

Hands-On Spelling Level 5

Rhyme Time

(visual/auditory/kinesthetic)

Have students work in groups of three or more. Make a copy of the list of spelling words shown below for each group. One group member will act as moderator, choosing a word from the list and reading it aloud. The moderator will then give the other group members one minute to write the spelling word plus as many words as they can think of that rhyme with it. Each player gets a point for each correctly spelled word. The first player to score twenty-five points wins.

skill	swift	bunk	track
slept	dock	crush	bunch

Cartoons

(visual/kinesthetic)

Have students work with partners to draw cartoons, using the present and past tenses of *sleep*, *sweep*, *keep*, *creep*, or *weep* in the dialogue.

Using a Thesaurus

(visual/kinesthetic)

Ask students to draw three pictures illustrating the meanings of the three synonyms for *same* (*equal*, *identical*, and *uniform*) listed in their Thesaurus. Then have students exchange illustrations with partners, who will write a sentence that fits each picture, using the appropriate synonym. You may want to display some of the illustrations.

Play Word-Ball!

(visual/auditory/kinesthetic)

The activity requires two teams of three or more, plus a "pitcher." Each pair of teams should have or make a large drawing of a baseball diamond, twenty 3" X 5" cards with a Basic Word on each, and game markers. Teams take turns "at bat." The pitcher reads a word. If the batter spells it correctly, he or she moves the marker one base, and a new batter is up. Each misspelled word is an out. After three outs the members of the other team become batters. The first team to score three runs wins.

Exact Words Web

(visual/kinesthetic)

Ask students to choose a main entry word from their Thesaurus and to draw a word web, showing the subentries given for that word. Then suggest that they write several sentences that describe an idea for a story, using two or three of the subentries in place of the main entry word.

Match Game

(visual/oral/kinesthetic)

Have students work in small groups. Ask each group to make three cards for the word *lose* and three for *loose*, as well as a card for each of the endings/letters *-en*, *-er*, *-est*, *-ly*, *-ing*, *t*, plus one that reads *no ending*. Have them shuffle the cards and place the word cards and the endings cards in separate piles, facedown. Group members then take turns choosing a word card and an ending card. If the ending does not go with the word, they choose another ending until they find one that does or until they draw the *no ending* card. They then spell the word plus any ending and use it in a sentence.

More Words from *centum* and *mille*

(visual/kinesthetic)

The prefixes *centi-* and *milli-* are also derived from *centum* and *mille*. Invite students to find the meanings of these prefixes in a class dictionary. Suggest that they make a chart showing each prefix and its meaning along with words having those prefixes. Have students list the meanings for the words as well. Finally, have students write questions about words with *centi-* and *milli-* for classmates to answer.

Picturing More Idioms

(visual/kinesthetic)

Have students use a class dictionary to look up the meanings of the idioms below and then use them in sentences. Have students choose three of their sentences and illustrate both the idiomatic and the word-for-word meanings.

Idioms

on the button in hot water lend someone a hand blow the whistle on catch someone's eye
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More Blends

(visual/kinesthetic)

Have students write a blended word by solving each equation in the box. Then ask them to write a sentence using each blended word. Suggest they illustrate one of the sentences and then have a classmate write a new sentence for the same picture.

chunk + lump = <u>chump</u> gleam + shimmer = <u>glimmer</u> motor + pedal = <u>moped</u> situation + comedy = <u>sitcom</u> modulator + demodulator = <u>modem</u>

More Compounds

(visual/kinesthetic)

Have students use a class dictionary to help them form as many compounds as they can using each of the following words. Ask them to list the compounds, showing how they are written. Then have students write each part on a card and give the cards to a classmate to see how many compounds she or he can put together and write correctly, using a dictionary.

ball every house
body day

Homophone Cartoons

(visual/kinesthetic)

Have students use illustrations to show what happens when the wrong homophone is used. For example, what kind of opinions might an *opinion pole* discover? Have students draw one or more homophone cartoons, using spelling words. Suggest they start with a title, such as *An Opinion Pole*, and draw a cartoon to go with it. Provide space for display.

