

Here's an Instant Activity for December 15, 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

Primary learners



PURPOSE

Emerging spellers benefit from manipulative activities. This letter-card blackline master, because of its dotted center line, is designed for the emerging speller and writer at the primary level, and can be used to make letters for manipulation to make words. Then students receive writing practice as they write the words they make.

Skills: making words, phonics, vocabulary development, writing words



SUGGESTED USE

This Instant Activity can be used to complement word-making activities in the primary levels of the Spelling Sourcebook Series, Second Edition. To initiate the use of making words from the letter cards, demonstrate with large letter cards in the chalk tray.



TEACHING DIRECTIONS

Make a copy of the blackline master, print the letters you wish the students to have, then make sufficient copies for your students. Have students cut out the letters.

One way the letter cards can be used is as a class or small-group activity. You may wish to provide students with identical letter sets. Using this option, each child makes the same word. For example, say, "Make the word *cat*." Students respond. Then, write *cat* on the chalkboard for students to self-check.

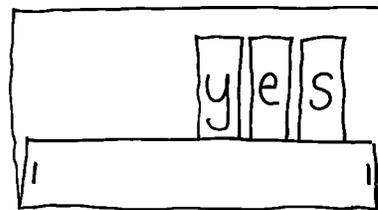
As an alternative group activity, you may wish to make several letter sets, each different, with enough

vowels and consonants to make a variety of words. Using this option, say, “Who can make the word yes?” Students assess their letters and respond. Then yes is written on the chalkboard for students to see.

Letter cards can also be used independently by students. Students manipulate their letters to make words. Then they write each word on a sheet of paper after they make it. The result is a list of words they made from their letters.

You may want to provide letter holders for students to use. Holders can be made from construction paper or tagboard.

1. Cut strips four inches wide and at least twelve inches long.
2. Fold up the bottom or long edge of each strip to form a 7/8” pocket.
3. Crease the fold. Then staple each end.



Encourage students to use letter cards to practice making words at home or at school. A set of letters can be sent home to encourage parent-child learning partnerships.



FOLLOW-UP

Store letter cards in labeled envelopes for future letter-card games.



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



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