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# Here's an Instant Activity for February 21, 2011



## 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.



## LEVEL OF DIFFICULTY

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Approximately Grade 1



## PURPOSE

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To provide practice with contractions

Skills: spelling, phonics, silent letters, contractions, writing sentences



## SUGGESTED USE

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Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 14, Activity 2C, page 95.



## TEACHING DIRECTIONS

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Write *we are* on the board. Point out the silent *e* in *are*. Ask students to make up a sentence that contains *we are* (e.g., We are going to the zoo next week). Write the sentence on the board, asking students to predict the spelling as you write. Underline *we are*, and ask students for another way to say *we are* (*we're*). Change *we are* to *we're*, and have the class read the new sentence aloud chorally.

Next, write *have* on the board. Point out the silent *e*. Then demonstrate how to make contractions with *have* using *I*, *you*, *we*, and *they* (*I've*, *you've*, *we've*, *they've*). Point out the silent *e* in each contraction. Ask students to use the contractions in oral sentences.

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.

Expand the activity by asking students to write about their favorite zoo animal, telling why it's their favorite. Have them draw a picture to go with their story. Provide time for students to share their stories and pictures.



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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

## Make Letters Disappear!

Make letters disappear. Make contractions. Remember the apostrophe!

1. Change **We are** to a contraction. Write it in the sentence.

Next week, \_\_\_\_\_ going to the zoo!

2. Change **I have** to a contraction. Write it in the sentence.

\_\_\_\_\_ been there before. Have you?

3. Change **It is** to a contraction. Write it in the sentence.

\_\_\_\_\_ always fun to see the animals.

4. Change **can not** to a contraction. Write it in the sentence.

I \_\_\_\_\_ wait to go to the zoo!

5. Change **do not** to a contraction. Write it in the sentence.

Why \_\_\_\_\_ you come along, too?



Now, take these contractions apart. Write the two words that make up each contraction.

shouldn't • you're • they've • hasn't • she's • isn't • we've