The Word Root *grat*

(visual/oral/kinesthetic)

Write each word in the word box on the board. Point out to students the word root *grat* in each word. Have students look up each word in a class dictionary and tell what each word has in common. Then have students use each word in a sentence. Students may wish to illustrate their sentences. Display their drawings.

Grat Words
grateful
ungrateful
congratulate
gratitude
gratuity

Building Rebus Puzzles

(visual/kinesthetic)

Have students work in small groups to create five rebus puzzles. Explain that they will break a word into parts they can represent with a combination of pictures, symbols, and letters. Word endings will always be represented by [ər]. Have students exchange puzzles with other groups, who will try to figure out what words the puzzles represent.

More Multiple Meanings

(visual/oral/auditory/kinesthetic)

Have students work in pairs and use a class dictionary to find and list the multiple meanings of each word in the box. Ask them to write a sentence for each meaning. Then have one student in each pair read a sentence and the other one guess the correct meaning of the word.

Multiple Meaning Words	
litter	bay
lodge	mark
master	negative
piece	rich

Transitions Word Chart

(visual/kinesthetic)

Have students make a poster chart of transition words. They should divide the chart into purposes, list each transition word with its purpose, and add an example sentence using each word. Give students the purposes shown here, and have them look up the words shown in the chart below. Suggest that students add transition words that they find in their reading materials. Post the chart for students to refer to when they write.

Word Web for *loc*

(visual/kinesthetic)

Post the word root *loc*, with its meaning, "place," along with the words below that include *loc*. Ask students to look up each word in a class dictionary and then draw *loc* word webs, writing each word with its meaning in one of the circles of the web. Invite students to make posters showing their webs along with sentences using the words and, if they wish, illustrations of some or all of the sentences.

Words with <i>loc</i>	
local	dislocate
location	locomotive
locomotion	allocate

Syllable Match Game

(visual/kinesthetic)

Have students play in groups of four, forming two teams of two players. Each group will use ten spelling words to make twenty cards, each card having a syllable from one of the words. Have students place the cards facedown in five rows, four cards to a row. A player on Team 1 turns over two cards. If they form a word, Team 1 keeps the cards. If not, they return the cards. Then Team 2 tries two cards. Teammates can work together to make a match. The team with the most matches wins.

Word Chart for *mit*

(visual/auditory/kinesthetic)

Suggest that students build words with the word root *mit*, meaning "to send," and the prefixes *ad-*, *com-*, *per-*, *sub-*, *trans-*, *e-*, and *re-*. They can make a chart like the one on page 100, using a class dictionary to look up one meaning for each word. Invite students to write questions that will elicit answers using the words and give the questions to classmates to answer.

admit	to make known that something is true
commit	to do
permit	to allow
submit	to give in
transmit	to send
emit	to give off or send forth
remit	to send money in payment

Picturing Words from Names

(visual/kinesthetic)

Have students use a class dictionary with etymologies to find the words listed at right. Ask them to chart the origins and meanings on a poster, organized by whether the words come from names of people or places. Have students add a drawing illustrating some of the words and then write sentences for each other's drawings.

guppy	small, bright-colored freshwater fish found by R. J. L. Guppy
teddy bear	small stuffed bear named for President Teddy Roosevelt, who spared the life of a bear cub on a hunting trip
atlas	book of maps, named for Atlas, a Greek mythological figure who carried the world on his shoulders
Ferris wheel	giant rotating wheel with seats, designed in 1893 by George Ferris
frankfurter	smoked sausage in a roll, from Frankfurt, Germany
hamburger	patty of ground meat in a roll, from Hamburg, Germany

Word Family Web for *individual*

(visual/kinesthetic)

Invite students to add the suffixes *-ly*, *-ize*, *-ist*, *-ism*, and *-ity* to the base word *individual* to build new words. Have them draw a word family web, showing the new words and writing a sentence for each word.

Syllable Match Game

(visual/oral/auditory/kinesthetic)

Have students work in small groups, each of which will need a timer with a second hand. Groups will choose twenty spelling words and make a card for each of the syllables, keeping first syllables and second syllables separate. To play, one member, acting as the announcer, picks a card from the first-syllable pile and reads it. Player 1 then has twenty seconds to find the card for the second syllable and say and spell the word. A correct answer earns one point. Players take turns matching syllables until all the words are used up.

