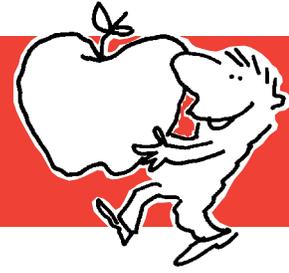

Here's an Instant Activity for February 15, 2010



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 plurals

Skills: plurals, spelling, writing words, sorting words, writing an explanation



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 19, Activity 1C, page 182.



TEACHING DIRECTIONS

Write *part* and *sock* on the board. Ask students how to make these words mean “more than one,” or plural. Remind students that to make most words plural, you just add *s*. Then write *baby* and *party* on the board. Ask students how to make these words plural. Review the rule with students: When a word ends in a consonant and *y*, change the *y* to *i* and add *es*. Next, write *church* and *patch* on the board. Ask students how to make these words plural. Help students discover that *es* is added to words that end in *ch* and *tch*, writing examples on the board. Tell students that *es* is also added to words that end in *sh*, *s*, *z*, and *x*. Have students brainstorm words that end in these letters. Write the words on the board as students suggest them. Together make the words plural with the addition of *es*.

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.

Answers: 1. bunnies; 2. dishes; 3. countries; 4. words; 5. beaches; 6. numbers; 7. wishes; 8. families; 9. rocks; 10. watches; 11. homes; 12. bodies; 13. foxes; 14. cowboys; 15. puppies; 16. classes; 17. cities; 18. places.

Then have students share their answers from the Apple Activity. Ask volunteers to explain the rules they followed to make the words plural, and share some of the other words they came up with. Discuss the meaning of unfamiliar words.



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

Plural Means "More Than One"

Make these words plural.

- | | |
|------------------|------------------|
| 1. bunny _____ | 10. watch _____ |
| 2. dish _____ | 11. home _____ |
| 3. country _____ | 12. body _____ |
| 4. word _____ | 13. fox _____ |
| 5. beach _____ | 14. cowboy _____ |
| 6. number _____ | 15. puppy _____ |
| 7. wish _____ | 16. class _____ |
| 8. family _____ | 17. city _____ |
| 9. rock _____ | 18. place _____ |



Write *y* to *i*, *s*, and *es* in three columns at the top of a sheet of paper. Sort the above words by the spelling change you made to make them plural.