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# Here's an Instant Activity for October 20, 2008



## STRATEGY FOR SPELLING SUCCESS

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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

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Approximately Grade 4



## PURPOSE

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To provide practice with spelling patterns for /or/.

Skills: /or/ spelling patterns, phonics, spelling, antonyms, synonyms, vocabulary development, writing a story



## SUGGESTED USE

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Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 10, Activity 1A, page 92.



## TEACHING DIRECTIONS

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Write *hose* and *horse* on the board. Ask students to say the words, noticing that a vowel followed by *r* makes a new sound that is neither long nor short. Give students a few minutes, working independently or in small groups, to come up with more words with /or/, the sound they hear in *horse*. Then have students sort their words by the letters spelling /or/. Ask students how the sound is spelled most often. Lead students to discover that *or* and *ore* are the most frequent spelling patterns for /or/, although students may find less common spelling patterns such as *oar*, *oor*, and *our*.

Print the Instant Activity and distribute a copy to each student. Review the definition of *antonyms* (words with opposite meanings) and *synonyms* (words with similar meanings). Provide examples, if needed. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity at home or at school.



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## FOLLOW-UP

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Have students share their answers to the Instant Activity. Discuss the meaning of unfamiliar words. Provide time for students to share their stories.

**Answers:**

Antonyms—1. north; 2. more; 3. forget; 4. before; 5. boring; 6. short; 7. for; 8. forbid; 9. adore; 10. morning.  
Synonyms—1. story; 2. shore; 3. forever; 4. chore; 5. torn; 6. explore; 7. store; 8. forecast; 9. score; 10. porch.  
Apple Activity Answers: 1. floor; 2. roar; 3. poor; 4. yours; 5. coarse; 6. four; 7. door.



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## FOR MORE INFORMATION

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For more information about Sitton Spelling and Word Skills™, visit [www.epsbooks.com/sittonspelling](http://www.epsbooks.com/sittonspelling).

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

## Words Spelled *or* and *ore*

On the first chart, write an antonym for each clue. On the second chart, write a synonym for each clue. All answer words contain the "or" sound you hear in **horse**.

### Antonyms (words with opposite meanings)

- |                               |                              |
|-------------------------------|------------------------------|
| 1. not south, but _____       | 6. not long, but _____       |
| 2. not less, but _____        | 7. not against, but _____    |
| 3. not remember, but _____    | 8. not allow, but _____      |
| 4. not after, but _____       | 9. not despise, but _____    |
| 5. not interesting, but _____ | 10. not afternoon, but _____ |

### Synonyms (words with similar meanings)

- |                     |                       |
|---------------------|-----------------------|
| 1. tale, or _____   | 6. discover, or _____ |
| 2. coast, or _____  | 7. shop, or _____     |
| 3. always, or _____ | 8. predict, or _____  |
| 4. task, or _____   | 9. tally, or _____    |
| 5. ripped, or _____ | 10. veranda, or _____ |



Sometimes words have the "or" sound you hear in *horse*, but they are not spelled *or* or *ore*.

Here's a challenge for you. See if you can write words with the "or" sound for these clues:

1. not the ceiling, but the \_\_\_\_; 2. not a whimper, but a \_\_\_\_; 3. not rich, but \_\_\_\_; 4. not mine, but \_\_\_\_; 5. not smooth, but \_\_\_\_; 6. not three or five, but \_\_\_\_; 7. not the window, but the \_\_\_\_.

Next, choose three answer words from each chart above and write a story using those words. Remember, your story should have a beginning, a middle, and an end. Proofread!