
Here's an Instant Activity for December 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 2



PURPOSE

To provide practice with irregular verbs

Skills: spelling, phonics, silent letters, word analysis, irregular verbs, visual skills, homophones, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 15, Activity 2B, page 143.



TEACHING DIRECTIONS

Select a student to write *wrap* and *write* on the board. Ask students to identify the silent letters (*w*, *e*). Then ask students for the past tense of both words (*wrapped*, *wrote*). Remind students that most verbs form the past tense with the addition of the *-ed* suffix, but some—like *write/wrote*—do not; they are irregular verbs. Review more irregular verbs by dictating the present tense and asking students to write the irregular past tense (e.g., *come/came*, *know/knew*, *make/made*, *eat/ate*, *find/found*, *was/were*, *tell/told*).

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. Homophones and their partners: *won/one, made/maid, ate/eight, knew/new, rode/road/rowed, threw/through, blew/blue, heard/herd*. 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

Irregular Verbs

Write the past tense of each word.

1. win

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2. make

3. drink

4. forget

5. eat

6. know

7. ride

8. throw

9. think

10. begin

11. sing

12. blow

13. hear

14. bring

15. freeze

16. shake



Eight of your answer words are homophones. Find and write the homophones and their partners.