
Here's an Instant Activity for May 20, 2002



STRATEGY FOR SPELLING SUCCESS

For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling 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 the acquisition of spelling skills with their child.

This Instant Activity helps teachers achieve item number 1 above—it complements the skill-building component in the *SPELLING SOURCEBOOK SERIES*, Second Edition, 2002.



LEVEL OF DIFFICULTY

Approximately Grade 4



PURPOSE

Concept: Homophones are words that sound the same but have different spellings and meanings.

Skills: Homophones, extending students' word bank, vocabulary development, strategies for completing a crossword puzzle



SUGGESTED USE

This Instant Activity can be used to reinforce lessons on homophones, such as for Level 4, Concept 2, pages 283-284.

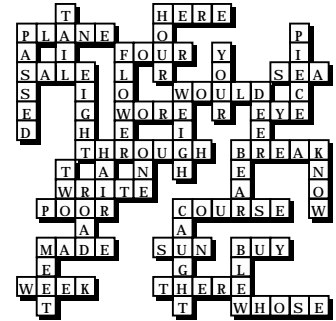


TEACHING DIRECTIONS

Write on the chalkboard *our*, *are*, *hour*. Discuss the use of these often-confused words. Repeat with selected homophones that may challenge students, such as *clothes/close*, *find/fined*, *flour/flower*, *lets/let's*, *missed/mist*, *passed/past*, *peace/piece*, *ring/wring*, *shone/shown*, *stake/steak*, *steal/steel*, *there's/theirs*, *tide/tied*, *waist/waste*, *weather/whether*, *weave/we've*, *who's/whose*, and *your/you're*.

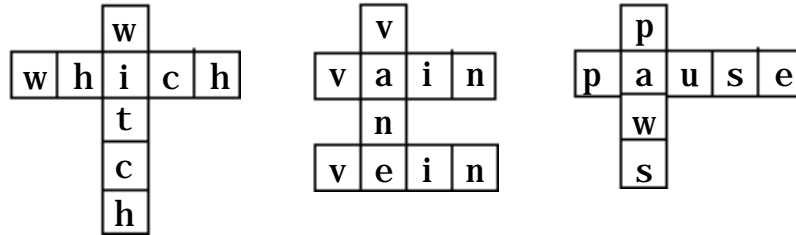
Ask students to write sentences using homophones, leaving the homophone words blank. Then students exchange sentences with a partner and fill in the missing homophones.

Print the Instant Activity. Then distribute a copy of the Instant Activity to students. Review the procedure for the completion of a crossword puzzle, if necessary. Then have students work individually or in pairs to complete their puzzle to reinforce more homophones.



FOLLOW-UP

Have students identify homophone pairs to make crossword homophones, such as these.



Post the results on a bulletin board.



FOR MORE

For more activities to teach all the essential skills and concepts at each grade 1-8, use the SPELLING SOURCEBOOK for your grade level.

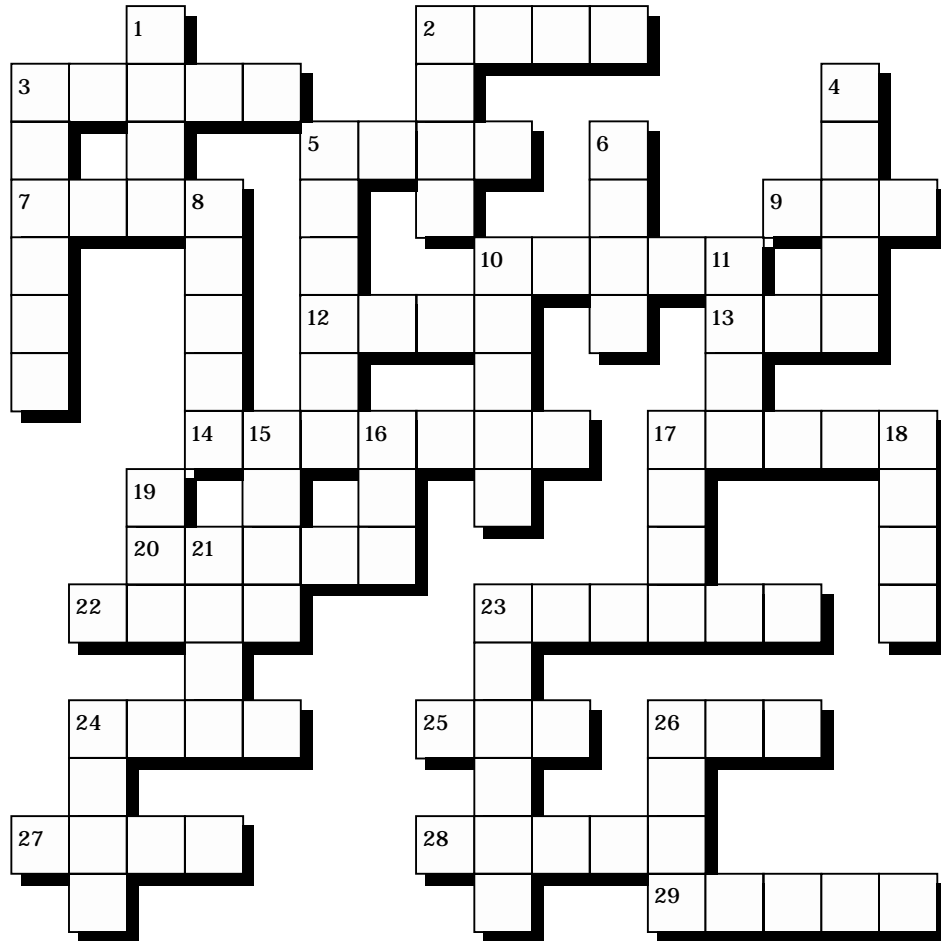
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Build Skills and Word Experiences



Name _____, Super Speller



Complete the puzzle by writing the homophone of the clue words in the appropriate boxes.

ACROSS

- 2. hear
- 3. plain
- 5. for
- 7. sail
- 9. see
- 10. wood
- 12. war
- 13. I/aye
- 14. threw
- 17. brake

20. right

- 22. pour/pore
- 23. coarse
- 24. maid
- 25. son
- 26. by/buy
- 27. weak
- 28. their/they're
- 29. who's

DOWN

- 1. tale
- 2. our
- 3. past
- 4. peace
- 5. flour
- 6. you're
- 8. ate
- 10. way
- 11. dear

15. hare

- 16. won
- 17. bare
- 18. no
- 19. to/too
- 21. rode/rowed
- 23. cot
- 24. meat
- 26. blue