
Here's an Instant Activity for January 2, 2012



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 1



PURPOSE

To provide practice with rimes and rhyming words

Skills: spelling, phonics, rhyming awareness, vocabulary development, writing rhymes



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 11, Activities 1A and 1B, page 72.



TEACHING DIRECTIONS

Write *_at* on the board. Ask students to make new words by adding a letter or letters to the beginning of *_at*. Write the words on the board as students suggest them. Then read the words aloud chorally. Remind students that short vowel sounds are usually spelled with one vowel. Repeat the activity with *_et*, *_it*, *_ot*, and *_ut*.

Next, demonstrate for students how to make short rhymes using pairs of words from above. For example:

*I have a cat.
She likes to chat.*

Ask students if they can come up with a short rhyme using words from this activity.

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 students' responses to the Instant Activity. (Answers will vary.) Discuss the meaning of unfamiliar words. Then have students take turns sharing their rhyme and picture.

You may wish to expand the activity by having students brainstorm more words that rhyme. Lead students to discover that not all rhyming words are spelled the same way (e.g., *to, blue, you; head, said, bed; four, floor, more*).



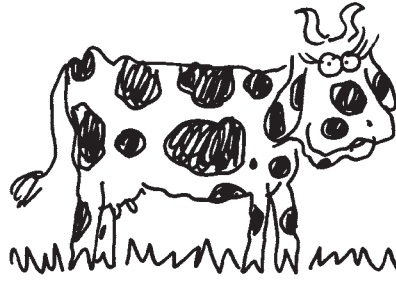
FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller



Add beginning letters to make words. Then write more words that rhyme.

1. _____at

2. _____et

3. _____it

4. _____ot

5. _____ut



Write a short rhyme using two words you wrote above. Draw a picture to go with your rhyme. Share your rhyme and picture with a friend.