
Here's an Instant Activity for December 19, 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 soft-syllable ending /əl/

Skills: spelling, phonics, word analysis, analogies, suffixes, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 16, Activity 2A, page 153.



TEACHING DIRECTIONS

Write these words on the board or select a student to do so: *people, camel, final*. Ask students what these words have in common (e.g., two syllables, same ending sound). Point out that the ending sound is the same, but the letters spelling the sound are different. Underline *le, el, and al*. Tell students that these are the most likely spelling patterns for this sound. The *le* is by far the most frequent, followed by *al* and *el*. Infrequently, students will see words spelled with *il* (e.g., *pupil, pencil, fossil*) and *ol* (e.g., *idol, capitol*).

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 Instant Activity. Discuss the meaning of unfamiliar words. Have students work in pairs or small groups to discuss the words they came up with for the apple activity and how the *ful* and *less* suffixes change the meaning of the base words.

Answers: 1. turtle; 2. pencil; 3. animal; 4. normal or typical; 5. principle; 6. plural; 7. ankle; 8. little; 9. channel; 10. vegetable; 11. symbol or signal; 12. shovel; 13. accidental or unintentional; 14. quarrel; 15. simple



FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller

Analogy Puzzles



An analogy shows the relationship between sets of words.
Bird is to feathers as fish is to scales.

Analogies are written this way.

bird : feathers :: fish : scales

To solve an analogy puzzle, first figure out the relationship between the first two words. The answer must create the same relationship between the second two words.

Solve these analogy puzzles with words that contain the sound you hear at the end of people and fossil.

1. rabbit : hare :: tortoise : _____
2. whiteboard : marker :: paper : _____
3. rose : flower :: giraffe : _____
4. dangerous : risky :: usual : _____
5. seller : cellar :: principal : _____
6. friend : enemy :: singular : _____
7. hand : wrist :: foot : _____
8. hello : goodbye :: big : _____
9. radio : station :: television : _____
10. banana : fruit :: carrot : _____
11. journey : trip :: sign : _____
12. lock : key :: dig : _____
13. gigantic : minuscule :: on purpose : _____
14. robber : thief :: argument : _____
15. courageous : cowardly :: complicated : _____



The ful suffix makes the same ending sound as the answer words above. Find and write words to which you can add the ful suffix. Then explain in writing how the ful suffix changes the meaning of the words. Next, look at the words you wrote with the ful suffix. Can you replace the ful suffix with the less suffix for any of the words? How does that change the meaning of the words?