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# Here's an Instant Activity for January 18, 2010



## 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 double letters

Skills: 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 13, Activity 1E, page 87.



## TEACHING DIRECTIONS

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Write this rhyme on a chart and tell students it contains a riddle:

Can you find me?	I'm in <i>look</i> and <i>book</i> ,
I'm easy to see.	And <i>little</i> and <i>fiddle</i> .
I'm in <i>wiggle</i> and <i>giggle</i> ,	If I'm not at the end,
And <i>bee</i> and <i>tree</i> .	I'll be in the <i>middle</i> .

Read the rhyme chorally with students, and ask if they can answer the riddle. Provide clues if needed to lead students to discover that the rhyme is talking about double letters. Have students identify the words with double letters in the rhyme. State the concept: Double letters stand for one 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 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 synonyms from the Apple Activity. Discuss the meaning of unfamiliar words.

**Answers:** 1. happy; 2. pull; 3. freeze; 4. summer; 5. spoon; 6. dinner; 7. little; 8. dull; 9. sweet; 10. bottom; 11. pepper; 12. poor; 13. queen.

Apple Activity Answers: say/tell; pal/buddy; throw/toss; hi/hello; road/street.



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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

## Double Letters Stand for One Sound

Antonyms are opposite words, like *in* and *out*. Write double-letter words to make antonyms.

1. Not sad, but \_\_\_\_\_ **pp** \_\_\_\_\_.
2. Not push, but \_\_\_\_\_ **ll** \_\_\_\_\_.
3. Not melt, but \_\_\_\_\_ **ee** \_\_\_\_\_.
4. Not winter, but \_\_\_\_\_ **mm** \_\_\_\_\_.
5. Not fork, but \_\_\_\_\_ **oo** \_\_\_\_\_.
6. Not breakfast, but \_\_\_\_\_ **nn** \_\_\_\_\_.
7. Not big, but \_\_\_\_\_ **tt** \_\_\_\_\_.
8. Not shiny, but \_\_\_\_\_ **ll** \_\_\_\_\_.
9. Not sour, but \_\_\_\_\_ **ee** \_\_\_\_\_.
10. Not top, but \_\_\_\_\_ **tt** \_\_\_\_\_.
11. Not salt, but \_\_\_\_\_ **pp** \_\_\_\_\_.
12. Not rich, but \_\_\_\_\_ **oo** \_\_\_\_\_.
13. Not king, but \_\_\_\_\_ **ee** \_\_\_\_\_.



Synonyms are words that mean nearly the same thing, like *little* and *small*. Can you write a synonym with double letters for each of these words?

say      pal      throw      hi      road