

Here's an Instant Activity for December 17, 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 4



PURPOSE

Concept: Frequent spelling patterns for /s/ are *s*, *ss*, *sc*, *ce*, *ci*, and *cy*. Frequent spelling patterns for /k/ are *c*, *k*, *ck*, *qu*, and *ch*.

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



SUGGESTED USE

This Instant Activity can be used to reinforce lessons on /s/ and /k/ spelling patterns, such as for Activities 1A and 1B, page 112, of Level 4 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Prepare for the letter-card activity. Make large letter cards for the chalk tray or a pocket chart: *a*, *c*, *e*, *e*, *i*, *l*, *n*, *o*, *p*, *t*, *r*, *y*. Distribute copies of the Instant Activity and have students make their own personal set of the same letters. Together make *cereal* and point out the *c* spelling /s/. Ask students which letters usually follow *c* when it spells /s/ (*e*, *i*, *y*). Then have students continue making words: *certain*—*central*—*center*—*recent*—*recently*—*recite*—*recital*—*recipe*—*receipt*—*rice*—*price*—*prince*—*pencil*—*patience*—*pace*—*peace*—*police*—*place*—*trace*—*trance*—*lance*—*lace*—*policy*—*nicely*—*city*—*niece*—*notice*—*once*—*certainly*—*celery*—and back to *cereal*. Confirm the spelling of each word by demonstrating with the large letter cards. As words are made, discuss meanings of unfamiliar words.

To extend the lesson, reinforce frequent /k/ spelling patterns. Together make *cart*. Ask students which letters usually follow *c* when it spells /k/ (*a, o, u, l, r*). Remind students that some /k/-ending words end in *c*. Then have students continue making words: *crate—create—crayon—encore—tropical—typical—pelican—pecan—panic—apricot—acorn—article—clap—clear—recline—clarinet—clay—colt—locate—canopy—canoe—cape—acre—crept—topic—copy—carpet—carton—and back to cart*.



FOLLOW-UP

Later, have students work in pairs to make more words with their letter cards. Have them write the words on paper as they make them.

Then have students use their bank of words to find and write:

- words to which they can add a suffix
- words to which they can add a prefix
- nouns, verbs, and words that can be both
- words that have an antonym
- synonyms for a word
- words that are homophones—and write their partners
- words that are homographs
- words with more than one meaning
- words with a long/short vowel sound
- words that are/are not spelled the way they sound
- words with silent letters
- words that can be made into a contraction
- words spelled with a consonant blend
- words that can be made into compounds



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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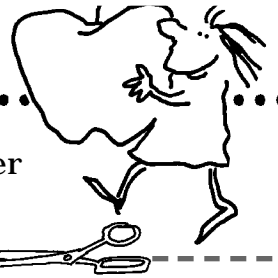
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Build Skills and Word Experiences



Name _____, Super Speller

Make letter cards for these letters: *a, c, e, e, i, l, n, o, p, r, t, y.*

COPY, THEN CUT

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