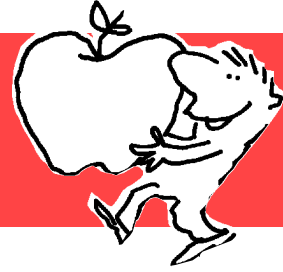


# Here's an Instant Activity for October 20, 2003



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## 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 numbers 1 and 2 above.



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## LEVEL OF DIFFICULTY

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Approximately Grade 2



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## PURPOSE

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First, this activity assesses long-term mastery of high-use words within the context of dictated sentences. Then it provides students practice self-checking/proofreading their sentences. Next, the activity provides writing practice as students follow up responding to the idea developed in the sentences.

Skills: visual skill building, proofreading, writing



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## SUGGESTED USE

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This Instant Activity can be used with the Sentence Dictation Test, Unit 11, page 109, in Level 2 of the Spelling Sourcebook Series, Second Edition.



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## TEACHING DIRECTIONS

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Provide students with a sheet of lined paper and a pencil. Dictate the sentences to students (see below, or use page 109 in your Spelling Sourcebook). Students have NOT prestudied the words in the sentences in preparation for taking the test.



1. All of us use water in some way.
2. Find out how many times you need some today.
3. It may be more than what you think.

The bank of words from which the test words for the Sentence Dictation Test are taken is every Core Word introduced so far in the program, beginning with Core Word #1 (*the*) introduced in Level 1 of the Series. To make the test more challenging than the Cloze Story Word Test (the basic test in the unit that uses the same bank of test words), Extra Words are included. These are words that have not yet been introduced in the Series.

The high-use words tested, as indicated in your Sourcebook, are: of (2), in (6), you (8), it (10), be (21), what (32), all (33), how (49), out (51), many (55), some (56), more (63), time(s) (69), than (73), way (86), find (87), use (88), may (89), water (90).

The Extra Words tested are: need, think, today, us.

Print the Instant Activity and distribute a copy to each student following the dictation of the sentences. Ask students to self-check their sentences against those on their copy of the Instant Activity sheet. Then students complete parts A and B of the activity.



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#### FOLLOW-UP

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Have students pair and share parts A and B of their Instant Activity sheets. Students should proofread each other's sentences. Then have students discuss their answers to part B. Next, student pairs complete part C on another sheet of paper. Last, have partners read their response to another pair of students, and work together to proofread the writing.



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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.

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](http://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](http://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](http://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

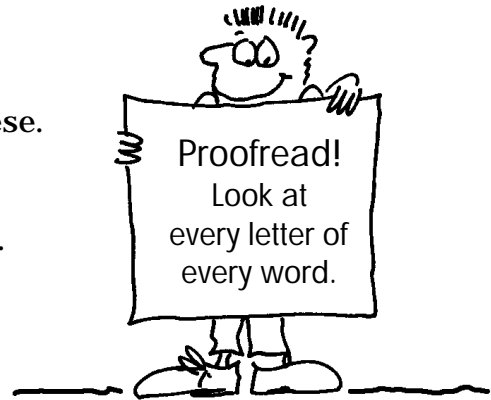


Name \_\_\_\_\_, Super Speller

## Listening—Writing—Proofreading

**A.** Self-check the sentences you wrote with the sentences below. Fix your sentences to look like these.

1. All of us use water in some way.
2. Find out how many times you need some today.
3. It may be more than what you think.



**B.** How do you use water every day? List the ways.

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**C.** Write on another sheet of paper: Water is important, because ...