

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



LEVEL OF DIFFICULTY

Approximately Grade 1



PURPOSE

Concept: Double letters spell one sound.

Skills: word analysis, visual skills, phonics, rhyming awareness, making words, sorting words, onsets/rimes, proofreading

This Instant Activity develops emerging wordsmiths' experiences with onsets/rimes, a word-making ability that aids reading and spelling.



SUGGESTED USE



Use this Instant Activity with the ___ill Core Word Activity Card for Level 1. This activity can precede the initial unit of Level 1 of the Spelling Sourcebook Series.

The Level 1 Core Word Activity Cards include Core Words 1–35, plus 40 word pattern cards, each with an appropriate grade-one activity on the back to extend word experiences.

This Instant Activity may be reused with Unit 19, Concept 2, of the Level 1 Spelling Sourcebook.

Further, the activity extends Snappy Cat Jack's fun with double-letter words in Word Skills in Rhythm and Rhyme as he shares the CD-ROM rhyme "Two in a Row" with first graders. The six rhymes and over 100 activity masters in this word-skills program actively engage students in reading, writing, spelling, and proofreading—an energetic supplement to any communications curriculum.



TEACHING DIRECTIONS

Post the ___ill word card in the chalk tray.

Next, 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 home or at school.



FOLLOW-UP

Have students pair, share, and proofread their responses. Then have students list more words using the rimes in the activity (e.g., bill, chill, dill, drill, fill, frill, grill, hill, kill, mill, pill, sill, still, till, thrill, will; bell, fell, sell, shell, smell, tell, well, yell; bluff, buff, cuff, duff, fluff, gruff, huff, muff, puff, stuff). Remind students that double letters spell one sound. They hear only one letter, but they must remember to write two letters for the double-letter words in our language. Have students collect more words with double letters. Then students can sort the words by the letter that is doubled.



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 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 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

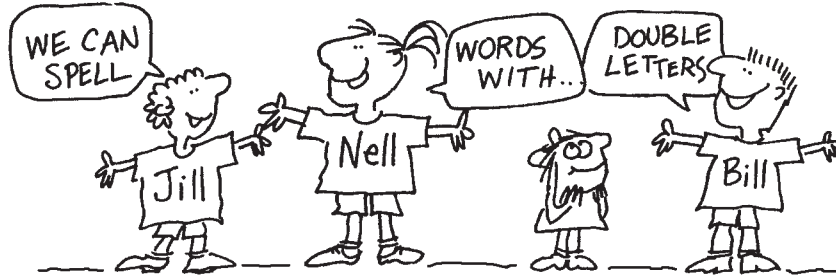
503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Double Letters Spell One Sound



 Write ill words to finish the sentence.

Please _____ my glass with water.

Sit _____ and do not make a sound.

 Write uff words to finish the sentence.

I have a lot of _____ in my book bag.

The big billy goat was _____.

 Write ell words to finish the sentence.

Did you _____ the flower?

I found a _____ on the sandy beach.