
Here's an Instant Activity for April 3, 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—and item number 4, if the activity is assigned as homework.



LEVEL OF DIFFICULTY

Approximately Grade 6



PURPOSE

To provide practice with digraphs.

Skills: digraphs, spelling, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 29, Activity 1A, page 254, and the Level 6 Practice Book, page 85.



TEACHING DIRECTIONS

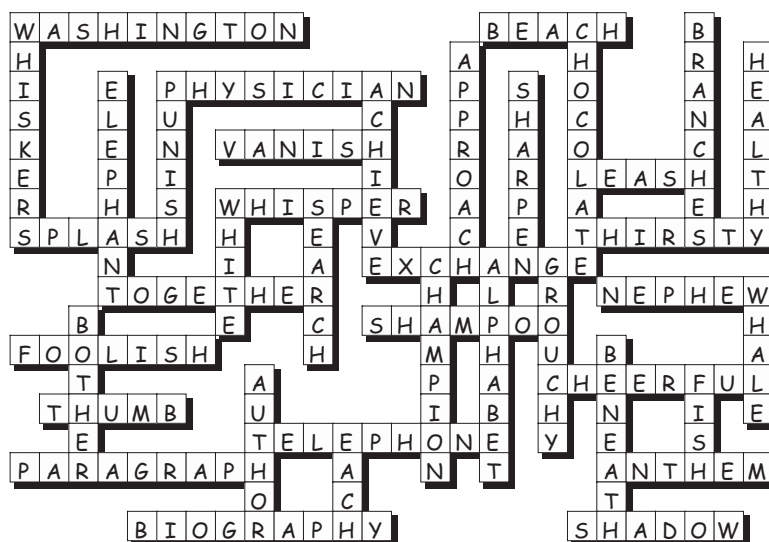
Ask students to write *champ*, *short*, *than*, *where*, and *phony*. Have students say the words. Then have students remove the *h* from each word and observe the difference in pronunciation. Reinforce that when *h* follows *c*, *s*, *t*, *w*, or *p*, the combination stands for a new sound. Tell students that these letter combinations (*ch*, *ph*, *st*, *th*, *wh*) are called *digraphs*. Write the word on the chalkboard as students predict the spelling. Point out the *ph* digraph in the word *digraph*. Then have students contribute additional words that contain digraphs. (Note: *wh* is influenced by regional differences in speech.)

Next, print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then have students complete the activity at home or at school.



FOLLOW-UP

Review the puzzle's solution and discuss any clues/answers that may have stumped the class. (Solution is on the next page.)



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 6 Sourcebook concepts and skills with Word-Wise Sourcebook Three for fifth and sixth grades.

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)

