13. Spelling Activities

13.1 Spelling Activities to Develop
PHONOLOGICAL KNOWLEDGE

P1 Words from Letters

- Attempt to make as many words as possible from a selection of vowels, consonants and letter chunks.
- Teams can race each other in a timed situation.

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</table>
- How many words can you make?

P2 Chunking

- Chunking means breaking words into small groups of letters. This may or may not be in syllables.
- Break words using colour, eg
  - stop
  - elephant
  - symmetric

P3 Rhyming Words – Card Games

- Select pairs of words that are familiar and easy to illustrate (eg, cat/mat, dog/frog, pig/dog, bun/run).
- Make a pack of cards with a word and picture on each.
- Play card games like ‘Fish’, ‘Snap’ or ‘Memory’.

P4 Rhyming Pairs

- Solve clues with rhyming pairs OR invent rhyming pairs, then develop clues. Examples:
  - A small rodent's home (mouse house)
  - Wet postage (damp stamp)
  - A distant sun (far star)
  - A bird in court of law (legal eagle)
P5  Phoneme Word Banks

- Make up lists of words illustrating a particular phoneme OR draw up a phoneme chart showing the different graphemes.
- Add to the list or chart as you find more words.

Examples:

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<tr>
<th>s</th>
<th>ss</th>
<th>ss</th>
<th>c</th>
<th>ce</th>
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</thead>
<tbody>
<tr>
<td>sun</td>
<td>dress</td>
<td>horse</td>
<td>city</td>
<td>ice</td>
<td>science</td>
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</tbody>
</table>

/æ/ - apple
ant
ambulance

unusual words
aardvark
bazaar
skiing

P6  Cloze and Clues

- Construct cloze activities for which all answers have the same sound.  OR
- Finish the sentence with a rhyming word.  OR
- Omit the initial or final phoneme or syllable.

Examples: These words rhyme with ‘you’:

Last night I saw the (moon) shining.
The bird (flew) up to its nest.

The cat sat on the ______.
The frog jumped off the ______.
The toad hopped onto the ______.
The baby cried all _ight.
I love to watch _ele ______.

P7  The Barbecue Game

"What would you bring to my barbecue?"

- According to some secret spelling aspect of the item named (eg. letter pattern such as double letters) students are told whether or not they can come to the barbecue.
- Record each word and examine all words accepted for their common property in order to help crack the code.
- Vary questions, for examples, "What will you wear to the barbecue?" or "What type of vehicle will you drive to the barbecue?."
Word Sorts – Closed and Open

Closed Sorts
- Sort words into categories that are given. Suitable as an individual, small group or whole class activity.

Examples:
  - Sort THRASS picture cards into categories such as wild and tame animals, food, body parts, things that fly etc.
  - Sort words according to initial letters, common sounds or letter patterns such as: words beginning with ?dr?; words with an /ai/ sound; words with two syllables.

Closed Sorts
- Sort words into categories that are given. Suitable as an individual, small group or whole class activity.

Examples:
  - Sort THRASS picture cards and decide how to group the pictures. Discuss your groupings.
  - Sort words with same sound but different letter patterns (eg. key, see, flea, ski, chief, scheme).
  - Sort words where the same letter pattern represents different sounds (eg. pear, hear, pearl, heart).
  - Solve the problem and play ‘Guess my Rule’.

Word Parts
- Provide each child with a grid containing word parts to be focused upon.
- The caller calls a number of words, some containing letter sequences written on the grid.
- Children place a marker on the letter sequence contained in the word called.
- The first player to have five in a row is the winner.

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<tr>
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<td>eet</td>
<td>ible</td>
<td>ey</td>
<td>ang</td>
<td>use</td>
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</table>
P10 Making New Words

- Present a common letter pattern to children and have them make as many new words as they can by adding letters – ight: fight, bright, tight, night etc.

Have children discover a letter pattern to complete words. Complete by adding the same three letter ending to form words.

