
Here's an Instant Activity for October 7, 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 numbers 1 and 4 above—it complements the skill-building component in the SPELLING SOURCEBOOK Series, Second Edition, 2002; and it provides an opportunity for follow-up activities that involve students with parents and/or caregivers at home.



LEVEL OF DIFFICULTY

Approximately Grade 2

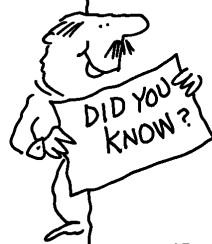


PURPOSE

Concepts: Two concepts are reinforced in these activities: *Short vowel sounds are usually spelled with one vowel*; and *Double letters stand for one sound*.

Skills: phonics, making words, spelling word patterns, vocabulary development, adding the *s* suffix to make nouns plural.

This Instant Activity grows from the high-use Core Word *will*, word 46 on a frequency-of-use list of writing words. Note that the exercise grows many more words through the practice of analogous thinking, engaging students in initial consonant substitutions for *will*. The purpose of the activity is not to specifically teach or reinforce the spelling of the Core Word *will*, but to teach students skills and concepts that they can apply to many words. Throughout Levels 1 and 2 of the Spelling Sourcebook Series, high-frequency spelling patterns, such as *__ill*, are introduced to expand students' word banks to hundreds of words.



The study of high-frequency spelling patterns, or rimes, is a sensible, research-based strategy to generate hundreds of words. Several respected educators (including Wylie and Durrell, Edward Fry, and Marilyn Adams) have identified 35-40 rimes that can form up to 650 different one-syllable primary words. These key rimes are taught and recycled continuously through the first two levels of the Spelling Sourcebook Series and then occur intermittently for reinforcement at subsequent levels.



SUGGESTED USE

This Instant Activity can be used to coincide with Activities 1E and 1F, Unit 3, page 23, in Level 2 of the Spelling Sourcebook Series, 2nd Edition.



TEACHING DIRECTIONS

Provide students with paper/pencil. Write *__ill* on the chalkboard. Ask students to write *will*. Then fill in the *w* in *__ill* on the chalkboard, pointing out that short vowel sounds are usually spelled with one vowel. Note with students that when they say *will* they hear one *l*, but when they spell *will* they must write two *l*'s. Double letters stand for one sound.

Print the Instant Activity and distribute a copy to each student. Ask students to silently read the directions, look at the activity, and try to determine what is expected. Then discuss the directions before students begin completion of the exercise.

After students complete the Instant Activity, discuss the meanings of unfamiliar words. Then have students turn their paper over and write a sentence using one of the words they made. Next, ask students to work in pairs to proofread their Instant Activity words and their sentence.



FOLLOW-UP

Provide students with writing paper. Demonstrate folding the paper in half to make four vertical columns, two on the front of the paper and two on the back. Have students label their columns *__ad*, *__en*, *__ug*, *__est*. Students take the paper home for completion, and then bring it back to school the next day. At school, write the four rimes on the chalkboard and have students take turns adding a word to make four columns of words that reflect each rime (e.g., *__ad*: *bad, dad, fad, gad, glad, had, lad, mad, pad, sad*; *__en*: *den, hen, men, pen, ten, then, when, wren, yen*; *__ug*: *bug, chug, dug, hug, jug, lug, mug, plug, rug, shrug, thug, tug*; *__est*: *best, chest, crest, nest, pest, quest, rest, test, vest, west*). Note: If students suggest words with the *ed* suffix for *__est*, such as *dressed*, remind students that some letters sound similar, but are spelled in different ways. If you wish, have students make an additional collection of words that reflect that spelling pattern.

Then challenge students to identify nouns to which the *s* suffix can be added to make the words plural, such as *pads, hens, rugs, and nests*.



FOR MORE

For more activities to teach all the essential skills and concepts, and to develop a total spelling and language-related program, 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.

Attend a seminar that explains and demonstrates lessons that reflect the Spelling Sourcebook methodology. For more information, visit www.sittonspelling.com. Click on the Training tab at the top of the page, then click on Seminar Schedule.

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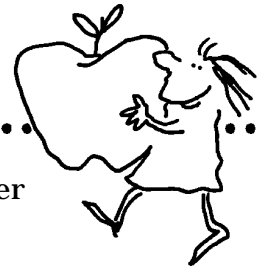
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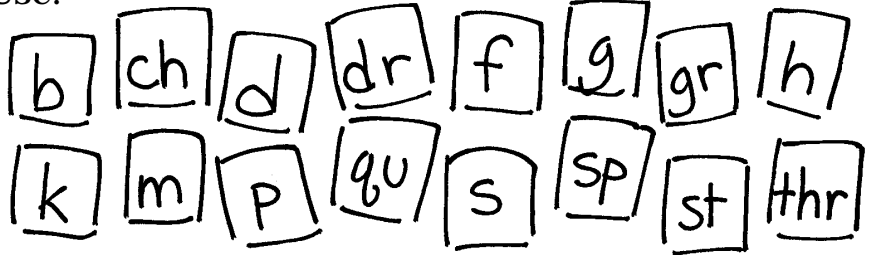
Name _____, Super Speller



Word Patterns

Make words with ill.

Use:



Write the words.
