
Here's an Instant Activity for March 4, 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 3



PURPOSE

Concept: A compound word is a combination of two or more words.

Skills: making words, writing sentences, proofreading



SUGGESTED USE

This Instant Activity can be used to complement activities that focus on compound words, such as Concept 1, page 112, of Level 3 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Write on the chalkboard: *began, without, mother, into, bluebird*. Ask students to identify the compound words (*without, into, bluebird*). Ask students to define a compound word. Organize students into small groups. Ask them to brainstorm compound words. Time the session (about three minutes). Provide time for a student from each small group to share their group's words with the class.

Distribute a copy of the Instant Activity to each student. Students may continue to work cooperatively in their groups, or work individually, to make compound food words.



FOLLOW-UP

Have students or student groups exchange papers to proofread and verify that each compound food is a real word.



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.

To learn about the newly revised Series:

Request our free, on-loan Preview Video by calling 888-WE-SPELL (888-937-7355).

To order your SPELLING SOURCEBOOK:

Northwest Textbook Depository

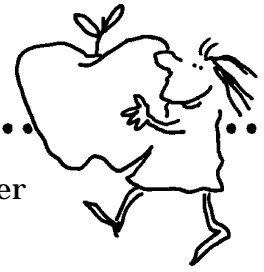
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Portland, OR 97228

800-676-6630

503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Compound Words

Use the words in the box to make compound food words. Check a dictionary to be sure the words you make are real v

butter	corn	shake
short	berry	straw
pop	cake	loaf
apple	fruit	flakes
meal	cup	oat
grape	milk	sauce
melon	pan	pea
meat	water	bread
pine	nut	blue



My favorite is _____ because _____
