

Hands-On Spelling Level 7

Subentry Sketches

(visual/auditory/kinesthetic)

Remind students that thesaurus subentries are synonyms for the main entry word. Ask pairs or small groups of students to choose a main entry from the Thesaurus and then draw sketches to convey the meanings of the word's subentries. Tell students to add a caption below each sketch, including the appropriate subentry word in the caption. Students may make a collage of their drawings, using the main entry as the title of the collage.

A Quartet of Drawings

(visual/auditory/kinesthetic)

Have students work in pairs. Give each student one of the lists of words at the right and explain that each list has one word with each of these prefixes: *cent-*, *hexa-*, *milli-*, and *quadr-*. Tell students to hide their lists from their partners. Then ask them to look up their listed words in a class dictionary and draw a picture of the object named by each word. Have partners exchange drawings and label each one with the name of the object illustrated and its definition. Let students refer again to a class dictionary if necessary.

centenarian	centurion
hexagon	hexahedron
millipede	millionaire
quadrangle	quadruped

Synonym Webs

(visual/kinesthetic)

Have students use the Thesaurus at the back of the book or a class thesaurus to create synonym webs. Then have pairs of students exchange webs and write a sentence for each word contained in the partner's web. Allow students to use a class dictionary to verify the meanings of any unfamiliar words.

Verbs and Meaning Game

(visual/oral/auditory/kinesthetic)

Have students work in pairs. Give each student in the pair a different column of words from the list shown here. Tell students to add *-ate* or *-en* to each word to form a verb, and then to write each verb on a card. Students should look up each verb in a class dictionary and write two meanings on the back of each card, in random order: the correct meaning and a made-up meaning meant to stump their partner. Students then take turns drawing their partner's cards and guessing which meaning is correct. Each correct answer earns a point.

Base Words	
fresh	alien
motive	liquid
moist	fright
vaccine	soft
worse	fabric

Word Webs

(visual/oral/auditory/kinesthetic)

Have students look up the following Latin roots in their Spelling-Meaning Index: *mem*, *gest*, *scrib*. Then tell students to choose one of the roots to use to build word webs. Next, ask students to write each word from the web on a separate sheet of paper, adding a definition and an example sentence for the word. Students should look up the definitions in the Student Dictionary or in a class dictionary.

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 three antonym pairs, using spelling 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 earn one point.

Antonyms	
unite	separate
preserve	destroy
valor	cowardice
synthetic	natural
compress	expand

Scope Match Game

(visual/auditory/kinesthetic)

Have students make matching games based on words that contain *scope*. Refer students to the entry for *scope* in their Spelling-Meaning Index, and note that each *scope* word names an object. Tell students to list the *scope* words, in random order, in a column on a piece of construction paper. Then, after consulting a class dictionary and/or encyclopedia, have students draw an illustration of each *scope* object in a second column. The illustrations, too, should be in random order. Partners can then exchange games and draw lines to match the words and the illustrations.

Drawing Different Meanings

(visual/kinesthetic)

Ask students to choose a spelling word that has multiple meanings from this unit or from an earlier unit. (Examples: *grave*, *capital*, *triple*, *column*, *bail*, *desert*, *operate*, *nursery*) Then tell them to draw two or more illustrations, 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 captions.

Spelling Connections

(visual/kinesthetic)

Have partners create word cards for the words listed here. Tell them to make a game board of 20 squares x 20 squares. Each player draws 5 cards. Player 1 prints a card word anywhere on the board, one letter per square. Player 2 prints another card word so that it connects to the first word by one letter. Players take turns adding words to the game board so that each word has at least one letter in common with another word but does not touch in any other way. A stumped player skips a turn. The player with the fewest cards or the first player to get rid of all 5 cards wins.

cris/crit words	
crisis	criticism
criteria	criticize
criterion	diacritical
critic	hypocrisy
critical	hypocrite

Jargon Skits

(visual/oral/auditory/kinesthetic)

Have pairs of students brainstorm lists of music-related jargon. They can start with the underlined words from the Jargon activity and add others, such as *jam*, *single*, *label*, *track*, *sample*, *swing*, *soul*, and *jive*. Then ask each pair to write a script for a humorous dialogue between someone who is familiar with music jargon and someone who is not. If time allows, students can stage their skits and vote on the best one.

