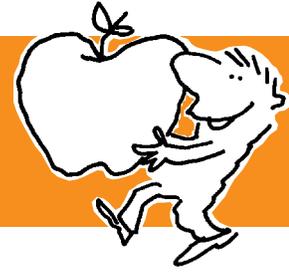

Here's an Instant Activity for March 15, 2010



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 1



PURPOSE

To provide practice with digraphs

Skills: phonics, spelling, visual skills, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 19, Test Ready, page 132.



TEACHING DIRECTIONS

Divide chart paper into four columns. Label the columns *ch*, *sh*, *th*, and *wh*. Have students brainstorm words that contain these digraphs, one digraph at a time. As students suggest them, write the words on sticky notes. Have students predict the spelling as you write. Then attach the words to the chart under the appropriate heading. (Remember to expect regional differences in speech for *wh*.) State the concept: When *h* follows *c*, *s*, *t*, or *w*, the combination stands for a new sound.

For a follow-up activity, remove the sticky notes and place them randomly on large poster paper. Have students take turns selecting a word from the poster, reading the word to the class, and then placing it under the correct heading on the original chart.

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 students to complete it at home or at school.



FOLLOW-UP

Review the Instant Activity with students. Then have students share their new words and sentences from the Apple Activity. Provide time for students to illustrate their sentences.

Answers: whale, chair, shoe, wheel, brush, three, shirt, cheese, fish, tooth.

Apple Activity Answers: ship, thorn, chore, shell, chat, thank.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit www.epsbooks.com/sittonspelling.

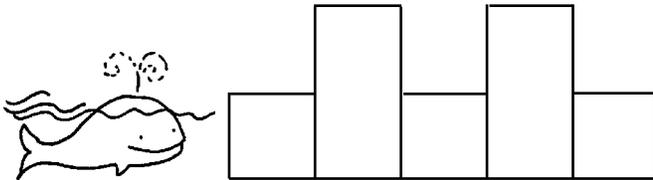
Build Skills and Word Experiences



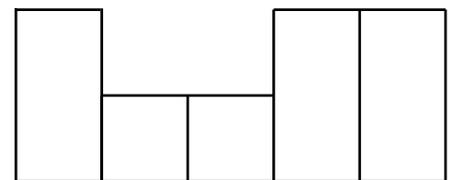
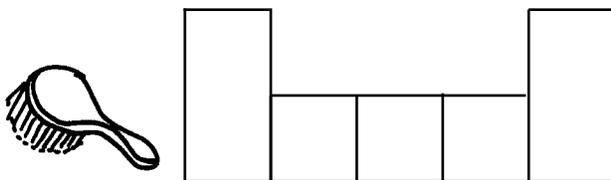
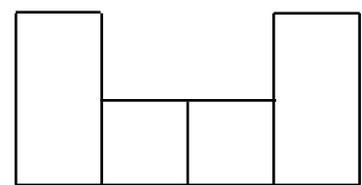
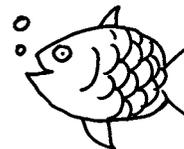
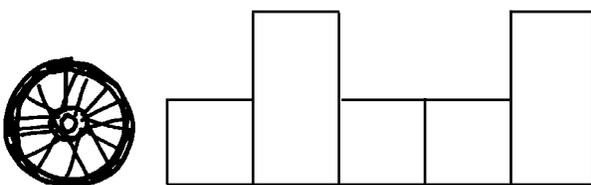
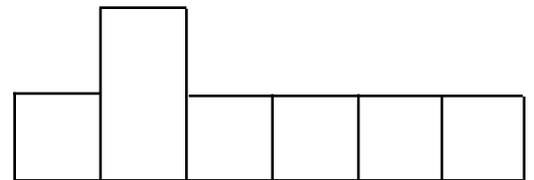
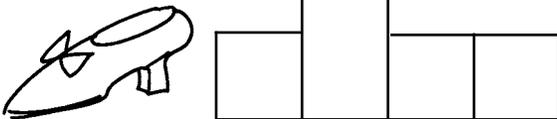
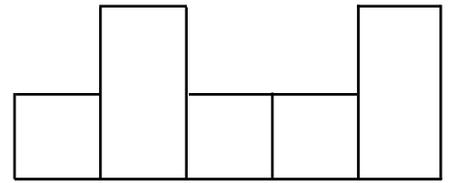
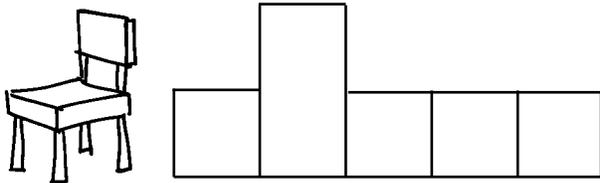
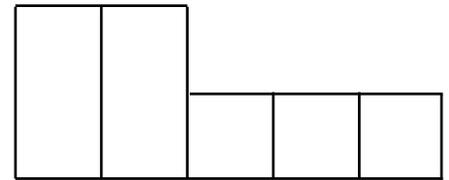
Name _____, Super Speller

Make Words

When *h* follows *c*, *s*, *t*, or *w*, the letters stand for a new sound. Write the word for the picture in the letter boxes.



3



Add the letter *h* after the first letter of each word to spell a new word. Write the new words on a separate sheet of paper. Write one of your new words in a sentence.

sip

torn

core

sell

cat

tank