

# Here's an Instant Activity for May 3, 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 develop item number 1 above—and item number 4, if the activity is assigned as homework.



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## LEVEL OF DIFFICULTY

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Approximately Grade 1



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## PURPOSE

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Concept: Visual skills aid development of spelling and proofreading.

Skills: phonics, word analysis, visual skills, writing words

This Instant Activity develops emerging spellers' and writers' visual skills, as well as reinforces phonics. Its purpose is to help students discover that the high-frequency word *they* is not spelled the way it sounds—it is phonetically irregular. Then students learn a visual strategy for spelling *they* accurately (seeing smaller words inside bigger words), and to further use the visual strategy to spell other words that may present a spelling challenge.

First, students need to discover that *they* is phonetically irregular. Then they need to learn to substitute the application of visual skills for phonics skills to spell irregularly spelled words.



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## SUGGESTED USE

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This Instant Activity can be used to fortify students' spelling of the phonetically irregular high-use word *they* in Unit 11 of Level 1 of the Spelling Sourcebook Series, Second Edition. In Activity 2C of this unit, students are introduced to the rhyme "There Is No a in They!" on Teaching Poster 3 and on the students' accompanying personal poster. Further, a rhyme with the same name is on the new Word Skills in Rhythm and Rhyme CD-ROM/Activity Master program for Level 1 that features the amazing Snappy Cat Jack as the students' escort through some of the most difficult elements of language acquisition (check the web site, [www.sittonspelling.com](http://www.sittonspelling.com), for more information, or call 888-937-7355).

The activity sheet for this Instant Activity can be completed at home to engage parents with their child, or it can be completed at school.



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### TEACHING DIRECTIONS

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Write *they* on the chalkboard. Ask students how many sounds they hear when they say the word *they* (two, the digraph *th* and long *a*). Ask students how many letters they see when they look at the word *they* (four). Identify the letters spelling /th/ (*th*) and the letters spelling long *a* (*ey*). Note that the letters spelling long *a* are an unexpected spelling for long *a*. This makes *they* a Surprise Word. The expected spelling patterns for long *a* at this level are: *ay*, *ai*, *a-consonant-e*. Later, students will learn that long *a* at the end of a syllable is spelled *a*.

Underline *the* in *they*. Demonstrate for students that to spell *they*, they just write *the*, then add *y*—easy as pie!

Print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity, either at school or at home.



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### FOLLOW-UP

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Have students pair and share their word choices. Choose some students to write selected words on the chalkboard to demonstrate the little words they found inside of their big words that helps them spell the big words.



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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 Level 1 Spelling Sourcebook. Further extend the concepts and skills in the Spelling Sourcebook Series with Word-Wise Sourcebook One for first and second grade, the Level 1 Core Word Activity Cards, and the Level 1 Word Skills in Rhythm and Rhyme CD-ROM/Activity Master Sourcebook.

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

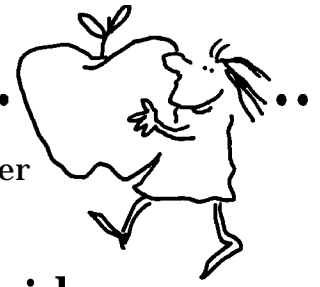
P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

# Build Skills and Word Experiences



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

## Big Words with Little Words Inside

Read the word they.

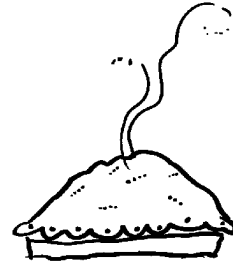
Spell the word they.

The little word the is inside of they!

To spell the word they—

Just write the, then add y!

It's as easy as huckleberry pie!



Write more big words and the little words you find inside.

A BIG Word

they

A LITTLE Word Inside

the