

CORPlus Spelling Bee Vocabulary, Spelling, and Speaking Activities Kit

Presented at the regional workshops by Jesse Kiendl
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*with tweaks!

Vocabulary focus

Definition Bingo

- Have your students draw a grid (3x3, 4x4, 5x5 depending on how many words you want them to practice).
- Provide your students with a list of words (I like to have more words than there are spaces in the grid), and give the students a time limit to put the words in the grid.
- Say the definitions aloud, and have the students put an X on each word that they hear. The first one to get a line across the grid (horizontal, vertical, or diagonal) says, "Bingo!".
- Have the winning student repeat the words to check.

Pelmanism

- Choose a set of words (preferably vocabulary for review).
- Write these words on squares of paper.
- Hand out a blank square of paper and a square of paper with a word on it to each student.
- Instruct the students to make a representation of the word on the blank square. Tell the students to either write a definition, draw a picture, create a gap fill sentence, or write the phonemic spelling for the word on the blank square (it is best to first model these options for the students).
- Once the students have completed the task, put them in groups of 3-6, and have them go around in a circle and show/say their word, and show their representation of the word.
- Next, have the students place all of the squares face down on a desk or table in a grid.
- In turns, each student gets to pick two cards (saying the words when they pick them up), with the objective of finding a match. When a student gets two matching squares, he/she can keep these squares.

Tweaks:

- Give students more than one word, or have extra words so that fast finishers can create more definitions/representations while the slower students are finishing.
- After a couple of minutes, have groups swap sets of cards, and play the game with the new set.
- Make a rule that if a student gets a match, he/she can go again.
- Save the cards in a special place in the room, and have them available as a ready-made activity for fast finishers to do when they finish work before their classmates.
- Use the cards for the *Board race/Slap* activity (see below).
- Have students make their own sets of cards with new vocabulary to practice at home or in pairs/groups in class.

Word stories

- Write 15-20 words that the students have recently learned on the board.
- Have each student create a story using at least 8 of the words.
Tweaks:
 - Do this orally, or have the students write down the story.
 - Have students collaborate on this activity, working in pairs or groups of 3.
 - Give the students the words on pieces of paper/have the students make their own (like in Pelmanism), and have them arrange the pieces of paper in order as they create the story.

Board race/Slap

- Either write words on the board, or write words on paper that you stick on the board.
- Arrange the students in 2-3 lines, and show them where each line starts (you can use tape on the floor to make this more like a race).
- When you say the definitions, the first student in each line runs to the board and tries to be the first one to slap the correct word. These students then go to the back of the line.

Tweaks

- You can have each line decide a name for their team.
- You can decide if the students have to wait until the definition is finished before they can race to the board, or if they can go whenever they think they know the answer.
- You can erase the words after they have been said, or leave them on the board (and potentially repeat some of them).
- If you are using words on paper, you can let the winner of each round take the paper, and have the teams read out their words at the end of the game (and have the whole class count how many words each team got).
- You can put the team names on the board, and mark the score continuously throughout the game.
- This game can also be played with flyswatters, where the students have to hit the correct word with the flyswatter.

Odd one out (meaning)

- Choose 4-5 words where one of the words does not belong—this activity is even better if different words do not belong depending on how one chooses to categorize them (take for example, with the words *mosquito*, *canary*, *bee*, and *spider*. A *canary* is the only word that is not an insect; a *spider* is the only one that cannot fly; *bee* is the only word with less than 2 syllables).
- Write the words on the board, and have the students decide which ones do not belong. Ask the students to say what they think and why.

Tweaks:

- You can have students work in pairs to decide.
- You can have students make their own lists for their classmates to try out.
- Read out the words, and have the students write them down before deciding.

Back to board

- Have students stand in pairs, with one partner facing the board, and the other one facing away from the board.
- Write a word on the board, and the students facing the board must describe the word to their partners.
- The first student to correctly guess the word yells the word out.
- Have the students switch roles, and repeat.

Tweaks:

- You can have the students do this in larger groups (two students facing the board with one student guessing, one student facing the board with two students guessing, etc.)
- You can have the students raise their hands when they correctly guess the word.
- You can have the students sit during the activity, and just reposition their chairs.
- You can have the students facing the board mime or draw the word instead of saying it.

