

SPELLING GAMES

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GLEASON



Class LB 1574

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SPELLING GAMES

DEVICES TO BE USED IN TEACHING SPELLING
AND A
SUMMARY OF PROCEDURE FOR TEACHERS

BY

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SPELLING GAMES

FOREWORD

In order to teach spelling effectively, some plan must be followed whereby the child is taught the word scientifically. That the lesson may be a real joy, there should be plans to vary the drill period. It is these two needs this book is designed to fill—the general method of teaching spelling is considered and forty-eight ways of varying the routine of the work are tabulated.

The compiler wishes to acknowledge the gracious coöperation of the student-teachers whose contributions and suggestions have been valuable. Thanks are particularly expressed to Miss Oma Robinson, Miss Lottie Holman, Miss Lucy Holman, Miss Elma Nagle, Miss Lucile Bicart, Miss Mary Steele and Miss Ora Dabney, who have arranged plans for the book while student-teachers in the Kansas State Teachers' College.

All of the games have been used in class work, either in the college training school or by the student-teachers while in the teaching field outside of the college.

NELL K. GLEASON

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SPELLING GAMES

WORDS FOR THE SPELLING LESSON

Can't you see them? Long lists of three- and four-syllable words, tongue twisters and pencil contortionists when they were studied—and all the while “doesn't” and “their” and their ilk defy spelling blanks and English papers.

Is it any wonder that we hear the advice: Compile your spelling lists from the misspelled words you find in the English papers, the Reading papers and the Geography notebooks, and let “assuage” and “idiosyncrasy” shift for themselves until such time as they are integral parts of the child's vocabulary.

Mark every paper for spelling and let the child arrange his own list. Meanwhile, record the errors in the spelling plan book and each day teach five new words and five old words.

THE SPELLING LESSON

What logic is there in Jane studying words she can spell? None in the world. So dictate the spelling words and then excuse those pupils receiving one hundred for the day's lesson and let the others study the words missed. Consistent? No one would argue that the child who has solved the first five problems in an assignment of number work should repeat them merely for mental exercise; neither should one worry Jane with spelling she has mastered.

The procedure, then, is this:

FIRST. Write the five words on the board, as for instance:

their	truly	does
there	yours	

SECOND. The class, in unison, pronounces and spells the first word aloud three times, *looking* at the word.

THIRD. The class again spells the word aloud, but writing it in the air to emphasize the visual teaching of the word.

FOURTH. For the fifth time, the class pronounces and spells the word, but this time the eyes are closed that the child may test himself.

FIFTH. The word is used in one or more sentences.

SIXTH. The word is written on scratch paper. The same procedure is followed for all the words. At the conclusion, some spelling game is played.

SEVENTH. Finally, the words, five new and five review words, are dictated to the class and are written in spelling blanks, either in a list or in sentences.

GRADING SPELLING BLANKS

The teacher may follow one of several plans for grading the words:

The blanks may be passed forward and collected for the teacher to grade later.

The teacher may pass quickly down the aisle, glancing at the blanks, and naming the grade earned, allowing the child to record the grade.

The children who have been exempted from spelling may be permitted to assist in the grading—and how proud they are to do it! Not only are they honored, but the conferring of the honor arouses the others' ambitions.

The blanks may be exchanged and the children allowed to grade each other's spelling. In this plan, one child is called upon to read the correct spelling.

Gay seals as rewards for careful work may be used as incentives. A parade of the "high grades" is another incentive, and still others may be devised.

SPELLING PLANS

I

WEEKLY SPELLING

A trial test is given the children on Monday morning, at which time the list of words for spelling for the week is dictated. The children may correct their own papers. The teacher notes the number of words missed by each one and the children retain the corrected lists for further study.

On Tuesday and the succeeding days, as many children spell as are ready. This is done in the regular spelling period. Friday the recall is given after the words have been studied for a week and the grades taken.

One caution is needed: the children should be given a good plan for word study before expecting them to accomplish what they should with the list. is another incentive, and there are many of them.

A Suggested List of Words

author	conducted	passenger	kindness
mayor	alderman	secretary	grief
agent	neighbor	apt	sorrow
street car	treasurer	garden	capable
fare	president	principal	efficient

II

PUPILS' CHOICE

Pupils are allowed, in this plan, to follow whatever methods of study they desire and the object is to let the children experiment and find what plan is most effective, the score earned being the decisive factor.

Children may follow the method used in the class period; they may use the words in several sentences; they may vary the plan at their own discretion, but the test of the method will come when the words are dictated. The highest score will tell the tale then.

Review List

peninsula	cities	isthmus	sea
gulf	town	canyon	states
coast	geography	valley	county
continent	river	plain	country
mountains	lake	vegetation	boulders
ridge	grassland	ocean	harbors
desert	slopes	bay	verdure
waterways	moraines	glacier	stream

III

“MY DICTIONARY”

Little books are made with separate pages for each letter of the alphabet. The cover may carry the proud title, *Mary's New International Dictionary*.



When Mary finds a word she can spell, she may write the word on the page which corresponds to the letter with which the word begins. For example: the football season brings forth the correct pronunciation of the word “penalize”; it is used for the spelling lesson; if Mary spelled it correctly, she may write it on the “P” page in her book.

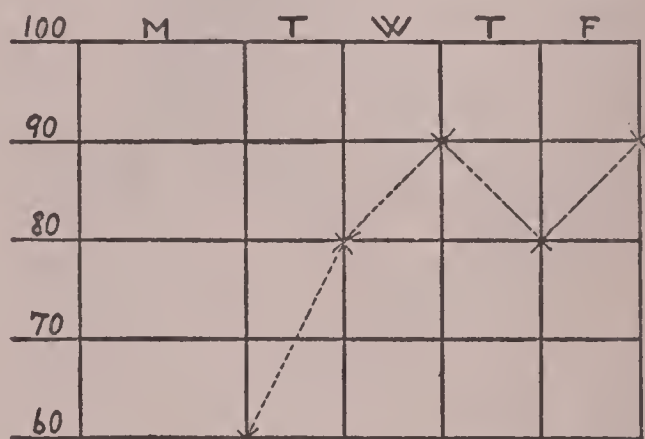
Once a week the books are collected and mistakes checked. If Mary has an error, she may rewrite the word only after she has studied it and can spell it correctly.

