶ Award a point for each word that is spelled correctly.
- ▶ Continue until the targeted spelling words are reviewed or a set number of points is reached.

## Connect a Word

May be used with any list

This activity can be adapted for use with small groups or for an individual student.

### Materials

- Display board and dry-erase markers
- The spelling list for display

### Procedure

- ▶ Direct a student to write a spelling word for display. Select another student to choose a spelling word to connect with the first word in a crossword-puzzle fashion.

- ▶ Continue until no more words can be added.
- ▶ If desired, play another round beginning with a new word.

## Connect the Dots

May be used with any list

### Preparation

- Draw a grid of five rows of dots with five dots in each row.

### Procedure

- ▶ Divide the class into two teams. Invite each team to choose a shape name for the team (e.g., Circles, Squares, Triangles, Hearts). That shape becomes the symbol for the team.
- ▶ Call out a word to a player. If a player writes the word correctly, he draws a line vertically or horizontally to connect two dots.
- ▶ Continue play by alternating teams. When a player's line forms the fourth side of a square, he should write his team's symbol inside the square. The team with more squares wins.

## Dictionary Dive

May be used with spelling words found in the Spelling Dictionary in the Student Handbook

### Materials and Preparation

- A *Spelling 6* Worktext for each student
- Prepare a list of current and/or previous list words that are located in the Spelling Dictionary.
- Prepare questions about dictionary entries. Questions may include asking for parts of speech, word forms, the number of definitions, a specific definition, a sample phrase or sentence, word origin, or guide words.

### Procedure

- ▶ Divide the students into two or more teams.
- ▶ Explain to the students that they will use the Spelling Dictionary in the back of their Worktexts.
- ▶ Instruct the students to keep their books closed on their desks until you call out an entry word and say, “Begin.” The students will then locate the entry word in the Spelling Dictionary.
- ▶ The first student to stand with a finger pointing to the entry word is asked a question about the entry.
- ▶ Award a point to the student's team for a correct answer.
- ▶ Continue with the next entry word until all questions have been asked or a set number of points has been awarded.
- ▶ Variation: Complete the activity using a regular dictionary.

## Disappearing Cat

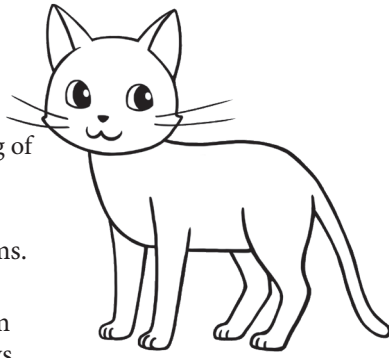
May be used with any list

### Preparation

- Display an erasable drawing of a cat for each team.

### Procedure

- ▶ Divide the class into teams.
- ▶ Players choose a leader, who chooses a word from the spelling list and draws a blank on the board for each letter in the word he chooses.
- ▶ The leader calls on a student to guess a letter. If it is correct, he writes the letter on the appropriate blank. If it is incorrect, the leader erases one part of the cat. The team tries to guess the word before the cat is erased.

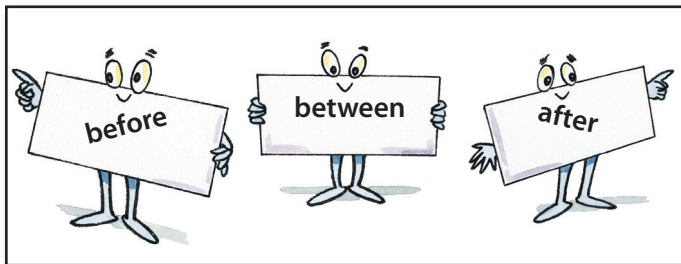


## Guide Word Game

May be used with any list

### Materials and Preparation

- Prepare a pair of guide words for display and cards labeled *before*, *between*, and *after* for headings.
- Display the cards in a row in the following order: *before*, guide word 1, *between*, guide word 2, *after*.



### Procedure

- ▶ Divide the class into two teams.
- ▶ Read a spelling word to a player on the first team. Instruct the player to write the word under the correct heading to show whether the word comes *before*, *between*, or *after* the guide words.
- ▶ Variation 1: Prepare several pairs of guide words and write the spelling list words on cards. Instruct a student to place a spelling word card under the correct set of guide words.
- ▶ Variation 2: This activity can be adapted for use with an individual student or small group. Write the spelling list words on cards and instruct the student to arrange the cards under the heading cards.

## Make Me Smile

May be used with any list

This activity can be adapted for use with small groups.

### Preparation

- Draw a large circle to be used for a smiley face for each team.

