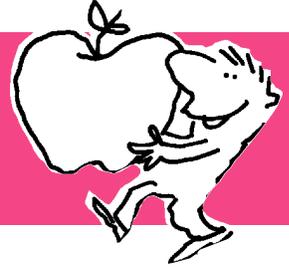

Here's an Instant Activity for November 5, 2001



STRATEGY FOR SPELLING SUCCESS

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

Approximately Grade 3



PURPOSE

Concept: Spelling patterns for /ou/ are *ou* and *ow*.

Skills: phonics, extending students' word bank, predicting spelling, spelling word patterns, relating to literature, compound words



SUGGESTED USE

This Instant Activity can be used to reinforce lessons on /ou/ spelling patterns, such as for Activities 1A and 1B, page 32, of Level 3 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Print the Instant Activity. Ask students to recall the spelling patterns for /ou/ by writing example words on the chalkboard, such as *sound* and *how*. Underline the *ou* and *ow*. Remind students that /ou/ is consistently spelled *ou* or *ow*, but these letters can spell other sounds, too.

Ask students to brainstorm more words to illustrate the /ou/ spelling patterns, *ou* and *ow*. Write the words on the chalkboard as students suggest them, asking students to predict the spelling as you write.

Introduce the classic tale *The House That Jack Built*. Remind students that some words are made by putting two or more words together. They are called compound words. Ask students to name an example of a compound word by combining *house* with another word (e.g., *birdhouse*). Write the word on the chalkboard. Underline the word parts. Help students discover that words are easier to spell when the word parts are spelled separately.

Then distribute a copy of the Instant Activity to students. Ask students to fill in the letters to make more compound words by combining *house* with another word.

Answers: 1. housebroken, 2. housecleaning, 3. houseboat, 4. lighthouse, 5. housefly, 6. housecoat, 7. housetop, 8. housewife, 9. housework, 10. housemother, 11. houselights, 12. birdhouse, 13. storehouse, 14. greenhouse, 15. smokehouse, 16. household, 17. housekeeper, 18. warehouse, 19. farmhouse.



FOLLOW-UP

Have students select a compound word they made on the Instant Activity. Ask students to write the word in a sentence and illustrate their sentence. Compile the results into a class book on *house* compound words.

Challenge some students to find and write more compound words that contain the *ou* or *ow* spelling pattern for /ou/. Their word choices may include *blackout*, *bloodhound*, *copout*, *cowboy*, *cutout*, *downspout*, *downstairs*, *downtown*, *dropout*, *groundhog*, *lookout*, *loudspeaker*, *nightgown*, *outboard*, *outcome*, *outdoors*, *outfield*, *outfit*, *outlaw*, *outstanding*, *splashdown*, *sunflower*, *underground*.



FOR MORE

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

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Build Skills and Word Experiences



Name _____, Super Speller



Fill in the letters to make compound words with _____.

1. h _____ sebr _____ ke _____
2. h _____ secle _____ nin _____
3. h _____ seb _____ at
4. li _____ th _____ se
5. h _____ sef _____ y
6. h _____ seco _____ t
7. h _____ set _____ p
8. h _____ sew _____ fe
9. h _____ sew _____ rk
10. h _____ sem _____ th _____ r
11. h _____ sel _____ ghts
12. b _____ rdh _____ se
13. st _____ r _____ h _____ se
14. gr _____ nh _____ se
15. sm _____ k _____ h _____ se
16. h _____ seh _____ ld
17. h _____ sek _____ per
18. w _____ reh _____ se
19. f _____ rmh _____ se