
Here's an Instant Activity for February 6, 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 3



PURPOSE

To provide practice with double letters

Skills: spelling, phonics, suffixes, vocabulary development, writing a story, proofreading



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 20, Activities 1A and 1C, page 192.



TEACHING DIRECTIONS

Select a student to write *room* on the board. Underline *oo*. Remind students that *oo* in *room* is a frequent spelling pattern for /ü/. Have students work in pairs to list /ü/ words spelled *oo* (e.g., *moon, groom, zoom, booth, tool, root, smooth, loose, stool, fool, broom*). Make a cumulative list on the board.

Next, select a student to write *top* on the board. Ask students to add the *ed* and *ing* suffixes to *top* (*topped, topping*). Have students explain the rule they used to add the *ed* and *ing* suffixes to *top* (when a word ends in one vowel and one consonant, double the final consonant before adding a suffix that begins with a vowel). Have students brainstorm more words with one vowel and one consonant for which this rule applies.

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

Have students share their answers to the Instant Activity. Discuss the meaning of unfamiliar words. Then provide time for students to share their stories and illustrations.

Expand the lesson by asking students to come up with new descriptions and/or new categories. Play again, this time as a timed activity. Have students work individually, in pairs, or in teams.



FOR MORE INFORMATION

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

Build Skills and Word Experiences



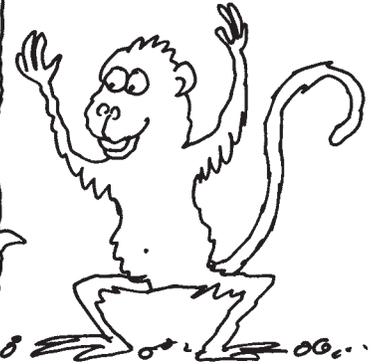
Name _____, Super Speller

Play Scatter-gories!



Complete the table by finding a word for each category that matches the description given.

Play with a partner to see which of you is the fastest word finder! Have fun!



Category	Contains double letters	Begins with the letter "b"	Contains a long vowel	Begins with the letter "s"
Animal				
Food				
Place				
Object				
Adjective				
Verb				
Color				



Write a thrilling adventure story using one word from each category. Be sure your story has a beginning, a middle, and an end. Remember to proofread your writing. Then draw a picture to go with your story.