
Here's an Instant Activity for April 7, 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 4



PURPOSE

Concept: A frequent spelling pattern for words with the soft-syllable ending /əl/ is *le*.

Skills: phonics, spelling rules, writing words, suffix practice, spelling game

This Instant Activity provides experience with spelling soft-syllable words ending in /əl/, specifically *le* words.

The activity grows from the high-use Core Word *simple*, word 455 on a frequency-of-use list of writing words. The purpose of the activity is not to specifically teach or reinforce the spelling of *simple*, but to teach students skills and concepts that they can apply to countless words. This provides a foundation for spelling and related language skills, and an opportunity for many word experiences. The more words with which students have experiences, the better they are able to think, read, and write.



SUGGESTED USE

This Instant Activity can be used to coincide with Concept 2 (specifically Activity 2B), Unit 24, page 234, in Level 4 of the Spelling Sourcebook Series, Second Edition.



TEACHING DIRECTIONS

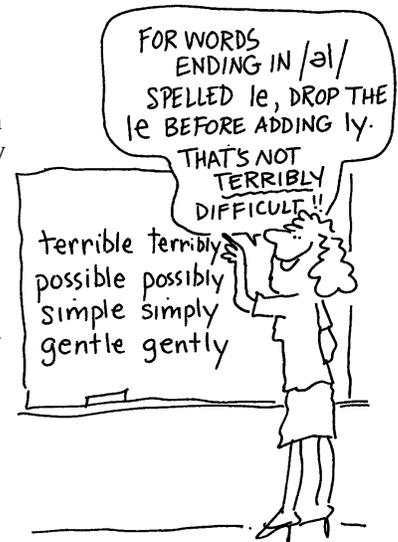
Write *simple* on the chalkboard. Note the soft-syllable /əl/ *le* spelling, the most frequent spelling pattern for this sound. Ask students to recall other frequent spelling patterns for this sound. Conclude that *al* (*fatal*) and *el* (*channel*) are frequent spelling patterns, while *il* (*devil*) and *ol* (*symbol*) are patterns

students will also encounter, but less frequently.

Next, have students write *simple* with the *ly* suffix. Students may need to check the spelling in a dictionary. Note that the *le* is dropped before the addition of *ly* (*simply*). Have students brainstorm more *le*-ending words to which the *ly* suffix can be added. Then they write the word with the *ly* suffix.

Students' word pairs may include *able/ably*, *admirable/admirably*, *adorable/adorably*, *agreeable/agreeably*, *audible/audibly*, *bubble/bubbly*, *capable/capably*, *considerable/considerably*, *credible/credibly*, *despicable/desplicably*, *dishonorable/dishonorably*, *fashionable/fashionably*, *flexible/flexibly*, *gentle/gently*, *horrible/horribly*, *humble/humbly*, *irresponsible/irresponsibly*, *justifiable/justifiably*, *knowledgeable/knowledgeably*, *memorable/memorably*, *possible/possibly*, *preferable/preferably*, *reasonable/reasonably*, *sensible/sensibly*, *terrible/terribly*, *visible/visibly*, *wrinkle/wrinkly*.

(Note: the few exceptions to this rule are vowel-*le* ending words, such as *docile/docilely*).



Next, identify twenty of the *le*-ending/*ly*-ending word pairs from those students collected. Write the words on the chalkboard or on a chart, or have students do so. Save the list for the Instant Activity.

Print the Instant Activity and distribute a copy to each student. Ask students to silently read the directions, look at the activity, and determine what is expected. Then discuss the directions. Refer students to the list of twenty *le*-ending/*ly*-ending word pairs collected in the activity above—words created from /əl/ *le*-ending words. From this list they create their bingo board by randomly writing a different *le*-ending/*ly*-ending word pair in each box. Have students work together to proofread their word pairs on the bingo boards.

Then play bingo! Ask students to trace each word pair with a colored pen or crayon as it is called out. Play until several winners emerge.



FOLLOW-UP

Provide students a fresh copy of the blackline master bingo board to replay bingo later. With each new game, students get practice spelling the soft-syllable *le*-ending words and their forms with the *ly* suffix.



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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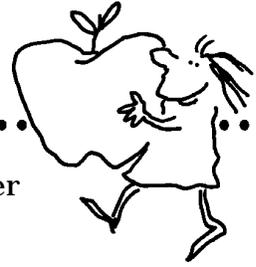
P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Write sixteen *le*-ending/*ly*-ending word pairs—one pair in each box.

Play bingo!