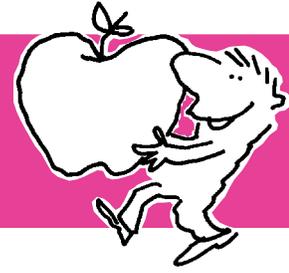

Here's an Instant Activity for January 7, 2013



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 words containing the *ou* spelling pattern

Skills: spelling, phonics, word analysis, vocabulary development, writing an explanation



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 16, Test Ready, page 155.



TEACHING DIRECTIONS

Dictate these words for students to write: *about, should, country, house, though, enough*. Select students to write the words on the board for others to self-check. Ask students what all these words have in common (all contain *ou*). Underline the *ou* in each word. Remind students that *ou* is a frequent spelling pattern for /ou/, but that *ou* can also spell many other sounds. Have students work in pairs to find and write more *ou* words and sort them by the sound *ou* spells.

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. Provide time for students to work in small groups to share their word sorts.

Answers: 1. body parts; 2. measures of time; 3. compound words; 4. silent *gh*; 5. homophones; 6. contractions; 7. words with prefixes; 8. animal homes. (Students' answer words will vary. In addition, some students may come up with a different commonality among sets of 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

How Are They Similar?

Add two more words to each set that are similar to the others in some way. Below each set, explain how the words are similar.

1. mouth, fingers, toes, _____

2. hour, month, second, _____

3. outside, somebody, cupcake, _____

4. neighborhood, bought, frighten, _____

5. through, knows, peace, _____

6. wouldn't, let's, can't, _____

7. impossible, unlucky, recount, _____

8. birdhouse, cave, hive, _____



Sort the ou words by the sound they spell. Add more ou words. How many different sounds for ou can you find?