IV

SPELLING GRAPH

The child's own record to compete with, not John's or Mary's, but his own—this is the special feature of this plan.

James, who needs drill in spelling, is given a card with a diagram similar to the illustration, so he can record his own standing every day for a week.



On the diagram here given it is supposed that James' standing on Monday was 60%. A cross is placed on the vertical line. On Tuesday, he earns a score of 80, makes his cross there and draws the line from Monday to Tuesday to show the direction he has traveled. Wednesday his grade is 90. Again he places the cross and draws line which still ascends. Thursday for some reason, his standing drops to 80, and he must draw his line down, instead of up.

The possibility is that the line will ascend again.

Self-competition is, therefore, a motive not to be overlooked in the effort to secure a keen interest on the child's part in his own progress.

Comparison of graphs is an interesting plan. The child has a real picture of his own progress and can compare it with that of his classmates.

Review List

innocent	homely	correct	pertaining
special	awful	paper	hostess
coax	magazine	children	government
lively	wonderful	memory	privilege
leaked	careful	assistant	editor

V

ALL HAIL TO THE PERFECT SPELLER

Those pupils having the best scores for spelling lessons for a week might be permitted to take charge of the spelling lesson, using any plan they choose.

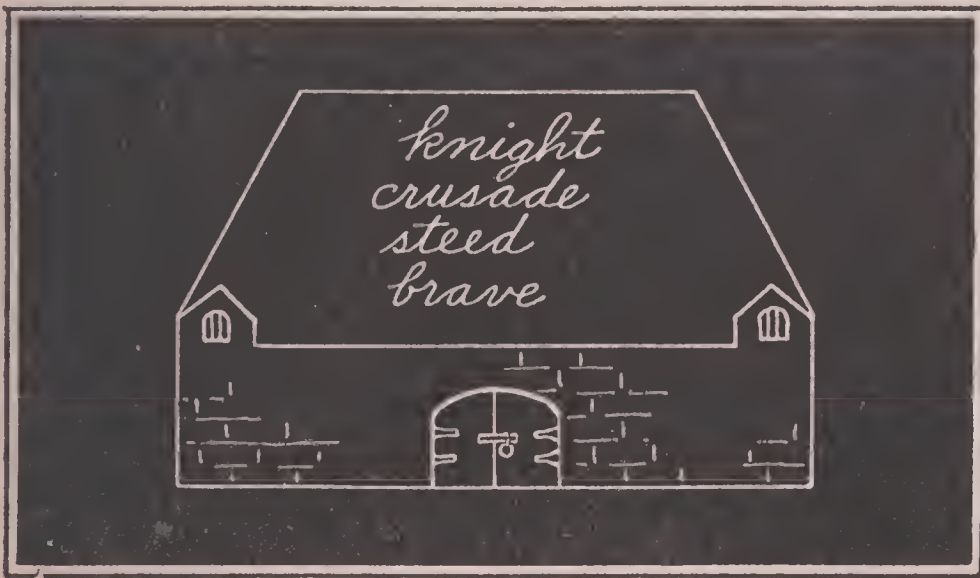
Participation of pupils is an end in itself. Also it affords an opportunity for the teacher to see herself as in a mirror, for her own idiosyncrasies will be reflected.

It is best when a "pupil teacher" is in charge to emphasize the need of speaking clearly and distinctly so that all children may hear with ease. Exchange of papers at such a time is not recommended. The inevitable discussion and debate about the correctness of the words checked is too perplexing for a child to cope with. It is interesting, however, to observe how capably the class is conducted by pupil teachers, given some experience.

VI

PRISON LIST

“To prison he must go” is the sentence imposed on a word that is especially difficult, a word that the child repeatedly misspells. “To prison” may mean writing in a little booklet used only for that purpose in which are written difficult words. This may be kept conveniently near so the words can be studied frequently.



Again, “to prison” may mean writing in a small enclosed place on the blackboard those words which have been found difficult. Words may leave the prison walls as soon as they are spelled correctly.

“Zoo” or “hospital” are terms which may be

used to vary the term prison. As in the prison, words missed in the lesson are sent to the hospital. These words are taken out freely for "exercise" until every one knows them. When all have learned them, they are said to be "well" again, and can go "home" to the spelling list.

A Few "Prison" Words

accept	captain	envelope	knight
almonds	cemetery	forehead	losing
arctic	circular	future	museum
autumn	column	gallant	nuisance
avenue	costume	genuine	reduce
bathe	crusade	goal	safety
bouquet	donkey	governor	steed
brave	during	history	tune

VII

HEADMARKS

Ample provision for spelling study and recitation—how necessary is a generous spelling period! Here is the way one teacher made the most of the time at her disposal for teaching spelling by a clever device.

Miss Grace Casebolt, teacher in the Eureka, Kansas, schools reports the following:

“In using this spelling device, I had two periods each day for spelling, a regular spelling period for study and for writing the lesson, and a short period of five or ten minutes for oral spelling later in the day. The grades made in the written lesson were kept for the record of the grades. In the oral spelling period the class spelled for headmarks, each pupil’s record being kept on a chart posted on the bulletin board. When a pupil made a headmark he was allowed to place a colored paper dot after his name on the chart.

“At the end of the nine weeks’ period I awarded prizes to the two pupils having the most headmarks.

“I think there are two advantages of this method: first, if the pupil misses a word in his written lesson,

there is a good incentive for him to learn the correct spelling for it; for he will not want to lose his place in line in the oral spelling recitation; second, it gives an opportunity for both written and oral spelling.

“In applying this method of conducting spelling classes, various drill devices may be used for studying and writing the lessons.”

SPELLING PLAYS

VIII

HOSPITAL GAME

The spelling words for the lessons are written on a space on the board named "Home." The title may be lettered with colored chalk.



Another space—sad necessity—may represent the "Hospital." All words missed in the lesson are taken to the Hospital, that is, written under the word Hospital. The words are taken out for long walks, day after day, to make them well.

Frequent "Hospital" Words

hoping	truly	friend	forty	receive
they	their	quite	quiet	writing
until	owing	truly	rainy	wrong
detail	favor	tread	built	flavor

IX

CATCH IF YOU CAN

Each row chooses one pupil, usually its best speller, to represent it at the blackboard.