Flower Word History Posters

(visual/kinesthetic)

Have students research the appearance and word histories of *begonia*, *zinnia*, *gardenia*, and *magnolia*. They will find that the flowers are named for botanists—people who study plants. Have students make posters with a drawing of each flower and a brief history of its name. They may add the other flowers named for botanists.

Illustrating Sentences for Exact Words

(visual/kinesthetic)

Have students choose three exact words for *increase* from their Thesaurus, write a sentence for each word, and illustrate each sentence. Then suggest that they exchange pictures with partners and have the partners write their own sentences.

An *-ing* and *-ed* Menu

(visual/oral/auditory/kinesthetic)

Have students work in even-numbered groups to prepare a set of word cards for the spelling words. Then ask each group to split into two teams, divide the word cards between the teams, and see which team can use the most words to create imaginative menu items and descriptions. Finally, have each pair of teams combine their best items to design a menu for their own restaurant. Suggest they give their restaurant a name, include prices, and illustrate their menus. Provide room on a table for display.

Illustrating Meanings of *order*

(visual/kinesthetic)

Have students use a class dictionary to find and list multiple meanings for the noun *order*. Then ask them to choose three meanings to use in sentences and illustrate in a drawing. Suggest that students trade drawings and write additional sentences for their classmates' pictures.

order [ôr´ der] n. pl. orders **1.** A condition in which everything is as it should be: *Her room was in perfect order.* **2.** An arrangement of things one after another. **3.** A condition in which rules, laws, or customs are observed: *They brought law and order to the town.* **4.** A command or rule. **5.** A request for items. **6.** A portion of food in a restaurant.

Regional Variations Dictionaries

(visual/kinesthetic)

Have students use class reference books to list regional variations of *bag*, *pail*, *soft drink*, *pancake*, *skillet*, and *tadpole*. Then have them make dictionaries. On quartered sheets of paper, they will list a set of terms and illustrate them with a picture. Have students staple or tie the pieces of paper together and add a cover.

bag, sack
pail, bucket
soft drink, soda, pop, tonic
pancake, flapjack, hotcake, griddlecake, hoecake
skillet, frying pan, spider
tadpole, polliwog

Illustrating Words with *cred*

(visual/oral/auditory/kinesthetic)

Ask students to make a word web for the root *cred*, using class dictionaries. Have them include the meanings of the root and the words and add a sentence for each word. You may want to have some students read their sentences aloud.

A Travel Game Board

(visual/kinesthetic)

Have students work in small groups with poster paper, game pieces, colored pens, and a spinner numbered 1-6. Ask each group to make a game board with a border of twenty squares. After writing *Start* and *Finish* on the first and last squares, have students use a spelling word to write a statement and a direction in each square. Players will then take turns spinning the spinner, moving their pieces, and following the directions. The first player to move around the board wins.

Multiple-Meaning Collages

(visual/oral/auditory/kinesthetic)

Have students use a class dictionary to find the multiple meanings of the noun *panel*. Invite them to draw or cut out pictures from magazines that illustrate different meanings of panel and to organize the pictures into collages. Students can write sentences that show the different meanings illustrated in their collages, or they can trade collages with partners and write sentences about each other's illustrations.

panel *noun*

1. A flat piece forming part of a surface or overlaying it
2. A piece of cloth, sewn lengthwise into or onto a skirt or dress
3. A board with instruments or controls
4. A wooden board used as a surface for oil painting
5. A picture painted on such a board
6. A jury
7. A group of persons gathered to discuss or decide something

What's My Word?

(visual/oral/auditory/kinesthetic)

Have students work in even-numbered groups to make cards for the spelling words, leaving space on each card to write a sentence or two. Then ask each group to split into two teams. Each team will take half the word cards and write a riddle or a clue for each word. To play, a member of Team 1 picks a card and tells the riddle to Team 2, who try to guess the word and spell it correctly. If Team 2 players succeed, they give a riddle to Team 1.

Antonym Snake

(visual/kinesthetic)

Provide these lists of antonyms and a drawing of a snake with enough spaces to write the words in Column 2. Ask students first to find the antonym in Column 2 for each numbered word in Column 1. They should then make a copy of the snake and write the antonyms on it, writing the first letter of each antonym in the box with the matching number. Explain that if they matched the words correctly, the last letter of each word will be the first letter of the next word.

