

The Word Wall

Display the words, arranged by first letter someplace in the room. In addition to the room display, you might want to give each student a “portable” word wall to keep at his or her desk or to take home.

- Explain to students that, in English, many of the most common words are not spelled in the logical way. As you put up each word, have students tell you what is illogical about it. Use questions like these to help them see that these words do not follow the usual patterns: Why is said not spelled like red and bed? Why is they not spelled like pay and say?
- Talk with students about how the brain makes things automatic and how their brain may have learned these word the logical but wrong way. Convince students that the problem is not they but the illogical nature of some English spellings. Explain that it isn't really their fault that their brains have learned these words automatically but wrong, but it is their responsibility to fix it.
- Tell students you are going to help them fix it. First, you will help them practice the words in a variety of ways. Second, whenever you see a Word Wall word misspelled on anything, you will write WW on that word and return the paper so they can correct it.

Chants and Cheers Activities

One way to practice words is to say them aloud in a rhythmic chanting fashion. The brain responds to sound and rhythm. That is one of the reasons students can sing along with the words of a familiar song even though couldn't speak the words without singing.

1. Yo-yo - bend your arms at the elbow and alternate your hands up and down as you say each letter.
2. Voices – change your voice for each repetition, Loud, soft, whisper, squeak, growl, baby talk, etc.
3. Ketchup - Shake our hand like we're trying to get ketchup out of a bottle. Use your right hand then the left and finally both hands.
4. Groups - boys cheer, girls cheer, then the whole class or one group of seats at a time, then the whole class.
5. Dancing – moving side to side
6. Movement - Stomping, Snapping, clapping, patting our head, bobbing heads from side to side, jumping jacks, toe touches,
7. Cheer It (Give me an "h", etc.) Like a cheerleader.
8. Pat – We pat our heads for tall letters, tummies for short letters and knees for letters that go below the line.
9. Snap and Clap - we snap for the vowels and clap for the consonants. Disco (Hand up for consonants, hand down for vowels) Pretend to be John Travolta.
10. Throw the Stars - Throw one hand at a time toward the ceiling for each letter.

11. Explosion - Volcano like (whisper, normal, loud) they love to do this. Pretty self-explanatory.
12. Hula - hands on hips, swivel, hands in air to say word
13. Marshmallow clap - Almost claps but stop before your hand touch. Say each letter.
14. Be the Letter - (Body Language) Sort of like the YMCA song. Lots of letters we just make up. When we can't think of anything we just contort our bodies. For the "s" we slither down to the floor while saying "e -e-e-s-s-". A fun one to do.
15. Mexican Hat Dance – alternate feet in front
16. Flapping and Nodding - Pretend you're a bird and flap your wings and nod your head for each letter.
17. Stomping - Just stomp your feet for each letter.
18. Clapping syllables - Just clap for each syllable, not really spelling, but I use it before we spell so they can hear the syllables.
19. Dribble and shoot - Dribble the letters and shoot the word.
20. Batter up - get into the batting position and swing on each letter as you say it
21. SLOOOWWW - Hold the sound of the letter or a few seconds, like sit...
s.....i.....t.....
22. Motor cycle – you just hang on to "handle bars" and pretend that we are doing wheelies..!
23. Blast Off - starting in a crouched position, say each letter and as you say the word jump in the air.
24. Hand Jive- with a partner do the hand clapping like you see all the kids do on the playground together.
25. Blowing kisses - Blow a kiss for each letter. On the word use two hands to blow the kiss and extend both arms out and up. Tons of fun, you feel like a movie star!
26. Caribbean Spelling - We all stand up, hands on hips, and swivel on each letter. When we say the word we put our hands up over our head and then say "Wooo!" Ex: a - r - e "are" "woo!!"
27. Like a mouse -squeaky voice with hands curled up by face
28. Like a robot - in robotic voice with arms moving back and forth
29. Sing opera style
30. Fly it like a bird -arms flapping up and down
31. Like a chicken - arms folded up to make wings and head moving forward
32. Smelly - hold your nose and spell it
33. Drummer - beat it on our desks
34. Raise the roof – you just push up toward the ceiling, one push for each letter.
35. Box it – You box the words by boxing each letter. You have to box straight in front of your body and not **at** anyone. When you say the word, you clasp your hands above your head like you won the fight.
36. Letter size – This highlights tall, short and tail letters. You clasp your hands over our heads, straight out, or bent over and wagging our arms like a dog's tail depending on the size of the letter.
37. Frisbee - throw each letter as you would a frisbee.

