

Here's an Instant Activity for March 20, 2006



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



LEVEL OF DIFFICULTY

Approximately Grade 2



PURPOSE

To provide practice with short and long vowel sounds.

Skills: short vowels, long vowels, phonics, visual skills, word analysis, spelling, sorting words, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 21, Activity 2C, page 203.



TEACHING DIRECTIONS

Say *cap*. Ask students what vowel sound they hear in *cap* (short *a*). Select a student to write *cap* on the chalkboard. Then say *camp* and ask students what sound they hear in *camp* that they don't hear in *cap*. Write *camp* on the chalkboard as students predict the spelling. Then ask students what vowel sound they hear in *camp*. (short *a*). Remind students that short vowel sounds are usually spelled with one vowel letter.

Next, say *cape*. Ask students what vowel sound they hear in *cape* (long *a*). Select a student to write *cape* on the chalkboard. Underline the two vowel letters. Remind students that long vowel sounds are usually spelled with two vowel letters. Extend this concept by initiating a discussion with: *pin/pine*, *bet/beat*, *hug/huge*, *ran/rain*.

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 share their answers and their word sorts. Answers: main, left, fine, that, belt, goat, black, cute, blast, seat, then, chat. Apple activity—Short vowel words: left, that, belt, black, blast, then, chat; Long vowel words: main, fine, goat, cute, seat. Reinforce with students that short vowel sounds are usually spelled with one vowel letter, while long vowel sounds are usually spelled with two vowel letters.

As a follow-up activity, have students remove one letter from these words to make another word: plane (plan/lane), ride (rid), meat (met/mat), lend (end), maid (mad/aid), then (the/hen), steam (team/stem), plate (late), band (ban/and), spine (spin/pine), fast (fat), slime (slim/lime), coast (cost/cast/coat), tote (tot/toe). As words are made, have students identify the vowel sound. Discuss the meaning of unfamiliar words.



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.

Further extend the Level 2 Sourcebook concepts and skills 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 Sourcebook Series for Teaching Spelling and Word Skills:

Request our free Overview Video (available in DVD and VHS formats) online at www.sittonspelling.com or by calling 888-WE-SPELL (888-937-7355).

Sign up to receive Rebecca Sitton's complimentary quarterly e-newsletter at www.sittonspelling.com.

To learn how to use the Sourcebook Series for Teaching Spelling and Word Skills:

1. Attend a seminar that explains and demonstrates lessons that reflect the 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, 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:

Order online at www.sittonspelling.com or contact:

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

Add a Letter to Make a New Word

Add the letter to the word to spell a new word. The letter may be added to the beginning, the middle, or the end of the word.

Start with this word:

Add this letter:

Spell a new word:

cap	+	m	=	<u>camp</u>
man	+	i	=	_____
let	+	f	=	_____
fin	+	e	=	_____
hat	+	t	=	_____
bet	+	l	=	_____
got	+	a	=	_____
back	+	l	=	_____
cut	+	e	=	_____
last	+	b	=	_____
set	+	a	=	_____
the	+	n	=	_____
cat	+	h	=	_____



Sort the words you wrote into two groups: short vowel words and long vowel words. Look at the words in each group. How many vowel letters do you see? Write what you discover about spelling short vowel and long vowel words.