
Here's an Instant Activity for January 19, 2009



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 2



PURPOSE

To reinforce the concepts that short vowel sounds are usually spelled with one vowel and that long vowel sounds are usually spelled with two vowels.

Skills: long vowels, short vowels, phonics, vocabulary development, word analysis, making words, writing, spelling



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 16, Activity 1A, page 152.



TEACHING DIRECTIONS

Select a student to write *bit* on the chalkboard. Point out /i/. Then ask students what letter could be added to change the /i/ to /ī/. Guide students to add *e* to the end of the word (*bite*).

Repeat the activity with *set* and *ran* (*seat* and *rain*). Remind students that short vowel words are usually spelled with one vowel and long vowel words are usually spelled with two vowels.

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

Select students to write their answers to the Instant Activity on the board. Point out that there is more than one way to change some of the short-vowel words into long-vowel words. Discuss the meaning of unfamiliar words.

Answers: man—main, mane, mean; slid—slide; rod—road, rode; plan—plain, plane; red—read, reed; pin—pine, pain; can—cane; not—note; fin—fine; mad—made, maid; bet—beat, beet; rat—rate; got—goat; step—steep; net—neat; ran—rain.

Apple activity answers: rat—art, tar; not—ton; step—pets, pest; but—tub; tea—eat, ate; den—end; lap—pal; pots—stop, tops; mean—name, mane.



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 Long Vowel Words!

Add a vowel to change these short-vowel words into long-vowel words.

man _____

fin _____

slid _____

mad _____

rod _____

bet _____

plan _____

rat _____

red _____

got _____

pin _____

step _____

can _____

net _____

not _____

ran _____



Check this out! By moving the letters around in *rat*, we can spell a new word—*art*! Here's a challenge for you. Can you move the letters around in these words to spell new words?

not • step • but • tea • den • lap • pots • mean