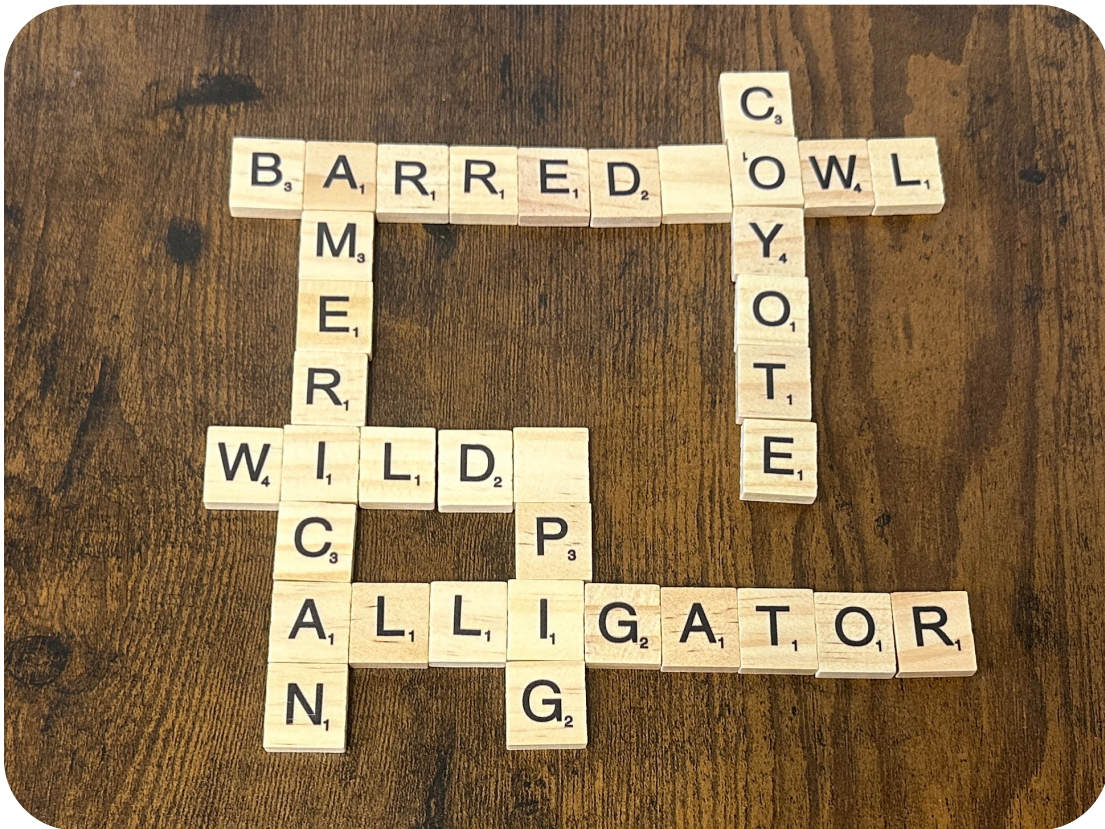


4-H Wildlife Judging

Teaching Spelling Tips



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Georgia 4-H Wildlife Judging Resources

Overview

In the Georgia 4-H Wildlife Judging Contest, “Specimen Identification,” it is imperative to have the correct spelling, capitalization, and punctuation used to receive credit. The correct spelling, capitalization, and punctuation for the species in the Southeast Mixed and Outer Coastal Plain Forest ecoregion are listed on page 61 of the National WHEP Manual. Competitors will write their answer on a scoresheet and then type the answer into an electronic scoring system. It is encouraged for coaches to give youth the opportunity to practice typing their answers before the competition. Refer to the Georgia 4-H Sample Scoring Program for a way to provide this opportunity.

Coaches should consider various ways to teach the correct spelling, capitalization, and punctuation for the wildlife species throughout their practices. The document contains a list of ideas for helping students learn the correct spelling, capitalization, and punctuation. These activities are great ways to begin practices, while coaches are waiting for youth to arrive. Practicing spelling can also be an indoor activity, especially during inclement weather. Coaches could also choose to assign these as homework for youth to complete between practice sessions. Some of the ideas listed below (e.g. writing the word in shaving cream) will be easier with shorter species (e.g. coyote) than longer species (e.g. prothonotary warbler). Some can be independent exercises (for homework) while others are designed to be group activities/games.

Special Notes:

- All letters are lowercase except for the A in American (e.g. American alligator and American bumble bee).