<table>
<thead>
<tr>
<th>l _ _</th>
<th>r _ _</th>
<th>pl _ _</th>
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<tbody>
<tr>
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<td>sp _ _</td>
<td>tr _ _</td>
</tr>
<tr>
<td>f _ _</td>
<td>gr _ _</td>
<td></td>
</tr>
</tbody>
</table>

P11 Graphic Ghost

- Each child is provided with a grid. The teacher calls letters at random. Children write each letter as it is called into a space trying to make words either horizontally or vertically or both.

- The child with the most number of words wins, or two, three, four letter words can be scored appropriately.

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<thead>
<tr>
<th>s</th>
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<tbody>
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<td>f</td>
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<td>r</td>
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<tr>
<td>m</td>
<td>o</td>
<td>m</td>
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</tbody>
</table>

P12 Word Building Circles

- Draw a circle on the chalkboard. Place a word sound in the middle with letter or groups of letters around the outside.

- Have children construct as many words as they can by linking the parts together.
**P13 Picture Sorting**

- Picture sorting is a categorisation task that involves grouping pictures for words with similar sound features (eg. bat, boy, man, moon, sun, sock).
- Pictures can be sorted by initial sounds, consonant blends or digraphs, rhyming families or vowel sounds.

**P14 Rhyming Chain**

- Children start with a simple one syllable word such as 'bat' and take turns to think of a rhyme.
- The words are written into the links of a chain on the blackboard as they are suggested.

**P15 Rhythm**

Activities that help to develop auditory memory

- Playing games that use repeated sounds such as finger games, circle games, rhymes, songs, clapping etc. – using spelling words.

Eg. **clapping or clicking when spelling:**  
\[ b - a - t \quad \text{click - clap} \]

**P16 Alliteration**

Alliteration occurs when a series of words begin with the same sounds.

- Create and discuss alternative sentences, generating alternative sentences.
- Use the sentences to illustrate an alphabet book.

Example:

- Mum makes muffins.
- Tania and Tony tiptoed towards the turtle.

**P17 Phoneme Search**

- Look at the THRASS chart and ask the children to find words that have:
  - one phoneme, eg. ear
  - two phonemes, eg. ch air
  - three phonemes, eg. la mb

**P18 THRASS Head**

- Played like celebrity head. The child has a head band on with a THRASS picture or grapheme attached to it.
- The child looks at a THRASS chart and ask questions to determine what the picture or grapheme is.
- Answers are limited to Yes/No.
Toss Lotto

- Make a large grid, approximately 150 cm square. This grid can be marked directly onto the floor with chalk or tape onto plastic.
- Write or stick on parts of words or common letter sequences.
- Each player throws a marker onto the grid and each person writes a word containing the letter sequence.
- One point is scored for each correct word.

<table>
<thead>
<tr>
<th>str</th>
<th>ous</th>
<th>art</th>
<th>ain</th>
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</thead>
<tbody>
<tr>
<td>erg</td>
<td>ph</td>
<td>sch</td>
<td>spr</td>
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<tr>
<td>ack</td>
<td>ilk</td>
<td>ing</td>
<td>age</td>
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<tr>
<td>ought</td>
<td>urt</td>
<td>bi</td>
<td>otch</td>
</tr>
</tbody>
</table>

Blend Hookey

- Using a hockey board, print under each hook common letter sequences.
- Each player has 6 rings to toss.
- When all 6 rings are thrown children write as many words as possible using the letter sequences. The winner is the player with the most words.

Letter Patterns

- Have children search through newspapers, magazines, dictionaries etc. for words that contain similar letter patterns.
  - est - nest, rest, question, orchestra, request
  - are - square, parent, beware, stare, prepare

Grapheme Hunt

- Underline graphemes (spelling choices) that are used to represent phones. Use for words on charts and in lists.

b r l dge
kn ow l e dge
• In this activity children are allowed to select a consonant to replace another in a particular word.
• The result must be a real word.

