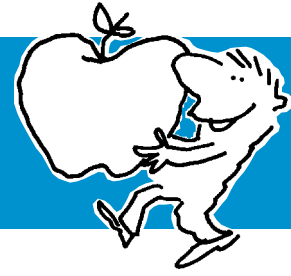


Here's an Instant Activity for November 2, 2009



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 6



PURPOSE

To provide practice with words with /j/, /k/, and /ch/ spellings

Skills: spelling, phonics, vocabulary development, word analysis, analogies, multiple meanings, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 11, Activity 2A, page 92.



TEACHING DIRECTIONS

Have a student write *huge* and *bridge* on the board. Underline the letters spelling /j/. Review how to predict the *ge/dge* spelling at the end of a syllable. (When /j/ immediately follows a short vowel sound, the spelling is usually *dge*; otherwise /j/ is usually spelled *ge*.) Ask students to explain how to predict a *k/ck* ending (e.g., *break/stick*) and a *ch/tch* ending (e.g., *coach/scratch*). Have students collect, sort, and observe words. Conclude that when students hear a short vowel immediately before a /k/ ending, /k/ is usually spelled *ck*; otherwise /k/ is usually spelled *k/ke*. When students hear a short vowel immediately before a /ch/ ending, /ch/ is usually spelled *tch*; otherwise /ch/ is usually spelled *ch*. Challenge students to identify exceptions (e.g., /ch/: *much, rich, such, sandwich, watch*).

Remind children that there are sometimes exceptions to the rules, but that they are useful to know for spelling.

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.



FOLLOW-UP

Have students work in small groups or pairs to check their answers to the Instant Activity. Be sure to have students discuss the meaning of unfamiliar words.

Answers: 1. strange; 2. duck; 3. brook; 4. stretch or enlarge; 5. speak; 6. inch; 7. fudge; 8. huge; 9. book; 10. lunch; 11. catch; 12. judge; 13. attack; 14. bridge; 15. charge.

Then have students share their multiple-meaning words and sentences from the Apple Activity. Answers will vary, but words with more than one meaning include *bark, book, bridge, catch, charge, duck, foot, fudge, inch, judge, kind, plant, quack, rock, rose, throw, tower, trip, yard*.



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

/j/, /k/, and /ch/ Spellings

- When the sound of *j* at the end of a word comes right after a short vowel sound, the ending is usually spelled *dge*, and sometimes *ge*.
- When the sound of *k* at the end of a word comes right after a short vowel sound, the ending is usually spelled *ck*, and sometimes *k*.
- When the sound of *ch* at the end of a word comes right after a short vowel sound, the ending is usually spelled *tch*, and sometimes *ch*.

Complete the analogies. All answer words end with one of the sounds above.

Analogies

1. nice : kind :: weird : _____
2. bark : dog :: quack : _____
3. bush : plant :: stream : _____
4. gather : disperse :: shrink : _____
5. build : construct :: talk : _____
6. yard : foot :: foot : _____
7. flower : rose :: candy : _____
8. remember : recall :: gigantic : _____
9. sing : song :: read : _____
10. morning : breakfast :: noon : _____
11. giggle : weep :: throw : _____
12. dangerous : risky :: evaluate : _____
13. cheerful : somber :: retreat : _____
14. journey : trip :: overpass : _____
15. shovel : dig :: credit card : _____



Some words have more than one meaning: A *duck* is a bird, but you might also *duck* to avoid being hit by a flying object. Find more multiple-meaning words in the analogies above. Then write pairs of sentences that show both meanings.