
Here's an Instant Activity for September 1, 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.



LEVEL OF DIFFICULTY

Approximately Grade 4



PURPOSE

Concept: Some words have capital letters.

Skills: capitalization, writing, proofreading



SUGGESTED USE

This Instant Activity can be used to complement activities that introduce the large Teaching Poster 1 and Personal Poster 1 that is introduced in Unit 3, Build Skillful Writers, page 24, in Level 4 of the Spelling Sourcebook Series, Second Edition.



TEACHING DIRECTIONS

Ask students to think about places they went this summer. Which places have a name written with a capital letter? Have students take turns writing place names on the chalkboard.

Then note that the name of a specific place is always capitalized (i.e., Mt. Rainier, Smyrna Conference Center, Atlantic Ocean, Don's Fish and Chips).

Next, ask students what other groups of words need a capital letter. Responses may include that a capital letter begins:

- the name of a specific person or thing (Sammy, Chevrolet)
- the name of a specific team or club (Phoenix Suns, Boy Scouts)
- the name of a special event (Annual Antique Car Show)

- titles (Mr. Thomas, Star-Spangled Banner)
- days of the week (Sunday)
- months (May)
- holidays (Fourth of July)
- languages (Spanish, English)
- groups of people (Germans)
- the first word in a sentence
- the word *I*

Print the Instant Activity and distribute a copy to each student. Ask students to use Teaching Poster 1 and/or their Personal Poster 1 as a reference to complete this exercise.



FOLLOW-UP

Have students select from among the follow-up ideas on their Instant Activity to explore ice cream. A class book could be made in the shape of an ice cream cone for compilation of the results.



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 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 learn how to use the Spelling Sourcebook Series:

1. 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.
2. Use the **NEW TUTOR ME** Training Video/CD-ROM for your grade level either on your own or in a small group. Rebecca Sitton guides you through a complete unit, tells you exactly what to do, and why. Set aside about two hours to acquire complete expertise, or learn about each part of a unit as you need it. Invite parents to discover how their child will be learning to spell with the Parent Introduction. Visit www.sittonspelling.com for more information.

To order your SPELLING SOURCEBOOK:

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

Capital Letters

When to use a capital letter is something a writer should know.

For starters, let's agree,
That letters that begin a sentence
Are capitalized—definitely!

Circle the letters that need a capital.

my mother and i went to jackson park on wednesday afternoon. it was the hottest day of september! we each got a chocolate cone from bobo's ice cream shop. i think bobo has the best ice cream in america!

mrs. booth, my teacher, told us that ice cream cones were first served at the st. louis world's fair in 1904. a syrian baker, ernest hamwi, made and served waffles at the fair. next to him, a frenchman named arnold fornachou served ice cream in small paper dishes. when arnold ran out of dishes, he served his ice cream in ernest's waffles rolled into a cone.

about ten years later in portland, oregon, frederick bruckman invented a machine to make cones. now nearly half of the ice cream eaten in the united states is eaten in cones. that's the way mom and i like our ice cream!

Choose from among these follow-up ideas to explore more about that tasty treat, ice cream—

- Tell about your favorite ice cream flavor in writing, and how you like it served.
- Make a list of every ice cream flavor you can recall. Then make up a new flavor and describe how it tastes.
- Homemade ice cream can be delicious! Find and write a recipe for homemade ice cream and explain how it is made.
- Write a poem about ice cream.