

Here's an Instant Activity for November 7, 2005



STRATEGY FOR SPELLING SUCCESS

For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling and word-skill 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 numbers 1 and 2 above—and item number 4, if the activity is assigned as homework.



LEVEL OF DIFFICULTY

Grade 8



PURPOSE

To provide practice writing dictated sentences, proofreading.

Skills: spelling, written conventions, proofreading, apostrophes, plurals, *ie/ei* spellings, silent letters



SUGGESTED USE

Use this activity with the Level 8 Sourcebook, Unit 12, Sentence Dictation, page 106.



TEACHING DIRECTIONS

Provide students with lined paper and pencil. Then dictate the sentences below using these suggestions:

- Read the four sentences as students listen.
- Dictate the first sentence in comfortable phrases as students write.
- Reread the sentence as students look at the sentence they wrote.
- Repeat this with sentences 2–4.
- Reread all four sentences slowly as students proofread.

Sentences for dictation:

1. If you're describing a model climate, your description may be quite different from another's point of view.
2. There are major differences of opinion on the right way to make the perfect cup of coffee, the finest exercise machine for building strong muscles, or the best way to grow potatoes.

3. Whenever various schools of thought are being considered, it's wise to raise questions, listen, and carefully weigh every suggestion.
4. Although there's probably not only one correct answer that supports a single solution to anything, people often believe that their particular thinking on a matter is right.

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.



FOLLOW-UP

Have students pair and share their sentences for proofreading. Then discuss the activities that follow the sentences with selected students providing answers.

Answers: 1. *You're*, *it's*, and *there's* are contractions; *another's* is a possessive. 2. Base word is *potato*. For some o-ending nouns, the plural is formed by adding *es*—such as *tomatoes*, *echoes*, *heroes*; for some, just *s* is added—such as *rodeos*, *pianos*, *patios*; and for some, either *s* or *es* can be added—such as *zeros/zeroses*, *buffalos/buffaloes*, *ghettos/ghettoes*. 3. The *t* is silent. Other words with silent *t* include: *moisten*, *fasten*, *glisten*, *trestle*, *often*, *castle*, *whistle*, and *soften*. 4. Many possibilities exist. A few choices include: *beige*, *eight*, *foreign*, *forfeit*, *freight*, *heir*, *leisure*, *neighbor*, *protein*, *receive*, *seize*, *sleigh*, *their*, *vein*; *achieve*, *belief*, *believe*, *chief*, *convenient*, *diesel*, *efficient*, *field*, *friend*, *glacier*, *grievance*, *lieutenant*, *mischievous*, *niece*, *patient*, *pie*, *pierce*, *shield*, *thief*. To expand the lesson, ask students to sort the words by *ie/ei* on another paper, and then continue to add to the collection.



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 Sourcebook for Teaching Spelling and Word Skills for your grade level (grades 1–8). Extend practice and word exploration with the optional student Practice Books for Learning Spelling and Word Skills (grades 1–6), appropriate for use with both the 2nd and 3rd Edition Sourcebooks. Each Practice Book contains correlated activities for selected lessons from every Sourcebook unit, a proofreading/editing exercise for each unit, and pages in the back for students to record their Spelling Words for study.

To learn about the Sourcebook Series for Teaching Spelling and Word Skills:

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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, telling 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. Use the TUTOR ME Parents as Partners module to introduce parents to the program and show them how their child will be learning to spell. Visit www.sittonspelling.com for more information.

To order your Sourcebook for Teaching Spelling and Word Skills:

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Build Skills and Word Experiences



Name _____, Super Speller

Proofread! Check every letter of every word for spelling, check homophones for spelling and meaning, check capitals and punctuation.

Proofread the sentences you wrote against these sentences:

1. If you're describing a model climate, your description may be quite different from another's point of view.
2. There are major differences of opinion on the right way to make the perfect cup of coffee, the finest exercise machine for building strong muscles, or the best way to grow potatoes.
3. Whenever various schools of thought are being considered, it's wise to raise questions, listen, and carefully weigh every suggestion.
4. Although there's probably not only one correct answer that supports a single solution to anything, people often believe that their particular thinking on a matter is right.

Next, complete the following requests:

1. Explain the purpose of the apostrophes in the sentences. _____

2. Remove the suffix from *potatoes* and write its singular form. Then find and write more nouns that end in the same letter. Next, make these nouns plural. _____

3. Notice that *listen* in sentence three has a silent letter. Find and write more words that have this same silent letter. _____

4. The words *view* and *weigh* in the sentences belong to a group of words that, for fun, may be called *Weird Words!* They're *weird* because of their *ie* and *ei* spellings—often a problem combination! Find and write more words spelled with the letters *ie* and *ei* at the beginning or inside of words. _____



Read the sentences above. Then identify a current topic for which there are at least two totally different points of view to solve a problem. Write two "editorials" each from a different point of view with reasons why that solution is best.