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# Here's an Instant Activity for November 17, 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 6



## PURPOSE

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To provide practice with words with /əl/ endings.

Skills: spelling, phonics, vocabulary development, word analysis, homophones, prefixes



## SUGGESTED USE

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Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 12, Activity 1A, page 101.



## TEACHING DIRECTIONS

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Ask students how these words are alike: *total, level, simple, pencil, symbol, careful* (two syllables, end in /əl/). Point out that different vowel letters spell the same sound. Ask students to come up with another word example for each /əl/ spelling pattern.

Next, 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

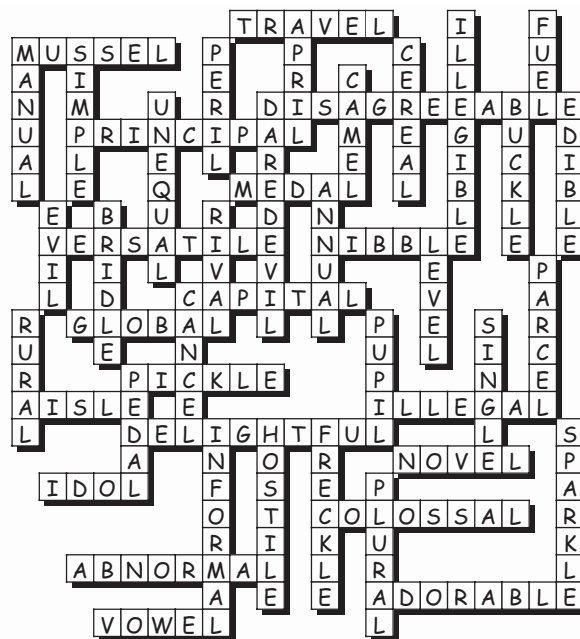
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Have students work in small groups or pairs to check their answers to the crossword puzzle. Discuss the meaning of unfamiliar words. Then have students share their conclusions about which letter combination spells /əl/ most

often. (Lead students to conclude that *le* is by far the most prevalent, followed by *al* and *el*. The *ful* suffix produces *ul*, and there are only a few *il* and *ol* spellings.)

Extend the activity with these options:

- Ask students to see if they can find all the puzzle words that are homophones. Then have them write the homophones and their partners. Next, challenge them to write the homophone sets in sentences—a single sentence for each set. (Homophones in the puzzle and their partners: *mussel/muscle*; *cereal/serial*; *bridle/bridal*; *medal/metal/meddle/mettle*; *capital/capitol*; *hostile/hostel*; *idol/idle*; *aisle/isle/I'll*; *pedal/petal/peddle*; *principal/principle*.)
- Ask students to find and write the puzzle words that have a prefix. (Words with prefixes in the puzzle: *illegible*, *disagreeable*, *unequal*, *illegal*, *abnormal*, *informal*.) Ask them what they notice about these words. What do the prefixes have in common (they are all prefixes meaning “not”). Ask students to find and write more words with a “not” prefix. What other prefixes can students find that mean “not”? (*im*, *ir*, *non*—as in *impossible*, *irregular*, *nonconformist*)