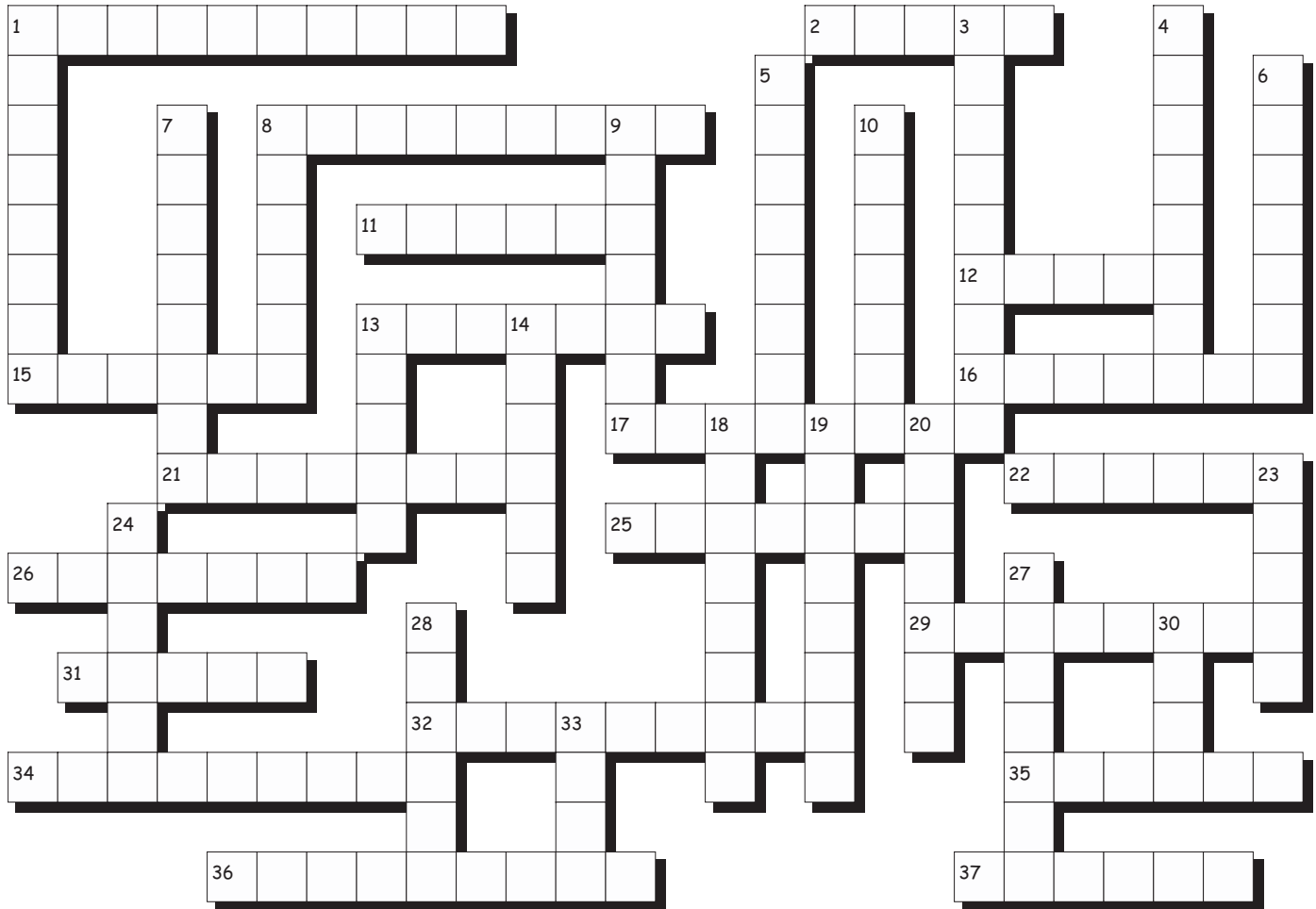
Build Skills and Word Experiences



Name _____, Super Speller

Digraphs

Use the clues to complete the puzzle with answer words that contain a digraph: ch, ph, sh, th, or wh.



ACROSS

1. first president of the United States
2. sandy spot on the shore
8. another word for doctor
11. disappear
12. connects you to your dog when you're on a walk
13. speak very softly
15. splatter, get water on
16. if you're parched and craving water; you're probably this
17. trade, switch
21. opposite of apart
22. your male cousin is your
- mom's ____
25. use this to wash your hair
26. silly, unwise
29. happy, jolly, positive
31. stand-alone digit on your hand
32. Alexander Graham Bell invented this
34. a group of sentences that form an idea
35. The Star Spangled Banner is our national ____
36. the story of someone's life
37. when the sun is shining

on you, you can see yours

DOWN

1. long hairs protruding from a cat's face on either side of its mouth
3. cocoa is this flavor
4. limbs of a tree
5. move toward, come near
6. fit, well, feeling good
7. large animal with a trunk
8. discipline, reprimand
9. accomplish, attain
10. when your pencil gets dull, it's time to ____ it
13. the color of snow
14. look for, hunt, seek
18. winner, victor, title holder
19. there are 26 letters in ours
20. grumpy, cranky
23. largest mammal
24. annoy, irritate
27. under, below
28. the one who wrote the story
30. they can be found swimming in ocean, lakes, rivers
33. every one