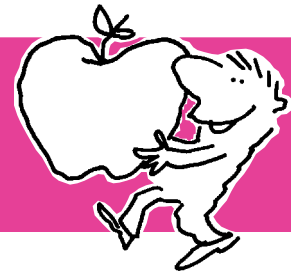

Here's an Instant Activity for October 18, 2010



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 3



PURPOSE

To provide practice with compound words

Skills: spelling, phonics, compound words, vocabulary development, writing, proofreading



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 9, Activity 3C, page 84.



TEACHING DIRECTIONS

Select a student to write *head* on the board. Review the *ea* spelling for /e/ (e.g., *bread*, *heavy*, *ready*, *ahead*, *feather*, *instead*). Then provide students with clues to identify these *head* compound words: *headache*, *headlight*, *headline*, *headphones*, *headrest*, *headset*, *headway*, *headquarters*, *overhead*, *redhead*, *forehead*, *thunderhead*, *copperhead*. Write the words on the board as students predict the spelling. Underline the word parts. Discuss the meaning of unfamiliar words.

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. Discuss the meaning of unfamiliar words. Provide time for students to share their stories.

Compound words: *brainstorm, daydream, daylight, daytime, downhill, downside, football, footstep, halftime, halfway, headlight, headset, headway, hillside, hilltop, outside, sidestep, sidewalk, snowball, snowstorm, someday, sometime, Sunday, sunlight, sunset, timeout, walkway.*



FOR MORE INFORMATION

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

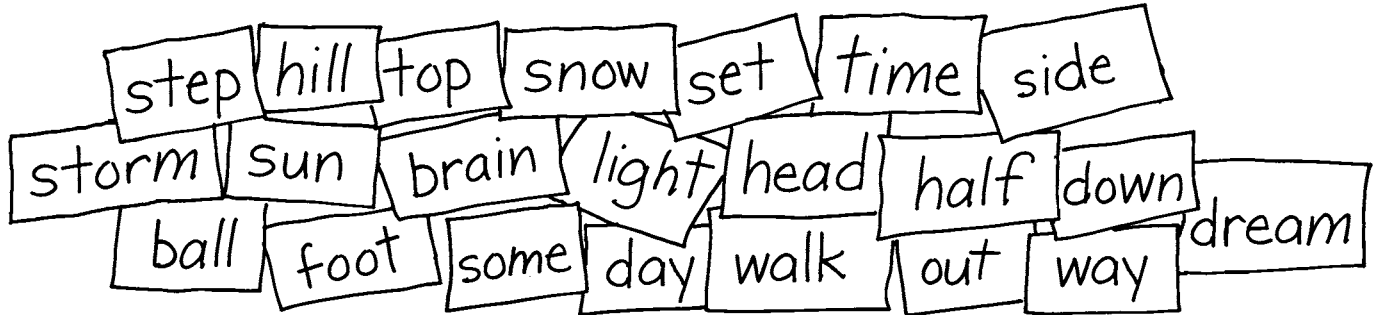
Build Skills and Word Experiences



Name _____, Super Speller

Compound Words

A compound word is a word made up of two or more words. Make compound words using the words below. Write your compound words on the blanks.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Write a story using at least five of the compound words you made. Be sure to proofread your writing! Share your story with a pal.