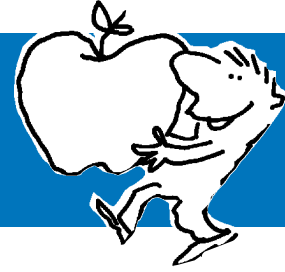


Here's an Instant Activity for March 1, 2004



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 numbers 1 and 2 above—it complements the skill-building component in the SPELLING SOURCEBOOK Series, Second Edition, and provides an informal opportunity to assess spelling growth.



LEVEL OF DIFFICULTY

Approximately Grade 6



PURPOSE

First, this Instant 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



SUGGESTED USE

This Instant Activity can be used with the Sentence Dictation Test, page 151, in Unit 17 in Level 6 of the Spelling Sourcebook Series, Second Edition.



TEACHING DIRECTIONS

Provide students with a sheet of lined paper and a pencil. Dictate the sentences to students (see next page, or use page 151 in your Spelling Sourcebook). Students have NOT prestudied the words in the sentences in preparation for taking the test.

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: he (1), of (2), and (3), a (4), to (5), you (8), that (9), it (10), for (12), with (17), be (21), this (22), by (27), so (57), other(s) (60), time (69), use(s) (88), may (89), know (100), get (101), any (113), around (120), must (126), take (135), every (151), often (186), let(ting)('s) (230), sure (251), example (261), course (317), before (332), problem (422), someone (470), heat(ing) (505), correct (521), yourself (534), length (546), you're (552), suppose (555), natural (556), necessary (615), unit (617), result (664), dead(ly) (668), sense(d)(ing) (678), decide (709), sharp (740), deal(ing) (744), cause(d) (750), action (756), pass (757), type (758), attention (759), gas (760)

The Extra Words tested are: assistance, avoid, immediate, protect, quick, smell

Print the Instant Activity and distribute a copy to each student following the dictation of the sentences. Have students complete the Instant Activity.



1. Every so often you must decide to take quick action before letting any length of time pass.
2. It may be necessary to get the immediate attention of someone for assistance to avoid a deadly result.
3. For example, suppose you're sensing a sharp smell caused by the type of heating unit that uses natural gas.
4. Let's be sure you know the correct course for dealing with this problem to protect yourself and others around you.



FOLLOW-UP

After students complete Part A, words they missed can be sent home for study. In the Spelling Sourcebook Series, this is done on a Words-to-Learn sheet. Words can also be recorded for an at-school record of words missed. In the Spelling Sourcebook Series this is handled with the Spelling Notebook.

After students complete Part B, have student pairs proofread their work. Then discuss the results and conclude that if the odor is strong, they should leave their house and ask a neighbor to help them call the gas company. They shouldn't use their home phone or turn lights on or off. The gas company will tell them when it's safe to reenter their house.



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



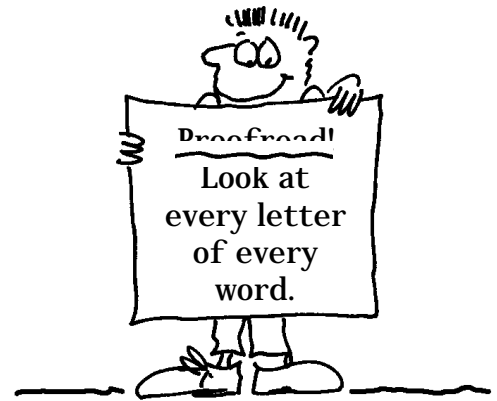
Name _____, Super Speller

Listening—Writing—Proofreading

Part A

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

1. Every so often you must decide to take quick action before letting any length of time pass.
2. It may be necessary to get the immediate attention of someone for assistance to avoid a deadly result.
3. For example, suppose you're sensing a sharp smell caused by the type of heating unit that uses natural gas.
4. Let's be sure you know the correct course for dealing with this problem to protect yourself and others around you.



Part B

Research and write the steps for dealing with a natural gas leak.
