
Here's an Instant Activity for December 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 1



PURPOSE

To provide practice with spelling word patterns.

Skills: rhyming words, visual skills, phonemic awareness, phonics, spelling, writing, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 4, Test Ready, page 24.



TEACHING DIRECTIONS

Write *cat* on the chalkboard. Then write *__at*. Ask students to name words that rhyme with *cat* (e.g., *fat*, *hat*, *sat*, *bat*, *rat*). Help students see that when they know how to spell one word, they can often spell many more words in the same word family.

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

Review the Instant Activity with students. Have students share the words they wrote. Make a cumulative list on the board for each spelling pattern. Discuss the meaning of any unfamiliar words. Then have students share their sentences and pictures.

Extend the activity with these short-vowel spelling word patterns: *__an*, *__in*, *__un*, *__all*, *__ell*, *__ill*.



FOR MORE INFORMATION

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

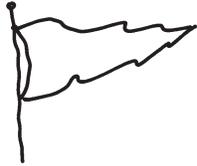
Build Skills and Word Experiences



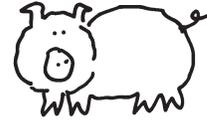
Name _____, Super Speller

Make Rhyming Words

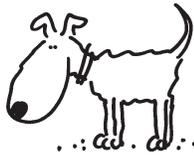
Look at the pictures. Write the beginning letters to finish the words. Then add beginning letters to make new words that rhyme with the words you wrote.



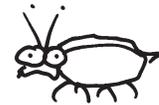
_____ag



_____ig



_____og



_____ug



Write a sentence using one of the words you wrote. Draw a picture to go with your sentence. Share your sentence and picture with a pal.