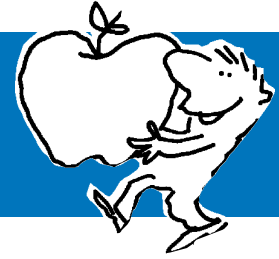


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# Here's an Instant Activity for April 1, 2002



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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 6



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## PURPOSE

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Concept: Some sounds are spelled more than one way.

Skills: *ie/ei* spellings, spelling rules, visual skill building



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## SUGGESTED USE

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This Instant Activity can be used to complement the Activity 1A or 1B that focuses on the erratic *ie/ei* spellings, page 92, of Level 6 in the *Spelling Sourcebook Series*, Second Edition, 2002.



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## TEACHING DIRECTIONS

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Have students test the validity of the spelling rule:

Spell *i* before *e* except after *c*, or when sounded like *a* as in *neighbor* or *weigh*.

Have students collect *ie/ei* words to analyze. Then write their conclusions. Deduce that the rhyme is inaccurate (e.g., *ancient*, *conscience*, *efficient*, *sufficient*, *deficient*, *proficient*, *species*, *science*, *glacier*). The second part of the rhyme has some validity (e.g., *eight*, *sleigh*, *beige*, *freight*, *reindeer*, *veil*, *vein*, *weight*, *reign*, *feint*).

Help students discover that when a *c* preceding *ie/ei* spells /s/, an *ei* spelling usually occurs, but when the *c* does not spell /s/, an *ie* spelling usually occurs (e.g., *receive*, *ancient*).

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Tell students that the *ie/ei* spellings are an erratic group—in fact, *weird*. Students may call these *ie/ei* spellings *Weirdo Words!*

Distribute a copy of the Instant Activity to students. Indicate where in the classroom a dictionary is located. Ask students to read the directions and complete the activity.



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#### FOLLOW-UP

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Ask students to work in small groups to unlock the meanings of any unfamiliar words. Then provide a definition of a word on the Instant Activity and ask students to identify the word.

Have students find and write more *ie/ei* words to create an Active Word Wall—a chart of *ie* spellings, and a chart of *ei* spellings. Have students add words over time as they discover them.



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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

## Weirdo Words

Fill in *ie* or *ei*. Check a dictionary, if necessary.

p\_\_\_\_\_ce

l\_\_\_\_\_

rec\_\_\_\_\_ve

f\_\_\_\_\_ld

y\_\_\_\_\_ld

h\_\_\_\_\_ght

th\_\_\_\_\_r

prot\_\_\_\_\_n

glac\_\_\_\_\_r

dec\_\_\_\_\_tful

worr\_\_\_\_\_d

gr\_\_\_\_\_ve

sc\_\_\_\_\_nce

l\_\_\_\_\_sure

h\_\_\_\_\_fer

\_\_\_\_\_ther

caff\_\_\_\_\_ne

sold\_\_\_\_\_r

neckt\_\_\_\_\_

forf\_\_\_\_\_t

n\_\_\_\_\_ghbor

resil\_\_\_\_\_nt

n\_\_\_\_\_ce

for\_\_\_\_\_gn

p\_\_\_\_\_rce

prem\_\_\_\_\_re

aud\_\_\_\_\_nce

b\_\_\_\_\_ge

suffic\_\_\_\_\_nt

blueberr\_\_\_\_\_s

qu\_\_\_\_\_t

s\_\_\_\_\_ze

cop\_\_\_\_\_r

h\_\_\_\_\_rarchy

var\_\_\_\_\_ty

d\_\_\_\_\_sel

anc\_\_\_\_\_t

ingred\_\_\_\_\_nt

effic\_\_\_\_\_nt

\_\_\_\_\_ght

v\_\_\_\_\_l

f\_\_\_\_\_rce

r\_\_\_\_\_gn

l\_\_\_\_\_utenant

v\_\_\_\_\_n

bel\_\_\_\_\_ve

w\_\_\_\_\_ght

th\_\_\_\_\_f

ch\_\_\_\_\_f

exper\_\_\_\_\_nce

v\_\_\_\_\_w

counterf\_\_\_\_\_t

n\_\_\_\_\_ther

impat\_\_\_\_\_nt