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# Here's an Instant Activity for April 6, 2009



## 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 4



## PURPOSE

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To provide proofreading practice

Skills: proofreading, editing, following directions



## SUGGESTED USE

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Use this Instant Activity with the Level 4 Sourcebook, Unit 28, Build Assessment Readiness, page 275, or at any other time to help students develop proofreading skills.

In addition, this activity helps students prepare for taking standardized tests. To make the activity authentic, proofreading examples are not limited to the words and skills included in previous units and levels. The format also parallels standardized test formats to help students develop test skills.



## TEACHING DIRECTIONS

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Print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected.

You may wish to do this as a timed activity (about ten minutes)—tell students you will tell them when to start, when they have one minute left, and when to stop.



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## FOLLOW-UP

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Correct the Instant Activity, or have students self-check. Discuss strategies for proofreading and analyzing words.

**Answers:** (Words already spelled correctly are in bold.) 1. themselves, **unwanted**, worried, friendly;  
2. **answered**, replacing, remarkable, everything; 3. during, important, **second**, world; 4. example, visitor, **heavier**, misspelled; 5. indifferent, because, running, **largely**; 6. unusual, **sound**, until, copied; 7. earth, **necessary**, people, impossible; 8. something, sunflower, **delayed**, welcoming; 9. **before**, making, hundred, piece; 10. probably, unnoticed, already (or all ready), **neighbor**.

Apple activity answers: unwanted/want; worried/worry; friendly/friend; answered/answer; replacing/place; remarkable/remark or mark; visitor/visit; heavier/heavy; misspelled/spell; indifferent/different; running/run; largely/large; unusual/usual; copied/copy; impossible/possible; delayed/delay; welcoming/welcome; making/make; probably/probable; unnoticed/notice.



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## FOR MORE INFORMATION

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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

## Proof It!

Circle the one word in each row that is spelled correctly. Then write all the words in each row with their correct spellings.

- |     |            |            |             |            |
|-----|------------|------------|-------------|------------|
| 1.  | themselves | unwanted   | worryed     | freindly   |
|     | _____      | _____      | _____       | _____      |
| 2.  | answered   | replacaing | remarckable | evrything  |
|     | _____      | _____      | _____       | _____      |
| 3.  | durring    | importent  | second      | werld      |
|     | _____      | _____      | _____       | _____      |
| 4.  | exampel    | visitter   | heavier     | mispelled  |
|     | _____      | _____      | _____       | _____      |
| 5.  | indiferent | becuase    | runing      | largely    |
|     | _____      | _____      | _____       | _____      |
| 6.  | unusaul    | sound      | untill      | copyed     |
|     | _____      | _____      | _____       | _____      |
| 7.  | eaerth     | necessary  | peple       | imposible  |
|     | _____      | _____      | _____       | _____      |
| 8.  | somthing   | sunflouwer | delayed     | welcomeing |
|     | _____      | _____      | _____       | _____      |
| 9.  | before     | makeing    | hunderd     | peice      |
|     | _____      | _____      | _____       | _____      |
| 10. | probabely  | unoticed   | already     | neighbor   |
|     | _____      | _____      | _____       | _____      |



Find and write the words that have a suffix and/or a prefix. Remove the suffix and/or the prefix and write the base word. Then add a new suffix, a new prefix, or both to the base word. Use the new base word in a sentence.