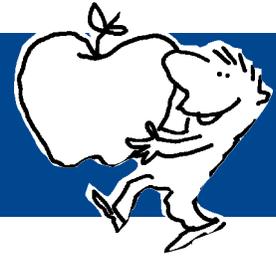


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# Here's an Instant Activity for December 16, 2002



## 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.



## LEVEL OF DIFFICULTY

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Approximately Grade 5



## PURPOSE

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Concept: Able spellers are careful proofreaders.  
Skills: word analysis, visual skills, proofreading

This Instant Activity is an example of Proof It, a blackline master proofreading activity in every unit in Levels 5–8 of the Spelling Sourcebook Series, Second Edition. Proofreading and editing skills are a centerpiece of the Series.

Proofreading and editing activities in the program are of three types. First, the skill-building activities specifically teach students how to proofread so that they are knowledgeable regarding proofreading and editing strategies. Second, students apply these strategies as they practice proofreading and editing in their everyday writing across the curriculum. Third, the program provides various venues for assessing students' ability to proofread and edit. This assessment not only provides feedback to teachers and students to assess growth, but readies students for taking wide-range spelling assessments—all of which are proofreading and editing tests. Further, the program helps students develop an appreciation for a well-proofread paper.

The Proof It test reflects a spectrum of actual tests—the format and the directions vary. The tests are not limited to words previously introduced, because this classroom experience should parallel actual standardized testing in which words often extend well beyond the capabilities of average students.



## SUGGESTED USE

This Instant Activity can coincide with any unit in Level 5 of the Spelling Sourcebook Series, Second Edition.



## TEACHING DIRECTIONS

Print the Instant Activity and distribute a copy to each student. Ask students to read the directions to determine what they think is expected. Then discuss the directions. Help students learn that the directions are immensely important for their success on the activity. For example, ask students if the directions to the first Proof It tell how many errors to identify in each line (no). Help students interpret this information (there could be no errors or up to five errors). Repeat this discussion with the directions to the second Proof It.



## FOLLOW-UP

Have students write their opinion to answer the question posed in the second Proof It activity. Have students include their reasons for the choice they make. Then provide time for students to share their points of view.

Answers:

Circle words in each row that are spelled wrong.

government	fweight	theirs	enough	necessary
remember	followed	machine	met out	themselves
measure	business	commit	industries	federal
rough	concert	build in	hemisphere	awful
language	friendly	thousand	suddenly	simple
repeatedly	believe	truly	mountain	difference
neutral	shoulder	material	irregular	received
beautiful	anxiety	promise	dye	trouble

Corrections to misspelled words: government, fought, theirs, remember, machine, themselves, commit, industries, federal, language, friendly, thousand, repeatedly, believe, difference, irregular, receive, beautiful.

The underlined words in each line may contain errors in spelling, capitalization, punctuation, or grammar. Circle errors. Write corrections in the space.

For many years, Americans saw themselves as a "melting pot," a place where people from many countries immigrated to become Americans. This idea assumed that the immigrants would abandon their traditions of their homeland and adopt the outcome of the United States. The new nation would be a blended society in which everyone were "one." Then some individuals predicted that this would create a blend, mixed population. They recommended that the new society maintain traditions to form a more colorful union that reflected many intriguing cultures they called it an international nation of heterogeneous heritage. Which stance do you believe best?

America reform
countries
their
United States
are
individuals
recommended
colorful
These
heritage



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FOR MORE

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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.

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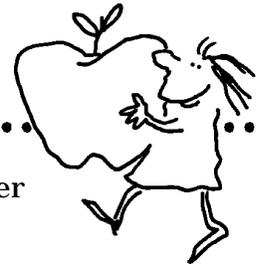
Portland, OR 97228

800-676-6630

503-639-2559 (fax)

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# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller



Circle words in each row that are spelled wrong.

goverment	faught	their's	enough	necessary
remeber	followed	mashine	instead	themselves
measure	business	committ	industrys	fedral
rough	concert	bulletin	hemisphere	careful
langauge	freindly	thousand	suddenly	example
repetedly	beleive	finally	mountain	differance
nocturnal	shoulder	material	irreguler	recieve
beautifull	anarchy	promise	dye	trouble



The underlined words in each line may contain errors in spelling, capitalization, punctuation, or grammar. Circle errors. Write corrections in the space.

For many years, American was referred to as a "melting pot," a place where people from many countrys intermingled to become Americans. This idea assumed that the immigrants would abandon the traditions of there homeland and adopt the customs of the United State's. The new nation would be a blended society in which everyone were "one." Then some individals predicted that this would create a bland, muted population. They recomended that the newcomers maintain traditions to form a more colorfull union that reflected many intriguing cultures they called it an international nation of heterogeneous hertige. Which stance do you believe is best?

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