The words are pronounced, the five words for the day and the five review words, and the representatives write them. All the children at the seats are checkers, whose business is to detect errors in the work at the board and to replace any one making a mistake.

The row whose representative remains at the board longest wins. Honor is accorded, too, to the row which can boast of the greatest number at the board during the game.

Eyes that may study words indifferently for the routine lesson will watch alertly for errors in this game—and find them with surprising alacrity.

Words for the Day

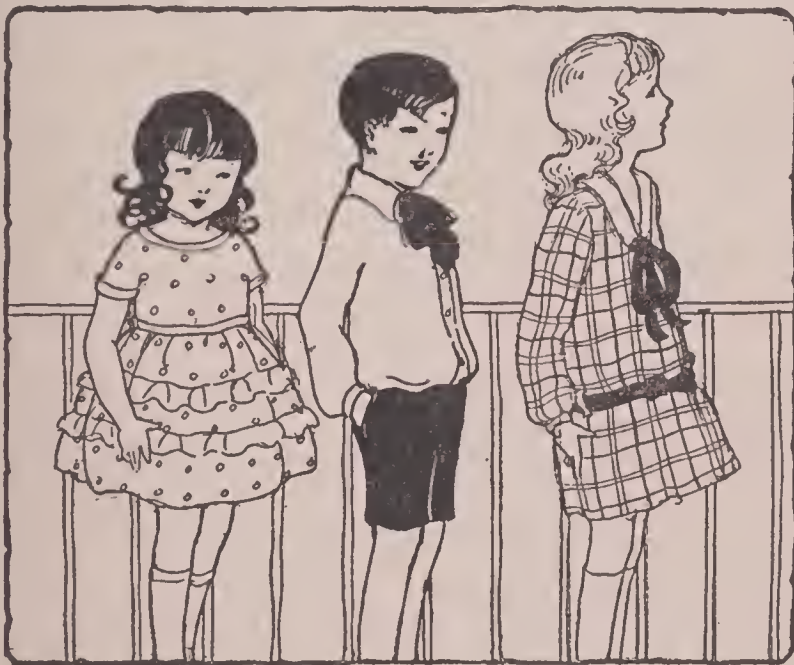
respectively	honor	industries	teacher	second
poster	reports	presented	received	score

X

PLAYING TRAIN

This game is acceptable to children of all ages, for the fascination of the train knows no age limit.

The largest boy, or the best speller, may be the *engine*. The other pupils are the passenger coaches. As the car comes to the station agent (the teacher),



she gives it a word to spell and the train slows up while Coach No. 612 spells. If the word is missed, the coach must go to the end of the train and be a freight car until the word is spelled correctly. Spelling the word correctly entitles the coach to a place in the passenger line once more.

The game may be varied by having a good speller act as ticket agent also, and as soon as one station is passed, the train steams along to the next and repeats.

Travel Words

California	Oregon	Washington	Nevada
Denver	Chicago	Philadelphia	Cincinnati
altitude	customs	geyser	latitude
bayou	horizon	current	location
cañon	import	immigrant	region
depth	export	wilderness	river
meadow	mountain	longitude	ocean

XI

SPELLING PIE

A large pie—or a pumpkin or a watermelon—may be drawn on the board. The pie is divided into pieces. On each piece pictured is written some word of the lesson. The object of the game is to see who can spell all of the words of the lesson. Every child who spells correctly all the words gets one of the pieces with his name written on that piece.

Needless to add, the pie will have to be a generous one in size.

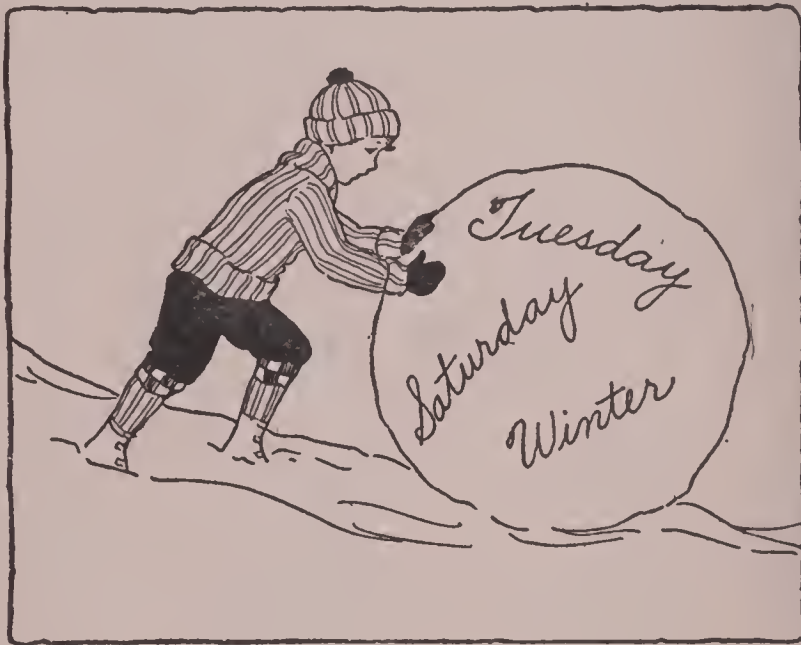
Review List

January	April	September	November
February	August	October	December
surely	swift	beyond	syllable
certainly	although	thankful	weep
cheap	unable	truthful	wept
exercise	willing	within	forefinger
twenty-five	least	disagree	grammar

XII

"GIVE ME LEAVE"

"Gimme leave, Mister?" There are few boys who have not called out this question and fewer folks who have not had the question—and its accompaniment—hurled at them.



Just as a snowball is essential to this question, so the snowball is essential to this game. A picture of a snowball, with a child pushing it, is drawn on the board. The words of the spelling lesson are written on a piece of paper and are distributed among the children. When they are spelled they

are pinned on the snowball. This is called "rolling the snowball." When all the words are on it, the snowball is "unrolled," by taking the words off and spelling them as they come off.

The one spelling all the words correctly is then given an opportunity to say, "Gimme leave," and without parley he throws the ball by way of pointing out some children to whom he pronounces the words. Correct spelling is emphasized here, as in all other games.

Review List

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	Winter

XIII

GOING TO THE CIRCUS

This may not be an "honest-to-goodness" circus, but it has two things, at least, of which the circus boasts: booths and barkers.

