

Working With Words Planner

On the Back Activities

- **Endings** — At first, use the same ending for all five words. As children master this skill and activity, you may add one more ending at a time to the activity. You may choose to use 5 different words using the same ending or use one/two base words and multiple endings. Use tricky ending rules only at the end of the year.
 1. *talks*
 2. My sister *talks* to her friend everyday.
 3. Which Word Wall word will help you spell *talks*? (talk)
 4. What ending do we need to add to "talk" to spell *talks*? (s)
 5. Write *talks* on your paper.
- **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 decide which word rhymes and how to spell it. They write it on their papers.
Ex: "I like to *talk*." — Can anyone find a word on our Word Wall that rhymes with a word I just said? Good! (walk) Which of my words rhymes with *walk*? (talk) How would we use *walk* to help us spell our new word — *talk*?
- **Cross-Checking**
 1. Mark will "*t*" to his friend on the playground. (Write *t* on the board as you say it in the sentence.)
 2. What word on the Word Wall will fit in this sentence? (talk)
 3. Write *talk* on your paper.This is also a great activity to use when all the words on the front start with the same letter!
- **Be a Mind Reader** — Students use clues given by the teacher to identify a pre-selected mystery word. Each clue narrows down the possible word choices.
Ex: 1. It is one of the words on the Word Wall.
2. It has four letters.
3. It begins with a t.
4. It has one vowel which is an *a*.
5. It rhymes with *walk*.
Other clues: 1. It begins like _____.
2. It ends like _____.
3. It is a verb (noun).
4. It has ____ vowels.
5. It has the _____ sound in it.
The last clue should always be one that limits the choice to only one. For instance, say a sentence with that word missing, say a word that is the opposite, or say a word that rhymes with it.
- **Write the words in ABC order.**

Decoding / Spelling / Phonics

(The words used in this section don't necessarily have to be the same words used in the first section!)

- **Rounding up Rhymes** — Use after reading a book (during SSR or Reading Block) with a lot of rhyming words.
 1. Read the book ahead of time.
 2. Choose a few pages to target, and reread those pages, focusing on the rhyming words. Have children chime in.
 3. Have children pick out the rhyming words (round them up) from the pages, and write them each on a note card and put them in a pocket chart together.
 4. Have students come up and underline the parts that rhyme and decide if the spelling pattern is the same. Discard the ones that are not for the next part of the activity.
 5. Use the words to read and write other / new words, and add those to the chart.
- **Making Words** — pg. 142 - 145 of *The Teacher's Guide to the Four Blocks*
**Send home Making Words Homework Sheet for credit or treat.
- **Guess the Covered Word**
- **What's My Rule?**
 1. Write several words from the word wall on index cards and place them in a pocket chart.
 2. Think of a rule that determines which words you will take out and which ones you leave.
 3. Group the words together that follow the rule.
 4. Have the students try to guess the rule by suggesting other words that could go there.
 5. Examples of rules: compound words, words beginning or ending with a certain letter, same vowel sounds, same number of letters, same vowel pattern, etc.
- **Hen to Fox**
 1. The teacher writes key words on the board: **cat, hen, pig, fox, bug**
 2. Have the students say the words with you.
 3. Call the students' attention to the beginning, middle, and ending sounds.
 4. Ask the students if they can change **hen** to **fox**. Tell them that if they follow your directions, they can!
 5. Tell the students to write **hen**. Change **hen** to **pen**. Then change **pen** to **pet**. Change **pet** to **pit**. Then, change **pit** to **sit**. Next, change **sit** to **six**. Now change **six** to **fix**. Last, change **fix** to **fox**. If you have made these changes correctly, you have changed **hen** to **fox**!
- **Hink Pink**
 1. These are rhyming pairs of words such as "pink ink, fake snake, string thing, fat cat."
 2. Children are asked a riddle such as, "What is a four legged animal that eats lots of mice? (fat cat)"
 3. Make these riddles with Word Wall words, theme words, and/or other vocabulary words.
 4. Have the students make an illustrated riddle book and/or create their own.
- **Spelling Acrostics**
Can Amy make eggs? (came)
- **I Have, Who Has?**

- **Mystery Words**

1. This is a game in which students try to guess a mystery word, which has parts or letters like two or three other clue words.
2. Write a sentence on the board with the mystery word missing. Next to the sentence, write the two or three clue words.
3. Read the sentence and pronounce the clue words.
4. Students ask questions about the mystery word by using parts of the clue words.
Example: **The ____ crawled across the grass. (mud, bit, rag)**
S – “Does the word start like **bit**?”
T – “Yes.” The teacher writes the **b** at the beginning of the word.
S – “Does the word have the same vowel as **mud**?”
T – “Yes.” The teacher writes the **u** in the middle of the word.
5. You can also do this game by saying a sentence with the mystery word left out and telling them how many letters there are. The students write down that many lines. Then, tell the kids, “The first letter starts like **bit**.” They write down **b** on the first line. “The word ends the same as **rag**.” They write the **g** down on the last line. “The middle letter is the same middle letter you hear in the word **mud**.” The kids write the **u** on the middle line.

- **What Looks Right?**

1. Write two words on the board that have a vowel pattern that sounds the same but is spelled different (eel, eal)
2. Discuss how these words are alike and different.
3. Make two columns on the board and head them with the words. Students do the same on their papers.
4. As you say words that have the pattern, write the word in both columns using the spelling pattern at the top of the column.
5. Students write the word that looks right to them in the correct column on their paper.
6. Verify the correct spelling and cross out the incorrect spelling.

- **Using Words You Know** – pg. 149-150 of *The Teacher’s Guide to the Four Blocks*

1. Show 3-5 words students know well and have many rhyming words spelled the same way. Have students spell and pronounce the words.
2. Divide a piece of paper into columns so that each word appears at the top of one column.
3. Show a word and have students write it in the column under the word with the same spelling pattern. Continue using additional words.
4. Now say some words, but do not show them to the students. Have students write these words in the appropriate column.

- **Brand Name Phonics**

1. This activity is like “**Using Words You Know**” except that environmental print is used to show the spelling patterns.
2. Examples: Burger **King**, **Sprite**, Wal-**Mart**, Taco **Bell**, Pizza **Hut**, etc.

- **Reading/Writing Rhymes** – pg. 151-153 of *The Teacher’s Guide to the Four Blocks*

1. Choose the spelling pattern you want to use.
2. Write the pattern at least 10 times on a chart.
3. Pass out the onset deck of cards.
4. The teacher invites children to come up who have cards that they think will make words. They hold the beginning letter(s) in front of one of the written spelling patterns and say the word.
5. If the word is indeed a real word, the teacher uses the word in a sentence and writes that word on the chart.
6. If the letters are right, but the word is spelled using another spelling pattern, write these words at the end.
7. If the class can think of some good longer words that rhyme and have that spelling pattern, the teacher adds them.
8. Write a silly rhyme with the children using several of these words.
9. Students can work individually or in groups to create other rhymes. (This can be done later.)