

# WORD WALL ACTIVITIES

## Activity 1

### Construction of a Word Wall

#### Materials

6x3 colored index cards (150)  
Rubber Cement  
Word Processing Program  
Laminator  
Computer Paper

#### Procedure

1. Using a word processor, type each word on the Frequency Word List using words 1-150. I used the Helvetica Black font at the size 125.
2. Print, cut out in the configuration of each word, glue to colored index cards (size 6x3) and laminate. Be sure to use different colors of index cards for most often-confused words.
3. Choose a location in the room where every student can see all the words. Put the alphabet headings, A-Z, at the top of the wall or bulletin board.
4. Starting at beginning of list, add 5 words to the Word Wall each week. Words are placed alphabetically on the wall by 1st letter.
5. Do practice and review activities so that words are read and spelled instantly and automatically.

## Activity 2

### Clap, Chant, Write--Introduction of New Words

Teacher introduces 5 Word Wall words per week by having students:

- see the words
  - say the words
  - chant the words (snap, clap, stomp, cheer)
  - write the words and check them together with the teacher
  - trace around the words and check together with the teacher
1. Have the students number a sheet of paper 1-5.
  2. Place one of the 5 new word cards in the pocket chart. Say the word, use the word in a sentence, have students write the word on their paper. Continue with 4 additional words.
  3. When all five words have been written, point to the words and have the students clap and chant the spelling of the words.
  4. Students use a red pen, marker or crayon to trace around the word.
  5. On the following days of the week, teacher practices the new Word Wall words and reviews previous words with practice activities.

### Activity 3

#### **Rhyme with the Word Wall**

The teacher says a sentence which contains a word that rhymes with one of the 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 just as they do for Clap, Chant, Write, 1-5
2. The teacher gives the following clues for the lessons words.  
Number one begins with a t and rhymes with walk  
Student writes talk on paper  
Number two begins with an m and rhymes with by  
Student writes my on paper  
Number three begins with an f and rhymes with end  
Student writes friend on paper  
Number four begins with a w and rhymes with bear  
Student writes wear on paper  
Number five begins with a f and rhymes with car  
Student writes far on paper
3. To check the answers, teacher says the rhyming word and lets students say the word they wrote and chant its spelling.

### Activity 4

#### **Review Endings**

This activity helps children learn to spell word wall words which need an ending.

1. Students number their papers 1-5.
2. Teacher calls a word that can have an ending added to it. Begin with just one ending for lesson. Then add additional endings in separate lessons. Then combine them so that children are listening for all the endings.  
Jumping, The frog is jumping over the log, jumping  
Student writes jumping on paper.
3. Ask what word wall word was used with an ending. Say the word and chant its spelling.
4. Continue in same manner with 4 additional words.  
Looking, I am looking at a new book, looking.  
Student writes looking on paper.  
Called, She called her mom on the phone, called.  
Student writes called on paper.  
Taking, We are taking a trip to St. Louis, taking.  
Student writes taking on paper  
Tells, My teacher tells good stories, tells.  
Student writes tells on paper.

### Activity 5

#### **Cross-Checking**

1. Call out several words that begin with the same letter for students to write on the front, such as these: went want was what where. Tell students that they will have to decide which word from the front makes sense in the sentence.
2. Say a sentence leaving out one of the words.
3. Students decide which word makes sense and write it on paper.
4. Say and spell the word.
5. Do 4 additional sentences.

#### Activity 6

##### **Make 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.

Remind children to begin sentences with a capital letter. Have days when you dictate questions and exclamatory sentences. It's fun to use students names in the sentences. Students also like to dictate sentences using lots of words from the word wall.

#### Activity 7

##### **Be a Mind Reader**

In this game, the teacher thinks of a word on the wall and then gives five clues to that word.

1. Have students number their paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the board you are thinking of. Tell them you will give them five clues. By the fifth clue, everyone should guess your word, but if they read your mind they might get it before the fifth clue.
2. For your first clue, always give the same clue:  
"It's one of the words on the word wall."
3. Students should write next to number one the word they think it might be.
4. The second clue is:  
It has four letters.
5. Student writes word.
6. The third clue is:  
It begins with a digraph ph.
7. Student writes word
8. The fourth clue is:  
It has a short e vowel sound.
9. Student writes the word.
10. The fifth clue is:  
It begins the sentence: \_\_\_\_ will lunch be ready? when
11. "I know you all have word next to number 5, what is it? But who has it next to number 4?, 3?, 2?, 1?" Some students will have read your mind and will be pleased as punch with themselves?  
Do several words in the same manner. As students get familiar with this activity they like to be the person giving the clues and having their mind read.

#### Activity 8

##### **Ruler Tap**

1. Teacher chooses a word from the Word Wall.
2. Say the word, then tap and say several letters in that word but not the whole word: come, c-o
3. Call on a student to finish spelling the word out loud: m-e.
4. If the student correctly finishes spelling the word, that child gets to call out a word, tap and spell the word and call on another student to finish.
5. Do several additional words.  
Variations of this activity could be, only the teacher having a ruler, all students having a ruler.

#### Activity 9

##### **Bingo**

You will need photocopies sheets of 9 or 25 blocks. Students will need objects to cover words.

1. Call on students to pick words from the wall they want included in the game.
2. As each word is picked, students will write it on their Bingo sheet in any blank block they choose and you will write it on an index card.
3. When all students have filled up their sheets you are ready to play.
4. Shuffle your index cards and call the words one at a time.
5. Have students chant the spelling of each word and then cover it with their object.
6. The first student to have a complete row covered wins Bingo.
7. Students can clear their sheets and play again.