Spelling focus

Back writing/Air words

- Have students stand in pairs, where one can see the board, and one cannot.
- Write a word on the board (preferably a short word with no more than 5 letters).
- Instruct the students that can see the board to write the word on their partner's back.
- The partner should guess the word; if he/she does not guess correctly, the other student should try writing it again.

Tweaks:

- Have the student (whose back is being drawn on) say each letter as it is written.
- Have the students raise their hands when they correctly guess the words.
- Have the first student to correctly guess the word shout it out.
- This can also be done as **Air words**, where instead of writing on the partner's back, the students trace the words in the air in front of their partner.

Tweaks:

- Have the students trace the words while facing their partners, and also with both students facing in the same direction, and see which style they prefer (if they are facing their partners, the letters will appear in reverse).

Odd one out (sound groups)

- Choose 4-5 words where all but one contain a certain sound—this list will be even more effective if all but one contain one sound, and all but another contain a different sound. This activity also works best if you choose sounds that can be spelled in different ways—a good example list might include *finish*, *cautious*, *official*, and *elephant*, where 3 of the words contain the /f/ sound, and a different 3 words contain the /sh/ sound.
- Write the words on the board, and have the students decide which ones do not belong. Ask the students to say what they think and why.

Tweaks:

- You can have students work in pairs to decide.
- You can read the words aloud, and have the students read along so they can try to hear the sounds and make the sound-spelling connections.
- You can have the students identify/list all the different ways that the individual sounds can be spelled.
- You can have the students generate their own lists of words that contain the highlighted sounds.
- You can have students make their own word lists for their classmates to try.

Board race/whispers

- Have the students stand up and form two lines perpendicular to the board. Each line should have the same number of students.
- Give the student closest to the board a whiteboard marker.
- Go to the back of the lines, and whisper a word to the students at the end of each line.
- These students must then whisper the word to the next student in line, who must in turn whisper it to the next student, who whispers to the next student, and so on. Once the word reaches the student with the marker, he/she must write it on the board. The first team to correctly write the word on the board wins.

Tweaks:

- Whisper the spelling of the word instead of the word itself.
- Instead of having the final student write the word, he/she can say it out loud.
- If the word that the final student writes is not the same as the original, have the line start again from wherever the breakdown occurred.

Missing vowels

- Write a sentence on the board using a number of words you want your students to practice, but with the vowels removed.
- For example “*The handsome gentleman cut his finger on some green glass.*” would be written: Th hndsm gntlmn ct hs fng r n sm grn glss.
- Have the students try to guess the words, and then write out the complete sentence.
- Elicit the correct spelling from the students, and write it on the board below the original.

Tweaks:

- Have students work in pairs, with one student spelling, and one student writing.
- Have students write their own vowel-less sentences for their classmates to decipher.

Gapped text

- Write a sentence on the board with letters missing from the words, indicating each missing letter with an underscore (_).
- For example “*The football player got a red card from the referee.*” could be written: T_e f__tb__l pl__r got a r__ c__rd from the r_f_____.
- Have the students try to write the whole sentence down in their notebooks.

Tweaks:

- Have the students come up to the board and fill in the missing letters.
- Have one student come up to the board, and have the class tell him/her which letters to fill in.

Tennis

- Choose a number of words the students have recently learned—longer words work best for this activity.
- Divide the class into 2 teams (this works best if they are seated on opposite sides of the room).
- Tell the class the word, and have one team start by saying the first letter of the word.
- The other team must then say the second letter, followed by the first team saying the third letter, and so on until they have spelled the entire word.
- You act as the judge. If an incorrect letter is said, the students must start to spell the whole word again from the beginning. If a team takes longer than 2 seconds to say a letter, they must start over.

Tweaks:

- Have the whole class spell the word together after each round.
- Have students play in pairs.
- Have students work in groups of 3 or 4, where 2 students play the game, and the other student/students act as the judge.
- Play this as a sentence building game, where each team must extend a sentence by adding a word during each turn.
- Play this as a vocabulary brainstorming game, where you decide on a theme, and the teams must say words related to the theme—if the theme were ‘*animals*’ they could say the name of an animal (for example ‘*dog*’) or an animal related word (for example ‘*tail*’ or ‘*bark*’), and continue going back and forth until one team either cannot come up with a word or repeats a word that has already been said.