Overview

- Anytime a “color” word is used at the very beginning to describe a “part” the species, there will be a hyphen after the color word (e.g. red-cockaded woodpecker, red-eyed vireo, white-tailed deer). The “part” of the species (e.g. eyed, etc.) is in past-tense.
- It may be helpful to teach species in “groups” – based on different characteristics. For example, the one-worded species are only coyote and raccoon. The “wild” species are the wild turkey and the wild pig. The “eastern” species are the eastern cottontail, eastern fox squirrel, and eastern indigo snake.
- Many times, there are compound words associated with some species. Instruct youth to remember which are “one word” (e.g. largemouth) and which are “two words” (e.g. bumble bee).
- It becomes easy to shorten species names when discussing them during practices (e.g. saying eastern indigo or indigo snake instead of eastern indigo snake). Coaches should try to refrain from doing this and always call the species by its full name.

Spelling Ideas

Index Flash Cards

The Georgia 4-H Wildlife Judging website includes flashcards with the name of each wildlife species. However, allowing youth to practice writing the name of each species on index flash cards can be very beneficial. A card can be created for each wildlife species. One side of the card can have the name of the species, and the other side of the card can have an image of the species.

Funny Voice Spelling

Provide youth with a list of correctly spelled wildlife specimens for them to reference. During this exercise, the group will spell the words together aloud, using silly voices. The coach can lead the session and set the pace for each word. Funny voices include whisper/mouse, loud, baby, British accent, underwater, cold, frightened, annoyed, sour, full-mouth, sleepy, chewing gum, cowboy, robot, pirate, superhero, astronaut, dragon, donkey, whale, snake, etc.

Spell with Stuff

Gather a variety of items with letters on them (Scrabble tiles, alphabet beads for bracelets, alphabet cereal or pasta, letter magnets, etc.) Someone (coach or youth) will call out the name of a wildlife species. Youth can mix-and-match different items to gather all the necessary letters to spell the name. After everyone writes the word, the group can spell the word together aloud.

Spelling Ideas

Color Code

Youth will write each wildlife species with the consonants in one color (e.g. blue) and vowels in another color (e.g. red).

Ghost Writing

Youth will write each wildlife species on white paper with a white crayon, then color over the crayon with a water-soluble marker.

Rainbow Writing

Youth will write each wildlife species multiple times, using a different color for each repetition.

Roll and Rainbow Writing

Youth will roll a die and write the word the number of times indicated on the die, using a different color each time.

Bendable Spelling

Distribute fuzzy chenille sticks (pipe cleaners) to each youth. Someone (coach or youth) will call out the name of a wildlife species. Youth will bend the letters (one letter is created from each stick) needed to spell the word. After everyone sculpts the word, the group can spell the word together aloud. Wiki sticks also work well for this activity.

Spelling Ideas

Art Writing

Gather a variety of art media (paints, markers, colored pencils, finger paints, outdoor chalk, glitter glue pens, gel pens, etc.) and have youth practice writing each wildlife species.

Words in the Sand

Provide each youth with a dishpan of sand. Someone (coach or youth) will call out the name of a wildlife species. Youth will “write” the name using their finger (or a stick) in the sand. After everyone writes the word, the group can spell the word together aloud. This is also a great game to play outside in a sandpit or slightly muddy area!

Pyramid Spelling

Youth will write each wildlife species in a pyramid shape. The first line (top of the pyramid) only has the first letter of the wildlife species. The second line contains the first and second letter. Youth continue to add one letter in each line until they spell the entire wildlife species.

Dough Words

Give each youth some playdough. Someone (coach or youth) will call out the name of a wildlife species. Youth will sculpt the letters needed to spell the word. After everyone sculpts the word, the group can spell the word together aloud. Another way to use dough to teach spelling is for youth to create a long, thin, flat piece of dough and use a toothpick to write the words in the playdough.

Spelling Ideas

Bounce and Spell

Each youth gets a ball and will spell out a word with one letter per ball bounce. Youth can do this independently or take turns bouncing and saying a letter with a partner or group.

Finger (or Wand) Spelling

Someone (coach or youth) will call out the name of a wildlife species. Youth will “write” the name using their finger (or a wand) in the air. After everyone writes the word, the group can spell the word together aloud.

Michelangelo

Have youth tape their paper on the bottom side of the table/desk. Youth will lie on the floor and write the name of the wildlife species on the paper. Caution, arms will get tired quickly!

Wrong Handwriting

Youth will write each wildlife species using their “wrong” (non-dominant) hand.

Draw the Word

Have one youth begin to draw a particular species on a large sheet of chart paper or dry-erase board. Other youth will guess the species. The first person to guess correctly will be asked to correctly spell the game. If they spell it correctly, they earn 1 point.

