
Here's an Instant Activity for October 19, 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 2



PURPOSE

To provide practice with contractions

Skills: contractions, spelling, writing words, writing a story



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 7, Activity 3B, page 64.



TEACHING DIRECTIONS

Write on the board as students predict the spelling: *I would like some more. Is there more? Yes, there is more.* Ask students if they can think of another way to say the same thing using contractions. (*I'd, there's*) Tell students to listen carefully to identify the contraction(s) as you read each sentence aloud. Write them on the board. Then have students take turns at the board writing the words they were made from.

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|--|-------------------------------------|
| 1. We're going to the movies this afternoon. | 4. It's supposed to rain tomorrow. |
| 2. I couldn't find my backpack. | 5. They'll meet us at the park. |
| 3. That dog isn't very friendly. | 6. She's riding her bike to school. |

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.



FOLLOW-UP

Select students to write the answers to the Instant Activity on the board. Then have students share their stories and pictures from the Apple Activity.

To extend the activity, have students write a sentence with a contraction. Then have them exchange papers with a partner and write the words the contraction was made from in their partner's sentence. Next, have students write a sentence without contractions and have them exchange papers with a partner. Then have them write the contraction for the two words in their partner's sentence.



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

Contractions

Read each sentence. Replace the two underlined words with a contraction. Write it on the line.

1. I think you are going to be late.

2. There is only one pencil left.

3. We would like to pet your cat.

4. They could not find you in the park.

5. She is having a birthday party.

6. My brothers said they will go tomorrow.

Read each sentence. Find and circle the contraction. Then write the two words it was made from on the line.

1. He'd like to go to the zoo with us.

2. Why isn't she taking the bus?

3. I wonder if they've seen snow before.

4. What's the answer to the question?

5. Their dog doesn't like getting a bath.

6. We're taking the train into the city.



Have you ever been on a train? Write a story, real or made up, about taking a trip on a train. Be sure to use contractions in your story. Then draw a picture to go with your story.