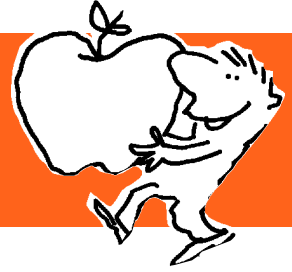


Here's an Instant Activity for November 19, 2001



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 1



PURPOSE

Concept: New words can be made by adding letters to the beginning or end of words or word parts.
Skills: phonics, extending students' word bank, predicting spelling, spelling word patterns, relating to literature, compound words, idiomatic usage, writing



SUGGESTED USE

This Instant Activity can be used to reinforce the concept "New words can be made by adding letters to the beginning or end of words or word parts," such as for Activity 3C, page 4, and Relating to Literature, page 5, of Level 1 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Print the Instant Activity. Ask students to brainstorm words with the *_end* rime. 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 a generous list (e.g., *b, bl, f, l, m, s, sp, t, tr*). Then ask students to which words they can add the *s* suffix. Have students take turns adding the *s* ending to appropriate words.

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 complete the activity.



FOLLOW-UP

Springboard from the ___end words to ask students what may be meant by the expression *to get the short end of something*. Pat Hutchins captures the meaning of this phrase in her books about Titch: *Titch*; *You'll Soon Grow into Them, Titch*; and *Tidy Titch*. Share these books with students. They highlight Titch's challenges of being the youngest in a family and always feeling like he gets the *short end of things*. Discuss the meaning of this expression, as well as *in the end* and *end(s) up*. Use the books to illustrate these phrases as Titch triumphs over all *in the end*. Students can relate to little Titch, who *ends up* the hero!

Challenge some students to write about a time they got the short end of something, but in the end all was well. Compile the results into a class book. Ask for students' suggestions to name the new book.

A classic story with a similar theme is *The Carrot Seed*, by Ruth Krauss. In this tale, the smallest in a family succeeds and achieves credibility over the doubts of his family.

For further challenge, ask students to identify ___end words to which the *ed* or *ing* suffixes can be added. Have them write the words with the suffixes.

This ___end activity could be repeated with ___and, ___en, and ___an. Each time, engage students to create the word banks—do not simply provide them with a list of the patterned words. Benefits increase with student involvement in the process of making words.



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

New words can be made by adding letters to the beginning or end of words or word parts.

Make new words.

Write the whole word.

end

end

end

end

end

end

end