

Hands-On Spelling Level 1

More Rhyming Words

Have children work in small groups to make rhyming words, using these phonograms that have the short a sound: *at*, *an*, *ag*, or *ad*. You may wish to have children make a “picture word web” or have them generate a list of words. Children may write the words or build them out of word tiles. They may also compete in teams to see which team can build the most words.

Opposites

(visual/oral/auditory)

Say aloud several pairs of words that have opposite meanings: *day/night*, *soft/hard*, *light/dark*, *can/cannot*. Tell children that these words are opposites. Ask if anyone knows what opposites are. (Two things or people as different as can be.) Have each child work with a partner to think of the opposite of five of the six Basic Words. Tell children they will not be working with the word it. Partners should arrive at the following pairs: *in/out*, *him/her*, *big/little*, *sit/stand*, *did/did not*. Then have the partners work with the word it. Have one child think of a sentence, such as *The apple is red*. The partner should think of another sentence beginning with it and referring to the subject of the first sentence: *It looks good to eat*.

More Rhyming Words

(visual/oral/auditory/kinesthetic)

Have children brainstorm other words that end with the *-ip* phonogram. Record the words on the board or on chart paper. Then have children illustrate the words on the list. Have children label their pictures. You may want to display the pictures on a bulletin board.

Let's Make a List

(visual/kinesthetic)

Have children work in pairs or in small groups. Tell them that they are going to be making a list for each of the Basic Words and that they are to see how many things they can add to their lists. The lists are to be composed of things that:

- can be found *on* something else
- are *not* big
- have *got* to be done
- could be put in a *box*
- like to be *hot*
- are at the *top* of something

More Rhyming Words

(visual/oral/auditory/kinesthetic)

Paraphrase the song “My Bonnie Lies Over the Ocean” to help children think of words with the phonogram *-op*:

An -op word lies over the ocean,

An -op word lies over the sea,

An -op word lies over the ocean,

Now think of an -op word for me.

Repeat the song as needed, letting children suggest words with the phonogram *-op*. As children think of words, have them write the words on word cards. Then have children hold up and read aloud their word cards each time you sing the song.

More Rhyming Words

(visual/auditory/kinesthetic)

Without giving away the words, have children work in small groups to make letter cards for the following words: *bell, fell, tell, well, yell, shell, smell, spell*. Then tell children to use the cards to make rhyming words that end with the phonogram *-ell*. Explain that they can build words like a crossword puzzle (up-and-down or sideways). Challenge them to make the biggest word puzzle they can. Some groups may need to make more letter cards.

Picture Rhymes

(visual/oral/auditory/kinesthetic)

Have children draw a picture of something that rhymes with one of the Basic Words (a child might draw a picture of the sun to rhyme with *fun*). Then have children share their pictures with a partner or a small group and have other children guess which Basic Word rhymes with the picture name. When a correct guess has been made, have the child who drew the picture label it, and have the child who guessed the Basic Word write it on the picture as well.

More Rhyming Words

(visual/auditory/kinesthetic)

To reinforce the short *u* sound, have children work independently or in small groups to make paper airplanes decorated with words with the *-ust* phonogram (*bust, dust, just, must, rust, crust*, etc.). Children should list their *-ust* words on a separate piece of paper, then copy them onto their airplanes. You may want to have a contest to see which *-ust* plane can fly the farthest.

Vocabulary

(visual/oral/auditory/kinesthetic)

Say the word *potato* and then write it on the board. Draw a line under the second *o* and tell pupils that this *o* is pronounced like the *o* in *go* and *so*. Ask children what a *potato* is (a vegetable). Have children name as many vegetables as they can. List them on the board. Then have each child choose a different vegetable from the list, draw a picture of it, and label it. You may wish to have children separate the vegetables into two groups: those that grow above the ground and those that grow underground. Help children construct a bulletin board of the labeled pictures, to which other vegetables can be added during the week

More Rhyming Words

(visual/oral/auditory/kinesthetic)

To reinforce the long *a* sound spelled with the vowel-consonant-e pattern, have children fill the pockets of an apron with words that end with the phonogram *-ape*. Bring in an apron with several pockets (or make one out of construction paper) and display it in the Learning Center. Children can work alone or in small groups writing *-ape* words on index cards or pieces of light-colored construction paper. Children should read their words to a friend before they add their word cards to the apron.

Words in Context

(visual/oral/auditory/kinesthetic)

After each child has constructed a set of flash cards with the Basic Words printed on one side, have children work in pairs. The first child should use one of the words in a sentence, placing the card with that word on it facedown on the table. The second child should hold up his or her card with the word printed on it and then spell the word. Children can check themselves by having the first child turn over the card on the table.

More Rhyming Words

(visual/oral/auditory/kinesthetic)

To reinforce the long *i* sound spelled with the vowel-consonant-e pattern, have children work in pairs or small groups to make a word web of *-ide* words with the phonogram *-ide* at the center. Then have children make a deck of word cards, using the words on the web. Children can then take turns drawing a card from the deck and acting out the word on the card for a partner to guess.

