
Here's an Instant Activity for February 18, 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 4



PURPOSE

To provide practice with irregular verbs

Skills: spelling, word analysis, irregular verbs, homophones, multiple meaning words, vocabulary development, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 20, Activity 1C, page 192.



TEACHING DIRECTIONS

Remind students that we say *brought*, not *bringed*; and *left*, not *leaved*. Then ask students: Is it *dreamed* or *dreamt*, *spilled* or *spilt*, *burned* or *burnt*, *smelled* or *smelt*? Tell students the *ed* spellings are preferred, although they may also come across the *t*-ending alternative forms. However, for some irregular verbs, the *t*-ending is the only acceptable past tense form. Challenge students to come up with some examples (e.g., *brought*, *left*, *crept*, *kept*, *meant*, *slept*, *swept*).

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. Then have students work in small groups to share their lists of homophones and multiple meaning words. Provide time for students to share their sentences.

Answers: 1. bend; 2. blew; 3. break; 4. caught; 5. choose; 6. cut; 7. do; 8. ate; 9. fall; 10. felt; 11. find; 12. flew; 13. go; 14. ground; 15. hear; 16. hit; 17. keep; 18. knew; 19. leave; 20. meant; 21. meet; 22. lose; 23. ride; 24. rang; 25. rise; 26. ran; 27. see; 28. sold; 29. send; 30. sank; 31. speak; 32. stuck; 33. take; 34. taught; 35. throw; 36. thought; 37. wake; 38. wove; 39. win; 40. wrote

Apple activity answers: **Homophones (and their partners):** blew/blue; break/brake; caught/cot; choose/chews; do/dew/due; ate/eight; find/finned; flew/flu/flue; hear/here; heard/herd; know/no; knew/new; meet/meat; rode/road/rowed; ring/wring; rose/rows; see/sea; sell/cell; sent/cent/scent; taught/taut/tot; threw/through; weave/we've; won/one; write/right/rite; wrote/rote. **Words with multiple meanings** (other possibilities may exist): bend, break, broke, catch, cut, fall, felt, fly, go, grind, ground, hit, left, mean, ring, rose, run, saw, sink, spoke, stick, throw.



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

Irregular Verbs

Write the missing form of the verb to complete the chart.

	Present Tense	Past Tense		Present Tense	Past Tense
1.		bent	21.		met
2.	blow		22.	lose	
3.		broke	23.		rode
4.	catch		24.	ring	
5.		chose	25.		rose
6.	cut		26.	run	
7.		did	27.		saw
8.	eat		28.	sell	
9.		fell	29.		sent
10.	feel		30.	sink	
11.		found	31.		spoke
12.	fly		32.	stick	
13.		went	33.		took
14.	grind		34.	teach	
15.		heard	35.		threw
16.	hit		36.	think	
17.		kept	37.		woke
18.	know		38.	weave	
19.		left	39.		won
20.	mean		40.	write	



First, identify the homophones above. Write them and their partners. Next, write words from above that have more than one meaning. Look at your list and choose three to write in sentences that demonstrate their use as a noun or an adjective.