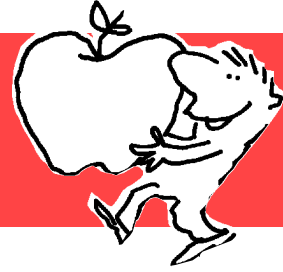


Here's an Instant Activity for January 5, 2004



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 2



PURPOSE

Concepts: Double letters spell one sound. New words can be made by changing the first letter of a word or word part.

Skills: making words, phonics, vocabulary development, spelling word patterns, writing

This Instant Activity springboards from the high-use Core Word *will*, but the purpose of the lesson is not to teach the spelling of the word. The purpose is to provide experiences with the concepts above. First, *will* is used to point out that when the word *will* is said, one *l* is heard—but when the word is spelled, two *l*'s are written. Further, the lesson focuses on the “process” of making words with rimes (*will*, *fill*, *chill*). The double-*l* rimes *_ill*, *_ell*, and *_all* are reinforced.



SUGGESTED USE

This Instant Activity can be used to complement Activity 1E in Unit 3 in Level 2 of the Spelling Sourcebook Series, Second Edition, or any of the subsequent word-making activities, particularly those in which spelling patterns of high-use double-*l* rimes are the focus.



TEACHING DIRECTIONS

Write *will* on the chalkboard. Ask students to read the word silently. Then ask students to say the word aloud. Next, ask students to say the word without the *w* (*ill*), then say the word without the ending sound (*wi*), and finally say the word without the final *l* letter (*wi*). Help students discover that the double *l* makes the sound of one *l*. Ask students how many sounds are heard when they say *will* (3) and how many letters they need to spell *will* (4).

Print the Instant Activity and distribute a copy to each student. Discuss the directions. Then have students complete the activity.



FOLLOW-UP

Have students pair and share the words they made on their Instant Activity sheet. Students can help each other proofread their words. Then select a few of the words students made. Write the words on the chalkboard, or have students do so. Review the concept that double letters spell one sound. Celebrate students' success spelling many words through the simple action of changing the beginning letter.



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

Make Words

Jack and Jill went up the _____ill.

Change the first letter to make more words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

School starts when the _____ell rings.

Change the first letter to make more words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

She is not short, she is _____all.

Change the first letter to make more words.

_____	_____	_____
_____	_____	_____
_____	_____	_____



How many sounds do the double l's in each word make? _____