### Procedure

- ▶ Divide the class into two teams.
- ▶ Read a spelling word for the first player on the first team. If the player spells the word correctly, he may draw a part on his team's smiley face. (Determine the possible parts of the face in advance.)
- ▶ Alternate teams until a team has completed a smiley face.
- ▶ Continue the game with two new circles. The team with more completed smiley faces wins.
- ▶ Variation 1: Draw two large circles to represent cookies. If the player spells the word correctly, he may draw a "chocolate chip" on his team's cookie. The team with more chocolate chips wins.
- ▶ Variation 2: Draw two large rectangles to represent aquariums. If the player spells the word correctly, he may draw a fish on his team's aquarium. The team with more fish wins.

## On Track

May be used with any list

### Materials and Preparation

- Design a visual with two sets of railroad tracks with an equal number of individual spaces for moving a marker along each track. Draw a railroad station at the end of each track.

### Procedure

- ▶ Divide the class into two teams.
- ▶ Dictate a spelling word for the first player to write for display. If the word is spelled correctly, the player may move his team's marker forward one space. If the word is spelled incorrectly, it is given to the first player on the other team to spell.
- ▶ Alternate teams as you continue the game. The first team to reach the station wins.
- ▶ Variation 1: The player writes a word and divides it into syllables.
- ▶ Variation 2: The player is given a base word and a prefix or suffix. He writes the new word.
- ▶ Variation 3: The player writes a contraction for the two words he is given.
- ▶ Variation 4: Use a spinner with numbers, and if the player spells the word correctly, let him move the marker the correct number of places.

## Pattern Sort

May be used with any list

This activity can be adapted for use with small groups.

### Materials and Preparation

- Label a set of cards with the headings from the Day 1 Word Sort activity.
- Label a set of cards with the Pattern Words from the list.

## Procedure

- ▶ Divide the class into groups.
- ▶ Distribute a set of Pattern Word cards to each group.
- ▶ Place the heading cards face-up. Place the word cards in a stack face-down.
- ▶ Each student draws a word card and places it under the correct heading.
- ▶ In the case of homophones, direct the student to state which homophone he chose and to either use the word in a sentence or state the meaning of the word.
- ▶ If a word is placed under the wrong heading, the card is given to the next player.
- ▶ Continue until all the words have been sorted.
- ▶ Variation 1: Review suffix rules. Make heading cards for the suffix rules to be reviewed. Make a second set of cards using words with suffixes.
- ▶ Variation 2: Review syllable patterns. Make heading cards for each syllable pattern to be reviewed. Make a second set of cards with five words from each syllable pattern to be reviewed.

## Pick Your Points

May be used with any list

### Materials and Preparation

- Write the spelling words on cards. Divide the word cards into groups by the number of syllables, by spelling feature, or by difficulty. Assign a point value to each group (e.g., 10, 20, and 30). Write the point value on the back of each card. Stack each set of cards according to point value with the point side face-up.

### Procedure

- ▶ Divide the class into two teams.
- ▶ Ask the first player on one team to choose the number of points he wants to earn.
- ▶ Draw a card from that stack. Read the word aloud. Instruct the student to write the word for display.
- ▶ If the student spells the word correctly, award the points to the player's team. Set that card aside.
- ▶ If the word is misspelled, place the card at the bottom of the stack. No points are given.

## Respelling Relay

May be used with any list

### Materials and Preparation

- Write the pronunciation respellings of the list spelling words on cards.

### Procedure

- ▶ Divide the class into teams of 3–5 players. Arrange the teams in lines facing the display board.
- ▶ Display a card with a respelling and say, “Begin.” The student who first writes the matching spelling word on the board and spells it correctly receives a point. If there is a tie, give both students a point.

- ▶ Repeat the procedure with all the pronunciation respellings. The team with the most points at the end wins.

## Spell Checker

May be used with any list

### Materials and Preparation

- Prepare a set of cards by writing two or three correctly spelled words and one misspelled word on each card.

### Procedure

- ▶ Divide the class into groups.
- ▶ Distribute a set of cards to each group and instruct the players to place the stack face-down.
- ▶ The first player draws a card. He identifies the misspelled word and writes the correct spelling.
- ▶ If the misspelled word is not identified or the player does not write the word correctly, the card is placed at the bottom of the stack.
- ▶ Players take turns drawing cards. Other players in the group check each player's word choice and spelling.
- ▶ The group with the most correct spellings wins.
- ▶ Variation 1: Include words that are not on the spelling list but use the same patterns or rules.
- ▶ Variation 2: Include words from previous spelling lists.
- ▶ Variation 3: Use the activity to review a particular skill or type of word, such as suffix rules or homophones.