Four or five of the best spellers in the room keep the booths at the circus. Each one of our young "barkers" has a list of review spelling words, perhaps twenty in all. All of them are words that have been misspelled during the month. When the child spells all of the words correctly at the first booth, he progresses to the second stand, and so on.

When he misses, he must leave the circus grounds, and study. If he spells them all correctly, at all the booths, he will be given the honor of keeping a booth at the circus next time.

A Circus List

parade	shout	noise	calliope
clown	carefree	loud	monkey
circus	merry-go-round	call	acrobat
counter	shows	giraffe	ring
tent	ticket	elephant	perform

XIV

FISHING

“The ol’ swimmin’ hole”—James Whitcomb Riley has made it popular, if swimming itself needed anything to popularize it.



So why not a “swimmin’ hole,” or a “swimmin’ pool,” in spelling? In the “pool” a box, for convenience, are placed the words to be spelled. Each child may have a turn at fishing for the word. Having caught one, he hands it to the teacher, and she pronounces it for him. If he writes it correctly, it becomes his fish. If not, it belongs to the teacher and is saved for future study.

The object of the game is to see who can catch the greatest number of fish. The best bait, *study*, will bring the most gratifying result.

XV

CHECKERS

Checkers in school? Why not? The children are lined up in one row for the game. The teacher gives each child two words. All who spell their words correctly must wait one more turn before moving.

There are four stations in the game from the time the child moves until he gets back home to his own desk. In this way, each child spells at least eight words. The poor speller spells more, for the more mistakes he makes, the fewer moves he is permitted to make and the more chances he has to spell.

The real advantage of this game is that practice is given where practice is needed.

A Few Suggested Words

party	rhymes	nursery	pink
color	sang	refreshments	dainty
chess	design	charming	orchestra

XVI

PUSS WANTS A CORNER

This popular game may well be utilized for spelling.

The pupils stand by their seats. One child is "Puss." Words are pronounced down the line. If a word is missed, Puss gets a chance to spell it. If Puss spells it correctly, he takes the place of the child who misses, while the latter becomes Puss.

If Puss cannot spell the word, the next child who can spells it and no change is made.

A variation of this game is to have the class divided into teams, each team having for its object the preventing of Puss from joining it. Use the same game for a week and keep a record of the daily score. The side which has kept Puss "out" for the week wins!


Review List

premise	question	offensive	brief
judges	debated	negative	assertion
gavel	chairman	statement	proof

XVII

AUTO RACE

Each child chooses the name of a car he wishes to run. A rate per mile is agreed upon. For example, six words are given. If the rate is one hundred miles to the one word, and the child spells

					
<i>Name</i> _____					
M	T	W	T	F	Total

all six words correctly, he has traveled six hundred miles. If he misses one word, he has traveled only five hundred miles. The child keeps his daily score and the total number of miles is added at the end of the week.

Where is the child who would not strive like the proverbial Trojan to have his mileage the highest?

XVIII

PIED WORDS

Finding an error gives a feeling of accomplishment, does it not? It is on this premise that this game is worth while. Misspelled words may be written on the board and pupils permitted to correct them.

“C-a-p-t-a-n” is written on the board.

“C-a-p-t-a-i-n” will immediately replace the incorrectly spelled word.

Competition among rows should be encouraged. Each row has a similar list of words to correct, each child in the row having one word to change, and the row finishing first, wins.

Troublesome Words

partner (pardner)
knight (nite)
soccer (saker)
projects (probjects)
kindergarten (kindergarden)

XIX

FILL IN

Almost like the cross-word puzzle is this game of "Fill In."

Place spelling words on the board with some letters omitted and call on children to fill in the missing letters. For example: "l-o-v-i-n-g" is to be studied and it is written on the board in this way, "l-o-v-n-g," and the children fill in the missing letter. All will spell the word after the space has been filled.

Great is their delight when they discover the letter omitted and great is their pleasure if all think of the word, and can spell it in unison, at the instant it is seen.

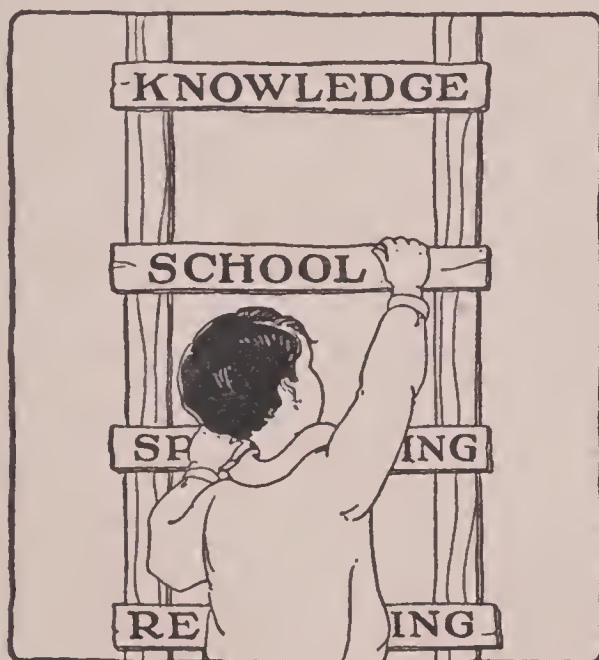
Fill-in Words

talks	t - a - - k - s
athletics	a - t - h - l - - - t - i - c - s
reading	r - e - - d - i - n - g
chairman	c - h - a - - r - m - a - n
teacher	t - e - - c - h - e - r

XX

SPELLING LADDER

The class is divided into two teams to climb an imaginary ladder. For every word spelled correctly, the pupils gain one rung of the ladder; each



word spelled incorrectly requires the pupil to step back a "rung." The team gaining the most rungs at the end of the spelling lesson wins the race.

Especially is this game good for "Fire Prevention" week—let each child picture himself climbing the ladder to rescue "Good Spelling." Most realistic flames, caused by that fiend Carelessness, can be fought. Utilize the vocabulary of the literature

distributed at that time of the year. Verily, the spelling lesson may thus become a two-edged sword.

Suggested List of Words

safety	rubbish	alarm
carelessness	explosion	bonfire
flames	combustion	extinguisher
disaster	kerosene	paper
loss	conflagration	matches

XXI

OBSERVATION SPELLING

For a given period of time, allow the children to test their power of observation, by arranging a list of words based on articles in the schoolroom. The pupil who spells correctly the greatest number of words for a week is rewarded by having a red star placed after his name on a chart upon which is recorded the check-up.

