

# Here's an Instant Activity for May 2, 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 1



## PURPOSE

To provide practice with silent *e*

Skills: spelling, phonics, silent letters, choral reading, word analysis, writing words, rhyming words



## SUGGESTED USE

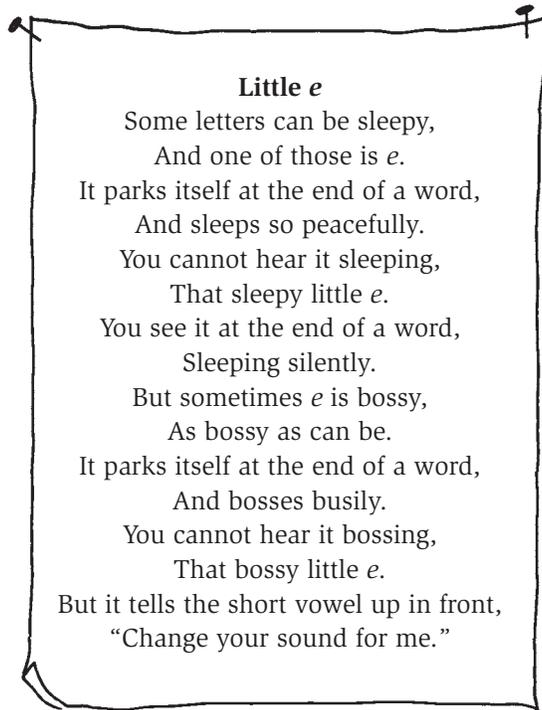
Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 17, Activity 1E, page 115.



## TEACHING DIRECTIONS

Select a student to write *have* and *are* on the board. Ask students if they can hear the letter at the end of each word. Review silent *e*, specifically, "sleepy little *e*." Then select a student to write *mad* on the board. Then write it with an *e* on the end (*made*). Ask students to read the words *mad* and *made*. Remind students that short vowel sounds are usually spelled with one vowel (*mad*), and long vowel sounds are usually spelled with two vowels (*made*). Show students how the silent *e* changed the sound of the short vowel to the sound of a long vowel.

Review the “Little *e*” rhyme with students (use the Teaching Poster or write the rhyme on the board or chart paper):



Read the rhyme chorally with students. Next, ask students to look at books, charts, and posters to list more words with silent *e*. Write the words on the board as students suggest them. Have students decide if the *e* is “sleepy” or “bossy.” Sort the words into these two categories. Then have students spell each word chorally as you touch the letters.

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.



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#### FOR MORE INFORMATION

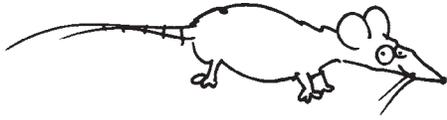
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For more information about Sitton Spelling and Word Skills®, visit [SittonSpelling.com](http://SittonSpelling.com).

# Build Skills and Word Experiences



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



The silent e in these words is "bossy." The "bossy little e" tells the vowel up front. "Change your sound for me."

Circle the word that goes with the picture. Then write the word.

1. Is it plan or plane?



\_\_\_\_\_  
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\_\_\_\_\_

2. Is it pin or pine?



\_\_\_\_\_  
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\_\_\_\_\_

3. Is it rat or rate?



\_\_\_\_\_  
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\_\_\_\_\_

4. Is it not or note?



\_\_\_\_\_  
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\_\_\_\_\_

5. Is it cap or cape?



\_\_\_\_\_  
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\_\_\_\_\_

6. Is it can or cane?



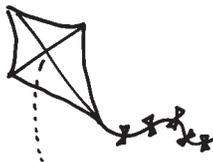
\_\_\_\_\_  
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\_\_\_\_\_

7. Is it man or mane?



\_\_\_\_\_  
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\_\_\_\_\_

8. Is it kit or kite?



\_\_\_\_\_  
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\_\_\_\_\_



Find and write more words that rhyme with the words you wrote. Remember, not all rhyming words are spelled with the same letters.