Column 1	Column 2
1. narrow <i>wide</i>	run
2. west <i>east</i>	youthful
3. thick <i>thin</i>	light
4. disregard <i>notice</i>	east
5. full <i>empty</i>	negative
6. aged <i>youthful</i>	wide
7. dark <i>light</i>	terror
8. fearlessness <i>terror</i>	thin
9. stop <i>run</i>	empty
10. positive <i>negative</i>	notice

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, base words, and suffixes. Invite students to combine different prefixes and suffixes with at least three base words 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.

Prefixes		Suffixes	
re-	in-	-ion	-able
dis-	un-	-ive	-ance

Base Words	
act	appear
create	direct
cover	correct
forget	deliver

Picture Thesaurus

(visual/kinesthetic)

Suggest that students create a page for a picture thesaurus. Have them use a class thesaurus to find exact words for *rough*, or give them the words listed below, and then have them use a class dictionary to define each word. Ask students to write and illustrate sentences that convey the exact meaning of each word. Students may want to create and post pages showing exact words for other words, such as *fall* (*topple, stumble, plunge, sprawl*) or *frown* (*pout, grimace, scowl*).

rough	
bristly	bumpy
jagged	shaggy
rocky	gnarled
uneven	

The Greek Word Part *graph*

(visual/kinesthetic)

In the Learning Center, provide a class dictionary and the list of words shown. Suggest that students make a chart showing each word and its meaning. Ask each student to choose two words and, on a 3" X 5" card, write a sentence for each one, leaving a blank where the word would appear. They should write the correct answers on the back of the card. Have them trade cards with classmates and try to complete each other's sentences.

Words with <i>graph</i>	
graphics	autograph
telegraph	seismograph
photograph	demographics
paragraph	graphology

Web of *relate* Words

(visual/kinesthetic)

Have students make a word web for *relate* by adding the suffixes shown. Remind them that more than one suffix can be added at a time. Then have them use a class dictionary to look up the meanings and write sentences for three of the words. Ask them to leave the relate words blank and give the sentences to a partner to complete.

Suffixes		
-ion	-ship	-ive
-ly	-ity	-ed

Prefix Game

(visual/kinesthetic)

Copy and display the chart at the left and then divide students into groups of four. Have each group make four cards for each word root and three cards for each prefix. To play, students shuffle each set of cards, place the prefix cards in a pile, and deal six word root cards to each player. Players take turns picking up a prefix card. If they can make a word with a root in their hand, they lay down those cards. If not, the prefix card goes to the bottom of the pile. The first player to lay down all his or her cards wins. Students can use a class dictionary to check their words and the meanings.

Illustrated Sentences with *vac*

(visual/kinesthetic)

Have students write their own context sentences for all the *vac* words. Then ask them to draw or cut pictures out of magazines to illustrate two of their sentences. Suggest that they trade pictures with a classmate and have the classmate write his or her own sentence for the picture.

Mini-Thesaurus

(visual/kinesthetic)

Have students make a mini-thesaurus for the words on page 214. For each word, have students label, list, and illustrate the synonym and antonym. Have them also write a new sentence with both the synonym and antonym and then illustrate the sentence. They can make covers and bind or staple the pages together for display.

Syllable Puzzle

(visual/kinesthetic)

Have students make a puzzle, using a full-page magazine picture. Ask them to paste the picture on heavy paper. They will draw six squares across the picture and ten squares down and then write two spelling words across each row, one syllable to a square. Finally, they will cut out the squares, mix them up, and give them to a classmate to put together.

An *-ous* Story

(visual/oral/auditory/kinesthetic)

Have students form adjectives with *-ous* from the words listed. Then ask students to write a short, short story, silly or serious, using four or more of the *-ous* words. Have students use a class dictionary for help. You may want to ask volunteers to read their stories aloud.

scandal	(scandalous)
ridicule	(ridiculous)
mystery	(mysterious)
nerve	(nervous)
joy	(joyous)
marvel	(marvelous)
continue	(continuous)
envy	(envious)
fury	(furious)
humor	(humorous)
luxury	(luxurious)