Example:
The teacher starts with tin then pin pit fit fig rig rip tip

Variation: Focus on the medail vowel, e.g. tin tan ton
13.2 Spelling Activities to Develop

**VISUAL KNOWLEDGE**

### V1 Race for Alphabet Order

**Guided/Independent**

- Provide each child with a list of words. Children need to cut out the words and arrange them into alphabetical order as quickly as possible.

<table>
<thead>
<tr>
<th>dog</th>
<th>zebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>elephant</td>
</tr>
<tr>
<td>frog</td>
<td>mouse</td>
</tr>
<tr>
<td>horse</td>
<td>cat</td>
</tr>
</tbody>
</table>

**Variation:**

- Write a list of words on the blackboard and have the children rewrite the words in alphabetical order.

### V2 Spellphabet

**Individual/Group**

- This game can be played individually or within groups.
- Each player has a piece of paper and after a given signal writes a list of words alphabetically, eg. four letter words or animal words.
- If playing in a team pass the paper after writing a word to the next player.
- The winner is the one with the most words correctly spelled in alphabetical order.

<table>
<thead>
<tr>
<th>ants</th>
<th>aardvark</th>
</tr>
</thead>
<tbody>
<tr>
<td>bean</td>
<td>bear</td>
</tr>
<tr>
<td>car</td>
<td>caterpillar</td>
</tr>
<tr>
<td>dogs</td>
<td>donkey</td>
</tr>
</tbody>
</table>

### V3 Finding small words within larger words

**Independent**

- Students find as many words as possible from within a larger word and circle them.

  Eg. here — he, her
  football — foot, ball, all
  uncomfortable — comfort, table, for, fort

- A variation is to allow students to rearrange the letters in order to make their smaller words.

  Eg. treatment — mean, team, meant

- Students can race each other and the clock.
V4 Hangman  
- Draw boxes or dashes to correspond to each letter in a word from your current spelling list.
- Challenge a partner to guess the word letter by letter.
- Record correct guesses in the corresponding boxes or dashes.
- Record incorrect guesses as a section of the hangman diagram (draw the hangman and its scaffolding in the order indicated on the diagram below).

```
4 3 5
2 10
6 7
8
9
1
```

V5 Jumbled Letters  
- Unjumble the letters in the words from your list/unit. (Give the beginning letter for younger or less able students).
  - tac _ _ _ (cat)
  - kscma _ _ _ _ _ (smack)
  - mplicyo _ _ _ _ _ _ _ (olympic)

V6 Word Shapes  
- Associates the shape of words by drawing boxes around the word or guesses the word to go into the box.

Eg.  
```
  play
```

```
through
```

V7 Wordfnds  
- Devise simple word finds on grid paper then swap with a partner and complete.

V8 Palindrome  
- Words that are the same when read forwards or backwards.
  Eg. bib eye noon radar madam redivider
<table>
<thead>
<tr>
<th><strong>V9</strong> Proof Reading of Common Sight Words</th>
<th>Modelled/Guided/Independent</th>
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<tbody>
<tr>
<td>- Identify the misspelt words in a piece of writing and write the word correctly above it.</td>
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<tr>
<td>- Check spelling using the various means in the classroom, eg. THRASS chart, dictionary.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>V10</strong> Anagrams</th>
<th>Modelled/Independent</th>
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</thead>
<tbody>
<tr>
<td>- Form a new word by arranging in different order the letters of another word.</td>
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<tr>
<td>Eg. pots - pots - stop</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>V11</strong> Hopscotch</th>
<th>Independent</th>
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<tbody>
<tr>
<td>- Write letters of the alphabet on the ground or floor, in sequence and let the children hop out the alphabet.</td>
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<table>
<thead>
<tr>
<th><strong>V12</strong> Snap</th>
<th>Independent</th>
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<tbody>
<tr>
<td>- The children write their list words twice, once each onto two strips of card, then play snap with a friend.</td>
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<tr>
<td>- The winner has the most cards at the end of the game.</td>
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<thead>
<tr>
<th><strong>V13</strong> Word Detective</th>
<th>Independent</th>
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<tbody>
<tr>
<td>- The children write 5 clues for their words, eg. how many vowels; begins with ......; sound like .....; starts with the letter ......; rhymes with ......etc.</td>
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<tr>
<td>- Children write their spelling words with some letters missing and have a friend try to fill in the blanks.</td>
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<tr>
<th><strong>V14</strong> Acrostic</th>
<th>Independent</th>
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<td>- Children use their list words to write an acrostic poem.</td>
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<table>
<thead>
<tr>
<th><strong>V15</strong> Letter Bingo</th>
<th>Independent (Group)</th>
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<tbody>
<tr>
<td>- Children write a 4 or 5 letter word in their book. Stress that the word must not contain the same letter more than once.</td>
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</tr>
<tr>
<td>- The teacher calls out letters of the alphabet at random. If the child's word contains the letter read out then they cross the letter out.</td>
<td></td>
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<tr>
<td>- The first child to have all letters crossed out is the winner.</td>
<td></td>
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</tbody>
</table>
V16  Word Chains