Illustrating Exact Words

(visual/auditory/kinesthetic)

Ask students to choose and look up one of these main entry words in a class thesaurus: *noise*, *strike*, *feature*, *keen*. Then have students write a sentence for four of the main entry's subentries, showing the exact meaning of the subentry. Next, tell students to create a poster entitled "Exact Words for [selected main entry]." On the poster, students illustrate each of their sentences and add the sentence as a caption below the drawing. Provide display space for the posters.

Idiom Illustrations

(visual/oral/auditory/kinesthetic)

Have individual students think of idioms whose literal meanings would be fun to illustrate. You may need to suggest some of the idioms given here or to provide students with a dictionary of idioms. Ask students to write each idiom on a card. Next, have small groups combine their card piles and shuffle the deck. Students then take turns selecting a card and illustrating the literal meaning of the idiom on a flipchart. The first student to guess the idiom scores a point.

Idioms	
get the boot	put one's foot down
walk on air	hold one's horses
on the ball	get someone's goat
beat the clock	bend over backwards
hit the hay	monkey business

Connotation Charts

(visual/auditory/kinesthetic)

Ask pairs of students to make connotation charts. Have them use a class dictionary to look up each word in the pairs given here and decide whether the word has a positive or a negative connotation. Then tell students to make a *Positive/Negative* chart of sentences that contain the given words. Students might take turns writing both sentences for a given word pair, or one might write all of the sentences that contain words with positive connotations while the other writes all of the sentences that contain words with negative connotations.

Connotation Word Pairs	
nosy	curious
stingy	thrifty
inexpensive	cheap
excited	agitated
stubborn	determined

Word Banks

(visual/oral/auditory/kinesthetic)

Have small teams create Word Banks like those in the Thesaurus. Ask each team to use a class thesaurus to find interesting entry words and subentries to use in their Word Banks. Students can write each Word Bank feature on a colored card, listing as many synonyms (and antonyms) as possible for the selected entry word. Teams can challenge the synonyms chosen by another team. Students may want to gather their word banks into a card file or display them on a bulletin board.

Balloon Forecasting

(visual/auditory/kinesthetic)

Have students use models of weather maps from encyclopedias or books on weather or meteorology to create their own weather maps of the United States. Then tell them to write several speech-balloon weather forecasts to use as overlays on their maps. In each balloon forecast, students should include one of the *cred* words shown here. Let students look up the meanings of unfamiliar words in a class dictionary.

Words with <i>cred</i>	
accredit	creditable
credence	credo
credentials	discredit
credibility	incredible
credit	incredulous

Context Clue Challenge

(visual/oral/auditory/kinesthetic)

Challenge students to find at least one example of each type of context clue (appositive, synonym, antonym, and list) in old newspapers or magazines. Students should clip out the examples they find. Then have them create a Context Clues chart itemizing their examples. Students should write the sentences on the chart and attach the clippings of the sentences to document the fact that they really exist.

Synonym and Antonym Match

(visual/oral/auditory/kinesthetic)

Have pairs of students (Player A and Player B) play a match game. Ask Player A to make word cards for these unit words, keeping the cards hidden from Player B: *analyze, penalize, sterilize, authorize, despise, improvise, surmise*. Ask Player B to make cards for these words, again keeping them hidden: *examine, punish, disinfect, contaminate, empower, adore, loathe, memorize, ad-lib, guess*. To play, Player A turns each unit word card face up. Player B's cards are shuffled and stacked, face down. Students take turns drawing a card and matching it with a unit card. To make a match, a player must identify the drawn word as a synonym or antonym of the unit word and use both words in a sentence. A player who correctly matches words picks up the unit word card and puts it in his or her "point pile." The player who collects the most unit cards wins.

British vs. American English

(visual/kinesthetic)

Have students make posters contrasting some of the British English words given here with their American English counterparts. Students should use a class dictionary and/or a British English-American English dictionary to find the American equivalent of each British word. As column heads, suggest that students use British and American symbols or flags. Students can add drawings to illustrate their posters.

British English Words	
barrister	cheque
chips	football
boot	jersey
form	motorway
public school	kerb