

# Here's an Instant Activity for March 15, 2004



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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 number 1 above—it complements the skill-building component in the SPELLING SOURCEBOOK Series, Second Edition.



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## LEVEL OF DIFFICULTY

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Approximately Grade 1



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## PURPOSE

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A disproportionate number of primary words are irregular spellings, often called sight words in reading. This Instant Activity focuses attention on these words that *are not* spelled the way they sound, and contrasts them to words that *are* spelled the way they sound.

Skills: phonics, reading, writing, sorting words, proofreading words



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## SUGGESTED USE

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This Instant Activity can be used to complement Activities 1A and 1B, Unit 19, in Level 1 of the Spelling Sourcebook Series, Second Edition.



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## TEACHING DIRECTIONS

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Ask a student to write *but* on the chalkboard. Ask students if *but* is spelled the way it sounds (yes). Repeat the activity with *what*, a word that is not spelled the way it sounds. Remind students as they encounter words to examine them to determine whether they are or are not spelled the way they sound.

Print the Instant Activity and distribute a copy to each student. Have students look at the activity, read the directions, and try to determine what is expected. Then have students turn to a partner to discuss the directions. Answer questions, as needed. Then students complete the activity.



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## FOLLOW-UP

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After students complete the activity, have them pair and share their sorts. Ask students to work together to check and proofread their work. Then ask students in which category these words would be sorted: *no, and, many, two, of, this, not, one, if, up, him, did, right, it, you, are, an, had, with, because.*

You may wish to transfer the words used in this lesson and its follow-up activity to a classroom chart on which students can continue to add words as they discover them.



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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

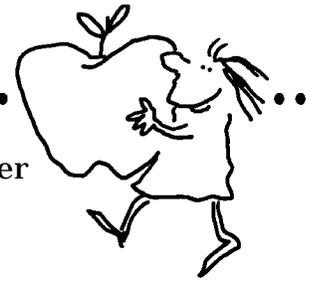
P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

# Build Skills and Word Experiences



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

## How Does It Sound?

Sort the words.

at

but

had

have

in

said

that

they

was

with

what

Words spelled the way they sound.

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Words not spelled the way they sound.

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