

Here's an Instant Activity for September 17, 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 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 2, Activity 2B, page 8.



TEACHING DIRECTIONS

Write *to* on the board. Have students brainstorm words that rhyme with *to* (e.g., *zoo*, *blue*, *new*). Write the words on the board as students predict the spelling. Have students sort the words by spelling pattern. Point out that not all words that rhyme are spelled the same way; some sounds are spelled more than one way.

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. Remind students that not all words that sound the same are spelled the same.

Review the answers to the apple activity. Ask students to come up with more words that rhyme with *blue*. To extend the activity, have students work in pairs or small groups to find and write more words that sound the same but are not spelled the same (e.g., *whale/pail, door/four, great/plate, stairs/bears, clocks/fox*). Then have students write rhymes using their words.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit eps.schoolspecialty.com/Sitton.


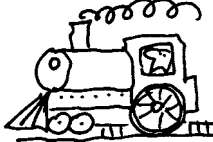

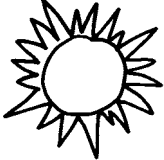

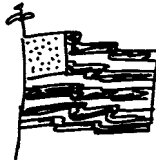
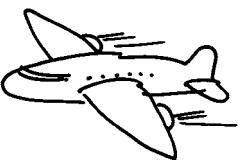

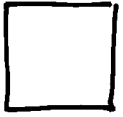



Build Skills and Word Experiences



Name _____, Super Speller

Rhyming Words

Look at the picture. Write the missing letter to spell the word. Then draw a line to the word that rhymes.

- | | | | | | |
|-----|---|-------------|-----|---|-----------|
| 1. |  | _____ ag | 2. |  | tra_____ |
| 3. |  | _____ kate | 4. |  | su_____ |
| 5. |  | _____ at | 6. |  | fla_____ |
| 7. |  | _____ lane | 8. |  | chai_____ |
| 9. |  | _____ quare | 10. |  | eigh_____ |
| 11. |  | _____ ne | 12. |  | ca_____ |



Watch out! Not all words that sound the same are spelled the same. Use the clues to write words that rhyme with blue.

opposite of old not me, but _____ number after one