

Here's an Instant Activity for May 7, 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 /k/ spelling patterns at the end of a word or syllable

Skills: spelling, phonics, vocabulary development, idioms, writing



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 27, Activity 1A, page 262.



TEACHING DIRECTIONS

Select a student to write *black* on the board. Tell students they will be writing words that end with the sound they hear at the end of *black*. Give students these clues and have them write the word. Then write the word on the board for students to self-check.

It is another name for bag. (sack)

It means slippery. (slick)

It tells time. (clock)

It is the opposite of front. (back)

A train runs on this. (track)

It is the opposite of healthy. (sick)

Ask students what letters spell the sound at the end of each of these words (*ck*). Then continue with these words and clues:

This color is light red. (pink)

You wash your hands here. (sink)

It covers a face at Halloween. (mask)
This is a smooth material. (silk)

You write at this. (desk)
Cows give us this. (milk)

Ask students how these words are spelled differently (end with *k*, not *ck*). Have students look at the words and revisit the rule: The /k/ sound at the end of a word is usually spelled *ck* when it follows a short vowel and spelled *k* when it does not follow a short vowel.

Continue with these words and clues to reinforce the long vowel-consonant-silent *e* spelling pattern for /k/ at the end of a word:

You put birthday candles on it. (cake)
You pedal this to make it go. (bike)

You fish in this. (lake)
You clean up leaves with it. (rake)

At the end of the lesson, select students to lead the class spelling each word as they touch each letter. Then have students think of one /k/-ending word and write a clue for it to give to a partner. The partner writes the word.

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.



FOR MORE INFORMATION

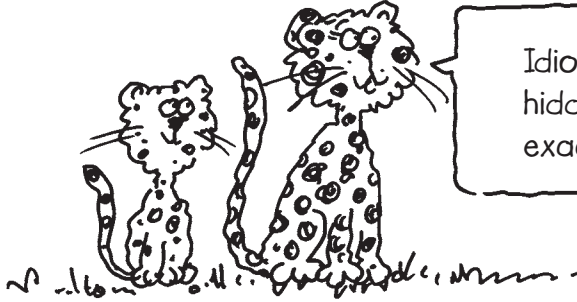
For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Idioms



Idioms are phrases or expressions that have hidden meanings. The expressions don't mean exactly what the words say.

Complete the sentences.

1. If you're back to square one, you're _____

2. If your friend hears your idea and says, "Great minds think alike," he means _____

3. If someone tells you it's a drop in the bucket, then _____

4. If you feel you didn't get a fair shake, you _____

5. If your mom says, "Don't count your chickens before they hatch," she means _____

6. If someone tells you you're barking up the wrong tree, then _____

7. If your dad tells you learning to ride a bike is a piece of cake, he means _____

8. If someone lets you off the hook, they _____



Sort the underlined words by the letters spelling the sound you hear at the end of back. Explain the rules for spelling this sound when it's at the end of a word or syllable.