Grid words

- Draw a grid on the board (3x3, 4x4, or 5x5 depending on how many words you want your students to practice).
- In each square in the grid, write the first letter of words your students have learned.
- Divide the class into 2 teams, and let each team pick a name.
- Tell the students that to win the game, they must get a full line of squares/letters (either horizontal, vertical, or diagonal).
- Alternating between teams, ask them which letter they would like to try, and give them a definition of the word. Allow the team time to confer, and then tell you an answer.
- If the team guesses correctly, they win that square. If the team does not guess correctly, the other team has a chance to answer and win the square.

Tweaks:

- Write the first 2 or 3 letters of the word (good for lower level students).
- Write the last letter of the word in the squares.
- Write the phonemic sound of the first letter in the squares.
- Give the team an extra turn if they can use the word in a sentence.
- Have both teams try to generate as many words as they can that begin with the letter in the square. The team that comes up with the most words (or the most unique words) wins the square.

Spelling auction

- Select a list of words that your students have learned, but have difficulty spelling.
- Divide the class into 2-3 teams, and have each team choose a name. Write these names across the board.
- Tell each team that you are going to give them 500 dollars, and write “500” under each team’s name.
- Write one of the words on the board—either spelled correctly, or misspelled (preferably with a common mistake that your students make).
- The teams have to bet on whether the word is spelled correctly or not—ask them one by one if they think the spelling is correct, and how much they would like to wager on their guess. Note their wagers on the board.
- Once all of the teams have placed their bets, either add or subtract from their money totals on the board (depending on if their guess was correct or not).

Tweaks:

- You can play the game until one team reaches a predetermined amount of winnings, until you have completed a given set of words, or for a set amount of time.
- Give teams an extra 100 dollars if they can correctly spell the misspelled words.
- Give teams an extra 100 dollars if they can correctly use the words in a sentence.

Hangman/Wheel of Fortune

- Choose a word, and write as many dashes as there are letters in the word (for example, if the word is *camel*, you would write _ _ _ _ _)
- Draw a gallows on the board.
- Have the students guess letters. If the letter occurs in the word, write it in the correct space (if the letter occurs more than once, write it wherever it belongs).
- If the letter does not occur in the word, write the letter on another part of the board, and draw a part of a body on the gallows.
- The object of the game is for the students to guess the word before you have drawn an entire body.

Tweaks:

- Instead of an individual word, play the game with a phrase or whole sentence.
 - Decide whether or not students can say the whole word/phrase before all of the letters are on the board, or if they have to continue adding only individual letters until the word/phrase is complete.
 - Use this activity to introduce the topic/theme that you will teach during the class.
- **Wheel of Fortune** is a similar game, based on a popular American TV show of the same name.
 - Divide the students into teams.
 - Instead of a single word, write out the gaps for an entire sentence.
 - Teams take turns guessing letters. If they guess a letter that occurs in the sentence, write it in everywhere that it occurs, and give the team a point for each occurrence.
 - Teams continue to guess letters until they guess a letter that does not occur, at which point it is the next team's turn.
 - Teams cannot guess vowels—if they want to see where vowels are they have to 'buy' them (you can have vowels 'cost' 3 points). Even if the vowel occurs multiple times in the sentence, the team is only charged one 3-point fee.
 - At any point in the game, a team (if it is their turn) can guess the entire sentence. If they guess correctly, they get 5 points. If they guess incorrectly, it is the next team's turn.

Tweaks:

- You can limit teams to only one guess per turn.
- You can change the amount of points that vowels cost, and the amount of points awarded for guessing the entire sentence.
- You can make the rules such that vowels are just like consonants, and do not need to be bought.
- Use different colors to write the letters that each team guesses. The teams get points for each correct letter, and get points subtracted for each incorrect letter.

Speaking focus

Some of us, all of us

- Write the following phrases on the board:
 - One of us can...
 - Two of us can...
 - Three of us can...
 - All of us can...
 - None of us can...
- Place students in groups of 4, and tell them that they must talk within the group and figure out how they can complete each of the phrases so that they are true for the group.
- Once the groups are ready, have them say their sentences aloud. Tell the other groups to listen to see if there are any similarities with their own sentences.
Tweaks:
 - Have the groups write down their sentences before presenting.
 - If the students have written down their sentences, they can post them around the room, and then walk around and read the other groups' sentences to see how many similarities/differences there are among the groups.
 - Change the verb: instead of using 'can', use 'have' or 'would like to', or any other verb/verb form they need practice with.
 - Use a different verb for each sentence.
 - Do not write the verbs (only write 'One of us...', etc.), and have the students come up with their own verbs and ways to complete the sentences.

