
Here's an Instant Activity for April 16, 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 their child's acquisition of spelling skills.

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 5



PURPOSE

To provide practice with words ending in /əl/ and /ər/.

Skills: spelling patterns for soft-syllable endings /əl/ and /ər/, vocabulary development, analogies, spelling, writing words, sorting words



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 31, Test Ready, page 273.



TEACHING DIRECTIONS

Review the soft-syllable endings *le*, *el*, and *al*. Remind students that *le* is the most prevalent spelling for /əl/. Then review the soft-syllable endings *er*, *or*, and *ar*. Remind students that *er* is the most prevalent spelling for /ər/.

Next, write on the chalkboard: hot : cold :: big : _____. Ask students to identify a soft-syllable ending word that could go in the blank (little). Review analogies with students.

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

Review the activity with students and discuss the meaning of unfamiliar words.

1. people; 2. humble; 3. level; 4. travel; 5. animal; 6. usual; 7. material; 8. color; 9. actor; 10. candle; 11. squirrel; 12. purple; 13. kennel; 14. plural; 15. answer; 16. novel; 17. odor; 18. summer; 19. central; 20. author or writer; 21. single; 22. simple; 23. middle; 24. cellar; 25. sugar.

Remind students that they will also find /əl/ spelling patterns *il* (April, civil, evil, fossil, pupil, nostril, pencil) and *ol* (capitol, idol, symbol, pistol). Note that the *ful* suffix has the same sound (delightful, meaningful, dreadful). Also remind students that they may encounter other /ər/ spellings, such as *ur* (murmur) and *our* (glamour).

Challenge capable students to create analogies for each of these categories. Have them write their analogies, leaving the last word blank. Later, have them share their analogies with the class for the class to identify the word that goes in the blank.

synonyms (chief : leader :: stone : rock)

antonyms (unfamiliar : familiar :: question : answer)

part to whole (sand : beach :: days : week)

classification (bronchitis : disease :: motorcycle : vehicle)

characteristic (sugar : sweet :: glue : sticky)

function (photocopier : duplicates :: stove : cooks)

degree (boiling : hot :: whimper : cry)



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 5 Sourcebook concepts and skills with Word-Wise Sourcebook Three for fifth and sixth grades and SOME WORDS, Rebecca Sitton's NEW vocabulary mini-course series for upper grade wordsmiths. Visit our website, www.sittonspelling.com, to download and print sample pages and to check publication dates for specific titles in the SOME WORDS Vocabulary Mini-Course Series.
- **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 for grades 1-8:

Request our free Overview Video (available in DVD and VHS formats) and/or download sample units online at www.sittonspelling.com. If you are interested in on-loan evaluation copies or would like more information, call us toll free at 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

Analogy Puzzles

Complete the analogies. First, discover the relationship between the first two words. Then add a word to make the relationship between the second two words the same as between the first two. All answer words have a soft syllable ending spelled *le, el, al, er, or, or ar*.

1. mouse : mice :: person : p _____
2. happy : sad :: arrogant : h _____
3. curly : straight :: bumpy : l _____
4. students : learn :: tourists : t _____
5. ant : insect :: dog : a _____
6. argument : altercation :: ordinary : u _____
7. money : currency :: fabric : m _____
8. octagon : shape :: magenta : c _____
9. classroom : teacher :: stage : a _____
10. clay : pot :: wax : c _____
11. hay : horse :: nuts : s _____
12. rose : pink :: lavender : p _____
13. people : hotel :: pets : k _____
14. swiftly : slowly :: singular : p _____
15. question : inquiry :: response : a _____
16. car : automobile :: story : n _____
17. hear : sound :: smell : o _____
18. January : winter :: July : s _____
19. nonessential : unnecessary :: main : c _____
20. song : composer :: book : a _____
21. two : double :: one : s _____
22. foreign : familiar :: complex : s _____
23. edge : border :: center : m _____
24. days : daze :: seller : c _____
25. rough : sandpaper :: sweet : s _____



Sort your answer words by the ending letters. Then add more words to each list.