
Spelling — Grade 6

About the Book

This spelling book provides a basis for developing a fun and exciting spelling curriculum in your classroom. If you are currently using a spelling text, the worksheets in this book may easily be incorporated with your weekly lessons.

Each list of words has been carefully selected to focus on a specific spelling element. The chosen words contain the sound and letter patterns that students at this level encounter in their reading and writing.

Besides the Word List and activity on each worksheet, students are encouraged to make a list of their 'own words' that they would like to learn to spell. These individual lists might include additional words that address the spelling pattern or element under study.

Each lesson also suggests a 'writing' activity that complements the page and is intended to encourage student writing. 'Extensions' pages provide reviews, plus exercises that require the student to build more words based on the spelling patterns of the previously studied words.

About the Author

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Suggestions for a Weekly Spelling Program

Monday

- Administer a pretest of the weekly word list.
- Distribute the worksheets to the students.
- Students self-correct their pretests and rewrite any misspelt words.
- As a class, read the word list, noting the proper pronunciation of each word, the lesson focus, and the specific word families.
- Discuss word meanings. Encourage students to engage in dialogue using the words in context.
- Allow time for students to select and record their choices for 'My Own Words'. These spelling words can be any words the student wants to or needs to learn. The words might be taken from content material.

Tuesday–Thursday

- Have students spend 10–15 minutes each day working in pairs or small groups, practising oral and written spellings of the words.
- Have students complete the worksheet. Provide time for review and clarification of any questions or misunderstandings.
- Complete the writing activity *Let's Write* suggested on the worksheet. Encourage students to use as many words as possible from the word list. Feel free to present an alternate writing activity that you feel may be more appropriate for your students.

Friday

- Administer a test of the basic word list. Pair the students for the testing of 'My Own Words'.
- Have students graph their test results on a personal bar graph. This enables students to track their performance from week to week.

Suggestions for Building Spelling Skills

- Be sure students accurately hear and understand each word. For example, the words *our* and *are* do not sound alike and are not interchangeable.
- Create categories of words that share similar elements.
- Make up sentences to help students remember correct spelling; e.g., *geography*: George Elliott's old grandmother rode a pig home yesterday.
- Associate certain words with a question or rule. For example, think 'Is it easy to believe a lie?' Or with the word *receive*, remember the rule 'i before e except after c'.
- Keep an individual file of word cards in alphabetical order in an empty recipe box.
- Collect interesting words, such as *serendipity*, and use them in writing.
- Provide students with insight into strategies you use in your own spelling and writing.
- Encourage students to write. The more they write, the more experience they gain in applying word meanings.
- Read, read, read!



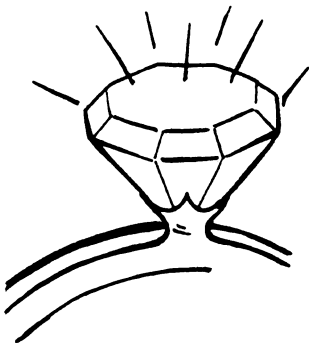
Diamonds Are a Girl's Best Friend

Name _____

Fill in the blanks with the correct missing letters to complete the words from the list. **Clue:** The words are arranged in alphabetical order.

- diameter
- diagnosis
- diaphragm
- dialogue
- diamond
- diatomic
- dialect
- diaries
- diatribe
- diathermy
- diabetes
- diacritical
- dialysis
- diabolic
- diaspora
- diadem
- diagram
- diagonal

dia _____
 dia _____
 dia _____ dia _____
 dia _____ dia _____
 dia _____ dia _____ dia _____
 dia _____ dia _____
 dia _____ dia _____
 dia _____ dia _____
 dia _____
 dia _____
 dia _____



My Own Words

Write your own spelling words in an interesting pattern. Try forming an arc, circle, triangle, zig-zag, or other shape.

Let's Write! Choose one of the words from the list at the top of the page. Do some research on it. Then write a paragraph (5 or 6 sentences) telling what you learnt about the word.

Extra Extraordinary

Name _____

- extend
- extent
- expense
- external
- exterior
- exercise
- exterminate
- extinct
- extinguish
- expert
- exchange
- extraordinary
- extravagant
- extreme
- extract
- extol
- example
- explore

Complete the puzzle using the words from the list. You will use each word once. One word has been filled in for you.



E _ _ _ _ _

_ X _ _ _ _

_ _ T _ _ _ _

_ _ _ _ R _ _ _

_ _ _ _ _ A _ _

E _ _ _ _ _

_ X _ _ _ _

_ _ T _ _ _

_ _ _ R _ _ _

_ _ _ A _ _ _

_ _ _ O _

_ _ _ _ R _

_ _ _ _ D

_ _ _ _ I _ _ _ _

_ _ _ _ N _ _

_ _ _ _ A _ _

_ _ _ R _ _ _ _ _

EXTRAORDINARIE

My Own Words

Use your own words to create a puzzle.
Each word should link with another.

Example:

h
a
s h e e p
u p
g y
a
r

Let's Write! Write a paragraph describing your favourite form of exercise. Do you like sports, dancing, aerobics or running? Do you enjoy exercising alone or with a friend? Give several reasons for your selection and see if you can include some words from the list in your paragraph.