

Rebecca Sitton's APPLESEED



PLANT THE SEEDS TO GROW SPELLING AND WORD-SKILL LITERACY.

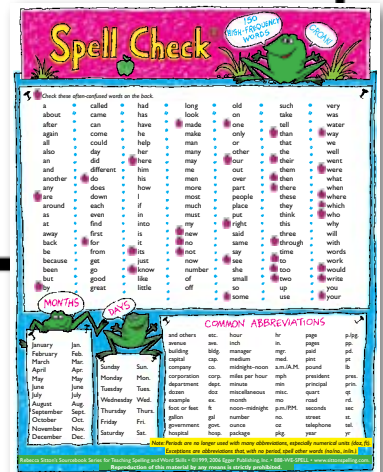
Word-Find Activities for upper grades

For the following word-find activities, teachers will want to use a generous list of words their students can read. Students can use *any* word source in the classroom—part of their challenge is finding the right word source, which is good! Best of all, encourage students to use words they think of *on their own*.

You may suggest the following additional sources for words:

- Core Words List (see the BLM in the back of your Sourcebook)
- Spell Check® Card* (Grades 3–8)
- A word wall created in the classroom

* for more information on these products, visit sittonspelling.com



Word-find activities can be implemented in a variety of settings:

- Independent work at school
- Parent-child homework partnerships
- Small-group cooperative activities, with each group given the same or a different activity (groups that do different activities can take turns reporting their results to the rest of the class)
- Carousel activities (each student takes turns contributing to the list of words)
- Whole-class timed activities

Here are some suggested word-find activities:

- Find words with silent letters. Sort the words by the silent letters. Then add more words to each category.
- Find words to which you can add the *er* suffix. Add the *er* suffix. Then sort the *er* words by the meaning of the suffix: *one*, *who* or *more*. Add more words to each set.
- Find words that are adjectives (describing words). Use as many adjectives as you can in a short paragraph that has a beginning, a middle, and an end. Students can pair up and share their paragraphs for careful proofreading.
- Find words that have more than two meanings. Write them in sentences that show their different meanings.
- Find words for which you can write both a synonym and antonym (same – alike/different). Write these words in alphabetical order.
- Find words with the long *a* sound. Sort and write them according to how the long *a* sound is spelled (*ai*, *ay*, *a*-consonant-silent *e*, and *a* at the end of a syllable, etc.). Add more words until you have six words that represent each pattern.
- Find words for which you can write three or more rhyming words. Write a funny poem using the rhyming words. Offer to read your poem to a friend or your entire class.
- Find words whose letters you can rearrange to make new words (two/tow, was/saw). With a partner, see how many other words you can think of in which you can move the letters around to make new words.
- Find words that are nouns. Sort them according to whether they name a person, place, or thing. Add more words to each list.