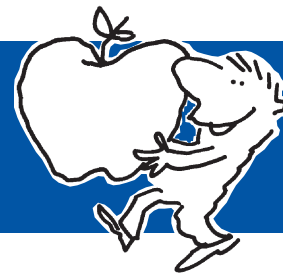

Here's an Instant Activity for February 16, 2009



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 5



PURPOSE

To provide practice with /j/ spelling patterns at the end of words

Skills: /j/ spelling patterns, phonics, vocabulary development, analogies, spelling, multiple meanings, writing



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 22, Activity 2A, page 191.



TEACHING DIRECTIONS

Select students to write *object*, *age*, *edge*, *giant*, and *gym* on the board. Identify the common sound as /j/. Reestablish *g* spelling /j/ as the soft *g* sound, as opposed to the hard *g* sound in *government*. Have students investigate /j/ words spelled with soft *g* to review when *ge* spells /j/ and when *dge* spells /j/. Conclude that when /j/ follows a short vowel, it is usually spelled *dge*. When /j/ does not follow a short vowel, it is usually spelled *ge*. Have students apply what they know by predicting the *ge/dge* ending of words. Write all but the ending letters on the board for words such as *trudge*, *pledge*, *cartridge*, *begrudge*, *submerge*, *arrange*, *indulge*. Discuss the meaning of unfamiliar words. (Exceptions include words ending in the unstressed *age* spelling pattern: *village*, *courage*, *heritage*, *manage*, *wreckage*.)

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

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

Answers: 1. abridge; 2. exchange; 3. bridge; 4. barge; 5. orange; 6. page; 7. arrange; 8. shortage; 9. edge; 10. divulge; 11. fudge; 12. strange; 13. huge; 14. acknowledge; 15. pledge; 16. courage; 17. dodge; 18. college; 19. average; 20. plunge.



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

Words Ending in Soft *g*

Complete the analogies using words that end with the soft sound of *g* (the sound heard at the end of *large*).

1. story : tale :: condense : b _____
2. keep : retain :: swap : h _____
3. mountain : tunnel :: river : b _____
4. sand : hand :: large : a _____
5. vegetable : broccoli :: citrus fruit : _____
6. tree : leaf :: book : _____
7. destroy : raze :: organize : n _____
8. supply : demand :: excess : h _____
9. middle : center :: rim : _____
10. hide : conceal :: reveal : v _____
11. flower : rose :: candy : f _____
12. student : pupil :: peculiar : _____
13. nervous : relaxed :: minuscule : _____
14. defy : obey :: ignore : k _____
15. look : observe :: promise : p _____
16. friend : foe :: cowardice : r _____
17. assist : help :: evade : d _____
18. junior high : middle school :: university : _____
19. one of a kind : unique :: ordinary : v _____
20. soar : fly :: plummet : p _____



Look at the words in the activity above. Which ones have more than one meaning? Write those words on another paper. Then write sentences that show their different meanings. Proofread your sentences. Then share them with a pal.