Sentence stars

- Draw a five-pointed star on the board.
- At each point on the star write a verb (for example *can, have, like, used to, going to*).
- Have each student write down 5 sentences (one for each of the words) that are true for him/her self.
- Put the students in groups of 4-5, and have them take turns reading one sentence at a time. After each student reads a sentence, every other member of the group must ask a question about the sentence. Continue until they have all read all of their sentences.
Tweaks:
 - Instead of having students say all of their sentences, play with a time limit.
 - Draw a triangle, and only use 3 words to shorten the activity.
 - Instead of verbs, you could use nouns, adjectives, adverbs, idioms, or grammatical forms that you want the students to practice.

Chain stories

- Write the first few words of a sentence on the board.
- Have the first student finish the sentence.
- Now have the students continue around the room, each adding a sentence to create a story.
Tweaks:
 - You can have the students do this as a writing activity where they write a sentence, and then pass their paper to the next student who continues it.
 - You can have the students make chain stories in groups of 3-6, and tell them they must each take 2-3 turns.
 - You can play with a word limit where each student can only say 3 words before the next student adds another 3.
 - Instead of limiting the number of words, you can give a time limit for each student to add to the story before it is the next student's turn (between 5 and 10 seconds works well).

Dialog building

- This is an activity where instead of providing the students with ready-made dialogs, they collaborate to create their own dialog.
- Provide a scenario (for example '*a student comes to class late*', or a scenario related to whatever topic the students are studying at the moment).
- Ask the students to tell you who would be involved in the scenario (in the above scenario, the characters would likely be a teacher and the student), and write the character's names at the top of two columns on the board.
- Elicit from the class which character would speak first, and what he/she would say. Write their responses on the board under the appropriate column.
- Next ask how the other character would respond. Again, write the students' responses in the appropriate column on the board.
- Continue until there is a full dialog.
- Have the students practice the dialog in pairs. Then ask which pairs would like to perform the dialog in front of the whole class.

Tweaks:

- You can either write all of the student's suggestions on the board (this then makes their practice dialogs more dynamic as they can choose the lines that they would prefer to use), or have them decide as a group on the ones they like best.
- You can have the students copy the dialog in their notebooks.
- You can start the dialog with the whole class, and then after a few lines place the students in pairs or groups, and have them finish writing the dialog on their own.

Information gap race

- Prepare some simple drawings on pieces of paper—it is best to start with combinations of simple shapes and lines.
- Divide the class into 2 or 3 teams.
- Divide the board into as many sections as there are teams.
- Select one student from each team to be the drawer, and have them go to the board.
- Stand in between the drawers and the rest of their teams. Show the teams the picture (make sure the drawer cannot see it), and have the teams instruct their drawers to draw the same design as you have on the paper.
- The first team to finish is the winner.
- Repeat the activity with a different drawing and new drawers.

Tweaks:

- Make a rule that the team that recreates your picture most accurately is the winner.
- Instead of shapes and lines, draw more elaborate pictures that incorporate recently learned vocabulary.
- Have the students play in pairs or groups of 3, where the student who draws sits so that he/she cannot see the board. You draw the picture on the board, and the students that are not drawing describe the picture for their partner to draw.

Running dictation

- Print out or write a couple of sentences on strips of paper (the length of this text depends on the age/level of your students, and how long you want the activity to last).
- Post the paper strips at the back of the room (or preferably outside the door, if your principal will allow it).
- Group the students in pairs, and have them decide who will write, and who will speak.
- Tell them that it is the speaker's job to go and read from the strip of paper, and then to come back and dictate what they have read to the writer. The writer then needs to write down what the speaker says.
- There are a few basic rules:
 - *The speaker cannot touch the writer's pencil or the paper.*
 - *The writer must stay at the desk until they have completed the dictation.*
- Tell the students that they will probably not be able to memorize the whole dictation at once, and should try to remember a few words or a line, and then go back and report this to their partner.
- Once the pair has completed the dictation, have them put away the paper, and then switch roles and repeat with a new piece of paper (the speaker now writes, and the writer now speaks).
- Once both dictations are finished, have the pair compare their two versions, and make any changes they think are necessary.
- Finally, have them take one of the original slips of paper (that you created) back to their desk, compare to what they have written, and make any necessary corrections.

