

Here's an Instant Activity for May 2, 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 develop item number 1 above—and item number 4, if the activity is assigned as homework.



LEVEL OF DIFFICULTY

Approximately Grade 1



PURPOSE

Concept: Some words that rhyme have different spelling patterns.

Skills: word analysis, visual skills, rhyming awareness, making words, hypothesizing, book tie-ins

This Instant Activity develops emerging wordsmiths' phonemic awareness, and their ability to note that rhyming words do not all have the same spelling pattern. This activity aids the development of visual skills, spelling, proofreading, and reading. All standardized tests are editing tests, so the formation of visual skills establishes the foundation for able performance on these tests in later grades.



SUGGESTED USE

Use this Instant Activity to extend Unit 20, Relating to Literature (page 141), in Level 1 of the Spelling Sourcebook Series. This literature tie-in uses *A Chair for My Mother*, the 1983 Caldecott Honor Book by Vera B. Williams.

The activity also correlates with the concept developed with Teaching Poster 5, one of the five large Teaching Posters that is automatically included with the Level 1 Spelling Sourcebook.



TEACHING DIRECTIONS

Write on the chalkboard: *A Chair for My Mother*. Ask students what they think a book with this title might be about. Discuss responses. Then read *A Chair for My Mother*, by Vera B. Williams. At the conclusion of the reading, review students' initial thoughts about the book.

Review words that rhyme—ask students for examples. Write *chair* on the chalkboard. Ask students to begin thinking about words that rhyme with *chair*.

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. Choose some students to write selected words from the activity on the chalkboard to discuss. Conclude that words that rhyme do not all have the same spelling pattern. Have students find and write more examples (e.g., plane/train, to/blue, gate/eight, green/mean, soup/loop, mail/sale).



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.

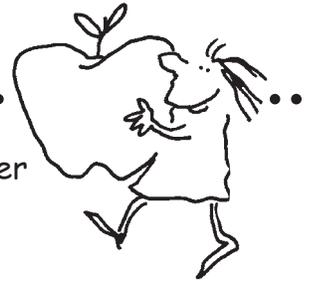
To learn how to use the Spelling Sourcebook Series:

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

Words that Rhyme

Wayne, do all words that rhyme have the same ending letters?

No, Jane! It's a real pain!



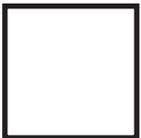
chair

Write ___air words that rhyme with chair.



bear

Write ___ear words that rhyme with bear.



square

Write ___are words that rhyme with square.