## Spelling Baseball

May be used with any list

### Materials

- 4 pieces of colored paper, 4 paper plates, or 4 chairs to serve as three bases and home plate

### Procedure

- ▶ Divide the players into two teams and allow each team to choose a team name. The “batter” for the first team stands at the display board. The teacher acts as “pitcher” and says a spelling word. If the batter writes the word correctly, he moves to first base. Each time a word is spelled correctly, the batter moves to first base, and any batters already on base move to the next base.
- ▶ Points are given each time a player moves to home plate.
- ▶ If a batter misspells the word, it is an “out.” Players on the bases do not advance. Play continues until the set number of “outs” occurs. (Determine ahead of time how many outs will be allowed.)
- ▶ At the set number of outs, play goes to the other team. The team with more runs scored at the end wins.
- ▶ Variation: Instead of spelling a given word, the player may be asked to divide a word into syllables, add a prefix or suffix to a given base word, or write the base word for a given word.

## Spelling Basketball

May be used with any list

### Materials

- Beanbag or small ball, basket or empty trash can

### Procedure

- ▶ Divide the players into two teams and allow each team to choose a team name. A player from each team comes to the board. The teacher says a spelling word. The player who correctly writes the word first receives one point for his team. (If the players from each team tie, another word is given.)
- ▶ The winner chooses a point level of 1, 2, or 3 for the second part of his turn. The point levels determine how far he stands from the “basket”—a trash can or other pail. (One-point shot is closest to the basket, etc.) He then tries to throw a beanbag or small ball into the can. If he makes it, he can add 1–3 more points to his score depending on the point level he chose.
- ▶ The game continues with the next two players. The team with more points at the end wins.

## Spelling Match Up

May be used to review homographs

This activity is best suited for use with small groups or for an individual student.

### Materials and Preparation

- Prepare a set of paired cards. Write a homograph on the first card with the syllable with the primary accent in bold or in a different color. On the second card, write a context sentence, leaving a blank for the homograph.

### Procedure

- ▶ Shuffle the set of cards. Place the cards face-down in rows to form a grid pattern.
- ▶ The first player turns over two cards. If the cards form a correct match of a homograph and a context sentence, the player takes the pair of cards.
- ▶ Play can continue either by allowing that player to continue to take turns until he cannot make a match or by alternating players after each turn of the two cards.
- ▶ Variation with Greek or Latin word parts: Make a set of paired cards with the Greek or Latin word part on one card and the meaning of the word part on the other.
- ▶ Variation with Latin prefixes and/or suffixes: Make a set of paired cards with the Latin prefix or suffix on one card and the base word or word root on the second card. This activity can be extended to use three cards that have the prefix, the base word or word root, and the suffix. The player would turn over three cards to form a match.

## Spelling Speedway

May be used with any list

### Materials

- A drawing of a race track with a starting line, a finish line, and spaces marked off
- One miniature car for each team
- A spinner

### Procedure

- ▶ Divide the class into teams.
- ▶ Call out a word to the first player on one team.
- ▶ Instruct the student to write the word for display. If he spells the word correctly, he uses the spinner to find the number of spaces he may move on the speedway.
- ▶ Continue by alternating teams. The first team to cross the finish line wins.
- ▶ Variation: This activity may be used with small groups. Each group will need a miniature car for each player, a race track, and a spinner.

## Spelling Tennis

May be used with any list

### Procedure

- ▶ Divide the class into teams. Instruct each team to form a line facing the display board.
- ▶ Direct the first player from each team to go to the display board.
- ▶ The “ball” is “served” by calling out a spelling word. A player from each team will write the word for display. The first player who writes the word correctly wins the “set.”
- ▶ Determine ahead of time the number of sets needed to win a match.
- ▶ Variation: Points may be awarded to the first player who spells the word correctly. The team with the most points wins.

## Word Puzzles

May be used with words with two or more syllables

This activity is best suited for use with small groups or for an individual student.

### Materials and Preparation

- Prepare the puzzle pieces by writing spelling words on strips of cardstock and cutting the card at the syllable division, forming puzzle-type matching pieces.

### Procedure

- ▶ Shuffle the cards and place them face-up on the table. Instruct the students to match syllables to form each spelling word.

## Word Search

May be used with any list

### Materials

- Graph paper with squares large enough for writing letters of spelling words

### Procedure

- ▶ Distribute a piece of graph paper to each student. Instruct the students to make a word search by writing the letters of the spelling words in the boxes. They may be spelled horizontally, vertically, or diagonally. Extra spaces are filled in with miscellaneous letters. The student should make a list of words that are hidden in his word search.
- ▶ Direct the students to exchange puzzles and circle the hidden spelling words.
- ▶ Variation: A student may use an online program to generate a word search to be printed, exchanged, and solved.