Writing Activities

Writing the word with careful attention to each letter and the sequence of each letter helps student use another mode to practice the words. Students enjoy writing the words more and focus better on the word if you make it a riddle or game.

Be a Mind Reader

1. Students number their paper from 1-5.
2. The teacher can choose to focus on 1 word or 5.
3. If 1 word is focused on – the teacher gives 5 clues to the word.
 - It's one of the words on the word wall.
 - It has 4 letters.
 - It begins with w-h
 - The first vowel is e
 - It begins the sentence: _____ will lunch be ready?
4. If 5 words are focused on, the teacher gives more specific clues.
 - The first word I'm thinking of starts with w-h and begins the sentence: _____ will lunch be ready?
 - The second word I'm thinking of is one of our new words and rhymes with hide.

The Wheel

1. Choose a word and draw that many blanks on the board.
2. Each student takes a guess at a letter that may be in that word. If the letter is not there move to the next. If the letter is there put the letter in the blank. That student continues until he or she misses a letter.
3. A student may not reveal the word until all blanks are filled.
4. The student who gets the word gets to go up and be "Vanna".
5. Keep the game quick-paced.

Rivet

1. This game is similar to the Wheel but correct letters must be given in order.
2. Write a number in parenthesis to represent the number of letters in the word.
3. Then draw the same number of blanks. (5) _ _ _ _ _
4. The teacher gives one clue to the word and then calls on students to try to guess the first letter of the word.
5. A correct guess is written on the blank. A wrong guess is written under that particular blank to keep track of incorrect letters.

6. For example: if the word is “where” – the teacher gives a clue and then calls on a student to guess. If the student guesses an “h” for the first letter, that wrong guess is written under the first blank.
7. Correct letters must be given in order so the students are focused on spelling.
8. No one may guess the word until all of the blanks are complete.

Rhymes

The teacher says a sentence that contains a word that rhymes with one of the new Word Wall words and is spelled with the same pattern. Children must decide which word rhymes and how to spell it.

1. Students number their paper 1-5.
2. The teacher gives the following clues for the lessons words. Examples:
 - “I like to talk.” The word begins with a t and rhymes with **walk** student writes **walk** on paper
 - “I have my book.” The word begins with an m and rhymes with **by**. Student writes **by** on paper.

To check the answers, teacher says the rhyming word and lets students say the word they wrote and chant its spelling.

Cross Checking

1. Students number paper from 1-5.
2. Teacher calls out several words that begin with the same letter for students to write on the top of their paper. (e.g. went, want, was, what, where)
3. Teacher tells students that they will have to decide which word from the top makes sense in each sentence.
4. Teacher reads a sentence but say BLANK where the word should go.
5. Students decide which word makes sense in the sentence and writes that word. Examples:
 - I _____ to the beach.
 - It _____ very hot today.
 - _____ do you want for lunch?
 - _____ should we go first?
 - I _____ to go home.

Making Sentences

1. Dictate a sentence using several of the word wall words:

Josh will come to my house to play.

2. Students listen as you repeat the whole sentence.
3. Then repeat the sentence one word at a time, giving students plenty of time to find the words on the word wall and write them.
4. Remind children to begin sentences with a capital letter.
5. Have days when you dictate questions and exclamatory sentences.

It's fun to use student's names in the sentences. Students also like to dictate sentences using lots of words from the word wall.

Hopscotch

1. Make a hopscotch board on the classroom floor with tape, or on the playground with chalk.
 2. Choose a word wall word and write one letter in each box of the hopscotch and the whole word at the top.
 3. Students hop and say each letter to spell the word and then say the word at the end.
- Do for additional words.

Flashlight Fun

1. Turn out the lights.
2. Give one or two students a flashlight
3. Like in Be a Mind Reader, give clues for a word.
4. Rather than students writing the words, they shine the flashlight on the word on the wall.
5. Give flashlight to different students and continue. You may allow students to give clues also.

Word Searches and Cross Word Puzzles

Two great websites to make any kind of puzzle is: www.wordplays.com and www.puzzlemaker.school.discovery.com