
Here's an Instant Activity for September 5, 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—and 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 4



PURPOSE

To provide practice with words containing the long *e* vowel sound

Skills: spelling, phonics, word analysis, vocabulary development, homophones, irregular verbs



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 3, Activities 1B and 1C, page 22.



TEACHING DIRECTIONS

Have students work in small groups to find and write /ē/ words. Use the words to create a chart with students for the frequent spelling patterns for /ē/ (*e* at the end of a syllable, *ea*, *ee*, final *y*). Label one column "other" for infrequent /ē/ spellings. Have students add words to the chart over time. Note that the *e*-consonant-*e* pattern is consistent, but *these* is the only high-use word that illustrates this pattern, so it is not included as a frequent /ē/ spelling pattern at this level.

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 crossword puzzle. Discuss the meaning of unfamiliar words.



Then have students work in small groups to share their answers to the apple activities.

Homophones and their partners: beach/beechn; beat/beet; bee/be; ceiling/sealing; feet/feat; flea/flee; heal/heel/he'll; meet/meat; need/knead; peace/piece; reel/real; seam/seem; see/sea; scene/seen; steal/steel; weave/we've; week/weak.

Verbs with irregular past tense forms: beat/beat; begin/began; eat/ate; feel/felt; freeze/froze; keep/kept; leave/left; meet/met; see/saw; sleep/slept; steal/stole; teach/taught; weave/wove.

Next, ask students to share other observations about the answer words. Possible categories include words with irregular plural forms (e.g., foot/feet; goose/geese; leaf/leaves; tooth/teeth), words with multiple meanings (e.g., beat, deep, feel, feet, leaf, lean, mean, reel), and words for which students can name antonyms (e.g., agree/disagree; begin/end; below/above; ceiling/floor; deep/shallow; east/west; even/odd; freeze/melt; keep/toss; leader/follower; leave/stay; mean/nice; peace/war; queen/king; receive/give; sweet/sour; teach/learn; these/those).



