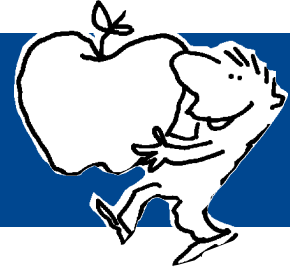


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# Here's an Instant Activity for October 6, 2003



## 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.



## LEVEL OF DIFFICULTY

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Approximately Grade 5



## PURPOSE

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Concept: Some look-alike words may be confused.

Skills: visual analysis, vocabulary development, writing

This Instant Activity develops a concept that is initiated in Level 1 of the Spelling Sourcebook Series and is reinforced in a spiraling increase of sophistication through each level of the program. It begins with very high-use look-alike words that may be confused, such as *then* and *than*. The confusion can be diminished by combining the development of visual skills, vocabulary building, and writing. First, students need to *see* that there is a difference between the letters of the words, then understand their difference in *meaning*, and then work for mastery differentiating the words through *writing*.



## SUGGESTED USE

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This Instant Activity can be used with the Spelling Sourcebook feature, The Wordsmith Says, that follows Concept One in Unit 18 in Level 5 of the Spelling Sourcebook Series, Second Edition. First, students explore the other word forms of words, including those that end in *ent* and *ant*. For example, students examine *presents* and *presence*, *assistants* and *assistance*, *elegant* and *elegance*, *intelligent* and *intelligence*. Then The Wordsmith Says introduces a related activity.



## TEACHING DIRECTIONS

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Write *persistent* on the chalkboard. Ask students to take turns writing another form of the word on the chalkboard (i.e., *persist*, *persists*, *persisted*, *persisting*, *persistence*). Discuss the meanings of the words

students write. Note *persistence* and ask students to think about how it differs in meaning from the word *perseverance*.

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 directions before students begin the activity.



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#### FOLLOW-UP

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Have students pair and share their completed Instant Activity sheets. Then, on the back, ask them to differentiate between *indifferent* and *indifference*, providing examples to confirm the meaning and use of each.



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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 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).

To learn how to use the Spelling Sourcebook Series:

1. Attend a seminar that explains and demonstrates lessons that reflect the Spelling Sourcebook methodology. For more information, visit [www.sittonspelling.com](http://www.sittonspelling.com). Click on the Training tab at the top of the page, then click on Seminar Schedule.
2. Use the **NEW** TUTOR ME Training Video/CD-ROM for your grade level either on your own or in a small group. Rebecca Sitton guides you through a complete unit, tells you exactly what to do, and why. Set aside about two hours to acquire complete expertise, or learn about each part of a unit as you need it. Invite parents to discover how their child will be learning to spell with the Parent Introduction. Visit [www.sittonspelling.com](http://www.sittonspelling.com) for more information.

To order your SPELLING SOURCEBOOK:


Northwest Textbook Depository  
P.O. Box 5608  
Portland, OR 97228  
800-676-6630  
503-639-2559 (fax)

# Build Skills and Word Experiences



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

## Often-Confused Words



**The Wordsmith Says...**

The words *persistence* and *perseverance* both mean "holding fast to a course of action."

- A person's persistence can be positive or negative—  
Positive: Her persistence in studying led to a top grade.  
Negative: Her persistence in getting her own way made her disliked.
- A person's perseverance is always positive because it suggests patience and courage—We admire his perseverance in training for the team.

Describe a story character who had persistence that was perceived negatively.

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Describe a story character who had persistence that was perceived positively.

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Describe a time when you persevered.

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