- This can be played with individuals, groups or whole class.
- A word is written across the top of the page with the last letter used in the beginning of the next word.
- Use short 3 and 4 letter words to begin with and build up from there.

   Eg.  dog
        get
        tent
        truck

V17  Giddy Grid

- The teacher draws one or more large grids on the chalkboard.
- Two teams can play on the one grid, each team using a different coloured chalk.
- In turn, the teams write words in the grid with each word interlocking with another.
- A point is scored for each letter.

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V18  Grid Spell

- Divide the class into 2 teams. On the board draw a number and letter grid.
- In turn, individual children from each team state a letter and the position they wish it to be written on the grid: "I want M at B2." The grid is continually filled in this way.
- Teams which complete a word, score a point.
- Words can be across, down or diagonal.
**V19 Mind to Remember (Mnemonics) Guided/Independent**

- Memory aids or triggers for memorising the spelling of words.

Eg. ‘a piece of pie’ ‘naughty forty has no ‘u’

'I catch a bus to my business’

**V20 Choose from the Menu (THRASS) Guided/Independent**

- One child asks another to find the ______ box (eg. ‘or’ box).
- Another child or the teacher then asks which spelling choice for ______ (eg. sauce).
- Extension: which spelling choice for the final phoneme in ‘sauce’.

**V21 Think Quick (THRASS) Guided**

- Put your finger on the 'k' box
- How can we spell the phoneme 'k' (c, k, ck, ch, q)
- Which picture reminds you that 'k' spells 'k'? (kitten)
- Which grapheme would never come at the start of a word? (ck)
- Which grapheme might be in the middle of the word?
- Which grapheme often comes at the end?
- Could you ever find 'c' in the middle of a word?

**V22 Magic Words Independent**

<table>
<thead>
<tr>
<th>Change</th>
<th>HATE into LOVE</th>
<th>COLD into WARM</th>
<th>BIKE into RACK</th>
</tr>
</thead>
</table>

The rules are:
- Change one letter at a time.
- Make a real word each time you change a letter.
- You may change the order of the letters.
- Use block letters.

- hate cold bike
- have cord bake
- hove card rake
- love ward rack
- warm

- Here are some more words to change:
  - Seas-deep moose-roast toes-head walls-tiger girl-male
  - wheat-bread ship-blow
Spelladoodle

- Children can practice writing their spelling words correctly in a fun way.
- Ask students to draw a design using their spelling words printed end-to-end in the manner illustrated.

- Each spelling word must be written at least three times and must be spelt correctly.
- Show an example to get them started.
- A step format like the one shown is another alternative where each new word must begin with the letter which ends the word before it. They may need to add other words so as to include their entire spelling list. The winner of the game is the one who has to use the least number of extra words.

