
Here's an Instant Activity for January 7, 2002



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 2



PURPOSE

Concept: Some verbs have irregular forms.

Skills: extending students' word bank, predicting spelling, irregular verbs, writing words, vocabulary development



SUGGESTED USE

This Instant Activity can be used to reinforce lessons on irregular verbs, such as for Activity 2B, page 143, of Level 2 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Print the Instant Activity. Select a student to write *write* and *wrote* on the chalkboard. Note that *wrote* is an irregular verb form. Then review the past tense irregular words *come/came*, *know/knew*, *find/found*, *have/had*, *make/made*, *eat/ate*. Write the word pairs on the chalkboard as students predict the spelling.

Expand the lesson to: *sell/sold*, *stand/stood*, *take/took*, *keep/kept*, *speak/spoke*, *drive/drove*, *drink/drank*, *break/broke*, *give/gave*, *was/were*, *tell/told*, *say/said*, *do/did*, *go/went*, *think/thought*. Use the words in oral sentences to confirm their meaning.

Then distribute a copy of the Instant Activity to students. Ask students to fill in the letters to make more past tense irregular verb forms.



FOLLOW-UP

Challenge some students to find and write more irregular verb forms. Their word choices may include *begin/began, blow/blew, buy/bought, build/built, catch/caught, choose/chose, draw/drew, fly/flew, forget/forgot, fight/fought, grow/grew, hide/hid, leave/left, mean/meant, ride/rode, say/said, sing/sang, sleep/slept, sell/sold, speak/spoke, stand/stood, sweep/swept, throw/threw, wear/wore.*



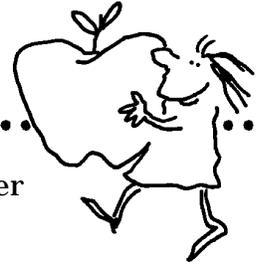
FOR MORE

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

concept

Some verbs have irregular forms.

Write the missing letters to make past tense verb forms.

become bec ___ me

bring b___ough___

find fou___ ___

give ___a___e

hear ___ea___ ___

keep ___ep___

make ___a___e

see ___aw

take ___oo___

tell t___l___