Correlate this idea with language assignments and allow children to give discussions on improvements recommended for the room. This will necessitate the examination of catalogues to determine what additional apparatus is needed. As a result the spelling lists will grow and grow—but only articles of which the spelling is correct may be recommended. For example: John may feel that a thermostat is necessary—if he can spell it correctly, it may be added to his list. Otherwise, it may not.

Schoolroom Words

flag	inkwell	bulletin	curtain
window	table	desk	dictionary
curtain	apparatus	bookcase	encyclopedia
globe	picture	slate	pencil sharpener
cupboard	thermometer	shades	charts

XXII

WHAT IS IT?

The lure of the guessing game is utilized here. It is especially applicable for the words which present greatest difficulty.

Using for an example the word "separate," the appointed pupil passes to the front of the room and says, "I am thinking of a word beginning with *s* and ending with *e*. What is it?"

The children ask, "Is it *same*?" spelling the word aloud until they finally spell the word of which the pupil is thinking.

A Few Words to Use

seven	steel	tobacco	clothing
extra	manufacture	wool	commerce
appear	coffee	grain	nursed
automobile	cocoa	entertain	animals
industry	tall	flour	flax
knave	wheat	timber	linseed

GAMES FOR REVIEW

XXIII

WRITTEN REVIEW

To see who can spell most accurately and write most legibly is the object of this Friday afternoon review.

A written review or drill of the weeks' words, plus other words studied earlier in the year, is given on Friday. The papers are graded and posted on the bulletin board, or, lacking that, on burlap.

Seeing their papers on exhibition for a week is an incentive to try harder to have the neatest papers and the highest grades. Competition between classes may thus be stimulated.

Review Words

general	purpose	range	lightning
death	beginning	others	electricity
discovered	lawyer	mountains	president
exploring	represented	speaker	term
fought	because	street	liberty

XXIV

BASEBALL

The "Giants" may play the "Yanks" in this game—and when they do, one readily understands why baseball is the national American game. Boys who may be bored with an ordinary spelling lesson will plead for the place of "Captain" or "Catcher," "Pitcher" or "Umpire."



The Captains select their nines. The teacher chooses the Umpire and the Score-keeper, in addition to a Referee, whose particular business is to see that the line is standing erect and quietly. The

Pitcher pronounces the words; the Captain names the first one to bat, and if he spells the word correctly, the Umpire calls the score and the Scorekeeper records it. If the one up to bat fails on the word, the Umpire calls, "Strike one." The player is given two more chances to correct himself, just as in the real game, "Strike two," and "Strike three." If he fails, it is "One out," and three "outs" gives the ball to the other side.

The baseball fans love the game; the others are soon ardent devotees of baseball. The game is splendid as a review exercise. One caution might be made: the Umpire must be a good speller to detect errors.

The children who are not on either team or serving in any other capacity may divide themselves into supporters of the two contestants and "root" for their teams. The Captains are privileged to replace team members from those seated, if for any reason they feel it is necessary.

If a "series" is arranged, each game to be played on successive Fridays, let the "nines" be figurative and allow the entire class to play. Interest is sustained if the children know that, defeated one Friday, there is hope of another game ahead, at which they may be victorious. When the entire class is playing, it is feasible to allow but one "out" in place of three outs, as in the regulation game.

XXV

UP WE GO!

This is the old game you used to play when the decree was, "You may go ahead if you spell the word."

On oral spelling day, the pupils stand in line while the teacher pronounces the words to be spelled. The teacher will make it clear before the lesson begins that she will not repeat a word that is pronounced once. She will also state that words misspelled will not be corrected by her, but any child who indicates that he is able to spell the word may do so. If the words are correctly spelled, the speller passes ahead of the child to whom the word was first given.

All words are placed on a list of words that have been misspelled, to be reviewed later. This will make another review period.

The game here given, like Baseball Spelling, makes a review period an interesting one.

XXVI

THE FIGHTING ARMIES

Off to war with Captains, banners, and even an Army Physician—how is that for a spelling game?

The class is divided into two armies, each of which has a name and a Captain. A word is given to a Soldier on one side and then one to a Soldier on the opposing side. The Soldier missing the word given is “wounded” and must be seated. The army having the greatest number of Soldiers left in its troop wins and is given the banner, the reward of the winner.

After the battle is over, the Doctor goes to the wounded soldiers (those who have missed the words) to see if they can spell the words missed. If they can spell the words correctly, they are well; if not, they are still sick, and need “medicine.” The medicine? What better medicine than continued study of the word, practice in writing and spelling it, until they can prove that they are “well.”

The Doctor must, of necessity, be chosen because of demonstrated ability in spelling. Otherwise the patient might be excused before complete recovery is assured.

XXVII

REVIEW RACE

Friday afternoons—make them the most interesting of all the week. Why not try a review race?

A written review may be given, the review to cover all the spelling words studied during the week. This, of course, includes misspelled words from the children's own vocabulary.



Following the written test, those girls who make a perfect score may be permitted to compete with the boys who make a perfect score. The pupils who have failed to make 100% study their words until they are assured they know them and then they may listen to the contest.

Gradually a feeling of disgrace will come if one misses words in the review and soon there will be few who are not eligible for the contest on Friday afternoons.

Words Used in Geography

Alabama	California	Delaware
Arizona	Colorado	Florida
Arkansas	Connecticut	Georgia
peninsula	continent	geographical

Words Used in Sports

sport	rush	injure	success
tennis	rushed	injury	defeat
racket	strength	injuries	effort
winner	temper	limb	patience
wrestler	course	contest	target
trained	leap	timid	severe
tired	tackle	curve	severely
control	determine	rapidly	clever

Words Used in Arithmetic

tenth	sixtieth	cancel	per cent
twentieth	seventieth	cancellation	percentage
thirtieth	eightieth	divisible	principal
fortieth	ninetieth	indivisible	million
fiftieth	triangle	factor	accurate

XXVIII

“WE WIN” GAME

“To the victor belong the spoils” in this game. Time, quickness, and alertness are decisive factors.



FIRST. Captains are chosen.

SECOND. They choose alternately the members of the class.

THIRD. The word is pronounced by the teacher.

