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# Here's an Instant Activity for September 3, 2012



## STRATEGY FOR SPELLING SUCCESS

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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

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Approximately Grade 3



## PURPOSE

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To provide practice with /ō/ and /ī/ spelling patterns

Skills: spelling, phonics, antonyms, synonyms, homophones, vocabulary development



## SUGGESTED USE

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Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 2, Activity 1A, page 12.



## TEACHING DIRECTIONS

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Write on the board as students predict the spelling: *no, boat, snow, fold, home*. Ask students which sound is the same in each word (/ō/). Help students identify the frequent spelling patterns for /ō/ (*o* at the end of a syllable, *oa, ow, old, o-consonant-e*). Have students work in small groups to find and write words for each /ō/ spelling pattern. Create a chart with students for the frequent spelling patterns for /ō/. Label one column “other” or “surprise” for other /ō/ spellings. Note that many long vowel sounds are spelled with two vowels.

Repeat the activity to review /ī/ spelling patterns. Write on the board as students predict the spelling: *fly, fight, mind, tiger, nine*. Have students identify the frequent spelling patterns for /ī/ (*y, igh, ind, i* at the end of a syllable, and *i-consonant-e*).

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.



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### FOLLOW-UP

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Review the answers to the Instant Activity. Discuss the meaning of unfamiliar words.

Answers: 1. cold; 2. right; 3. cry; 4. grow; 5. find; 6. close; 7. kind; 8. smile; 9. night; 10. old; 11. light; 12. float; 13. tight; 14. sold; 15. whole; 16. divide; 17. those; 18. slow; 19. quiet; 20. inside; 21. low; 22. bright

Apple activity answers: Homophones and their partners: close/clothes; find/finned; high/hi; new/knew; night/knight; whole/hole; right/write. Synonyms: gigantic, explode, frightened, narrow.

Extend the activity with a discussion of the multiple meaning words in the activity (e.g., right, mean, kind, light, sink, float, part, dull).



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### FOR MORE INFORMATION

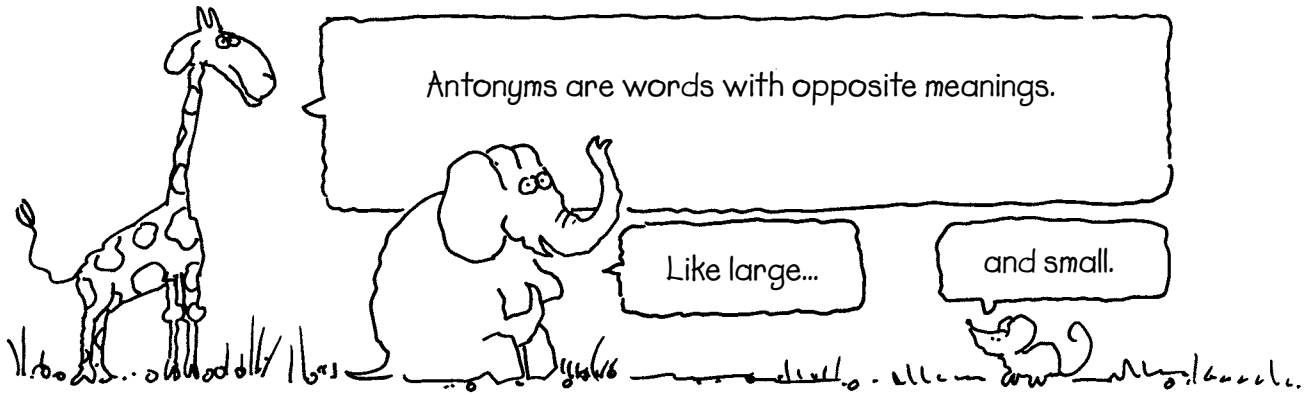
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For more information about Sitton Spelling and Word Skills®, visit [eps.schoolspecialty.com/Sitton](http://eps.schoolspecialty.com/Sitton).

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller



Write an antonym for each word. All answer words contain a long o or long i sound.

- |           |       |              |       |
|-----------|-------|--------------|-------|
| 1. hot    | _____ | 12. sink     | _____ |
| 2. wrong  | _____ | 13. loose    | _____ |
| 3. laugh  | _____ | 14. bought   | _____ |
| 4. shrink | _____ | 15. part     | _____ |
| 5. lose   | _____ | 16. multiply | _____ |
| 6. open   | _____ | 17. these    | _____ |
| 7. mean   | _____ | 18. fast     | _____ |
| 8. frown  | _____ | 19. loud     | _____ |
| 9. day    | _____ | 20. outside  | _____ |
| 10. new   | _____ | 21. high     | _____ |
| 11. dark  | _____ | 22. dull     | _____ |



First, can you find and write the homophones in the activity above? Write their homophone partners, too.

Next, here's a challenge activity for you. Synonyms are words that mean the same thing. Add a synonym to each set that contains a long o or long i sound.

huge, very large, enormous, g \_\_\_\_\_ c erupt, burst, blow up, x \_\_\_\_\_ d \_\_\_\_\_  
 afraid, scared, fearful, f \_\_\_\_\_ t \_\_\_\_\_ thin, slim, slender, n \_\_\_\_\_ r \_\_\_\_\_