V24 Letter Change

- Using a starting word, change one letter to make a new word. Then change another letter to make another new word.
- The game continues until no other new words can be thought of.

read  reed  seed  seem
sees  seen  been  bean
V25 Add a Letter

- Provide words which when one additional letter is added, form a new word.
- The letter added may be any letter or specified to be a vowel or a consonant.

sad + i = said    mad = i = maid  tar + s = star

V26 Missing Word

This game is best played in small groups.
- Students select six words from their current word list.
- The students then print each word in large clear print onto a flash card.
- Each student in turn presents six words to the rest of the group.
- The group has ten seconds to study the words before they close their eyes while the leader removes one word.
- The challenge is to write the missing word.
- The game continues until each student has presented their words.
- Award points on the following basis: one point for correctly guessing the missing word and one point for correctly spelling the missing word.

V27 Toss and Search

This game is best played in small groups. Enlarge the following onto a grid choosing letter patterns to suit the relevant word list.

<table>
<thead>
<tr>
<th>ant</th>
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<th>er</th>
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<td>th</td>
<td>or</td>
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</tbody>
</table>

- Each student in turn tosses a marker onto the grid.
- The group then has one minute to search their list for words containing that letter pattern and listing the word when found.
- If a marker lands on the same square twice then the students must search for more words containing that letter pattern.
- Words cannot be repeated.
- One point is given for each word found.
Developing Visual Knowledge: Fun Ideas to Aid Memorisation

Linguistic Ideas:
- Acrostic: Make an acrostic using the letters of the word.
- Magazine Cut: Find the letters that make up the word in a magazine / newspaper and glue into a scrapbook OR cut out letters from coloured paper.
- Magnetic letters: Arrange magnetic letters to make the word. Try this on an OHP.
- Rubber Stamps: Stamp letters to make up the word.
- Computer: Type words onto a computer and print them out. Try different fonts OR create a 'wordfind' using a table format and the spelling words.

Logical – Mathematical Ideas:
- Block / Objects: Arrange blocks or other objects to form the letters of the word. View from above.
- Geobords: Make the words by placing rubber bands on a geoboard.
- Word Shapes: Write the word in lower case and draw around it to form a shape. Think about the shape.

Spatial – Creative Ideas:
- Bubble writing or Stencil: Write or trace words in a scrapbook or onto an OHT.
- Cellophane Words: Cut letters using cardboard to leave the outline. Glue cellophane to the back. View on the OHP, attached to a window or as a mobile.
- Collage: Make words by gluing things onto paper, eg. leaves, bark, petals, seeds, sand, paper scraps, fabric, wool, buttons, matchsticks. OR Try placing some of these on an OHP.
- Fancy Letters: Draw words in large block letters and decorate each letter with a design.
- Finger Painting: Paint words onto paper with a finger. OR simply paint water onto cement or blackboards (try to finish the word before the water dries).
- Finger Prints: Use paint or ink to fingerprint the shapes of letters that make up the word.
- Hole Punch: Glue dots from a hole punch to create the letters of the word.
- Invisible words: Write words on paper using a white crayon or candle. Paint over with water paint and watch them appear.
- Paper Chains: Write letters of the word onto strips of paper and link them together.
- Pin Prick: Create words by pricking holes in paper or cardboard with a pin onto a soft surface. If using cardboard, then thread wool through the holes.
- Sewing: Create words by stitching letters onto fabric or cardboard.
- Word art: Use letters of the spelling word to create a picture.

Body – Kinaesthetic Ideas:
- Body Shapes: Make each letter of the word by bending and stretching your body into shapes.
- Goop: Practice writing words into 'goop' (ie flour and water mix or soap flakes dissolved in warm water) or shaving cream. Erase and do it again. OR put goop into a squeeze bottle and write the word.
- Hopscotch: Use chalk to draw hopscotch squares for the word. Hop on the letters, in order, saying each letter as it is landed on.
- Playdough: Mould the letters from playdough or roll the dough into coils to form the letters.
- Sand Tracing: Write words in a sand tray.
- Sports: Hop, skip, jump, bounce or throw a ball against a wall saying each letter of the word aloud.
- Tracing: Trace words onto a variety of surfaces (eg. carpet, cement, tiles, glass, different textured fabrics) OR trace onto a friend’s back. Can they guess the word?
- Finger spelling: Spell words with your fingers using a sign language booklet.