FOURTH. Alternately, the words are spelled, each child having but one trial to spell a word.

FIFTH. If Line A misses a word, Line B may correct it and Line B has earned thus the right to choose a speller from Line A. Of course,

the winners choose those admitted to be the best spellers, much to the chagrin of the losers.

This game is limited to a certain time, so that it can be determined who has really scored highest in a certain number of minutes. "Scoring highest" means having the greatest number of spellers. All too true, "to the victor belong the spoils," for this is one game in which the loss involved is tangible.

Review Words

promise	guess	February	bread
their	pumpkin	listen	umbrella
meant	against	watermelon	separate
please	people	thread	medicine
already	often	easy	friend
engine	heard	Saturday	sugar
either	enough	neither	rabbit
squirrel	which	balloon	feather
early	there	Wednesday	dollar
doctor	scissors	country	shoulder

XXIX

SPELLING CONTEST

A drill that benefits the poor speller—this is the virtue of this plan. The steps are these:

1. Numbered slips are passed out.
2. The even numbers form one side.
3. The odd numbers form the other side.
4. No. 1 is Scorekeeper for the “odd” number side.
5. No. 2 is Scorekeeper for the even numbered sides.
6. The words are pronounced alternately to the pupils in the rows.
7. Each pupil has a check placed after his name when he spells a word correctly.
8. When a pupil misspells a word he keeps his place but has a zero placed on his score.
9. Each pupil is provided with a clean sheet of paper upon which he records the words missed, spelled correctly.
10. At the conclusion of the time allowed, the scores are counted to see which side has won and which pupils have perfect scores.

RELAY RACES

XXX

RELAY GAME

Relay races are quite the vogue in track meets. Is there any reason why they cannot be the vogue in spelling?

The class is divided into two groups with Captains for each group. The Captains start the race by pronouncing and spelling the word, *relay*. The next child will then spell a word beginning with *y*, as *yes*, and the next speller will use *s* as the initial letter of the word she will give. This plan will be continued to the end of the line.

The line finishing first with the fewest mistakes is victorious. The Captain must be a good speller, for he must check his group on misspelled words. The child who misses a word must go to the foot of the line.

Suggested Words

relay

train

never

yes

Naples

return

save

sell

narrow

educate

leave

wooden

enlist

entertain

next

XXXI

SPEED!

The five words for the day have been studied; the five words for review have been studied; the words have been erased. The children place their heads on the desk and "go to sleep."



The children in the front seats of each row rise quietly and pass quickly to the board and write one of the words studied. Just as quietly they return to their seats and "waken" the ones behind, who in turn go to the board to write one of the other words, until all the words have been written.

The object is to see which row can finish most quickly and at the same time earn the best grade.

Study and Review Words

dividend	quotient	subtrahend	addition
divisor	minuend	subtraction	faction
canal	noticed	cruel	division
faucet	clerk	hardly	multiplication
loud	kernel	proof	heap
harm	moment	bald	sash
glasses	vegetables	center	choice
tardy	apiece	eighty	fault
button	difference	speaking	forgiving
sneeze	thousand	empty	office
somewhere	drowned	generous	heating
together	hearing	hurrying	meaning
business	gasoline	multiplier	surround
seventh	separate	vowel	altogether
beneath	eighth	selfish	bitter
frighten	tasted	bicycle	double

XXXII

MEMORY RELAY

Following the study period of spelling and after the words have been erased from the board, the children make ready for a memory relay. Each row is given a sheet of paper. On the signal, "Go!" the first child is to write a word in the lesson that he remembers, pass the sheet of paper back to his neighbor behind him, who does the same, and so on to the next, until all the words in the lesson are on the paper. As soon as the last word has been written, the sheet is raised to indicate that the row has completed the list.

The row finishing first with all words correctly spelled, wins.

A variation of this is to fold the paper in the shape of a fan and call it a "Fan Relay" and let the pupils write the words on the folds of the fan.

Review List

ball	players	whistle
basketball	umpire	coach
football	referee	time

XXXIII

PASS IT ON

The rows may choose names of cars for this race: Fords may vie with Cadillacs, Studebakers may compete with Buicks, and all determined to bring home the honor for their cars.

The first pupil in each row is given a piece of paper upon which he is to write the first word pronounced and then pass it back to the next pupil in line. The second pupil writes the next word and so on, to the end of the row.

In grading the words, then, to determine which car is the winner, one pupil may pronounce and spell the words to the class to find which machine makes the best record. Fords should score their opponents' papers and vice versa.

This same game may be varied by naming the rows' colors, famous baseball teams, or celebrated men.

A Few Words

punctuate	margin	neatness	pencil
guess	whether	though	seems
having	tear	ache	forty
doctor	choose	cough	trouble
truly	loose	ready	raise
meant	February	hoarse	tired

XXXIV

POINT GAME

In this play race, resembling "Speed," the children race, writing the words on the board row by row.

The row finishing first receives eight points, the next row finishing receives seven points, etc. The scores are recorded for a week, the object being to see which row scores the highest number of points.

Names of Countries

Belgium	France	Turkey
Alaska	Holland	Norway
United States	Germany	Ireland
Sweden	China	Japan

Words Used in Business

receipt	stock	profit	owe
merchant	wholesale	freight	cashier
firm	retail	loss	charge
partner	commerce	collect	bill
company	customer	payment	collect

Words Used in Manufacturing

manufacture	mineral	industry	manage
manufacturing	metal	printing	control
mine	felt	wages	elevator
miner	steel	promotion	machine
mining	zinc	reward	motor

TRAVEL GAMES

XXXV

THE TICKET AGENT

Does "going somewhere" still hold a lure for you? If it does, you will understand why the children enjoy the travel game—there is no one of them who does not like to imagine himself traveling.



It is played by appointing a number of Ticket Agents, all representatives of railroads such as The Frisco, The Soo Line, etc., over which the children may take their imaginary trips to distant cities. Each one asks for a ticket as, let us say, to Port Arthur, Texas. The fare required is the correct spelling of one of a list of spelling words in the

hands of the Agent. He may ask the would-be passenger to spell *answer*. If the word is spelled correctly, the Passenger may "board" the train, *e. g.*, stand back of the Agent. Each child is given a different word to spell.

Great is the joy of the Agent with the most patronage, as testified by the lines standing back of him.

