

Here's an Instant Activity for April 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 visual skills and phonics

Skills: spelling, phonics, visual skills, making words, vocabulary development, writing a story



SUGGESTED USE

Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 20, Activity 2D, page 138.



TEACHING DIRECTIONS

Select a student to write *when* on the board. Underline *wh*. Remind students that when *h* follows *w*, there is a new sound (*wh* reflects regional differences in pronunciation). Make large letter cards for the chalk tray or a pocket chart: *a, e, h, i, n, r, t, w*. Make copies of smaller letters for students. Ask students to cut out their personal set of letters. Then ask students to make the word *when* using their small letters. Confirm the spelling of *when* by demonstrating with the large letter cards. Continue making words: *went—wet—we—new—net—ten—tan—ran—rain—train—tin—thin—their—threw—with—win—in—hen—and back to when*. As words are made, discuss the meaning of unfamiliar words.

Repeat the activity, asking students to make the word *what* using their small letters. Confirm the spelling of *what* by demonstrating with the large letter cards. Continue making words: *hat—rat—at—it—hit—heat—neat—wheat—eat—tea—ten—wet—went—rent—want—with—and back to what*. 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.



FOLLOW-UP

Review the answers to the Instant Activity. Discuss the meaning of unfamiliar words. Provide time for students to share their stories and illustrations.

Answers: 1. went; 2. They; 3. ran; 4. day; 5. then; 6. wet



FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller

Scrambled Words

a d y

h e T y

e w t

n e t w

a n r

t e m h

Unscramble the letters in each set to make words to finish the sentences.

1. Yesterday we _____ to the park with our dogs.

2. _____ played with the other dogs at the park.

3. Then the dogs _____ to the lake and jumped in!

4. It was a hot _____. I guess it was too hot for our dogs.

5. The lake cooled _____ off.

6. We walked home with dripping _____ dogs!



What do you think happened next? Continue the story. Draw a picture to go with your story.