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# Here's an Instant Activity for September 7, 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 1



## PURPOSE

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To provide practice with rhyming

Skills: rhyming awareness, phonics, spelling, visual skills, writing sentences, vocabulary development



## SUGGESTED USE

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Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 2, Activity 2B, page 8.



## TEACHING DIRECTIONS

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Write *to* on the board. Have students brainstorm words that rhyme with *to* (e.g., *zoo*, *blue*, *new*, *you*). Write the words on the board as students predict their spellings. Then have them sort the words by spelling pattern. Guide students to discover that some sounds are spelled more than one way.

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 them to complete it at home or at school.



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## FOLLOW-UP

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Review the Instant Activity with students. Then have students share their sentences and pictures from the Apple Activity.

**Answers:** box, socks; key, tree; four, door; bread, sled; plane, rain; stairs, bears.

To extend the activity, have students brainstorm more words that rhyme with the words in the Instant Activity. Write the words on the board as students predict their spellings. Discuss the meaning of unfamiliar words. Remind students that some sounds are spelled more than one way.



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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).

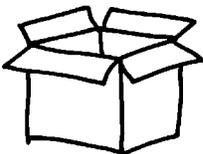
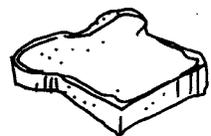
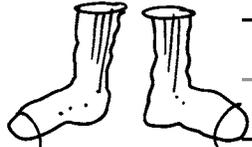
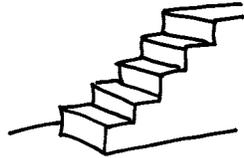
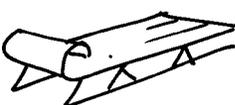
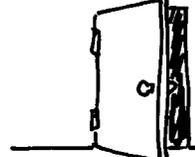
# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

## Rhyming Words

Look at the picture. Write the beginning letter to spell the word. Then draw a line to the word that rhymes.

- |     |   |       |      |     |   |       |       |
|-----|---|-------|------|-----|---|-------|-------|
| 1.  |    | _____ | ox   | 2.  |     | _____ | ey    |
| 3.  |    | _____ | our  | 4.  |    | _____ | read  |
| 5.  |   | _____ | lane | 6.  |   | _____ | ocks  |
| 7.  |  | _____ | ree  | 8.  |   | _____ | tairs |
| 9.  |  | _____ | led  | 10. |  | _____ | ain   |
| 11. |  | _____ | ears | 12. |   | _____ | oor   |



Now pick two words that rhyme and write them in a rhyming sentence. Draw a picture to go with your sentence.