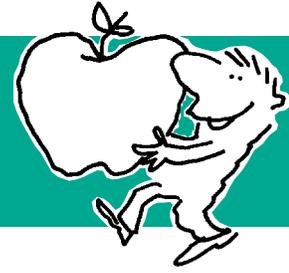


# Here's an Instant Activity for January 4, 2010



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## 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.



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## LEVEL OF DIFFICULTY

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Approximately Grade 7–8



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## PURPOSE

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To develop knowledge of Greek spelling patterns

Skills: Greek spelling patterns, Greek word parts, vocabulary development, spelling, research, word analysis, writing an explanation, metaphors



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## SUGGESTED USE

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Use this Instant Activity with the Level 7 Sourcebook, Unit 17, The Wordsmith Says, page 147.



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## TEACHING DIRECTIONS

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Ask students to write these words as you say them: *telephone*, *symphony*, *homophone*. Select a student to write the words on the board for the class to self-check. Ask students what these words have in common. (All have *phon*; *ph* spells /f/ in *phon*.) Tell students that *telephone*, *symphony*, *homophone* are made up of Greek word parts. Underline *phon* and ask students to speculate on its meaning. (sound) Continue with *tele*, *sym*, and *homo*. (*tele*, far; *sym/syn*, together; *homo*, same) Then have students work in small groups to explain in writing how the Greek word parts contribute to the meaning of the words. Ask students to brainstorm more words with these Greek word parts.

Remind students that in Greek spellings, the letter combination *ph* spells /f/, as they saw above. Have students find and write more words in which *ph* spells /f/. Then introduce these Greek spelling patterns: *ch* spelling /k/, *rh*

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spelling /r/, and y spelling /i/. Have students find and write words with these Greek spelling patterns.

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

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Have students share their answers to the Instant Activity. Discuss the meaning of unfamiliar words. Then have students share their metaphors from the Apple Activity.

**Answers:** 1. alphabetically; 2. synonyms; 3. biography; 4. rhythm; 5. architect; 6. Philadelphia; 7. echo; 8. claustrophobia; 9. chlorophyll; 10. rhinestone; 11. apostrophe; 12. chameleon; 13. rhinoceros; 14. chronologically; 15. prophet; 16. symphony; 17. rhetorical; 18. archaeologist.

To expand the activity, have students research their answer words to identify their Greek word parts. Have them figure out the meaning of the Greek word parts and how they contribute to the meaning of the words. Then challenge students to come up with more words that have these Greek word parts.



#### 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

## Exploring Greek Spelling Patterns

Using words with one or more of these Greek spelling patterns, complete the sentence or answer the question.

ch

ph

rh

y

1. How is the information in a telephone book arranged? \_\_\_\_\_
2. Words that have similar meanings are called \_\_\_\_\_.
3. A \_\_\_\_\_ is a book written about a person's life.
4. The regular pattern of beats in a piece of music is its \_\_\_\_\_.
5. What do we call a person who designs buildings? \_\_\_\_\_
6. Where was the first capital of the United States? \_\_\_\_\_
7. If you shout into a cave, you might hear this come back to you. \_\_\_\_\_
8. A person who has a fear of closed-in spaces may have \_\_\_\_\_.
9. What makes a plant green? \_\_\_\_\_
10. A \_\_\_\_\_ is an imitation diamond.
11. What is the mark used in most possessives? \_\_\_\_\_
12. This lizard has the ability to change color. \_\_\_\_\_
13. This odd-toed ungulate has very thick skin and one or two horns on its snout. You might be able to see this very large animal at the zoo. What is it? \_\_\_\_\_
14. How is information on a timeline organized? \_\_\_\_\_
15. Someone who foretells the future may be called a \_\_\_\_\_.
16. A \_\_\_\_\_ is an elaborate, complex musical piece composed for an orchestra.
17. A \_\_\_\_\_ question is one for which no answer is expected.
18. An \_\_\_\_\_ studies the remains of past human life and culture.



A *metaphor* is a figure of speech that compares two different things directly without using *like* or *as*. For example: I am an owl because I love to stay up all night. See if you can write more metaphors.