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# Here's an Instant Activity for November 1, 2010



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## 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, 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.



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## LEVEL OF DIFFICULTY

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Approximately Grade 4



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## PURPOSE

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To provide practice with /ər/-ending words

Skills: spelling, phonics, word analysis, vocabulary development, writing



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## SUGGESTED USE

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Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 11, Activities 2A and 2B, page 103.



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## TEACHING DIRECTIONS

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Write *matter*, *color*, and *dollar* on the board. Ask students how these words are alike (two syllables, end in *r*, /ər/). Underline *er*, *or*, and *ar*. Point out that the same ending sound is spelled with different letters. The most frequent spelling pattern for this sound is *er*, but students will encounter *or* and, less frequently, *ar* spellings. The spelling challenge in words with the /ər/ ending, often called a soft-syllable ending, is that the vowel in all three endings sounds the same. Have students spell the words chorally as you touch the letters. Then have students find and write more /ər/ words, sorting them by their spelling patterns. Help students conclude that the *er* spelling pattern is the most prevalent.

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 answers to the Instant Activity. Discuss the meaning of unfamiliar words. Have students share their “one who” words.

Answers: **Synonyms**—dinner, odor, author, center, motor, letter, error, burglar, tutor, better, similar, sugar, circular, dollar, runner, alligator, editor, remember, cougar, particular, farmer, number. **Antonyms**—actor, summer, singular, whisper, longer, beginner, earlier, major.



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## FOR MORE INFORMATION

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For more information about Sitton Spelling and Word Skills®, visit [SittonSpelling.com](http://SittonSpelling.com).

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller



I'll never misspell never if I recall it ends in er.  
For words that end with the unstressed sound you hear at the end of never, the spelling is usually er, but watch for words that have the same sound but are spelled ar or or.

Use the synonym clues to write words that end in er, ar, or or.

evening meal, supper, d_____	sweetener, honey, s_____
smell, scent, o_____	round, spherical, c_____
writer, poet, a_____	100 pennies, money, d_____
middle, midpoint, c_____	jogger, sprinter, r_____
engine, machine, m_____	crocodile, lizard, a_____
correspondence, note, l_____	proofreader, reviser, e_____
mistake, slip-up, e_____	recall, recollect, r_____
robber, thief, b_____	wild cat, lion, c_____
teacher, trainer, t_____	fussy, thorough, p_____
superior, greater, b_____	grower, planter, f_____
alike, same, s_____	numeral, digit, n_____

Use the antonym clues to write words that end in er, ar, or or.

not an actress, but an a_____	not shorter, but l_____
not winter, but s_____	not an expert, but a b_____
not plural, but s_____	not later, but e_____
not a shout, but a w_____	not minor, but m_____



Sometimes the *er* at the end of a word is a suffix meaning "one who," as in writer, robber, and teacher. Find and write more words with the *er* suffix that means "one who." Then remove the suffix and write the base word.