
Here's an Instant Activity for March 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 3



PURPOSE

To provide practice with /k/ spelling patterns

Skills: spelling, phonics, /k/ spelling patterns, word analysis, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 23, Activities 2A and 2B, page 223.



TEACHING DIRECTIONS

Dictate these words for students to write: *car, cake, pack, echo, quit, box*. Ask students what all these words have in common (all contain /k/). Select students to write the words on the board and underline the letters spelling /k/. Remind students that frequent spelling patterns for /k/ are *c, k, ck,* and *ch*—and that *qu* spells /kw/ and *x* spells /ks/.

Next, have students find /k/-ending words spelled *ck* and *k*. Have them sort the words by the letters spelling /k/. Ask them to examine their words and explain in writing when a word ends in *ck* and when it ends in *k*. Conclude that /k/ at the end of a word is usually spelled *ck* when it follows a short vowel and spelled *k* when it does not follow a short vowel. Another frequent spelling pattern for /k/-ending words is long vowel-*k*-silent *e*. Have students find words with this spelling pattern. Tell students the *k/ke* and *ck* spelling patterns are reliable not only

for /k/-ending words, but can be applied to /k/ at the end of a syllable, as in *chicken, token, market*.

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. Discuss the meaning of unfamiliar words.

Answers: 1. sixteen; 2. bucket; 3. coat; 4. necklace; 5. monkey; 6. quiet; 7. doctor; 8. pancakes; 9. October; 10. awake; 11. circus; 12. anchor; 13. earthquake; 14. sidewalk; 15. bicycle

Apple activity answers: 1. Alaska; 2. Connecticut; 3. Texas; 4. South Dakota; 5. Arkansas; 6. Wisconsin



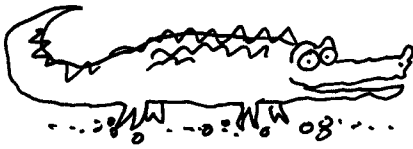
FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller



The sound you hear at the beginning of king is most often spelled k, ke, c, ck, and ch. An x can spell the "ks" sound and qu can spell the "kw" sound.

Use the clues to write words that contain the sound you hear at the beginning of king.

1. eight plus eight equals this _____
2. pail, container _____
3. jacket, parka _____
4. piece of jewelry _____
5. chimpanzee, ape _____
6. opposite of noisy _____
7. see this person when you're sick _____
8. really good with butter and syrup _____
9. tenth month _____
10. opposite of asleep _____
11. place where clowns can be found _____
12. keeps a boat from drifting _____
13. when the ground moves and shakes _____
14. paved path beside the road _____
15. has two wheels and two pedals _____



Identify these states whose names contain the sound you hear at the beginning of king:

1. our northernmost state
2. its nickname is the Constitution State
3. state on the Gulf of Mexico
4. Mt. Rushmore is in this state
5. its capital is Little Rock
6. it borders Lake Superior and Lake Michigan