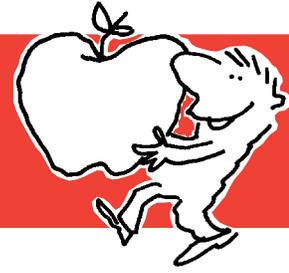

Here's an Instant Activity for November 5, 2012



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 2



PURPOSE

To provide practice with regular and irregular plurals

Skills: spelling, phonics, plural word forms, visual skills, word analysis, sorting



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 9, Activity 4B, page 84.



TEACHING DIRECTIONS

Write *story* on the board. Then write *stories*. Next, write *lady* on the board. Ask students to speculate how *ladies* is spelled. Continue with *city*, *country*, and *baby*. Remind students that to make most words mean more than one, you just add *s* (e.g., *dog/dogs*, *cat/cats*). Ask students to hypothesize why *story*, *lady*, *city*, *country*, and *baby* are different (they end in consonant-*y*). Then state the rule: **For words ending in consonant-*y*, the *y* is changed to *i* before adding *es* or *ed*.**

Next, write these words on the board: *toy*, *day*, *key*. Ask students how to make these words mean more than one (add *s*). Tell students that to make a word ending in vowel-*y* mean more than one, you just add *s* (*toys*, *days*, *keys*).

.....

Then write these words on the board and discuss the correct plural for each: *pig, family, tray, party, bed, twenty, valley*.

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. Have students explain how they sorted 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

More Than One

Make these words mean more than one.

bat

--	--	--	--	--

bird

--	--	--	--	--

farmer

--	--	--	--	--	--	--

daddy

--	--	--	--	--	--	--

girl

--	--	--	--	--

fly

--	--	--	--	--

cowboy

--	--	--	--	--	--	--

monkey

--	--	--	--	--	--	--

lady

--	--	--	--	--	--

baby

--	--	--	--	--	--

actor

--	--	--	--	--	--

bunny

--	--	--	--	--	--	--

frog

--	--	--	--	--

king

--	--	--	--	--

puppy

--	--	--	--	--	--	--

spy

--	--	--	--	--

pony

--	--	--	--	--	--

goat

--	--	--	--	--



First, sort your words by how you made them plural. Then sort your words another way. Share your sorts with a pal. Explain how you sorted your words.