#### Activity 10

##### **Word Sorts**

- Write 10-15 words on large index cards and place in a pocket chart.
- Have students write these words on separate smaller cards or papers at their desks.
- Have students sort the words into different piles depending on some features certain words share. Students may sort all words that begin with a certain sound, have a certain vowel sound, contain a certain blend or digraph.

#### Activity 11

##### **Guess the Covered Word**

The purpose of this activity is to help children practice the important strategy of cross-checking meaning with letter-sound information.

1. The teacher writes 4 or 5 sentences on board, sentence strips, or overhead. Cover a word in each sentence with two sticky notes--one covering the onset, the other covering the rime.
2. Call on a student to read the first sentence.
3. Students make several guesses for the covered word. Teacher writes the guesses on the board.
4. The teacher takes off the first sticky note that is covering the onset.
5. Guesses that don't begin with that onset are erased and any new guesses can be added.
6. When all the guesses which fit both the meaning and the onset are written, the whole word is revealed.

#### Activity 12

##### **Word Work**

1. Teacher calls a word wall word, class chants and then writes word in first box on Word Work sheet (see appendix 3).
2. Continue with 4 additional words.
3. Student uses letter cards/tiles to build the word in the next space on the Word Work sheet.
4. Student uses a marker to write the word in the last space.
5. Continue with the 4 remaining words.

#### Activity 13

##### **Build/Mix/Fix**

1. Teacher calls 5 words from the word wall one at a time. Students chant and write on paper as teacher writes on board.
2. Teacher directs class to **Build** the first word with letter tiles/cards at desk.
3. After all students have the word built, teacher directs class to **Mix** up the letters of the word.
4. Students are directed to **Fix** the word by arranging the letters to spell the word.
5. Chant the word.
6. Continue with remaining words.

#### Activity 14

##### **Word Search**

1. Pass out a copy of the Word Search worksheet to each student
2. Teacher chooses 5 words from the word wall.
3. As teacher calls out word, students chant and write on blank at bottom of worksheet.
4. When all 5 words have been written, students place each word in the word search puzzle and add additional letters to fill in the boxes.
5. Trade Word Search puzzles.
6. When each word is found, trace around it with a colored pencil, pen or marker or use a highlighter to highlight the word found.

#### Activity 15

##### **Look, Say, Cover, Write, Check**

- Take a paper with three or four columns.
- Teacher calls out 5 word wall words.
- Students write the list of words in the first column.
- Begin with the first word. SAY it and notice parts to remember.
- LOOK closely at the letters to notice the visual details.
- COVER the word with a card and think about how the word looks.
- WRITE the word from memory.
- Uncover and CHECK it with the word in the first column.
- Cover and write the word again and check.
- Do all five words.

#### Activity 16

##### **Flashlight Fun**

1. Turn out the lights.
2. Say the poem together with the class:  
Flashlight, flashlight, oh so bright,  
Shine on a word with your light.
3. Shine the flashlight on individual words for the class to read and chant.

#### Activity 17

##### **Let's Cheer**

1. Choose 5 words from the word wall.
2. Print each letter boldly on paper for each word.
3. Cheerleaders face the class holding the letter papers to spell the word.
4. Call out the first letter of the word.
5. The student holding that letter steps forward and raises the letter paper as the class says the letter.
6. Continue until the entire word has been spelled.
7. Say the word 3 times in unison.
8. Take turns being cheerleaders and spelling the rest of the words.

#### Activity 18

##### **Word Fun Center**

1. Teacher chooses 5 words from the word wall and writes them on the board.
2. Divide the students into 6 groups.
3. Each group is given a different center material to spell the words.

\*painted lima beans

\*letter tiles

\*pasta

\*letter/object tray

\*stencils

\*Wikki Sticks

\*play-do

\*alphabet stamps

\*magnetic letters

#### Activity 19

##### **Hopscotch**

1. Make a hopscotch on the classroom floor with tape
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.
4. Do for additional words.

#### Activity 20

##### **Wet Words**

1. Teacher chooses 5 word wall words.
2. Say word to class and have them chant.
3. Write on individual chalkboard one letter at a time with paintbrush and water.
4. Continue with additional words.

#### Activity 21

##### **Word Jar**

1. When 5 new word wall words are introduced, write them on a slip of paper and add to Word Jar.
2. Choose 5 students to pick a word from the jar.
3. One student at a time reads their word, class chants the spelling.
4. Do additional words.

#### Activity 22

##### **Rainbow Words**

1. Pass out paper to each student.
2. Teacher chooses 5 word wall words.
3. As teacher says word, students chant and write on paper with a crayon.
4. Do the same for the additional words.
5. After all the words have been written once with a crayon, students go back and write each word again with 2 different colors of crayons.

Activity 23

**Word Wall Chain**

1. Pass out 5 colored strips of paper to each student, size 1x5.
2. Have one student choose a word wall word and everyone writes and chants that word-- each.
3. Call on another student to find a word wall word that starts with the last letter of the first word. Students write and chant it
4. Call on additional students to continue finding words that start with the last letter of the previous word.
5. Glue the strips together to make a chain.

Activity 24

**Spelling Grid**

1. Use the document camera and a Spelling Grid sheet
2. Teacher chooses a word from the word wall.
3. Teacher starts writing the word on the grid by writing the first letter of the word in the first box at the top.
4. Call on student to come up and write the first two letters in the boxes in the row below.
5. The next student writes the first three letters in the boxes below. Continue until the word has been spelled. Chant it.