

Here's an Instant Activity for February 2, 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 1



PURPOSE

To provide practice with the development of visual skills, which aids spelling and proofreading skills

Skills: phonics, word analysis, visual skills, writing words



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 13, Activity 2B, page 89.



TEACHING DIRECTIONS

Write *they* on the board. Then underline *the* in *they*. Review this rhyme with students. (Display Teaching Poster 3 or write the rhyme on the board or on chart paper.)

There is no *a* in *they*!

There is no *a* in *they*!

Just write *the*. Then add *y*.

It's as easy as huckleberry pie!

Remind students that to spell *they*, all they have to do is write *the*, and then add *y*—it's as easy as pie! Then select a student to write *the* on the board. Ask students what little word they see inside *the* (*he*). Point out that many words have little words inside. Tell students to be on the lookout for little words inside big words!

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. Remember that answers will vary—not all students will have found all possible words inside each word. Word possibilities include: *because*—*be, us, use, cause*; *called*—*call, all, led*; *water*—*at*; *nothing*—*no, not, hi, in, thin, thing*; *many*—*man, an, any*; *name*—*am, me*; *friend*—*end*; *where*—*he, her, here*.

Then have students share their Apple activity answers—the big words they found that have little words inside.

As students arrive each morning, have a big word on the board. Have students write little words they find in that day's big word. At the end of each day, let students take turns at the board writing the little words they found.



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

Little Words Are Hiding Inside!

Write words you find inside these words.

b e c a u s e

c a l l e d

w a t e r

n o t h i n g

m a n y

n a m e

f r i e n d

w h e r e



Find and write more big words that have these little words inside:

as is am me at on in