

Here's an Instant Activity for April 4, 2005



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 number 1 above—and item number 4, if the activity is assigned as homework.



LEVEL OF DIFFICULTY

Approximately Grade 2



PURPOSE

Concept: Letters (onsets) can be added to the beginning of word parts to make words.

Skills: phonics, word analysis, making words, word meaning, suffix practice

This Instant Activity develops emerging wordsmiths' and writers' ability to create new words by adding onsets to common rimes.



SUGGESTED USE

Use this Instant Activity to extend any onset/rime activity in Level 2 of the Spelling Sourcebook Series, such as Unit 19, Activity 1B, or Unit 23, Activity 3A. There are over 50 rimes in the Level 2 Spelling Sourcebook to which students add onsets to create hundreds of words. Then they add prefixes/suffixes to these words to make more words!



You can also use this Instant Activity with the Level 2 Core Word activity card #19, *that*.

The Level 2 Core Word Activity Cards include Core Words 1–170, each with an appropriate grade two activity on the back to extend word experiences and to develop communication skills across the curriculum.



TEACHING DIRECTIONS

Ask students to write *that*. Then ask students to identify the vowel sound (short a). Then ask students to change *that* to *hat*. Again, identify the vowel sound (short a). Remind students that short vowel words are usually spelled with one vowel, while long vowel words are usually spelled with two vowels. Ask students to change *hat* from a short *a* word into a long *a* word with the addition of another vowel (*hate*). Ask students to identify the antonym of *hate* (*love*). Then discuss how *love* is a Surprise Word, because the vowel is not long. Usually a word that ends in a silent *e*, such as *hate* signals a long vowel sound.

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. Discuss meanings of word choices for which students are unfamiliar. Make a cumulative list of words for each rime on a chart or the chalkboard. Then extend the lesson with students adding suffixes to appropriate words they made. Remind students that for words that end in silent *e*, drop the *e* before the addition of a suffix that begins with a vowel (e.g., *bake*, *baking*); and for words ending in one vowel and one consonant, double the consonant before adding a suffix that begins with a vowel (e.g., *tap*, *tapping*).



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. Further extend the concepts and skills in the Spelling Sourcebook Series with Word-Wise Sourcebook One for first and second grades, the Level 2 Core Word Activity Cards, and the Level 2 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:

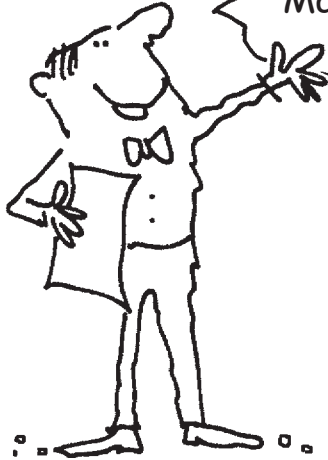
Northwest Textbook Depository
P.O. Box 5608
Portland, OR 97228
800-676-6630
503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Make Words



Make "short a" words! Add a beginning letter or letters!

_____ ab _____ ack _____ ad

_____ ag _____ am _____ amp

_____ an _____ and _____ ap

_____ ash _____ ast _____ at



Make "long a" words! Add a beginning letter or letters!

_____ ace _____ ade _____ ail

_____ ain _____ ake _____ ame

_____ ane _____ ate _____ ay