
Here's an Instant Activity for September 20, 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, as well as 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 spelling word patterns and rhyming awareness

Skills: spelling, phonics, vocabulary development, visual skills, writing, rhyming awareness, number words



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 4, Test Ready, page 24.



TEACHING DIRECTIONS

Write *dog* on the board. Then write *_og*. Ask students to say words that rhyme with *dog* (e.g., *fog*, *frog*, *hog*, *jog*, *log*). Write the words on the board as students predict the spelling. Tell students that these words belong to the same word family because they rhyme and have the same spelling pattern. Then repeat the activity with other animal names, such as *pig* and *cat*. Help students see that when they know how to spell one word, they can often spell many more words in the same word family.

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

Review the answers to the Instant Activity. Then have students take turns sharing their rhyming words. Write the words on the board as students say them, having students predict the spelling as you write. Discuss the meaning of unfamiliar words.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

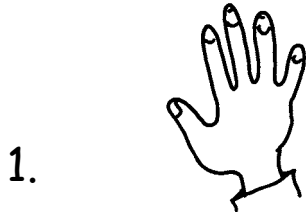
Build Skills and Word Experiences



Name _____, Super Speller

Making Words

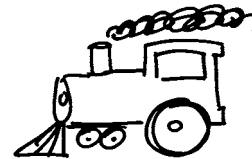
Look at each picture. Write its beginning letter to spell new words. Read the new words you made.



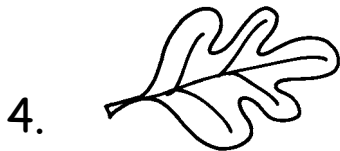
_____ h a t _____



_____ u _____



_____ i _____



_____ o _____



_____ e _____



_____ a _____



- Write words that rhyme with each of the words you made above.
- One of the words you made is a number word. Circle it. Can you write more number words?