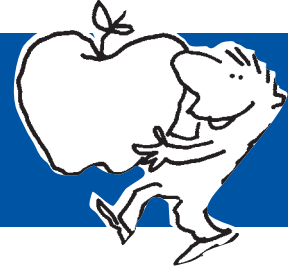


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# Here's an Instant Activity for October 18, 2004



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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 5



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## PURPOSE

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Concept: Some words are spelled with consonant digraphs.

Skills: consonant digraphs, writing an explanation, phonics, parts of speech, more words



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## SUGGESTED USE

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Use this Instant Activity with Unit 9, Activity 1A, in Level 5 of the Spelling Sourcebook Series.

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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Ask students to write on the chalkboard *camp/champ, sort/short, ten/then, were/where, pony/phony*.

Ask students to explain in writing what happens when the letter *h* follows *c, s, t, w, or p*. Conclude that the combination of *h* with *c, s, t, w, or p* stands for a new sound. Ask students for word examples.

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 at home or at school.



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## FOLLOW-UP

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Have students share their word choices. Then have students use their collection of *ch* words to identify words that are nouns, verbs, or words that can be both.

When students repeat the activity with *wh*, they will discover that no words end in *wh*!



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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. Further extend the skills and concepts of the Spelling Sourcebook Series with Word-Wise Sourcebook Three for use with fifth and sixth graders.

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](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

## Choose Words Spelled with *ch*

Find and write words spelled with *ch* for each category.

<u>beginning</u>	<u>middle</u>	<u>end</u>
<i>chain</i>	<i>teacher</i>	<i>peach</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Use other paper to repeat this activity with *sh*, *th*, *wh*, and *ph*. You'll discover something interesting about *wh*! Write what you learn!