

## Hands-On Spelling Level 8

### Taking Care of Earth

(visual/kinesthetic)

Refer students to the Spelling-Meaning Index at the back of the book to find a list of words that have the Latin root *mit*. Tell students to look up the meanings of any unfamiliar words in a dictionary. Then have students create posters that list several rules or commandments for taking care of planet Earth, using as many words with the root *mit* as they can. Encourage students to illustrate their posters.

### Create Your Own Crossword

(visual/kinesthetic)

Have students choose at least five main entries, subentries, or antonyms from the Thesaurus. Then ask them to create crossword puzzle clues for the words they chose. The clue for each word can be a synonym, an antonym, or a sentence that illustrates the meaning of the word. Tell students to draw and number their puzzle grids, add the numbered clues, and give the puzzles to partners to solve.

### Synonym Art

(visual/auditory/kinesthetic)

Have students review the Thesaurus entries for *stationary*, *site*, *assent*, and *phase* and choose two synonyms for one of the words to illustrate. Students may use pictures cut from magazines or draw their own illustrations. Then have them work in pairs to write a caption sentence for each illustration.

### Exact Words for *illuminate*

(visual/oral/auditory/kinesthetic)

Have students use a class dictionary to find the meanings of the synonyms for *illuminate* listed below. Ask them to write context sentences for the words. Have volunteers read their sentences aloud, substituting *illuminate* for each synonym. See if other students can guess the word the writer intended.

Exact Words for <i>illuminate</i>	
brighten	to provide with light
clarify	to make clear or easier to understand
explain	to make plain or comprehensible
decorate	to adorn (for example, a page of a book) with ornamental designs

### Jargon Chartin'

(visual/oral/auditory/kinesthetic)

Have small groups of students brainstorm a list of computer- or Internet-related jargon (e.g., *boot*, *spam*, *floppy*, *surf*, *web crawler*, *browser*). Invite groups to design and make charts of the words they come up with and their meanings. Encourage students to add photos or illustrations of some of the terms' double meanings. Display the charts and have students add to them throughout the year.

### Antonym Contest

(visual/oral/auditory/kinesthetic)

Challenge pairs of students to hold an antonym contest. Have each player use a dictionary and a thesaurus to look up antonyms for as many list words as possible. Then, for each list word, have students write a sentence on an index card. The sentence should provide one or more antonym clues for the list word. Next, players exchange piles of cards and take turns drawing. A player who draws a card should name the list word suggested by the antonym clues, spell it, and use it in a sentence.

## **Figurative and Literal Meanings**

(visual/oral/auditory/kinesthetic)

Invite small groups of students to brainstorm a list of the names of fruits and vegetables that can be used figuratively. Have them make a poster showing their final list and a pair of sentences—one figurative and one literal—for each entry. Students may want to add humorous drawings.

## **Connotations Reference Book**

(visual/kinesthetic)

To help students become familiar with the difference between denotation and connotation, have them make a class connotations book. Have students create a page for each word pair found in the Connotation activity. Ask that each page include

- definitions of the two words,
- a label to tell whether the word has a positive or negative connotation,
- sentences illustrating the positive and the negative connotation.

Have the students staple their pages together into one class book and add a cover. As the school year goes on, students can add new words and pages to the book.

## **Compound It!**

(visual/kinesthetic)

Invite students to play a compound word game. First, have students make word cards for each of the words that make up the compound words in the Compound Words activity. Then have them find other compound words from previous units or from the Spelling Dictionary and make cards for them. Also ask them to make several smaller cards with a hyphen on each one. Now they are ready to play in pairs or small groups. Students will divide the shuffled word cards among the players, with each player also receiving a few hyphen cards. The player who can correctly put together the most compound words wins the round. Let students devise their own variations of the game.

## **Word Histories**

(visual/kinesthetic)

Ask students to use a class dictionary to look up the old and current meanings of these words: *symbol*, *emphasis*, *stigma*, *partner*, *paradise*, *slogan*. Have students create a four-column chart with these headings: WORD, OLD MEANING, NEW MEANING, CHANGE. To indicate how the meanings have changed, students should write *narrower*, *broader*, *more positive*, or *more negative*.