FOR MORE INFORMATION

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

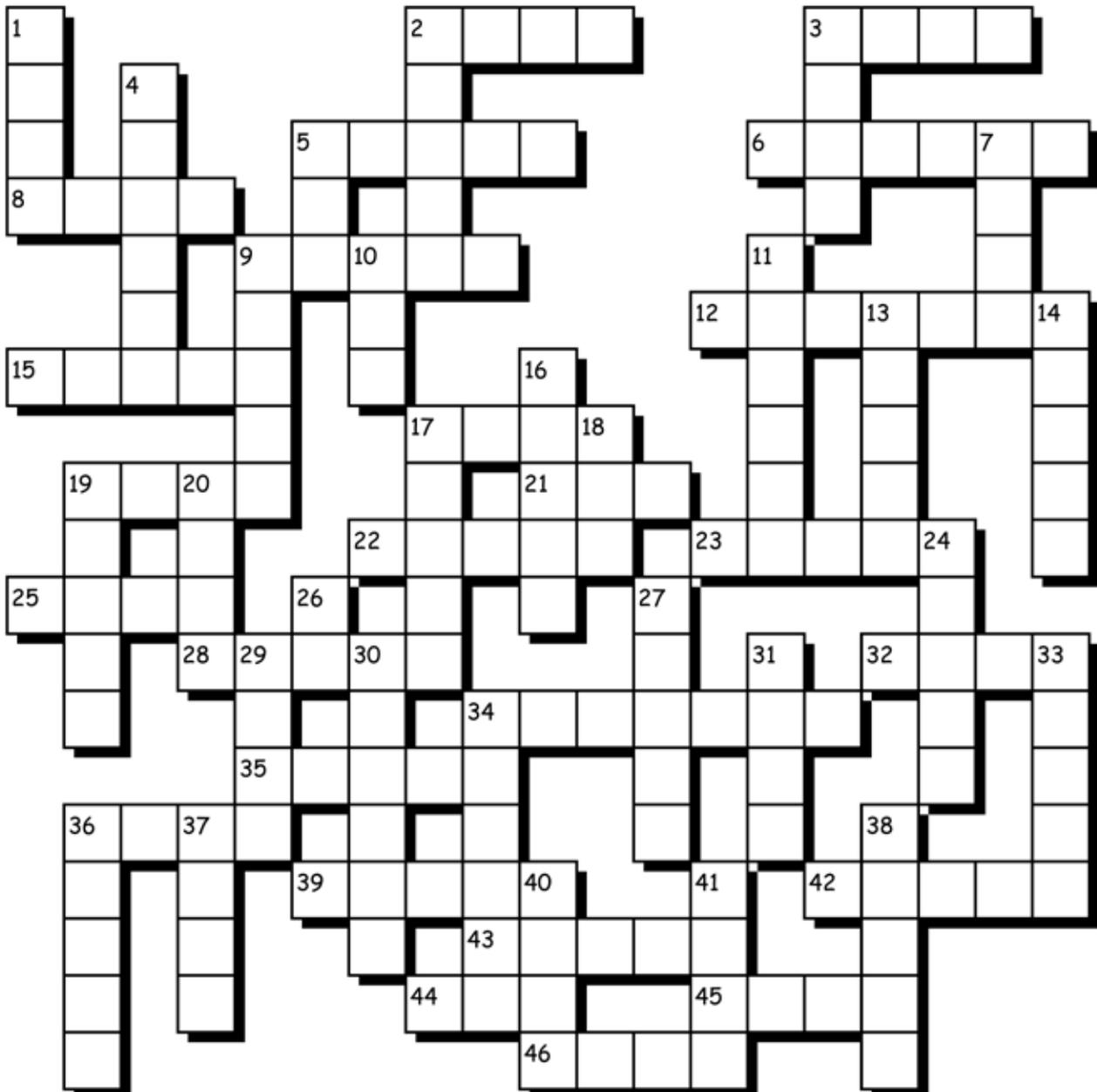
Build Skills and Word Experiences



Name _____, Super Speller

Words with Long e

Use the clues on the next page to complete the puzzle. All answer words contain the vowel sound you hear in beep and peak.



Scrutinize your answer words. See if you can find and write puzzle words that are:
1. homophones. Write their partners, too.
2. verbs that have an irregular past tense. Write the irregular past tense form, too.
What other categories do you see? Share your observations with a partner.

Build Skills and Word Experiences



Clues for Words with Long e Crossword Puzzle

ACROSS

2. point where two pieces of fabric are joined together
3. cruel, unkind, harsh
5. sugar makes things _____
6. human beings
8. touch
9. play soccer or football on this
12. In a room, it's the flat surface above your head.
15. If she wears a crown and rules the land, she's probably the _____.
17. There are seven days in one _____.
19. an infant
21. flying insect that stings
22. tote, haul, lug
23. a forest is made up of these
25. a small jumping insect that likes cats and dogs
28. opposite of those
32. where your toes are located
34. be given, accept, obtain
35. see eye to eye, have the same opinion; concur
36. part of fishing gear: a rod and a _____
39. start
42. sandy area at the ocean
43. opposite of war
44. glimpse, catch sight of, observe
45. California is in the west, whereas New York is in the _____.
46. The ocean is so _____ it appears to be bottomless.

DOWN

1. part of a tree or bush
2. burglars and thieves do this
3. get together, gather, convene
4. Water must do this to become ice cubes.
5. a sport that can be done on water or snow
7. bend, tilt, tip
9. humorous, comical; if it made you laugh, it was probably this
10. munch, chomp, gobble, consume, snack
11. not a follower, but a _____
13. depart, go away
14. more than one goose
16. striped animal at the zoo
17. mesh together, intertwine, knit
18. unlocks doors
19. underneath, beneath
20. We danced to the _____ of the music.
24. doze, snooze, nap
26. _____, myself, and I
27. setting, place, location
29. cure, mend, make well
30. road, avenue, boulevard
31. opposite of odd
33. educate, instruct, explain
34. formula or procedure; follow one of these when baking
36. recycle, use again
37. every one
38. more than one tooth
40. must, have to; if you can't get along without it, you must _____ it
41. save, hang on to, retain