
Here's an Instant Activity for April 7, 2008



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 4



PURPOSE

To provide practice with plurals.

Skills: plurals, writing words, analyzing words, spelling, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 25, Activity 1B, page 242.



TEACHING DIRECTIONS

Ask students what it means to make a word plural. Remind students that most nouns can be made plural, meaning "more than one." Review the six rules for making nouns plural: most nouns are made plural by adding *s*; nouns ending with *s*, *sh*, *ch*, *x*, and *z* are made plural by adding *es*; nouns ending in consonant-*y* are made plural by changing the *y* to *i* before adding *es*; nouns ending in *f* or *fe* are often made plural by changing the *f* or *fe* to *v* and adding *es*; some nouns are plural with no change; some nouns are made plural with a new base word.

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 plural forms of the words in the Instant Activity. Then have students share their responses to the requests.



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 4 Sourcebook concepts and skills with Word-Wise Sourcebook Two for third and fourth 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.
- **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

More Than One

Use the plural form of one of the words on the chart to complete each sentence or question. Use each word only once. Then write your answer to the request on the line provided.

tooth	elf	penny	life	actress
child	slipper	leaf	sheep	country

1. Name a tree that loses its _____ every autumn. _____
2. Identify three coins that will equal the same amount as twenty-five _____. _____
3. What kind of _____ did Cinderella wear to the ball? _____
4. How many _____ are in your class room? _____
5. Some people think a cat has nine _____. What do you think? _____
6. Some people count _____ when they can't fall asleep. What would you count? _____
7. Identify the two _____ that border the United States of America. _____
8. Name a fairy tale in which small _____ are among the characters. _____
9. Which one has _____ you can see when its mouth is closed, a crocodile or an alligator? _____
10. Name your two favorite TV _____ and the shows they're in. _____



Sort the words above by how you made them plural. Then find and write more words for each category. Next, choose four of the words you wrote. Write the singular form of each word at the top of a piece of paper. Then write a sentence for each that uses the plural form of each word, but put a blank in place of the plural form of the word. Trade papers with a partner and complete each other's sentences.