## **Antonym Game**

(visual/kinesthetic)

Ask students to make words cards for the following six words: *fantasy*, *conformist*, *motorist*, *certainty*, *pessimism*, *soldier*. Then have pairs of students play an antonym game. The word cards should be placed face down between the two players. Each player takes three cards, without revealing them. They must find a list word that is an antonym for each of their words. Players may need to look up any unfamiliar words in a class dictionary. Then challenge them to write sentences for their antonym pairs, leaving a blank for the list word and using the word-card word as a context clue. Tell players to trade sentences and insert the missing words.

## Synonym Pictographs

(visual/kinesthetic)

Have students clip magazine photos of familiar objects that have more than one name (e.g., *sailboat* or *yacht*). Challenge them to include one or two pictures illustrating list words (e.g., *license*, *pamphlet*, *lieutenant*, *bureaucrat*). Tell students to paste their pictures in a column down the center of a piece of poster board. Have them write, in a column to the left of the pictures, one word naming each object. They can then exchange posters with a classmate and in a column to the right of the pictures, write a synonym for each word. Have students display their work.

## Charting *sume* Words

(visual/oral/kinesthetic)

Ask students to create charts listing *sume* words and sentences that contain those words. Refer students to the "Word Parts" section of the Spelling-Meaning Index to find words with the root *sume*. Students should list the words, look up their meanings in a class dictionary, and then write a sentence for each word. Students can add to this chart as they come across other examples of words with *sume*.

## Analogies with Antonyms

(visual/oral/auditory/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:

- crucial : unimportant :: sharp : dull
- sudden : gradual :: gracious : rude
- incredible : believable :: innocent : guilty

Words for Building Analogies		
cheerful	cowardice	wobbly
interesting	tidy	microscopic
agree	hope	shorten

## Category Clues

(visual/oral/auditory/kinesthetic)

Ask each student to make three lists: one of people who fit into a category, one of places that fit into a category, and one of things that fit into a category. Each list should contain three familiar items and one item that might be unfamiliar to others. Let students use reference materials such as an encyclopedia. Then have students write a sentence that includes each list, underlining the unfamiliar item. Next, tell students to exchange sentences with a partner and guess the general meaning of each underlined word.

## 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 the word roots to build as many new words as they can. Have them write the words. Students may want to use a class dictionary.

Word Parts			
Prefixes		Suffixes	
ac-	sus-	-able	-ive
ex-	con-	-ible	-ual
inter-	mis-	-ion	-ance
re-			
Word Roots			
ceive	cept		

## Context Clue

(visual/oral/auditory/kinesthetic)

Draw Have students work in small groups. Give each student in a group a different colored sheet of paper and tell students to cut four strips from each sheet. On each strip, students write a context-clue sentence for a different unfamiliar word. Words can be chosen from this list or from a class dictionary. In each sentence, students should use a different type of context clue (appositive, synonym, antonym, or list) for the underlined unfamiliar word. Students then fold their strips, place them in a container, and take turns drawing a strip (avoiding their own). For each sentence, they must name the type of context clue used and state the general meaning of the underlined word.

Unfamiliar Words		
okapi	lentils	opulent
slovenly	comatose	carburetor
flout	mendacious	pentagon
manganese	hauteur	fez
encephalitis	tamarind	carnivore

## Clipped Words Collection

(visual/oral/auditory/kinesthetic)

Ask students, working in small groups, to brainstorm a list of clipped words. You may want to suggest some of the clipped words given here. Then have students create a book page for each clipped word, alphabetizing the pages. Each page should include the long form of the word, its clipped form, and a sample sentence that includes the clipped word. Encourage students to illustrate some of the pages. Finally, have students assemble all of the pages into a class book of clipped words. Students may want to add pages throughout the year as they come across more clipped words.

Clipped Words	
gym (gymnasium)	sub (submarine)
fan (fanatic)	auto (automobile)
exam (examination)	piano (pianoforte)
ref (referee)	deli (delicatessen)
memo (memorandum)	gas (gasoline)