
Here's an Instant Activity for January 1, 2007



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.

Meeting state standards is a priority of the Sourcebook Series. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 2



PURPOSE

To provide word-making practice and to reinforce the concept of compound words (words that are made up of two or more words).

Skills: making words, visual skills, vocabulary development, compound words, word analysis



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 14, Activity 3A, page 134.



TEACHING DIRECTIONS

Remind students that compound words are formed by putting two words together. Write these words in random order on the chalkboard: *after, noon, drive, way, motor, cycle*. Read the words together. Ask students to make new words by combining these words (*afternoon, driveway, motorcycle*). Write the compound words on the chalkboard as they are identified, or select students to do so.

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

Ask students to share the compound words they made. Discuss meanings of unfamiliar words. Compound word possibilities: sunset, sunshine, Sunday, sunflower, sunlight, highlight, highchair, highway, daylight, homework, homemade, stairway, staircase, snowstorm, thunderstorm, notebook, cookbook, bookcase, firefly, firelight, butterfly, buttermilk, milkshake, handshake, handmade, lighthouse, housework, sidewalk, walkway, inside, outside.

Then have students share their answer to the apple activity (all the compound words name a living thing).



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). Download and print a sample unit for your grade level from our website, www.sittonspelling.com.
- 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. Download and print sample pages for your grade level from our website, www.sittonspelling.com.
- 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. Visit our website, www.sittonspelling.com, to see these materials and explore their purpose.
- **Sign up** at www.sittonspelling.com to receive Rebecca Sitton's complimentary *Appleseed* e-newsletter. The *Appleseed* is published three times each year, with new issues available the first week of November, January, and March. Each *Appleseed* contains Word Skills and Sourcebook Teaching Tips, answers reader questions, and informs you of current, pertinent educational information.

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).

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 TUTOR ME Training 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.

Order your Sourcebook for Teaching Spelling and Word Skills online at www.sittonspelling.com.

Alternate order sources:

- *Texas*: Resolve Corporation, 600 Freeport Parkway, Coppell, TX 75019
PHONE 800-266-5122 • FAX 214-452-6301
- *other states*: Northwest Textbook Depository, P.O. Box 5608, Portland, OR 97228
PHONE 800-676-6630, FAX 503-639-2559

Build Skills and Word Experiences



Name _____, Super Speller

Make Compound Words

Put two words together to make compound words. Then write the compound words.



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Look at these compound words: blackbird, ladybug, bulldog, jellyfish, cowboy, rattlesnake, woodpecker. What do all of these words have in common? Write your answer. Then take the words apart and write the two words that make up each compound.