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# Here's an Instant Activity for February 17, 2003



## 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 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

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Approximately Grade 8



## PURPOSE

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Concept: Some words may be confused.  
Skills: homophones, homographs, usage

This Instant Activity provides practice with often-confused words. These words are not confused because they sound alike (homophones—*some/sum*), because they look alike (homographs—*wind/wind*), or because they look nearly alike (*lose/loose*), yet these words are equally as confusing to many writers. Their use in writing is a challenge. As students learn to spell words in the Spelling Sourcebook Series, they also learn to use the words correctly in their writing.



## SUGGESTED USE

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This Instant Activity can be used to coincide with Build Skillful Writers in Unit 21, page 183, in Level 8 of the Spelling Sourcebook Series, Second Edition. Build Skillful Writers, a regular feature in Levels 4–8 of the Series, highlights the interrelatedness of spelling with all writing conventions.



## TEACHING DIRECTIONS

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Write on the chalkboard: *there, their, they're, there's, theirs*. Have students use the homophones in oral sentences to differentiate them. Ask students to explain why these words are sometimes confused (they sound similar, but have different meanings). Next, write on the chalkboard: *wind, contract, does, read*. Have students use the homographs in oral sentences to differentiate them. Ask students to explain why these words are sometimes confused (they look alike, but sound different and have different meanings).

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Repeat the activity with *loose/lose*, *dairy/diary*. Then tell students that this Instant Activity provides pointers and practice for still more words that are often confused. The words don't look or sound alike, but their use may be challenging.

Print the Instant Activity and distribute a copy to each student. Ask students to silently read the directions, look at the activity, and determine what is expected. Then discuss the use of each word set before students begin the exercise.



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#### FOLLOW-UP

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Have students work in pairs to proofread their Instant Activities. Discuss students' sentence responses.

Later, have students write their own sentences that use each of the word sets. This will provide an opportunity for students to demonstrate whether they can apply the skills they learned on the Instant Activity in their own writing.

Answers:

1. though, Although/Though
2. badly, bad, bad
3. among, amid
4. take, bring, take
5. fewer, less, less
6. lie, lay, lay
7. set, sit, sit
8. than, than, then
9. well, good, good



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#### FOR MORE

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For more activities to teach all the essential skills and concepts, and to develop a total spelling and language-related program, use the Spelling Sourcebook for your grade level.

To learn about the newly revised Series:

Request our free, on-loan Overview Video by calling 888-WE-SPELL (888-937-7355). The video can also be ordered through our web site: [www.sittonspelling.com](http://www.sittonspelling.com).

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# Build Skills and Word Experiences



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

## Often-Confused Words

### 1. *Although* or *though*?

These are interchangeable—except use only *though* in “as *though*,” “even *though*,” or to mean “however.”

It’s beautiful this morning even \_\_\_\_\_ it rained last night. \_\_\_\_\_ there isn’t a cloud in the sky right now, more rain is forecast for later today.

### 2. *Bad* or *badly*?

Use *badly* (an adverb) to describe an activity (a verb). Use *bad* (an adjective) to describe a condition (a noun).

On days when Jon skateboards \_\_\_\_\_, he has a \_\_\_\_\_ attitude that makes him look \_\_\_\_\_ to his friends and family.

### 3. *Between*, *among*, or *amid*?

Use *between* to refer to two. Use *among* to refer to three or more. Use *amid* to refer to a quantity in which individual items aren’t considered.

We split the two picnic lunches \_\_\_\_\_ the five of us, and enjoyed eating \_\_\_\_\_ the trees at the campsite.

### 4. *Bring* or *take*?

Use *bring* if it’s coming here. Use *take* if it’s going there.

Teacher asked us to \_\_\_\_\_ our homework home, and \_\_\_\_\_ it back tomorrow—or she would \_\_\_\_\_ us to the principal’s office.

### 5. *Fewer* or *less*?

Use *fewer* to mean a smaller number of countable things. Use *less* to mean a smaller quantity of something that cannot be counted.

There are \_\_\_\_\_ accidents during games when the teams feel \_\_\_\_\_ pressure to win, and play with \_\_\_\_\_ stress.

### 6. *Lay* or *lie*?

Use *lay* to place something. Use *lie* to recline or to fib.

Please \_\_\_\_\_ down on the sofa and \_\_\_\_\_ your head on the pillow. I’ll get a cold washcloth to \_\_\_\_\_ on your forehead.

### 7. *Set* or *sit*?

Use *set* to place something. Use *sit* to be seated.

As soon as you \_\_\_\_\_ the table we can \_\_\_\_\_ down to eat dinner. After dinner, let’s \_\_\_\_\_ in the den to watch our favorite TV show.

### 8. *Then* or *than*?

Use *then* to mean “after that.” Use *than* to make a comparison.

Coach said that I need to grow no more \_\_\_\_\_ an inch to be taller \_\_\_\_\_ Cory, and \_\_\_\_\_ I’ll be the tallest player on the team.

### 9. *Well* or *good*?

Use *well* (an adverb) to describe an activity (a verb) or to refer to health. Use *good* (an adjective) to describe a condition (a noun).

Mitzi dove \_\_\_\_\_, swam fast, looked \_\_\_\_\_ in the first lap, but wasn’t quite \_\_\_\_\_ enough to win the race.