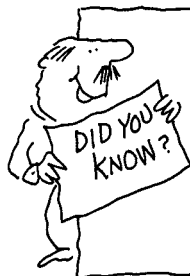




Happy Birthday word skills for primary grades

Everyone loves a birthday! Select from among these birthday word-skill activities of various difficulties to enrich your word work. For many of these activities, students can use their *My Spell Check*® Cards as spelling references.

- 🍎 Post a class chart for each month of the year. Ask children to write their name and birthday on the chart for the month of their birthday. Then, students may—
 - 🍎 work cooperatively to construct a bar graph to show the number of student birthdays in each month. Which month has the most birthdays? Which has the least?
 - 🍎 research more birthdays—authors, U.S. presidents, favorite movie stars, athletes—to add to the birthday charts
 - 🍎 learn to list the months of the year in order, spelled accurately. To practice, students work in pairs to write and proofread together. Then, they test each other.
 - 🍎 choose two months of the year and write what is alike about the two months and what is different (ie., the months' words, weather, holidays).



Two children's literature authors with January birthdays are Rosemary Wells (January 29) and Janet Stevens (January 17). Children may be familiar with *Max's ABC* and *First Tomato* by Wells, and Janet Stevens' *Tops and Bottoms*.

- 🍎 The word *birthday* is a compound word, birth + day. How many more compound words can students find and write? Then, students may—
 - 🍎 sort the compound words. They put compounds with a meaning comprised of the meaning of its word parts in one set (i.e., birthday, playground, classroom). They put compounds with a meaning that is not comprised of the meaning of its word parts in another set (i.e., understand, butterfly, strawberry).
 - 🍎 alphabetize the compound words. Are there letters for which no compound word is discovered...yet?
 - 🍎 list compound words with double letters. Are any of these double letters created by the formation of the compound (i.e., cattail, cannot)?
 - 🍎 play a game with compound words. A student says or writes the first part of a compound word, another student responds with the second part of the word.
- 🍎 The word *birthday* has two syllables. Clap the syllables. Then, students may—
 - 🍎 identify more words with two syllables, or claps. They make a list!
 - 🍎 find and write words with fewer syllables than birthday.
 - 🍎 find and write words with more syllables than birthday.

birth + day = birthday

continued »

- 🍷 Traditions often accompany birthdays. Discuss the meaning of the word, tradition. List birthday traditions, including the diversity reflected by various cultures. Then, students may—
- 🍷 attempt to identify the contents of a wrapped birthday box with a removable lid tied with birthday ribbon. Inside is a mystery object(s). Students write their answer and tell why they think their guess reflects the contents of the birthday box. Then the content is revealed! Play continues with something different inside the birthday box.
 - 🍷 write about the “best-tasting” birthday cake—draw and color it, too! The results can be compiled into a class birthday-cake book.
 - 🍷 pretend they blew out all the candles on their birthday cake and write their birthday wish.
 - 🍷 write the directions to a favorite birthday game. They read and demonstrate it to the class. Students may play the game, too!
 - 🍷 create a birthday card appropriate to give to a friend or family member.
- 🍷 Birthday, like the names of the days of the week, ends in “day.” Together, students name the days of the week. Then, students may—
- 🍷 fold writing paper into eight boxes, four on each side (two folds). In the first box (upper left), they write their name. At the top of each of the other seven boxes, they write a day of the week and something they do on that day (i.e., school schedule, family activity).
 - 🍷 learn to list the days of the week spelled accurately. To practice, students work in pairs to write and proofread together. Then, they test each other.
 - 🍷 choose two days of the week and write what is alike about the two days and what is different (i.e., the days’ words, what happens on those days).

