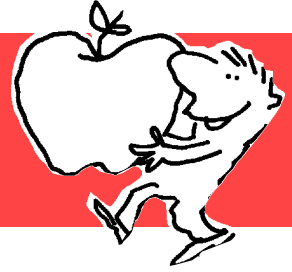


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# Here's an Instant Activity for October 15, 2001



## STRATEGY FOR SPELLING SUCCESS

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For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling curriculum that:

1. provides a menu of skill-building activities that range in sophistication to teach critical concepts at a student's own level,
2. uses assessment to gather information to target word study to the specific words each student has not learned from among all previously introduced words in the program, as well as to identify skills not yet mastered,
3. equips teachers with guidelines for spelling expectations in everyday writing that increase as students develop as writers, making the classroom a rehearsal for real-world writing, and
4. proposes multiple opportunities to engage parents in the acquisition of spelling skills with their child.

This Instant Activity helps teachers achieve item number 1 above—it complements the skill-building component in the *SPELLING SOURCEBOOK SERIES, Second Edition, 2002*. Further, it could be used as an at-home activity to complement item number 4 above—parent-child partnerships.



## LEVEL OF DIFFICULTY

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Approximately Grade 2



## PURPOSE

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Concept: Some sounds are spelled more than one way.

Skills: phonics, extending students' word bank, predicting spelling, spelling word patterns, rhyming awareness



## SUGGESTED USE

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This Instant Activity can be used to reinforce lessons on /ō/ spelling patterns, such as for Level 2, Activity 2A, page 43.



## TEACHING DIRECTIONS

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Print the Instant Activity. Ask students to brainstorm words with the /ō/ sound. Write the words on the chalkboard as students suggest them, asking them to predict the spelling as you write. If necessary, provide word clues until you have words that illustrate the five most frequent spelling patterns for /ō/: *o* (at the end of a word or syllable, such as *so* or *pony*), *ow* (*show*), *old* (*cold*), *o-consonant-e* (*home*), *oa* (*boat*). Include a category called "other" for spelling patterns students suggest other than these.

Then distribute a copy of the Instant Activity to students. Ask them to use the words on the chalkboard as one source for words to write on their /ō/ chart sorted by spelling pattern.



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## FOLLOW-UP

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Select an /ō/ word that illustrates one of the spelling patterns on the Instant Activity, such as *boat*. Organize students into small groups and have students brainstorm more words with this rhyming pattern. Time the session (about 3 minutes). Then make a cumulative list on a classroom chart. Continue with more rhyming patterns, creating a chart for each. Keep the charts posted so that students can add more words to each chart over time. When students find a word that belongs on one of the charts, have them write it on a small sticky note and attach it to the chart. Then you write the words on the chart. On occasion, have students chorally read and/or spell the words on the charts.

Challenge some students to:

- write rhymes using the rhyming words on the charts.
- list and sort words on the charts that are nouns (naming words), verbs (doing words), or words that can be both.



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## FOR MORE

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For more activities to teach all the essential skills and concepts at each grade 1-8, use the *SPELLING SOURCEBOOK* for your grade level.

To learn about the newly-revised Series:

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800-676-6630  
503-639-2559 (fax)

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

Words spelled *o* **so**

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Words spelled *ow* **show**

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Words spelled *old* **cold**

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Words spelled *o-consonant-e* **home**

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Words spelled *oa* **boat**

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