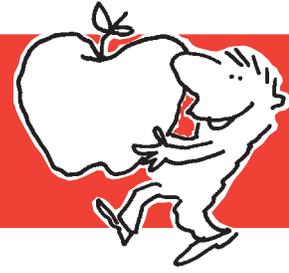


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# Here's an Instant Activity for September 19, 2011



## 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—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

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Approximately Grade 2



## PURPOSE

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To provide practice with digraphs

Skills: spelling, phonics, consonant digraphs, vocabulary development, visual skills, writing a story



## SUGGESTED USE

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Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 2, Activity 1A, page 12.



## TEACHING DIRECTIONS

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Select a student to write *the* on the board. Underline the digraph *th*. Remind students that when *h* follows *c*, *s*, *t*, or *w*, the two letters together make a new sound. Next, ask students to predict the spelling as you write *which* and *their* on the board. Select a student to underline the digraphs *wh*, *ch*, and *th*. Then write the following on the board. In one column, write *ch*, *sh*, *th*, *wh*. In another column, write word parts, such as *ere*, *en*, *op*, *ip*, *y*, and *in*. Show students how to combine the digraphs with the words parts to make new words (e.g., *chip*, *chop*, *chin*). Write the words on the board as students suggest them. Discuss the meaning of unfamiliar words.

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. Then provide time for students to share their stories and pictures.

To extend the activity, have students work in small groups to brainstorm nouns and verbs that are spelled with digraphs. Have each group come up with at least ten words. As a class, check each group's list to be sure all words are real words and that they are spelled correctly. Then have groups trade lists and write a story using as many of the words on their list as possible. Provide time for each group to share their story.



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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

## Scrambled Words

Oh, no! Someone has mixed up the letters in these words! Write each word correctly by rearranging the letters. Here's a clue to help you: Find the letters ch, sh, th, or wh in each set and underline them. Those are the only letters that are in the wrong place.



airch

chair



ashrk



rthee



ickench



awhle



irsht



umbth



ishp



oesh



eewhl



ildrench



echese



Write a story using some of the words from this activity. Make sure your story has a beginning, a middle, and an end. Then draw a picture to go with your story. Share your story and picture with a partner.