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# Here's an Instant Activity for January 21, 2013



## 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 2



## PURPOSE

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To provide practice with compound words and digraphs

Skills: spelling, phonics, compound words, digraphs, word analysis, sorting, writing an explanation



## SUGGESTED USE

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Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 18, Activity 2D, page 175.



## TEACHING DIRECTIONS

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Review the definition of a compound word: A word made up of two or more words that are put together to make a new word. Then have students identify these compound words that contain *ch*, *sh*, *th*, or *wh* as you provide the clues:

- the day a person was born (*birthday*)
- your mom's dad is your \_\_\_\_ (*grandfather*)
- a player's position on a baseball team (*shortstop*)
- a small towel for cleaning your face or body (*washcloth*)
- if you have it all, you have \_\_\_\_ (*everything*)
- a trick or move gymnasts and cheerleaders do (*cartwheel*)

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. Then provide time for students to share their word sorts.

Answers: 1. birthday; 2. toothbrush; 3. dishwasher; 4. wheelchair; 5. thunderstorm; 6. seashell; 7. pathway; 8. flashlight; 9. eyelashes; 10. touchdown; 11. fishbowl; 12. stopwatch



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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



New words can be made by putting two words together. The new word is a compound word. What is a fish that is gold?

gold + fish = goldfish

Write compound words. All answer words contain ch, sh, th, or wh.

1. the day a person was born \_\_\_\_\_
2. use this to clean your teeth \_\_\_\_\_
3. a machine that cleans dishes \_\_\_\_\_
4. a movable chair you might find in a hospital \_\_\_\_\_
5. a big, noisy storm \_\_\_\_\_
6. house for a small sea animal \_\_\_\_\_
7. a walkway or trail \_\_\_\_\_
8. handheld light that runs on batteries \_\_\_\_\_
9. hair at the end of your eyelids \_\_\_\_\_
10. one way to score in a football game \_\_\_\_\_
11. place you might keep your goldfish \_\_\_\_\_
12. watch used for timing races \_\_\_\_\_



Sort these words in some way. Explain in writing how you sorted them.

butterfly • drugstore • watchdog • cheerleader • goldfish • airport  
grandmother • bookstore • cowboy • bobcat • farmhouse • lifeguard