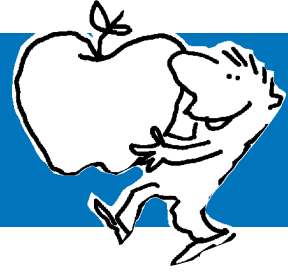


# Here's an Instant Activity for November 3, 2003



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## 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 numbers 1 and 2 above—it complements the skill-building component in the SPELLING SOURCEBOOK Series, Second Edition, and provides an informal opportunity to assess skill growth.



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## LEVEL OF DIFFICULTY

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Approximately Grade 6



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## PURPOSE

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This Instant Activity provides practice and/or assesses long-term mastery of high-use homophones. Homophones are among the most often misspelled/misused words in writing. Students need to learn to spell homophones and to differentiate their meanings.

Skills: visual skill building, vocabulary development, homophone usage



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## SUGGESTED USE

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This Instant Activity can be used to extend the at-school Test Ready activity or the Skill Test in Unit 13 in Level 6 of the Spelling Sourcebook Series, Second Edition.



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## TEACHING DIRECTIONS

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Print the Instant Activity and distribute a copy to each student. Ask students to silently read the directions, and then turn to a partner to explain what they think is expected. Answer questions regarding the directions, as needed. Then have students complete the activity.



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## FOLLOW-UP

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Correct the Instant Activity, or have students do so with your guidance. Use the results as students prepare for the unit's Skill Test, which uses the same format, or use it as an assessment to complement the Skill Test. In either case, the Instant Activity identifies homophones for which students need additional practice.



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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

## Homophones

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

Write a homophone to complete each sentence. Circle the homophones in each set. Cross out any misspelled words.

1. board/bored/borde Nail the \_\_\_\_\_ to the floor.
2. deserrt/dessert/desert t Ice cream is my favorite \_\_\_\_\_.
3. addition/edision/edition Use \_\_\_\_\_ to total the points.
4. mete/meat/meet What time shall we \_\_\_\_\_?
5. grone/groan/grown I've \_\_\_\_\_ two inches this year!
6. brakes/breaks/braikes Leave as soon as dawn \_\_\_\_\_.
7. rains/reins/reigns Pull back on the horse's \_\_\_\_\_.
8. flour/flower/flowr The \_\_\_\_\_ bloomed bright red.
9. scene/seen/sean Have you \_\_\_\_\_ my backpack?
10. shown/shoan/shone The sun \_\_\_\_\_ through clouds.
11. knight/night/nite The \_\_\_\_\_ fell from his horse.
12. foirth/forth/fourth My birthday is on the \_\_\_\_\_.
13. rode/road/rowed She \_\_\_\_\_ with the oars.
14. pear/pare/pair A \_\_\_\_\_ is a kind of fruit.
15. week/weak/weeck Seven days is one \_\_\_\_\_.
16. knows/nose/nows The pup \_\_\_\_\_ its name.
17. tolled/toad/told The bells \_\_\_\_\_ at noon.
18. close/cloze/clothes Please \_\_\_\_\_ the door.
19. war/ware/wore She \_\_\_\_\_ a large hat.
20. peace/piece/pease May I have one \_\_\_\_\_?

TAKE A QUICK PEEK AT  
THE VALLEY FROM THE TOP  
OF PINNACLE PEAK.

