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# Here's an Instant Activity for January 16, 2006



## 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 the acquisition of spelling skills with their child.

This Instant Activity helps teachers achieve item number 1 above—and item number 4, if the activity is assigned as homework.



## LEVEL OF DIFFICULTY

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Approximately Grade 4



## PURPOSE

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To provide practice with synonyms; reinforcement of homophones.

Skills: synonyms, homophones, vocabulary development, spelling, visual skills



## SUGGESTED USE

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Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 16, Test Ready, page 155.



## TEACHING DIRECTIONS

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Review with students that synonyms are words that have the same (or nearly the same) meaning. Then dictate these words for students to write: *listen*, *correct*, *story*, and *moan*. Ask students to identify synonyms for each word. If necessary, provide clues for students to elicit (in addition to other responses): *hear*, *right*, *tale*, and *groan*. Underline these words and ask students what they can tell you about them (they are homophones). Have students identify the homophone partners (*here*, *write*, *tail*, *grown*).

Next, print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity at home or at school.



## FOLLOW-UP

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Have students pair and compare their answers. Answers: 1. tease (teas/tees); 2. ate (eight); 3. stare (stair); 4. find (fined); 5. build (billed); 6. choose (chews); 7. through (threw); 8. peek (peak/pique); 9. hare (hair); 10. paste

(paced); 11. allowed (aloud); 12. missed (mist); 13. side (sighed); 14. tied (tide); 15. guest (guessed); 16. piece (peace).

To provide additional visual-skill practice, challenge students to write more words that fit the word shapes on their activity sheet.



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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 Sourcebook for Teaching Spelling and Word Skills for your grade level (grades 1–8). Extend practice and word exploration with the optional student Practice Books for Learning Spelling and Word Skills (grades 1–6), appropriate for use with both the 2nd and 3rd Edition Sourcebooks. Each Practice Book contains correlated activities for selected lessons from every Sourcebook unit, a proofreading/editing exercise for each unit, and pages in the back for students to record their Spelling Words for study.

Further extend the Level 4 Sourcebook concepts and skills with Word-Wise Sourcebook Two for third and fourth grades.

### **To learn about the Sourcebook Series for Teaching Spelling and Word Skills:**

Request our free Overview Video (available in DVD and VHS formats) online at [www.sittonspelling.com](http://www.sittonspelling.com) or by calling 888-WE-SPELL (888-937-7355).

Sign up to receive Rebecca Sitton’s complimentary quarterly e-newsletter at [www.sittonspelling.com](http://www.sittonspelling.com).

### **To learn how to use the Sourcebook Series for Teaching Spelling and Word Skills:**

1. Attend a seminar that explains and demonstrates lessons that reflect the 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, telling 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. Use the TUTOR ME Parents as Partners module to introduce parents to the program and show them how their child will be learning to spell. Visit [www.sittonspelling.com](http://www.sittonspelling.com) for more information.

### **To order your Sourcebook for Teaching Spelling and Word Skills:**

Order online at [www.sittonspelling.com](http://www.sittonspelling.com) or contact:

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

## Synonyms Are Words that Mean the Same Thing

Write a synonym for each set that fits the word shape.

1. make fun of, mock,

9. rabbit, bunny,

2. gobbled, munched,

10. glue, adhesive,

3. watch, look intently,

11. permitted, accepted,

4. discover, come across,

12. overlooked, failed to see,

5. construct, erect,

13. edge, border,

6. select, pick,

14. joined, attached,

7. finished, done,

15. visitor, company,

8. glance, sneak a quick look,

16. part, portion,



Look at your answer words. These words belong to a special word group. Identify this word group. Then write your answer words and their partners on another piece of paper.