

WORD TEST

LESSON GOAL

To help students critically hear and interpret ordinary spoken Language in new and complex ways in order to catalyze creative reflection and new approaches to content.

ESSENTIAL QUESTIONS

- How can close listening to our language reveal unexpected meanings?
- How can spoken and written language inspire new content in visual art?

OVERVIEW

Students will Spell and VISUALLY DEFINE the following words (Homonyms). They will follow up with a HOMEWORK artwork based upon their results.

PROCEDURE

- **Please pronounce** for the class each word as **NEUTRALLY** as possible.
- Tell Students they have a SPELLING Test and are to write **ONLY ONE** right answer. They must SPELL the word and make a quick sketch of the word's definition in pencil. (When they hear the words, they will likely be confused. (This is the point. Don't reassure them. They will figure it out as you go along)
- Allow about 90 seconds per spoken word for them to SPELL and SKETCH.
- When they have completed the "Test," they must select (2-3) words/sketches from their list and create a new artwork that combines all of the meanings they sketched. Use Pencil, Pen, Collage, Cray-pas, Marker, Watercolor.

Spell/Define the following words: You may wish to draw your definition, besides spelling the word. Some sample words for exercise. The order is up to you and not indicated below.

PRONOUNCE:

Blue/Blew

Here/Hear

See/Sea

Wait/Weight

Wave

Red/Read

War/Wore

Pear/Pair

Two/Too/To

Arm

Hit

Soar/Sore

Seem/Seam

Root/Route

Bark

Ring

Wood/Would

Whole/Hole

Be/Bee

Indian

turkey/Turkey

Race

Class

Meat/Meet

For/Four

Fly	Discussed/Disgust
Wear/Where	Sew/So
They're/Their	Left
Flu/Flew	Sun/Son
Pit	Safe
Rock	Ant/Aunt
Bored/Board	Plane
Mail/Male	Add/Ad
I/Eye	Nail
Fall	Hoarse/Horse
Hi/High	Drunk
Lash	Flower/Flour
Duck	Writes/Rights
Spell out the words, "W I N D" and "T E A R"	Students define (and pronounce)
Missed/Mist	Cell/Sell
Heal/Heel	Bat

FOLLOW UP ASSIGNMENT. When the Word/Meaning "Test" is completed. Students are given a **Homework assignment**: Students select at least TWO of the word/meaning pairs that they spelled and sketched. Then Create a Drawing that includes images of all of their words' meanings. For example, a tree whose Bark is composed of images of dogs Barking, Leaves that Leave and sad Tears that Tear.



Bark Leaves Tears . Sixth Grade Art student, NSCDS. 2017

Parts of Trees: Roots, Rings, Leaves, Limb, Branch, Fruit, Bark, Seed, etc.
I would. I would not. I would Knot. A Wood Knot.