
Here's an Instant Activity for May 1, 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 5



PURPOSE

To provide practice spelling words with irregular verb forms.

Skills: spelling, homophones, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 30, Find It, page 262.



TEACHING DIRECTIONS

Write *ride*, *walk*, *begin*, *start*, and *feel* on the chalkboard. Then select students to write the past tense form of the verbs on the board (*rode*, *walked*, *began*, *started*, *felt*). Ask students to observe the words and sort them into two categories (regular and irregular verbs). Review that the past tense of most words is formed by adding *ed*. The exceptions are called irregular verbs, and students must simply remember their past tense form.

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 share their answers to the sentences. Answers: 1. stood, sang; 2. slid, caught; 3. lost, wept; 4. rode, bought; 5. made, blew; 6. wore, froze; 7. swept, took; 8. ate, drank; 9. drove; spent; 10. wrote, drew; 11. broke, were; 12. threw, thought.

Then identify the homophones and their homophone partners (caught/cot, rode/road/rowed, made/maid, blew/blue, wore/war, ate/eight, wrote/rote, threw/through). Next, have students share the sentences they wrote.

To provide additional practice with irregular verbs, play bingo with your students. First, create a list of twenty irregular verb forms on the board. Then have students create a bingo board by folding their paper four times to create sixteen boxes. Have students select sixteen of the irregular verb forms listed on the board and randomly write them in the boxes. Then play bingo. You call out the present tense of one of the irregular verb forms listed on the board and students mark the irregular verb form on their bingo board. The first student to get a row or column filled in and who calls out, "Bingo!" is the winner.



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 5 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

Irregular Verbs

Complete the sentences using the irregular past tense form of the verbs.

1. sing and stand

Before the game started, we _____ and _____ the national anthem.

2. slide and catch

As the batter _____ into first base, the outfielder _____ the fly ball.

3. weep and lose

When Amanda realized she had _____ her favorite doll, she _____.

4. buy and ride

Amy _____ her bike to the store and _____ milk for her mom.

5. make and blow

Jason _____ a wish and _____ out the candles on his birthday cake.

6. wear and freeze

I _____ my heavy coat last night, but it was so cold outside that I still _____!

7. take and sweep

After Mark _____ the floor, he _____ out the garbage.

8. eat and drink

My dog _____ all of his food and _____ all of his water.

9. spend and drive

We _____ to the mountains and _____ the weekend camping.

10. draw and write

First I _____ the story, and then I _____ the pictures to go with it.

11. are and break

We _____ the lamp when we _____ playing catch in the house.

12. throw and think

I _____ the ball pretty high, but I _____ my sister could catch it.



Look at your answer words. Identify those that are homophones. Write the homophones and their partners on another piece of paper. Write sentences that use each homophone set.