Musical Ideas:
- Clap the Rhythm: Clap and spell the word creating a different beat. Clap the syllables.
- Song and dance: Sing the letters of the word to a tune and add actions.
13.3 Spelling Activities to develop MORPHEMIC KNOWLEDGE

M1 Word Sort ‘Rummy’
- Each player is dealt five word cards. The remaining cards are placed face down in a pile. The top card is turned face up.
- The first player may take the card on the top of the face-down deck or the upturned card.
- When a player picks up a card another must be put down.
- The aim is to collect pairs of words that are linked in some way (eg. homophones, contractions, letter patterns, anagram, compound words, number of syllables, tense endings, meaning).

M2 Word Web
- Construct a word web around a morpheme.
- Add to the list of words as examples are encountered in reading and writing.

coming running
having going
eating reading

M3 Base Words
- Select a base word to which prefixes and suffixes can be added.
- Students use a list of prefixes and suffixes and the dictionary to generate as many words as possible.

eg. Kind: kindness, unkind, kindly, unkindly...

M4 Brainstorm a Compound
- Select a word which can be combined with a variety of other words to form compound words. Children list as many as they can.

eg. ‘sun’ suntan, Sunday, sundae, sunshine
M5 Jigsaws

- Choose words from reading texts of spelling list that can be divided into meaning or syllabic units.
- Cut to form a word jigsaw.
- Students assemble jumbled sections to form a word. This can be a self-correcting activity.

| un | cover | ed |

Variation:
- Choose words from the text but don't cut as a jigsaw and have students make as many words as possible.
- Record the words made.

| dis | cover | ed |

M6 Build your own words

- Provide a variety of common letter patterns. Include familiar prefixes and suffixes.

<table>
<thead>
<tr>
<th>re</th>
<th>kind</th>
<th>ion</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>turn</td>
<td>ness</td>
</tr>
<tr>
<td>pre</td>
<td>vent</td>
<td>en</td>
</tr>
<tr>
<td>mis</td>
<td>tak</td>
<td>ed</td>
</tr>
<tr>
<td>pro</td>
<td>test</td>
<td>ment</td>
</tr>
</tbody>
</table>

| fresh | ing |

- Deal each player 7 cards. The aim is to make as many words as possible.
- Players take it in turns to ask one another for a particular card.
- If the person doesn't have the card then the player picks up from the pile and discards a card.

M7 Multiple Meanings Words

- Teacher gives a word that has multiple meanings.
- Within a given time limit, children write as many meaning of the word as they can think of.
  eg. 'run' a run of bad luck, run in your stocking, home run, run down the street.
M8 Compound Patterns

- Provide grids similar to the one illustrated for children to develop patterns using compound words.

<table>
<thead>
<tr>
<th>saw</th>
<th>dust</th>
<th>coat</th>
<th>hanger</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M9 Synonym Spinner

- Make a large circle with a spinning arrow in the centre.
- Write appropriate words around the edge of the circle.
- One person spins the arrow and the members of the group each write a synonym for the word that the arrow points to.
- Provide grids similar to the one illustrated for children to develop patterns using compound words.
- Variation: Children could write an antonym, prefix or suffix etc. for the word.

M10 Homonyms

- Write on cards rhyming words that have spelling variations. Mix the cards and deal them out to the players.
- Children take turns in drawing a card from the player on their left. As soon as they have a pair it is put down.

