

SIXSPELL

ACTIVITIES

1. Divide the word into syllables. Use a dictionary to check your work.
2. Mark all vowel sounds and silent letters.
3. Write the root word or find a little word in the list word.
4. Write a rhyming word.
5. Write an abbreviation or a contraction for the word or write its long form (whichever applies).
6. Use the list word to make a compound word.
7. Write the word in its present and past tense forms; then as a present participle (-ing ending).
8. Add: *a*) a prefix; *b*) a suffix; *c*) both if possible.
9. Look up the meanings of the word in a dictionary. Use the word in sentences to show at least **TWO** different meanings.
10. Circle the C or G if the sound is soft. Underline C or G if the sound is hard.
11. Write the plural form of the word if the word is singular; write the singular form if the word is already plural.
12. Use the word in a sentence to show its possessive form.
13. Use RED to trace over the consonant digraphs.
14. Use GREEN to trace over any consonant blends.
15. Make use of alliteration. Use the word with at least two others that begin with the same sound to make an interesting phrase.
16. Change a vowel sound in the word to another vowel sound to make a new word.
17. Change a consonant sound in the word to another consonant sound to make a new word.
18. Write a synonym (word that means the same) for the list word.
19. Write an antonym (opposite in meaning) for the list word.
20. Write a homonym (word that says the same thing but is spelled differently and has a different meaning) for the list word.

Pack 172

teacher 1, 12, 13
 helper 1, 3, 11, 14
 keeper 1, 3, 12
 worker 1, 3, 15
 cleaner 1, 3, 10, 14
 pointer 1, 2, 9

Pack 173

sister 1, 12, 15, 19
 river 1, 11, 12
 thunder 1, 3, 7, 13
 summer 1, 11, 19
 soccer 1, 6, 10
 whenever 1, 3, 13

Pack 174

however 1, 3
 under 1, 4, 6, 19
 herself 1, 14, 19
 after 1, 4, 6, 19
 afternoon 1, 3, 5, 19
 numbers 1, 3, 11

Pack 175

together 1, 3, 13, 15
 paper 1, 6, 11, 16
 dinners 1, 11, 18
 order 1, 7, 8, 11
 whoever 1, 3
 ever 1, 6, 8

Pack 176

watery 1, 3, 19
 number 1, 3, 7
 order 1, 3, 7
 brother 1, 3, 14, 19
 over 1, 6, 18, 19
 rivers 1, 4, 11

Pack 177

tiger 1, 10, 11, 12
 mother 1, 3, 13, 18
 never 1, 3, 19
 supper 1, 11, 18
 wherever 1, 3, 13
 winter 1, 11, 19

Pack 178

luckier 1, 3, 15, 19
 funnier 1, 3, 15, 19
 merrier 1, 3, 15
 greener 1, 3, 14
 happier 1, 3, 19
 trickier 1, 3, 14

Pack 179

brighter 1, 14, 18
 faster 1, 4, 19
 fairer 1, 3, 19
 fewer 1, 3, 19
 longer 1, 4, 10, 19
 greater 1, 3, 10, 14

Pack 180

larger 1, 10, 19
 warmer 1, 3, 19
 higher 1, 3, 19, 20
 prettier 1, 3, 14, 19
 dirtier 1, 3, 19
 sleepier 1, 3, 14

Pack 163

forgetting 1, 3, 7, 19
 orders 1, 3, 4, 7
 sorrowful 1, 3, 19
 thorn 3, 11, 13
 forest 1, 3, 11, 18
 sorry 1, 3

Pack 164

card 10, 11, 16, 17
 darker 3, 4, 19
 dart 3, 7, 11, 16
 march 4, 7, 13
 far 4, 16, 19
 sharp 4, 13, 19

Pack 165

farmer 1, 3, 12, 16
 stars 4, 11, 14, 16
 barn 11, 15, 16
 garden 1, 10, 11
 hard 16, 18, 19
 arm 4, 7, 11

Pack 166

yard 4, 11
 bark 3, 7, 15
 parties 1, 3, 7, 11
 warmer 1, 3, 4, 19
 larger 1, 10, 19
 started 3, 14, 18, 19

Pack 167

cars 4, 6, 10, 11
 sharks 11, 12, 13
 marches 7, 11, 13, 15
 party 1, 3, 11
 largely 1, 3, 10
 warmest 1, 3, 19

Pack 168

third 11, 13
 bird 6, 11, 12, 15
 first 4, 14, 19
 shirt 11, 13, 15
 girl 6, 10, 11, 12
 dirty 1, 3, 18, 19

Pack 169

circus 1, 10, 11
 circle 1, 10, 11
 thirds 3, 11, 13
 dirtiest 1, 3, 19
 bluebird 1, 3, 14, 15
 birthday 1, 3, 11, 13

Pack 170

singer 1, 3, 12
 painter 1, 3, 12
 duster 1, 3, 14
 pointers 1, 11, 15
 camper 1, 3, 10, 18
 ruler 1, 3, 9, 12

Pack 171

liner 1, 3, 9
 farmer 1, 3, 12
 rocker 1, 3, 11, 13
 writer 1, 3, 12, 13
 tuner 1, 3, 11
 waiter 1, 3, 12

VARIATIONS/MODIFICATIONS

1. For a student who has difficulty completing work: Pre-test using the six words (teacher might want to include words that might arise from the activities as well). Student works only on the words he/she misspells.
2. For those students who are able to handle more than six words at a time: Try combining two or three packs.
3. For children making own word lists:
 - a) teacher can make up the activities after student makes up own list of words;
 - b) student can make up activities. To avoid overuse of some activities and lack of use of others, use a chart where each time an activity is selected, the teacher initials it so student has to select from those not yet used.
4. When writing words three times each, students could be encouraged to use a variety of ways to write the word (ie. different colour for each word, different colour for each letter or syllable, write word to represent its meaning in a creative way, paint on newsprint).
5. For writing the words three times each and in alphabetical order, children could use felt board, magnetic board, etc. Sentences could be written on chart paper.

INCORPORATE CREATIVE ACTIVITIES

1. Plasticine writing—students form plasticine worms then spell each word.
2. Fingerpainting, sponge painting...
3. Chalk talk
 - print/write words on board
 - partners can dictate
4. Cut out letters from magazines and newspapers to spell words.

Once the students have established the routines involved with Sixspell, substitute thematic words to follow an integrated program.