Spelling Ideas

Shaving Cream

Provide each youth with a pile of shaving cream (squirted directly on the table). Someone (coach or youth) will call out the name of a wildlife species. Youth will smear the shaving cream and then “write” the name using their finger (or a stick) into the cream. After everyone writes the word, the group can spell the word together aloud.

Shape Spell

Each youth will draw a shape. It can be a more traditional shape (square, circle) or non-traditional shape (spiral, squiggle line, etc.). They will continue to write the name of the wildlife species until all lines/sides of the shape have letters.

Clothespins

The coach will need to write individual letters on a lot of clothespins using a fine-tipped marker. Give each youth a ruler and access to the clothespins. Someone (coach or youth) will call out the name of a wildlife species. Youth will collect all the clothespins needed to spell the word, and then clip them onto the ruler). After everyone writes the word, the group can spell the word together aloud.

Jumping Jack Spelling

This is an active and fun group exercise – literally! Choose the name of a wildlife species to spell aloud. Do one jumping jack with each letter.

Spelling Ideas

Roll a Word

Divide youth into pairs/partners. Each group needs 1 large ball (kickball, soccer ball, etc.). They will sit across from each other and roll the ball back and forth as they spell the name of a wildlife species. One youth will begin by saying the first letter and then rolling it to their partner. The partner will say the second letter and roll the ball back.

Magazine Words

Gather magazines, catalogs, and newspapers. Have youth find letters from the magazines to spell the wildlife species names. Cut them out and then paste them on a large piece of chart paper.

Spelling Word Relay

Place a bucket of items with letters on them (could be Scrabble tiles, laminated small squares of paper, etc.) at one end of the room. Have teams of youth line up at the other end. The coach will call out a wildlife species name and say "GO!" One player for each team races to the bucket and grabs the first letter of the word, then brings it back to the start. The next player takes their turn, grabbing the next letter, etc. The first team to finish and correctly spell the word earns 1 point.

Hopscotch Spelling

Write the names of wildlife species (instead of numbers) in each box of a hopscotch board. The kids must spell the word on the spot before moving on.

Spelling Ideas

Stamped Spelling

Gather some letter stamps and ink pads. Youth can work independently and stamp the names of each of the wildlife species. You can also challenge them to incorporate another activity (rainbow spell, shape spell, etc.) with this activity.

Dry Erase Writing

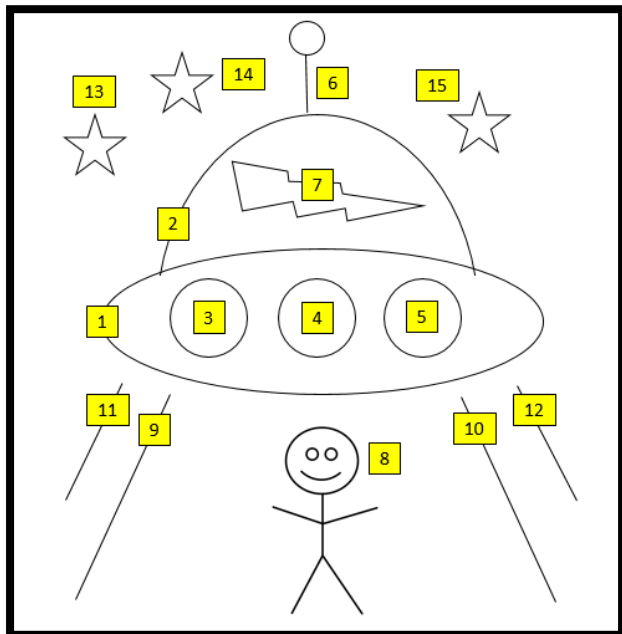
Give each youth a small dry erase board and marker, (you can also make dry erase sheets by laminating cardstock). Someone (coach or youth) will call out the name of a wildlife species. Youth will write the name on their board and then display it for others to see. After everyone writes the word, the group can spell the word together aloud.

Spelling Ideas

alien

Depending on the size of the group, coaches may choose to subdivide youth into smaller groups. Each group needs a flipchart and markers. This game is similar to the game “hangman” – however, hangman promotes a negative image of suicide, so this activity involves an alien abduction. The scene is comprised of 15 components.

Someone (coach or youth) is the “host” and will choose a password from the bowl. The host will record blank spaces for each letter of a secretly chosen wildlife species. Participants will take turns guessing letters. Each time a letter is correctly guessed, the letter is recorded in the blank. Each time a letter is incorrectly guessed, a part of the alien abduction scene is drawn.



The game ends when the wildlife species is correctly guessed or when all components of the alien abduction scene are drawn.

The game can continue until each youth in the group is the host.