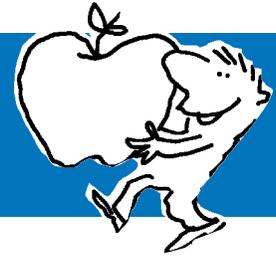

Here's an Instant Activity for March 3, 2003



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.



LEVEL OF DIFFICULTY

Approximately Grade 6



PURPOSE

Concept: One goal of the Spelling Sourcebook Series is to help students become discriminating observers of words, and to enjoy doing so. Word games, such as this Instant Activity, foster this interest and skill.

Skills: visual skills, word game

This Instant Activity grows from the high-use Core Word *level*, word 734 on a frequency-of-use list of writing words. The purpose of the activity is not to specifically teach or reinforce the spelling of *level*, but to springboard from *level* to explore word idiosyncrasies in the English language. Note that the activity grows an interest in many words and an ability to observe them in a new way. The more words with which students have experiences, the better they are able to think, read, write, and enjoy their language.



SUGGESTED USE

This Instant Activity can be used to extend *Did You Know?*, an optional activity in Unit 12, page 100, in Level 6 of the Spelling Sourcebook Series, Second Edition.



TEACHING DIRECTIONS

Write on the chalkboard: *level*, *eye*, and *pup*. Ask students to observe the words to determine a commonality among them. Once they discover the commonality, ask them not to reveal it to others, but to suggest more words to add to this set that reflect the common property (palindromes—words spelled the same forward and backward; e.g., *mom*, *peep*, *gag*, *did*, *pep*, *bib*). Soon all members of the class will

discover the unique attribute of this word collection.

Print the Instant Activity and distribute a copy to each student. Read and discuss the directions to explain what is expected before students begin the exercise.



FOLLOW-UP

Have students work in pairs to check the palindromes in the activity. Then identify the palindromes as a class. Make a composite list on the chalkboard—or make a transparency of the Instant Activity and project it on a screen with an overhead projector. Use a highlighter to signal the palindromes.

Begin an ongoing collection of palindrome words, phrases, and sentences. The book *Go Hang a Salami! I'm a Lasagna Hog! and Other Palindromes* by Jon Agee can extend students' exploration. Have fun!

Have students study this box of letters. Then have them explain in writing why it is unique.

G E L

E Y E

L E G

This arrangement of letters is sometimes referred to as a 3D palindrome. Challenge students to make another 3D palindrome.

Answers: Read the story and identify the palindrome words and sentences. Write the palindromes on another sheet of paper.

The Redder family lives in Kinikini, a city in Alberta, Canada, on a narrow road east of town called Yell Alley. Mrs. Redder or Eye is a mama and her children usually call her Mom. Bob Redder, the dad, is called Pop by his kids. They have three children—a daughter, Hannah, another daughter, Nan, whom they call "Sis"; and a son. Their family dog is Lil, a spaniel.

The boy recently introduced himself to his new piano teacher. Politely, he said, "Madam, I'm Adam." She replied, "Adam, I'm Ada. Meet my assistant, Elba Fable, and her student, Otto." Adam is a budding musician in a rock band, Roach Coop, and is trying to improve his musical skills. There are so many dynamos in the musical world—Adam wants his music to hit the top spot on the charts!

The Redder's family physician is Doctor Rotcod. His office is in the local Lama Mall between Mr. Alarm, the large security systems company, and Party Trap, a party supply chain. The doctor, a civic leader, always wears a smile and a big Tahiti hair.

Hannah and her friends Anna and Mim collect palindrome words. Circle the words below that they could add to their collection.

reviver	receiver	rotator	reopener	repaper	better
radar	refer	civic	solos	madam	sagas
disabled	sails	neon	noony	deified	pep
foolproof	took	moon	redivider	layak	ewe



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.

To order your SPELLING SOURCEBOOK:

Northwest Textbook Depository

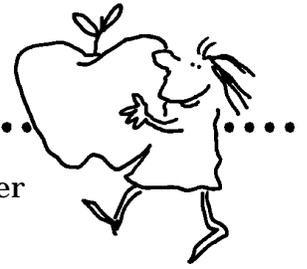
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Portland, OR 97228

800-676-6630

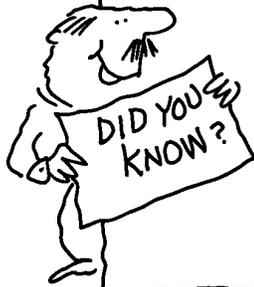
503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Palindromes



A palindrome is a word, phrase, or sentence that is spelled the same forward and backward, such as—

I-e-v-e-l

Alexander Dumas' sentence can be read the same forward and backward—

All for one and one for all.

Yet, actual palindrome sentences can be spelled the same forward and backward—

Sir, I'm Iris. Oh, who was it I saw, oh who? Elk cackle.

Read the story and identify the palindrome words and sentences. Write the palindromes on another sheet of paper.

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