Tweaks:

- Make this a 'walking' dictation, where the students are not allowed to run.
- Make it so the text forms a question that the students must answer after they have completed the dictation, or a set of directions for what they have to do next.
- If you do not have enough time, the students do not need to switch roles.
- If you have an odd number of students, this can also be done in groups of 3, where 2 students start as writers, and the other student starts as the speaker.
- As a more spelling/vocabulary focused activity, you could put 10 different words on slips of paper around the room. The students take turns as writers and speakers, gathering one word at a time, and try to write all of the words correctly on their paper.

Other Ideas and Computer Generated Activities

Word starters

This is not so much an activity as it is a technique that you can use to help students develop their vocabulary and spelling skills.

- Instead of simply writing out words on the board, start by writing the first letter, and encourage the students to say what word they think that you are writing.
- Continue slowly adding letters and encouraging the students to participate until they guess the word.
- Once they guess the word, get the students to help you finish spelling it.

Tweaks:

- Give the students clues about the meaning of the word as you go along.
- Have the students guess the next letter instead of the whole word. Continue this process until they have finished spelling the word.

Note-taking techniques

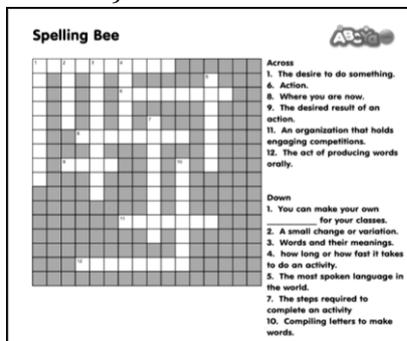
There are a number of ways that students can record new vocabulary in their notebooks. Traditionally, students write the word in English, possibly accompanied by the Bulgarian translation. This works well for some students, but might not be as effective for others. Below are some considerations and alternative techniques that can be used to enhance these traditional methods and improve the efficacy of note taking for different students.

- Organization: Students often just copy down the words as they are taught them, making their notebooks ineffective reference tools for later review. Below are a number of ways that you can have your students organize their notebooks to turn them into more effective references:
 - *Separate vocabulary notebooks*—Have your students keep a separate notebook that is dedicated to new vocabulary. Alternatively, have them make a special section in their English notebooks that is dedicated to vocabulary.
 - *Alphabetical*—Have your students arrange their notebooks alphabetically, dedicating a number of pages to each letter of the alphabet.
 - *Grammatical*—Have your students organize their notebooks according to different grammar structures, with separate sections dedicated to nouns, adjectives, verbs, phrasal verbs, idioms, etc.
 - *Thought groups/themes*—Have your students organize their notebooks thematically—for example, one section would be devoted to transport, one to food, another for people, etc.
 - *Color coding*—Have your students use different color ink to record different aspects of a word—for example, black could be used to write the word, blue could be used for the part of speech, green for the phonemic spelling, etc.
- Techniques: Aside from traditional translations, students can make their vocabulary notes more useful by using alternative techniques for demonstrating meaning. Different techniques will work better for different students, which is why it is helpful to have students to try each one out, and find out which combination works best for each individual. Below are a number of techniques that can help to make note taking more effective for vocabulary retention and review:
 - *Pictures*—Have students draw a picture of the word or a picture that incorporates the word.
 - *Translation*—Have students write a translation of the word—this does not have to be in their L1, but could also be in another language they are learning.
 - *Sentences*—Have students write a sentence that shows the word's meaning.
 - *Collocations/chunks*—Have the students include words that collocate (are frequently used with) the new vocabulary. They can also include chunks, which are common word strings that the word is used in.
 - *Mnemonics*—Have your students try to make a mental association that helps them remember the word.
 - *Associated shapes*—Have your students write down the word in a shape that resembles the word—for example, writing 'car' in the shape of a car.

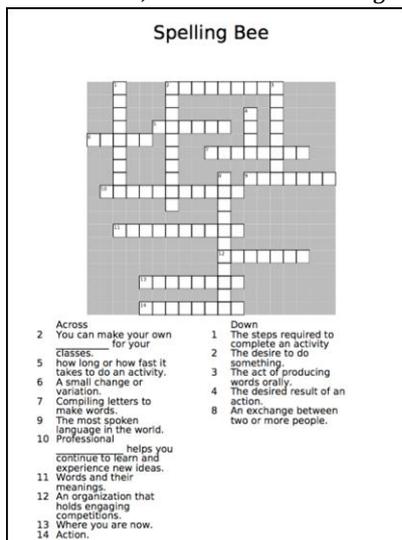
Crosswords***

The two web sites below have free crossword puzzle generators. All you have to do is enter in the words and the clues for the words, and the web site will create a complete crossword puzzle that you can save and print.

