
Here's an Instant Activity for May 6, 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 2 above—it is an example of one assessment option in the SPELLING SOURCEBOOK Series, Second Edition. It is called a Cloze Story Word Test and is included in each unit on a blackline master for assessment of students' long-term mastery of selected high-use writing words. The bank of words from which the test words are taken for these assessments includes every word previously introduced in the Series, beginning with high-use word #1, *the*.



LEVEL OF DIFFICULTY

Approximately Grade 5



PURPOSE

The results of a Cloze Story Word Test provide students with a study list of spelling words that they do not already know how to spell that are essential for their everyday writing success.

This evaluation assesses students' long-term mastery of high-use writing words within the frequencies 1-670. The specific words tested on this Cloze Story Word Test, with their frequency in writing, are: they('d) (19), there (37), their (42), every (151), thought (179), asked (188), enough (209), picture (232), body (285), really (313), become(ing) (336), simple (455), explain(ed) (513), correct (521), figure (551), you're (552), necessary (615), wrong (633), practice (634), various (661), brother (665), addition (666), doesn't (667), dead (668), weight(s) (669), thin (670).

Words students do not know become their Spelling Words. Students study these words to make them "lifetime" words they can spell with ease any time they write.



TEACHING DIRECTIONS

Students DO NOT prestudy the words for the test.

Print the Cloze Story Word Test. Give each student a copy. Read the entire story aloud, including the test words. Students should follow along with their eyes as you read. Then read the story again slowly as students write the missing words.

The Fence Post Puzzle

"Mike, I (1) really need your help!" yelled Joe. Mike was lifting a pair of (2) weights when his (3) brother beckoned him. Mike had visions of his (4) thin arms (5) becoming huge, muscular ones with the (6) various exercises he was doing. Actually, his (7) body was (8) dead tired from his (9) practice. He'd worked hard (10) enough, so he walked into the next room where Joe was busy with paper and pencil. "What's up?" asked Mike. Joe (11) explained that Aunt Em (12) asked him to help her build a fence to enclose her pet ostriches. It would be 45 yards long and 45 yards wide. Fence posts would be set in concrete (13) every five yards. Joe asked Mike to (14) figure out how many posts (15) they'd need. "That (16) doesn't take much (17) thought Joey. (18) There will be ten posts on each of the four sides! It's (19) simple. It's just (20) addition." Joe smiled and went back to his work. He knew Mike's thinking was (21) wrong. So, what's the (22) correct answer? How many posts are (23) necessary for (24) their project? Draw a (25) picture to prove (26) you're right.



FOLLOW-UP

Correct the Cloze Story Word Test. This can be done by you, or be a cooperative effort in which students correct their own paper or their neighbor's with a correcting pencil. In the Spelling Sourcebook Series, students often correct their own test using a blackline master list of words tested.

Students should write the words they missed on a list for further study. In the Spelling Sourcebook Series, students record their words on a take-home sheet called "Words to Learn" and they record them in their Spelling Notebook for at-school study. All words are retested automatically on subsequent Cloze Story Word Tests in the Series. Students learn that to improve their scores on subsequent tests, they must learn the words they missed on any previous tests, because all words are recycled extensively.

Have students write and illustrate their answer to the story question. Then have students share their answer and picture. Conclude that Joe and Aunt Em need 36 posts. Have students reveal why Mike's thinking was incorrect.

Then, you may wish to have students use "The Fence Post Puzzle" story for these activities:

1. Find and write the story homophones and their partners.
2. Find and write five story words with a suffix. Then write the base form of the words.
3. Find and write the story contractions. Then write the words that comprise each.
4. Find and write story words that end with the letter *y*. Note the sound that *y* spells in these words. Then find and write more words with this sound spelled in a different way.
5. Have students write another math story problem for others to solve.



FOR MORE

There is a Cloze Story Word Test on a blackline master for each unit in the Spelling Sourcebook Series. It is one option for testing students' long-term mastery of words. Other testing options in the Spelling Sourcebook Series include:

1. A Sentence Dictation Test in each unit for more practice or for challenge.
2. A Skill Test in each unit for evaluation of skill mastery (on blackline masters).
3. Three Achievement Tests at each level for periodic use throughout the year (on blackline masters).
4. A Proof It proofreading and editing test in each unit in Levels 5-8 (on blackline masters).
4. Spelling in writing evaluation.
5. Informal evaluation of performance on activities.

To learn about the newly revised Series:

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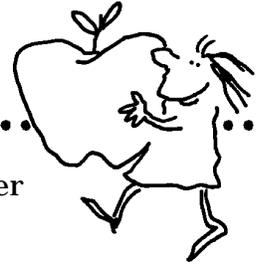
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Build Skills and Word Experiences



Name _____, Super Speller

The Fence Post Puzzle

"Mike, I (1) _____ need your help!" yelled Joe. Mike was lifting a pair of (2) _____ when his (3) _____ beckoned him. Mike had visions of his (4) _____ arms (5) _____ huge, muscular ones with the (6) _____ exercises he was doing. Actually, his (7) _____ was (8) _____ tired from his (9) _____. He'd worked hard (10) _____, so he walked into the next room where Joe was busy with paper and pencil. "What's up?" asked Mike. Joe (11) _____ that Aunt Em (12) _____ him to help her build a fence to enclose her pet ostriches. It would be 45 yards long and 45 yards wide. Fence posts would be set in concrete (13) _____ five yards. Joe asked Mike to (14) _____ out how many posts (15) _____ need. "That (16) _____ take much (17) _____ Joey. (18) _____ will be ten posts on each of the four sides! It's (19) _____. It's just (20) _____." Joe smiled and went back to his work. He knew Mike's thinking was (21) _____. So, what's the (22) _____ answer? How many posts are (23) _____ for (24) _____ project? Draw a (25) _____ to prove (26) _____ right.