
Here's an Instant Activity for September 2, 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. This activity uses Spell Check as its centerpiece.

Spell Check is your students' source for an alphabetical listing of 150 high-use writing words, references for months, days of the week, common abbreviations, and 75 context sentences for often-confused words. Each Spell Check package contains ten Spell Check cards, plus a resource sheet of over 50 spelling and writing activities similar to the three new ideas suggested in this Instant Activity. All Levels 1-8 of the *SPELLING SOURCEBOOK SERIES* include more Spell Check or My Spell Check activity options. (My Spell Check is the comparable spelling reference for students in grades K-2.) Further, teachers often use Spell Check and My Spell Check to identify expectations for students' spelling in everyday writing—their Priority Words. By highlighting the Priority Words on the cards with a highlighting marker, the minimum expectation for students' spelling in everyday writing is identified, providing a management system for item number 3—meeting spelling expectations in everyday writing.



LEVEL OF DIFFICULTY

Grades 3-8



PURPOSE

Students benefit from “sponge activities,” productive exercises that “soak up” their free time between assignments. These sponge activity ideas engage students in spelling and related skill-building exercises to expand their knowledge and use of words.



SUGGESTED USE

These activity ideas can be used in conjunction with students' Spell Check, a supplementary material to the Spelling Sourcebook Series.



TEACHING DIRECTIONS

Print the Instant Activity and distribute a copy to each student on a Monday. Ask students to select an activity to work on during the week in their spare time at school or at home. Their results are due on Friday, in written form.

* For the first activity idea, you may wish to provide students with a copy of the Spelling Sourcebook LETTER CARD BLACKLINE MASTER, Levels 3–4, page 402; Levels 5–6, page 385; Levels 7–8, page 388.



FOLLOW-UP

Discuss students' outcomes for each activity.

Note: The two contractions students were unable to make using the verbs on their Spell Check are *I'm* and *let's*.

Use the Spell Check Activity Sheet packaged with each set of ten Spell Check cards for over 50 more activity ideas throughout the year. That is, in addition to students using their Spell Check as a ready resource for checking the spelling and use of the highest-frequency writing words.

Challenge some students to write activity ideas using Spell Check for classmates to complete.



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 Overview Video by calling 888-WE-SPELL (888-937-7355). The video can also be ordered through our web site: www.sittonspelling.com.

To order your SPELLING SOURCEBOOK and/or SPELL CHECK/MY SPELL CHECK:

Northwest Textbook Depository

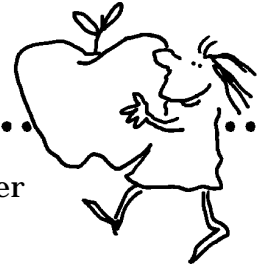
P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Use your Spell Check to complete the activities.

Select a word with five or more letters. Write the letters on small letter cards. Make words using the letters. Write the original word at the top of a sheet of paper. Write the words you made under the word.

Repeat the activity with more words of five or more letters listed on your Spell Check.

Which word on your Spell Check made the most new words? _____

How many new words did the letters of this word make? _____

The vowel letters *ou* consistently spell the vowel sound you hear in *shout*. However, *ou* can spell many more sounds. This vowel combination can spell more sounds than any other vowel letters, making *ou* words a "tough group" of words to spell! On another sheet of paper, find and write the words listed on Spell Check that contain the vowel letters *ou*. Then collect more words with *ou*. Sort the words by the sound *ou* spells.

How many *ou* words did you find and write? _____

How many different sounds did *ou* spell in these words? _____

Why may these words be a "tough group" that deserve extra spelling study?

A contraction is a combination of two or more words with an apostrophe replacing a letter or letters. On another sheet of paper, find and write the verbs on your Spell Check from which you can make a contraction. Under each verb, write the contractions that can be made using that verb.

How many verbs did you find on your Spell Check from which a contraction can be made? _____

How many total contractions did you make? _____

What two contractions were you unable to make using the verbs on your Spell Check?
