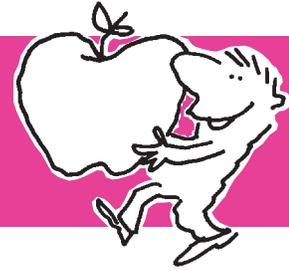

Here's an Instant Activity for December 17, 2007



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 3



PURPOSE

To provide practice with using the apostrophe to show ownership.

Skills: apostrophe, possessives, contractions, writing sentences



SUGGESTED USE

Use this Instant Activity with *Word Skills in Rhythm and Rhyme*, Level 3, pages 48-50.



TEACHING DIRECTIONS

Ask students for examples of pronouns that show ownership (e.g., their, theirs, our, ours, your, yours, her, hers, his, my, mine, its). Then write on the chalkboard: *This is Mary's cheese*. Ask students, "Whose cheese is it?" Point out that the apostrophe identifies that the cheese belongs to Mary. Have students write their name on the chalkboard. Then have students use their classmates' names to write sentences that show possession.

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 work in small groups to review their answers to the Instant Activity exercises. Then have them compare their lists of contractions and work together to compile a complete list. Finally, have them share their sentences.



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 3 Sourcebook concepts and skills with Word-Wise Sourcebook Two for third and fourth grades, the Level 3 Core Word Activity Cards, and the Level 3 Word Skills in Rhythm & 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 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, Coppel, 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

When Do You See an Apostrophe?

 Apostrophe, apostrophe,
Do you know what you do to me?
You mean one thing in *it's* and *you'll*,
And then you have another rule:
In words like *boy's* and *boys'* you mean
"Belonging to," like "boys' blue jeans."

Poem excerpted from Word-Wise Sourcebook
Two, a complement to the Sourcebook Series
for Teaching Spelling and Word Skills

It's your turn to put the apostrophe where it belongs. In each set, sentence A will give you a clue. Then you add the missing apostrophe in sentence B.

- | | |
|--|---|
| 1. A. One big dog was barking loudly.
B. The dogs barks scared me. | 4. A. My brother and I flew our kites at the beach.
B. Our kites strings got all tangled together. |
| 2. A. Three dogs were barking loudly.
B. The dogs barks scared me. | 5. A. One chicken laid some eggs.
B. The farmer gathered the chickens eggs. |
| 3. A. The kite flew high in the sky.
B. The kites tail was very long. | 6. A. Two chickens laid some eggs.
B. The farmer gathered the chickens eggs. |

Check the column that tells if there is one or more than one owner in each sentence.

	One	More Than One
1. My brother's room is messy.	_____	_____
2. The teachers' lounge is empty.	_____	_____
3. The principal's office is quiet.	_____	_____
4. The school's playground is noisy.	_____	_____
5. My parents' room is neat.	_____	_____



An apostrophe can also take the place of missing letters in a contraction. Write contractions you know. Then write two sentences. In each sentence, use one of your contractions and a word that has an apostrophe to show ownership. (The dog's barks didn't scare me.)