Review Words

committee	beginning	anybody	daughter
against	built	anything	enough
yourself	country	anywhere	Tuesday
himself	which	minute	Wednesday
herself	hundred	through	whole
heard	early	attendant	wrote
always	shield	during	sheep

XXXVI

SPELLING TRIP

Captain? Choosing teams? Will the process ever grow old? Children the world over glow with hope that they will be chosen.

In this game, two Captains are chosen who, in turn, select their sides. The Leader of one side spells a word. The Leader of the opposing side must then spell a word beginning with the last letter of the previous word. For example: *truly* may be given first; the next word must begin with *y*, so *yours* may be given. This game requires close attention for the child who does not attend will not hear the word given, and so miss his cue.

Geographical terms may well be used and the class go "a-travelin'" during the period.

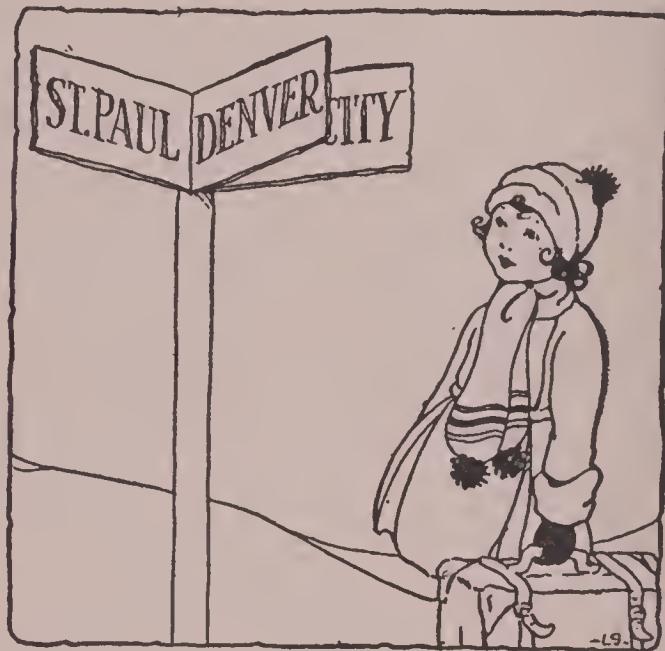
Geographical Words

Idaho	Yukon	Austin
Ohio	Naples	New York City
Oregon	San Antonio	Youngstown
Norway	Oklahoma	Niagara Falls

XXXVII

STOP-OVER

Off on another journey! In this game there are three "stop-overs" between "home" and the end of the journey. A word is pronounced and, if the pupil spells the word correctly, he may go to the first "stop-over" and another pupil may be given



a word. If the second spells correctly, he passes to the first "stop-over." If he misses, he stays at home and another is given a word. Next, the traveler at the first "stop-over" is given a word so he may progress—and so on until all the pupils have spelled.

XXXVIII

THE CITIES OF NEW YORK

“The Sidewalks of New York” figured prominently in newspapers some years ago. Why not use the cities of New York and the cities of the neighboring states as the basis for a spelling game?

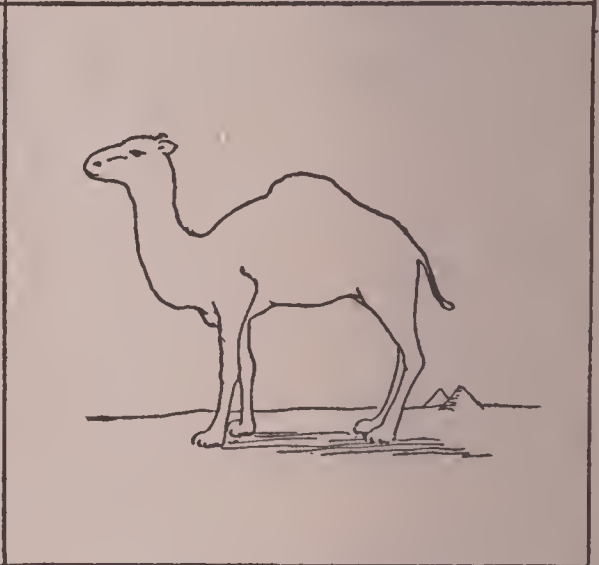
Let the children play that they are going to New York. Each child may represent a city in New York, and the class begin the trip to the metropolis. As soon as the other words are spelled correctly, the travelers may progress to the next station. The object is to reach New York City.

Profusely illustrated travel folders are easily obtained from the railroad offices. Procure time tables from the Eastern roads and allow the children to map their trips with the aid of a real time table. Arrived, we will say, at Buffalo, they cannot proceed until Buffalo is correctly spelled. If Syracuse is the next stop, the travelers cannot depart until Syracuse is written correctly.

On the Way to New York

Jamestown	Syracuse	Eureka	Rochester
Buffalo	Albany	Utica	Elmira
Auburn	Ithaca	Corning	New York City

PICTURE SPELLING



PICTURE SPELLING CARDS

XXXIX

PICTURE GAME

In the handwork period, have pictures of birds, animals, trees, fruit, etc., made or cut from magazines. These may be mounted on cards of uniform size. On the back of the card should be written the name of the object.

The class is divided into two groups for a race. The card bearing the picture of the giraffe, for instance, is held up for inspection. Two children, one from each group, go to the board and write the word. The one who finishes first and has the word spelled correctly, scores one point for his side. The winner is then permitted to choose the next card and present it to the teams. Two more children then run.

The group scoring the most high points wins.

Picture Words

giraffe	magnolia	oak	fir
elm	pitcher	sumach	tomato
maple	camel	pine	tree
cherry	turkey	ash	potato

XL

GROCERY STORE

Coming back from the neighborhood grocery, often one hears the remark, "There were so many good things to eat in there. I wouldn't know where to start first to choose."

What were some of the good things? "Bring to class tomorrow a list of twenty words, names of articles sold in the store. From that list our spelling lesson will be made," may well be the suggestion of the teacher.

When the list comes in next day, dictate five words from several lists; let the papers be exchanged and graded. Use the words misspelled for the "grocery list" spelling lesson.

The clothing store is another source of excellent material.

Store Words

meat
potatoes
apples

carrots
onions
butter

beets
beans
oleomargarine

XLI

ALPHABET OR STEP IN PLACE

Each child is given a card upon which is written or printed one letter. The teacher will pronounce the word to be spelled and the children having this letter are to take their consecutive places instantly.