- Suggestions for the clues:
 - Create definitions of the words
 - Give examples: For 'animals' you could write: Camels, dogs, and sharks are all types of these.
 - Make cloze sentences—for example 'A camel has one or two _____.' (the answer would be 'humps').
- **Tweaks:**
 - Have students complete the crosswords in pairs or small groups.
 - Separate the clues from the crossword puzzle, and have one student read the clues aloud while their partner tries to fill in the clues.
 - Hand out the puzzles without the clues attached, and then read the clues aloud to the students. Have them call out the answers.
 - Once students are familiar with the format of crossword puzzles, have them make their own. You can give them blank grids and word lists, and have pairs/groups work together to construct puzzles for their classmates to try.
- http://www.abcya.com/crossword_puzzle_maker.htm
This site is very easy to use, and is great for creating smaller puzzles (there is a 20 word maximum).



- <http://www.armoredpenguin.com/crossword/>
This generator is more complex, but has numerous options if you are feeling more adventurous, or want to make larger puzzles.

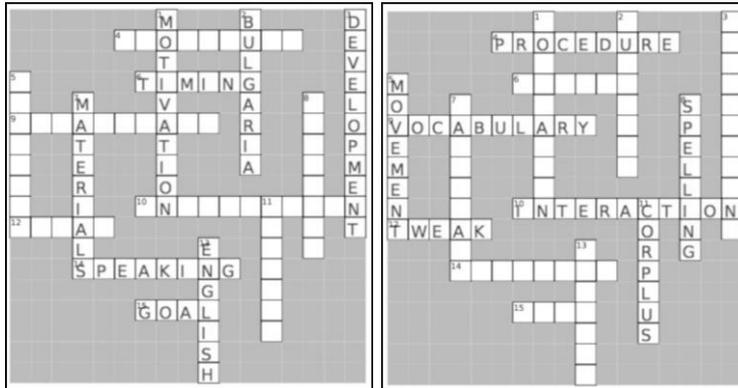


Info-gap crosswords***

- With this crossword puzzle generation option, you can make 2 complimentary puzzles, where each version contains the words that the other does not (see examples below).
- Put students in pairs, and give each partner a different version.
- The students take turns asking each other for clues to the words that are not written on their versions.

Tweaks:

- Give the students written clues to help that they can use in giving the definitions.
 - Have the students do this in groups of 4, with 2 students on each 'team'.
 - For lower level students, they can just say or spell the word instead of providing a clue.
- <http://www.armoredpenguin.com/crossword/>



Anagrams***

Anagrams are made by taking all of the letters from a word or phrase and then making a new word or phrase using the letters. For example, 'the help net' and 'the plane' are both anagrams of the word 'elephant'.

You can use the website below to generate anagrams.

- Write the anagram on the board, and have the students try to figure out the original word or words.

Tweaks:

- Write different anagrams on slips of paper. Hand the anagrams out to students, and have them write down the answers. Have students exchange anagrams once they have figured them out.
 - Have the students make their own anagrams with new words.
- <http://www.wordplays.com/anagrammer>

Word searches***

- *Word searches help students to focus on word spelling, and sight-reading words. The following websites have free word search generators. All you have to do is enter the words, and the web site will create a word search that you can save and print. As you can see in the examples below, some generators even allow you to make word searches in different shapes, which can make them even more appealing to students.*

Tweaks:

- Have the students write sentences using the words they have found.
 - Give a time limit for the word search. The winner is the student that finds the most words.
 - You can choose whether or not to include the word list.
 - Instead of including the wordlists, you can provide the students with cloze sentences to complete with the found words.
 - Have the students make sentences or write a short story with the words they find.
 - These worksheets work well for homework practice.
- www.superteacherworksheets.com/generator-word-search.html