More Word Builders

(visual/oral/auditory/kinesthetic)

Have children work in small groups to build words from the consonant clusters they have learned in this unit and the phonograms they have used in previous units. First, label three separate boxes or containers *cl*, *fl*, and *sl*. Then write the following phonograms on separate cards and put them in a box that children can draw from: *-ag*, *-am*, *-at*, *-ed*, *-ip*, *-ot*, *-op*, *-ub*, *-ake*, *-ide*.

Have children take turns drawing a phonogram to see if they can make a word by adding one of the consonant clusters. When children decide a word can be formed, such as *flat*, have them write that word on an index card and put it in the appropriate consonant–cluster container. After children have formed all the words they can from the phonograms, have them think of other words that begin with the consonant clusters and add those words to their collections.

More Rhyming Words

(visual/oral/auditory/kinesthetic)

Brainstorm with children some words that rhyme with *seed*. (*feed*, *need*, *weed*, *speed*, *bleed*) You may want to list the words on a chart or in a word web. Then have children use sunflower or pumpkin seeds to spell out some of the words. You may want to have children glue the seeds in place after spelling each word.

Always Do Your Best

(visual/auditory/kinesthetic)

Tell children that a motto is a brief sentence that tells you how to act. For instance, “Always do your best!” is a good motto. Have children use the Basic Words to make their own mottos. Have them work with a partner to write their mottos on oak tag sentence strips. Tell children to use a different color when they write the *st* in their spelling words.

Star and Chest Mobiles

(visual/oral/auditory/kinesthetic)

Make some stencils in the shape of a star and a treasure chest and place them in the learning center, along with oak tag, straws, string, tape and markers. The shapes should be large enough for children to write a word on them. Next, brainstorm some words that start or end with *st*. List them on chart paper in two columns under the heads *star* and *chest*. Then explain to children that they can write these words on the correct shapes and make *star* or *chest* mobiles. You may want to have a completed mobile in the learning center to serve as a model.

Color Words

(visual/oral/auditory/kinesthetic)

Write the *-ay* word *gray* on the board. Point out that *gray* is a color word. Briefly brainstorm some other color words with children, making a word web on the board. Use matching colored chalk to write and circle each color word. For example, write the word *red* with red chalk. Then have children work alone or in pairs to make word webs of color words. Tell them to write and circle each word in the color it represents. Encourage children to look at their crayons and markers for unusual color names.

Word Bingo

(visual/oral/auditory/kinesthetic)

Brainstorm with children a list of *sh* and *ch* words. Next, have children create their own bingo cards, by choosing nine of the words from the list and writing them in boxes on oak tag cards. Then have children play bingo in groups of three or four, with one child being the caller. The caller should read words from the list in random order. After a game, another child should take a turn as the caller.

Building Words

(visual/kinesthetic)

Make a deck of oak tag word cards with word parts of *ch* and *sh* words on them. On two smaller cards, write *ch* and *sh*. Children can then draw word parts from the deck and complete the words with either the *ch* or *sh* cards. Have children make a list of all the words they make.

Cover Up

(visual/oral/auditory/kinesthetic)

Make a deck of cards with the following words: *a*, *one*, *two*, *three*, and *many*. Then have children write the spelling words *kites*, *frogs*, and *cups* on strips of paper or oak tag, leaving enough room at the end of the strip to make a flap that will fold over and cover the letter *s*. Next, have children work in pairs. One child puts one of the spelling words on the table. The other places one of the words from the first deck in front of it. Then the first child must read aloud the words, deciding whether to uncover the *s* in the spelling word or leave it in its singular form. For example, if the words *three* and *cup* are put together, the *s* should be uncovered to make the phrase *three cups*. Have children read aloud each completed phrase.

Picture This

(visual/oral/auditory/kinesthetic)

With children, brainstorm words with the |hw|, |th|, and |th| sounds. List the words on chart paper. Then have children choose four words to illustrate by painting or drawing on a large piece of construction paper. (You may want children to illustrate two *wh* and two *th* words.) After children have finished painting, have them label their pictures.

Act it Out

(visual/oral/auditory/kinesthetic)

Write the Basic Words on index cards and leave the stack facedown on a table. Then have children work in pairs. One child draws a card from the stack and uses the word in a sentence, substituting pantomime movements for the word. Another child then says the missing word and spells it. Children can check the spelling by looking at the card.

The Y Box

(visual/kinesthetic)

Separate whatever Scrabble® tiles or letter cards you have into two boxes. Put the letter *y* tiles in one box and all the other letters in another. (You may want to make extra cards with the letter *y* printed on it.) Tell children to take five tiles from the *y* box and ten tiles from the other box. Then have them make as many words with the long *i* sound spelled *y* as they can. They can take three turns, getting ten new letters (from the mixed letter box) each time. Tell them to record all the words they make on each try.