FOR MORE INFORMATION

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

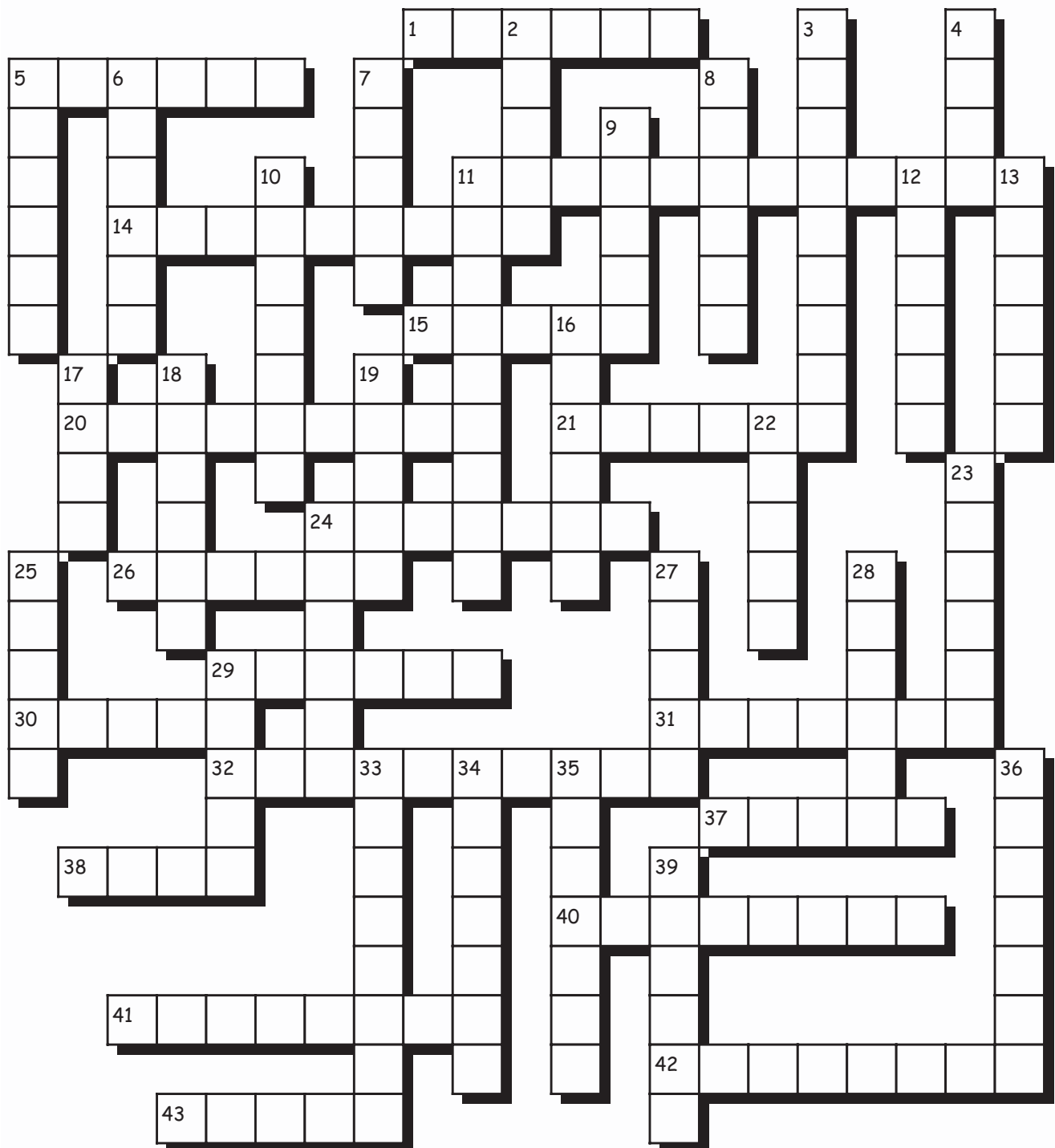
# Build Skills and Word Experiences



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

## Soft-Syllable Endings

Use the clues on the next page to complete the puzzle. All answer words end with the sound you hear at the end of *careful* and *able*.



# Build Skills and Word Experiences



## Clues for Soft-Syllable Endings Crossword Puzzle

### ACROSS

1. journey, go someplace, take a trip
5. a shellfish, similar to an oyster
11. unpleasant, bad-tempered, quarrelsome
14. head administrator of a school
15. award or honor (usually shaped like a coin)
20. multipurpose, adaptable, able to be used in many ways
21. eat in little bits or bites
24. official seat of government
26. worldwide, universal; opposite of local
29. a small cucumber that has been preserved in vinegar
30. walk down this to get to your row in a theater or plane
31. against the law
32. pleasant, charming, enchanting
37. a fictitious narrative or story
38. somebody greatly admired; a hero or star
40. massive, immense, enormous, gigantic
41. not typical, ordinary, or usual
42. cute, precious (think "little kitten")
43. not a consonant

### DOWN

2. a springtime month
3. impossible to read, usually because the handwriting is bad
4. gas
5. a "how to" guide
6. easy, uncomplicated; not difficult
7. danger, threat, risk, hazard
8. popular breakfast food
9. dromedary
10. uneven, unfair, not evenly matched
11. risk taker, especially one who performs dangerous stunts
12. fastener for a belt
13. suitable for eating
16. happening once a year
17. wicked, malevolent, malicious
18. headgear for a horse, includes bit and reins
19. competitor, opponent, adversary
22. having a flat or even surface; having no part higher than another
23. package, bundle, carton
24. call off, rescind
25. country; not urban
27. student, scholar
28. solitary, one, only one
29. foot-operated lever
33. casual
34. unfriendly
35. a spot caused by the sun on skin
36. shimmer, like a diamond
39. not singular—more than one



Write your puzzle words on another sheet of paper, sorted by the ending letters. Now for some action research! Find and add more words to your lists. See how many words you can find for each category. Which list is the longest? Based on your research, which combination of letters do you think spells the sound heard at the end of *careful* and *able* most often?