Name: _____

Spelling Bee

F	I	D	R	K	C	N	A	T	U	R	E	X	O	B	G	C	D
L	T	W	Q	T	A	R	L	T	R	O	B	H	R	U	U	T	
N	C	V	F	I	S	H	E	R	M	A	N	Y	A	V	P	G	A
A	A	I	M	I	C	F	Q	A	I	C	H	R	I	C	N		
Q	N	D	E	S	E	R	T	N	X	Z	A	H	A	W	K	A	I
L	A	M	B	N	O	B	H	V	F	S	A	L	I	V	E	M	M
K	R	Q	F	O	H	F	Z	O	B	V	R	H	O	O	F	E	A
L	Y	W	X	N	G	G	O	R	E	I	E	A	T	B	L	T	
X	B	M	O	S	Q	U	I	T	O	N	A	R	O	A	R	N	I
D	F	Y	G	M	A	M	M	A	L	M	C	R	W	O	O	L	O
N	F	I	T	A	B	P	M	E	F	B	E	L	J	C	V	M	N
O	T	L	R	P	M	C	H	E	E	T	A	H	D	W	W	Q	C

Find the following words in the puzzle.
Words are hidden → ↘ and ↙ .

CATCH	CHEETAH	MAMMAL
FISHERMAN	NATURE	MOSQUITO
BEAR	EAT	CAMEL
LAMB	ANIMATION	OX
BUG	HOOF	ROAR
ALIVE	HAWK	WOOL
DESERT	HORN	
CANARY	BARK	

<http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php>

Spelling Bee

<p style="text-align: center;">N L</p> <p style="text-align: center;">O W</p> <p style="text-align: center;">R G P X</p> <p style="text-align: center;">A M A W</p> <p style="text-align: center;">U N V W B E</p> <p style="text-align: center;">N I C A U B</p> <p>C H E E T A H B M O A W E K H F A A A</p> <p>K K M A L I M U A C Q M R A L I V E K L</p> <p>B B A R K T G T S A U E Z S Y F Z O</p> <p>K O M D S C I J T T U L O B N O</p> <p>G H M Q B O A H N C T C H W</p> <p>O X A Q N N M A I H A Z</p> <p>Q R J F L A R U U W F N D E</p> <p>I N S K M W K Q Z T K A E A</p> <p>K I C F R H F S F M I Y R S T D</p> <p>D N Z E B O O X B T Y E E U</p> <p>Q B R H M O M J T H R O A R</p> <p>I A S A H Y T Q R P</p> <p>V E I L T R W D</p> <p>B F H Q</p>	<p>ALIVE ROAR</p> <p>ANIMATION WOOL</p> <p>BARK</p> <p>BEAR</p> <p>BEAR</p> <p>BUG</p> <p>CANARY</p> <p>CATCH</p> <p>CHEETAH</p> <p>CAMEL</p> <p>DESERT</p> <p>EAT</p> <p>FISHERMAN</p> <p>HAWK</p> <p>HOOF</p> <p>HORN</p> <p>LAMB</p> <p>MAMMAL</p> <p>MOSQUITO</p> <p>NATURE</p> <p>OX</p>
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<http://worksheets.theteacherscorner.net/make-your-own/word-search/>

Name: _____

Spelling Bee

Created with TheTeachersCorner.net (http://www.theteacherscorner.net)

J	H	G	Q	G																	
Y	D	B	H	W	S	P	Y														
K	P	R	Y	A	E	Z	C														
G	I	J	G	X	U	G	A														
E	E	I	M	Z	F	D	D	K	U												
C	N	B	H	P	U	L	I	K	U	T	F	V	L								
C	N	T	L	T	E	A	Y	H	R	J	C	R	N	L	U	I	C	Y	I		
A	A	L	E	Y	G	Z	T	E	A	Z	L	E	C	I	T	Y	O	A	F	J	
T	M	L	E	M	E	D	V	M	I	N	G	A	C	C	U	S	E	F	U	A	S
N	E	U	M	E	I	P	D	L	E	R	R	T	J	Z	P	R	G	O	S	X	
Z	L	B	A	Z	H	R	C	C	B	S	N	U	I	T	C	O	N	F	E	S	
B	X	M	N	B	Z	B	T	J	K	I	L	T	O	V	X	Q	K	I	L	U	D
Q	A	I	O	T	N	E	D	I	C	C	A	N	J	F	D	J	A	E	T		
D	Z	K	K																		
d	s																				

ACCIDENT	ACCUSE	AMBULANCE
BRIDGE	CAMEL	CAUTIOUS
CITY	CONFESS	DIRECTION
GENTLEMAN	HARDLY	IMPATIENT
JOURNEY		