The pride of holding the letter needed is almost as much delight as the fun of being able to respond with alacrity.

However, if a mistake is made, the first child to observe the error is privileged to replace the one making the mistake.

Review Words

bouquet
flowers
roses

blossoms
florist
violets

alyssum
carnations
zinnias

marigold
nasturtiums
smilax

XLII

GOOD FOOD GAME

Advertisements that are “good enough to eat” —why not use them for the spelling lesson? Why not use the printed word for the basis of the spelling list? Either clip the words from the magazine or the paper, or print the words on a small card and paste the illustration on the other side of the card. Then, as the picture is shown, the word may be spelled.

The child doesn't exist who will not look forward eagerly to the “picture spelling lesson.”

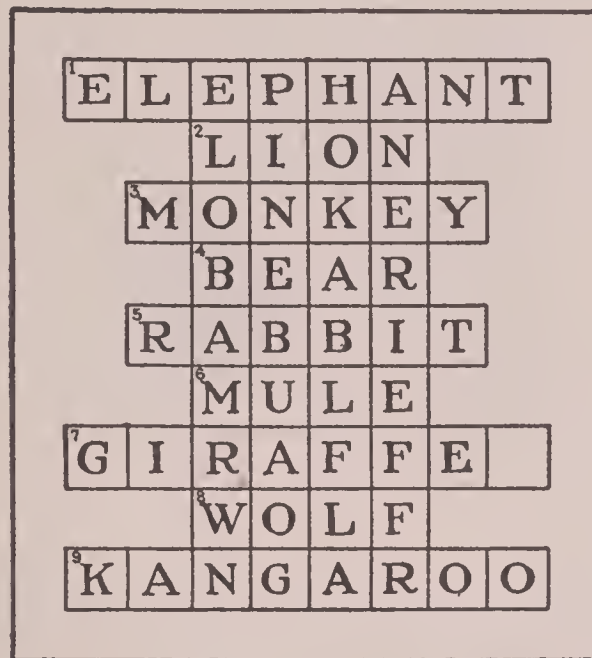
Review Words

sugar	cranberries	olive	cantaloupe
cake	oven	cheese	grapes
meat	stove	crackers	celery
roast	bake	dates	bread
bananas	gas	turkey	potatoes

CROSS-WORD PUZZLES

XLIII

THE ZOO



Horizontal

- | | |
|-------------|------------|
| 1. tnhpalee | 5. arbibt |
| 2. olin | 6. lmeu |
| 3. enkymo | 7. feagirf |
| 4. aebr | 8. lwof |
| 9. Nakoroga | |

Children are to rearrange letters of each word after number to spell names of animals.

XLIV

SPORT AND SCHOOL

¹ T	E	N	² N	³ I	⁴ S
R			⁵ O	F	T
A		⁶ A	T		O
⁷ M	⁸ O	P			R
⁹ P	R	E	T	T	Y

Across :

1. What boys and girls play on the campus
5. Synonym for frequently
6. A word indicating where
7. Is used to clean floors
9. Attractive.

Down :

1. Beggar ; vagrant
2. Negative word
3. A conjunction
4. What the teacher reads to the children
6. A large member of the monkey family
8. A conjunction

XLV

A TWISTER

¹ U	² N	³ C	⁴ L	⁵ E
⁶ P	⁷ E	⁸ A		A
⁹ P	¹⁰ A	¹¹ P	¹² E	¹³ R
¹⁴ E	¹⁵ R	¹⁶ E		
R		¹⁷ R	¹⁸ A	¹⁹ G

Across :

1. Male relative
6. Vegetable
9. That upon which one writes
14. Before
17. Tattered cloth

Down :

1. Higher
2. Close
3. Skip or prance
4. Meadow
5. Part of body

XLVI

RIDDLES

¹ C	A	² P	I	³ T	O	⁴ L
O		U		U		O
⁵ D	I	S	⁶ O	B	E	Y
F			A			A
⁷ I	N	⁸ S	⁹ T	A	L	L
S		O		I		T
¹⁰ H	O	L	I	D	A	Y

Across:

1. Building in Washington, D. C.
5. To refuse to obey
7. To establish
10. Day spent in observing an anniversary

Down:

1. Kind of fish
2. Poisonous matter forming in a sore
3. Large receptacle used in bathing
4. Faithfulness
6. A grain
8. The fifth tune of the vocal scale

XLVII

“UPS” AND “DOWNS”

¹ I	² C	³ E	⁴ B	⁵ E	⁶ R	⁷ G
D		G		R		R
⁸ I	⁹ V	¹⁰ Y		¹¹ A	¹² D	¹³ A
O		P		S		S
¹⁴ T	¹⁵ A	¹⁶ T	¹⁷ T	¹⁸ E	¹⁹ R	²⁰ S

Across:

1. Floating ice
8. A vine
11. A girl's name
14. Rags

Down:

1. A mentally unbalanced person
3. Country in Africa
5. To blot out
7. Plant that grows on lawns

XLVIII

NATURE

¹ T	U	L	I	⁵ P
H				A
² E	L	⁶ D	E	R
A		O		A
³ T	R	E	E	S
E				O
⁴ R	A	V	E	L

Across:

1. An early spring flower
2. A tree
3. Large plants
5. To untwist or unravel

Down:

1. A place of entertainment
6. A sunshade
7. Young deer

THE ONE HUNDRED SPELLING DEMONS

The one hundred words most frequently misspelled. It is interesting to note that over half of these "demons" are second grade words, while all of them appear before sixth grade.

ache	done	making	they
again	don't	many	though
always	early	meant	through
among	easy	minute	tired
answer	enough	much	to-night
any	every	none	too
been	February	often	trouble
beginning	forty	once	truly
believe	friend	piece	Tuesday
blue	grammar	raise	two
break	guess	read ¹	used
built	half	ready	very
business	having	said	wear
busy	hear	says	Wednesday
buy	heard	seems	week
can't	here	separate	where
choose	hoarse	shoes	whether
color	hour	since	which
coming	instead	some	whole
cough	just	straight	women
could	knew	sugar	won't
country	know	sure	would
dear	laid	tear ²	write
doctor	loose	their	writing
does	lose	there	wrote

¹ Given here as the homonym of RED

² Present tense of TORE

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