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# Here's an Instant Activity for April 1, 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 1



## PURPOSE

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To provide practice with words containing digraphs *ch*, *sh*, *th*, and *wh*

Skills: spelling, phonics, digraphs, antonyms, vocabulary development



## SUGGESTED USE

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Use this Instant Activity with the Level 1 Sourcebook (2nd or 3rd Edition), Unit 20, Test Ready, page 140.



## TEACHING DIRECTIONS

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Write these four digraphs on the board: *ch*, *sh*, *th*, *wh*. Tell students this game is called "Mystery Word." The mystery word always begins or ends with these letters. Give the clue for each word. Then write a blank for each letter of the mystery word on the board. Have students take turns filling in the letters to reveal the word. Some answers may vary.

- Dinner is served on this. (*dish*)
- The dish is on a table painted this color. (*white*)
- These help you chew. (*teeth*)
- Your salad may contain this fruit that grows on a tree. (*peach, cherry*)
- This was swimming in the river before it was on your dinner plate. (*fish*)

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- For dessert, it's vanilla ice cream covered with this rich, dark sauce. (*chocolate*)

Review the definition of *antonyms* with students (words that have opposite meanings).

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

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Review the answers to the Instant Activity. Discuss the meaning of unfamiliar words.

Answers: 1. north; 2. short; 3. she; 4. push; 5. rich; 6. throw; 7. child; 8. chair; 9. those; 10. mother; 11. that; 12. there

Apple activity: whiskers, whale, wheels, whisper



#### FOR MORE INFORMATION

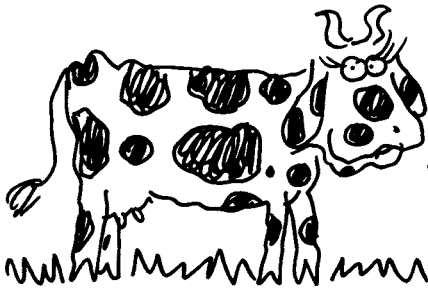
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For more information about Sitton Spelling and Word Skills®, visit [eps.schoolspecialty.com/Sitton](http://eps.schoolspecialty.com/Sitton).

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller



Opposite words are antonyms.



Write an antonym that has the letters **ch**, **sh**, or **th**.

1. not south, but \_\_\_\_\_ h
2. not tall, but \_\_\_\_\_ t
3. not he, but \_\_\_\_\_ e
4. not pull, but p \_\_\_\_\_
5. not poor, but r \_\_\_\_\_
6. not catch, but \_\_\_\_\_ o \_\_\_\_\_
7. not an adult, but a \_\_\_\_\_ d
8. not the table, but a \_\_\_\_\_ i \_\_\_\_\_
9. not these, but \_\_\_\_\_ o \_\_\_\_\_
10. not your father, but your \_\_\_\_\_ h \_\_\_\_\_
11. not this, but \_\_\_\_\_ a \_\_\_\_\_
12. not here, but \_\_\_\_\_ e \_\_\_\_\_



Can you write the words for these clues? All words have the letters **wh**.

- a cat has these on its face
- largest animal in the ocean
- bicycle has two
- to speak very softly