
Here's an Instant Activity for April 20, 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 reinforce the concept that some words are spelled the way they sound and some words are not

Skills: rhyming words, phonics, word analysis, writing words, spelling



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 19, Activity 1A, page 128.



TEACHING DIRECTIONS

Write *but*, *that*, and *what* on the board. Ask students which words rhyme (*but*, *what*) and which words have the same spelling pattern (*that*, *what*). Lead students to understand that *what* is a surprise word and is not spelled the way it sounds. Discuss why *what* is an unexpected spelling. Then explore more words that are and are not spelled the way they sound.

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

Have students share their answers to the Instant Activity. Then have students share the words they made with the *_ake*, *_eed*, *_ip*, *_ock*, and *_un* rimes, and share the stories they wrote.

Answers: spelled the way they sound—*bad*, *spin*, *flop*, *with*, *stand*, *hut*; not spelled the way they sound—*was*, *of*, *eight*, *two*, *one*, *said*.



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

Some Words Are a Surprise!

Look at each word. Say each word aloud. Then write the word in the correct column.

bad	spin	was	flop
of	with	stand	eight
hut	two	one	said

Spelled the Way They Sound

Handwriting practice lines for the 'Spelled the Way They Sound' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

Not Spelled the Way They Sound

Handwriting practice lines for the 'Not Spelled the Way They Sound' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.



Add beginning letters to make as many words as you can:

__ake __eed __ip __ock __un

Then choose five of the words you made and use them in a story.