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## Here's an Instant Activity for February 4, 2002



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### 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.



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### LEVEL OF DIFFICULTY

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Approximately Grade 4



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### PURPOSE

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Concept: Visual skills supplement proofreading and spelling ability.

Skills: extending students' word bank, developing visual skills, making words, suffix practice, vocabulary development



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### SUGGESTED USE

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This Instant Activity can be used to reinforce *Did You Know?*, a special extension feature on anagrams, page 123, of Level 4 in the *Spelling Sourcebook Series*, Second Edition, 2002.



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### TEACHING DIRECTIONS

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Print the Instant Activity. Select a student to write *form* on the chalkboard. Ask students to rearrange the letters to make a new word (*from*). Tell students that using the letters of *form* to make *from* is a word game called anagrams. An anagram is word or phrase that forms a different word or phrase when the letters are rearranged. Repeat the anagram demonstration at the chalkboard with *great* (*grate*). Discuss the meaning of the homophone *grate*.

Then tell students that some anagrams spell different words forward and backward—*stop/pots*, *am/ma*.

Distribute a copy of the Instant Activity to students. Ask students to make anagrams.

Answers:

Rearrange the letters of these words to make a new word.

tan	ant	conversation	conservation
leap	pale, peal, plea	night	thing
diet	edit, tide, tied	lose	sole
stew	west, wets	board	broad
peach	cheap	spin	pins, snip
heart	earth	vases	saves
flies	files	left	felt
starch	charts	evil	live, veil
tears	rates, stare	melons	lemons, solemn
leader	dealer	stage	gates
dear	dare, read	united	untied
inch	chin	tap	pat

For the Super-Duper Anagramists, rearrange the letters of these words or phrases to make a new word or phrase.

pittance	a cent tip
care is noted	considerate
point	on tip
uniformity	I form unity
softheartedness	often sheds tears

(Answers may vary because some words have more than one anagram.)



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### FOLLOW-UP

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Provide time for students to share their anagrams so that it is demonstrated that many words have more than one anagram.

Challenge some students to make another activity sheet of anagrams for the class to complete. Be sure they also provide an answer sheet.



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### FOR MORE

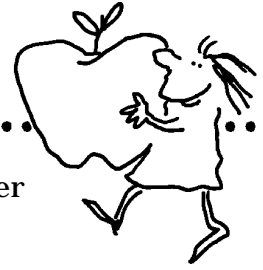
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For more activities to teach all the essential skills and concepts at each grade 1-8, use the SPELLING SOURCEBOOK for your grade level.

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# Build Skills and Word Experiences



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

## concept

An anagram is a word or phrase that forms a different word or phrase when the letters are rearranged.

Rearrange the letters of these words to make a new word.

tan	_____	conversation	_____
leap	_____	night	_____
diet	_____	lose	_____
stew	_____	board	_____
peach	_____	spin	_____
heart	_____	vases	_____
flies	_____	left	_____
starch	_____	evil	_____
tears	_____	melons	_____
leader	_____	stage	_____
dear	_____	united	_____
inch	_____	tap	_____

Make your own anagrams.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

For the Super-Duper Anagramists, rearrange the letters of these words or phrases to make a new word or phrase.

pittance \_\_\_\_\_  
care is noted \_\_\_\_\_  
point \_\_\_\_\_  
uniformity \_\_\_\_\_  
softheartedness \_\_\_\_\_