
Here's an Instant Activity for September 1, 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 Sitton Spelling and Word Skills™. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 4



PURPOSE

To provide practice with long *o* and long *i* spelling patterns.

Skills: long *o* and long *i* spelling patterns, phonics, spelling, antonyms, homophones, compound words, vocabulary development, writing words, writing sentences, word analysis, sorting words.



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 2, Activity 1B, page 12.



TEACHING DIRECTIONS

Ask students what antonyms are (words with opposite meanings). Select students to write on the board an antonym that contains a long *i* sound for these words: huge (tiny), low (high), mean (kind), your (my), frown (smile). Ask students to underline the long *i* spelling pattern in each word. Then review the most frequent long *i* spelling patterns (*i* at the end of a syllable, *igh*, *ind*, *y* at the end of a word, *i*-consonant-*e*).

Next, have students work in small groups to brainstorm long *o* words. Then have students analyze their words and sort them by the long *o* spelling pattern. Make a cumulative list on the board, sorted by spelling pattern, so students conclude that the most frequent long *o* spelling patterns are *o* at the end of a syllable, *oa*, *ow*, *old*, and *o*-consonant-*e*.

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 crossword puzzle answers and homophones (and their partners) that they found in the puzzle. Discuss the meaning of any unfamiliar words. Then have students share their homophone sentences.

Next, ask students to make a list of the compound words they see in the puzzle. Then, working in pairs or small groups, challenge students to find and write as many compound words as they can in five minutes. Next, ask them to sort their compound words in some way. Groups can share their word lists and how they sorted them.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills™, visit www.epsbooks.com/sittonspelling.

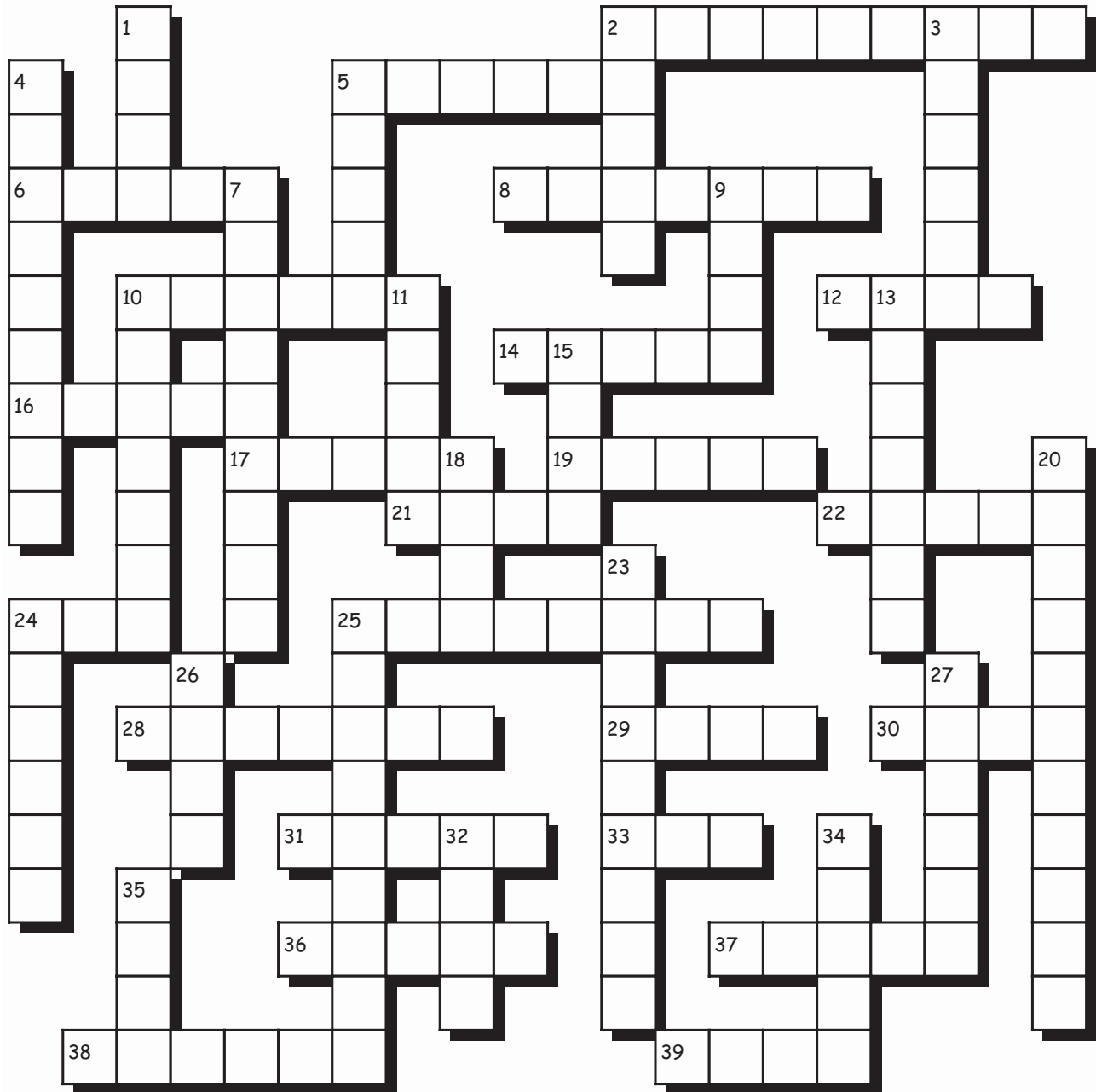
Build Skills and Word Experiences



Name _____, Super Speller

Puzzle Fun with Long o and Long i Words

Use the clues on the next page to complete the puzzle. All answer words contain either a long o or long i vowel sound.



Homophones are words that sound the same but have different spellings and meanings (bold/bowled). Find and write the puzzle words that are homophones. Then write their homophone partners. Next, select one of the sets and write a sentence that uses both homophones.

Build Skills and Word Experiences



Clues for Puzzle Fun with Long o and Long i Words

ACROSS

2. tiny particle of frozen rain
5. quiet, noiseless
6. sum of several amounts added together
8. at last
10. opposite of lower
12. I want this one and that one; I want ____ of them.
14. award, something given to the winner of a contest
16. quarrel, disagreement
17. antonym for day
19. same, similar
21. similar to a frog
22. antonym for major
24. birds and planes do this
25. pathway for pedestrians
28. place where you go to borrow books
29. use this to smell things
30. jacket
31. antonym for above
33. antonym for new
36. made an effort; attempted to do something
37. not these, but ____
38. color of daffodils
39. It belongs to me; it's ____.

DOWN

1. transportation on water
2. synonym for rock
3. nearly
4. monarch is one kind of this flying insect
5. grin
7. often occurs during storms along with thunder
9. use a ruler to make a straight one of these
10. freeway
11. correct
13. You're on the playground, not in the building—you're ____.
15. street, avenue, boulevard
18. past tense of tell
20. scary
23. use this to cut the grass
24. opposite of lead
25. accompanied Dorothy, the tin man, and the lion in the Wizard of Oz
26. present tense of found
27. courteous
32. antonym for under
24. antonym for open
35. minutes, hours, days are some of the ways we measure this