
Here's an Instant Activity for March 21, 2011



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 short and long vowels

Skills: spelling, phonics, spelling word patterns, visual skills, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 23, Activity 1A, page 222.



TEACHING DIRECTIONS

Write these words on the board: *man, set, cot, dim*. Ask students to read the words aloud. Reinforce the short vowel sound spelled with one vowel letter in each word. Then ask students to add a vowel to change the words to long vowel words (*main/mane, seat, coat, dime*). Write the new words on the board, underlining the two vowels in each word. Remind students that short vowel sounds are usually spelled with one vowel, while long vowel sounds are usually spelled with two vowels.

Next, ask students to brainstorm words with long *a*. Have them sort their words by the letters spelling long *a* and identify the most frequent spelling patterns for long *a* (*a* at the end of a syllable, *ay, ai, a-consonant-e*). Repeat the activity for long *e* (*e* at the end of a syllable, *ea, ee, y* at the end of a word), long *i* (*i* at the end of a syllable, *igh, ind, i-consonant-e, y* at the end of a word), and long *o* (*o* at the end of a syllable, *oa, ow, old, o-consonant-e*).

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.

Answers: 1. games, play, brain; 2. treat, keep/peek, many; 3. night, find, tiger; 4. float, home, show

Apple activity anagrams: team—meat/mate/tame; ate—eat/tea; notes—stone/tones; inch—chin; star—rats/tars; melon—lemon; cheap—peach; art—rat/tar; lap—pal



FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller

Scrambled Words

1. Unscramble the letters in each set to spell a long a word.

s g e m a

y a p l

a r n i b

2. Unscramble the letters in each set to spell a long e word.

e t a t r

e p e k

y a n m

3. Unscramble the letters in each set to spell a long i word.

g h i t n

n i d f

r i t e g

4. Unscramble the letters in each set to spell a long o word.

l o t a f

e o h m

s o w h



Rearrange the letters in each word to spell a new word. Use all the letters in each word!

team • ate • notes • spot • inch • star • melon • cheap • art • lap