<table>
<thead>
<tr>
<th>near</th>
<th>here</th>
</tr>
</thead>
<tbody>
<tr>
<td>sea</td>
<td>see</td>
</tr>
<tr>
<td>fair</td>
<td>fare</td>
</tr>
<tr>
<td>read</td>
<td>reed</td>
</tr>
<tr>
<td>flue</td>
<td>flew</td>
</tr>
</tbody>
</table>
13.4 Spelling Activities to Develop
ETYMOLOGICAL KNOWLEDGE

E1 Display Chart

- Introduce a Greek or Latin root and provide some words with that root in it.
- Determine the meaning of each word. From these meanings deduce the meaning of the root.
- Start collecting examples of this root in words as it is discovered in context.
- Display a chart, adding new words as they occur.

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>aqua</td>
<td>Latin</td>
<td>water</td>
<td>aquatic, aqueduct, aquarium, aquamarine</td>
</tr>
<tr>
<td>terra</td>
<td>Latin</td>
<td>earth</td>
<td>Mediterranean, terrarium, terrestrial</td>
</tr>
<tr>
<td>tri</td>
<td>Greek</td>
<td>three</td>
<td>triangle, tripod, triathlon, triad, tricycle</td>
</tr>
</tbody>
</table>

E2 Word Web or Word Tree

- Write a root word in the centre of a graphic organiser to construct a word web.
- Think of words that come from that root and add these to the web.
- Alternatively use a tree shape to depict offshoot from the root word.

Word Web:
- telescope
- telecast
- television
- televise
- telephone
- telegraph

Word Tree:
- centipede
- centenarian
- centigrade
- cent

E3 Onomatopoeia

- Explore words that echo the sound they mean.
  eg. woof, quack, shrill, drone, whisper, crash, pop, sizzle, thump, squeak, ping
E4  Words Around the World  Guided

- Draw a map of the world and have the children build up a large resource of words that have come from other countries and now form part of our language.

OR

- Provide a list of words from other languages and sort them according to their country of origin.

- Discuss varying word structures (eg. some letters don't occur in other languages; different languages have different acceptable letter patterns; some languages don't have an alphabet.

E5  Portmanteau  Modelled/Guided

- Explore words that are formed when two words combine (combining sense and sound of the two). The start of one word is blended with the last part of another.

  eg. smog = smoke and fog
  motel = motor and hotel
  brunch = breakfast and lunch
  o'clock = of the clock
  clash = clap and crash

- Try creating your own portmanteau words.

E6  Eponyms  Modelled/Guided

- Explore words that have been named after people.

  Eg. pavlova, sandwich, guillotine, cardigan, Celsius

E7  Toponomy  Modelled/Guided

- Explore words derived from the origins or meaning of place names.

  eg. Sapphire, Frankfurt, hamburger (Hamburg), sardines (Sardinia), jeans (Genoa)
E8 Coinages
- Explore words formed by inventors, scientists, writers or advertising agencies.
  eg. esky, chux, bliro, Melba toast

E9 Clipped Words
- Explore words formed by shortening the longer version of the same word.
  eg. bus (omnibus), fridge (refrigeratore), bike (bicyle), burger (hamburger)

E10 Modern Words
- Build up a list of words coined in ‘recent’ times.
  eg. nylon, supersonic, laser, microwave, cyberspace

E11 Word Chains
- Match English words to their American equivalents.
  eg. soft drink – soda     petrol – gasoline     biscuits – cookies
       lift – elevator       car – automobile

E12 Acronyms
- Explore words made from the initials of other words.
  eg. ANZAC    QANTAS    UNESCO

E13 Abbreviations
- Cut out advertisements from magazines and newspapers that contain abbreviations.
- Working in pairs, the children write the advertisements in full.

Abbotsford
D.F. brick clad 3 bedrm. home. Lage.,
mod. kit. with din. area. W.w. carrots. Gas
htg. Side driveway, garage.
OPEN for inspection TODAY 4-6 p.m.

$10,000 Deposit
Spacious OYO Flat Comprising: Ent. Hall.
B1 Robes, Kitchen, Fully tiled Bathrm, w/w
carpets. HWS, Gas Fire, Blinds, Elect
Light Fittings. Vendor Terms: $10,000
Deposit, Interest repayments only. Term
2 years.