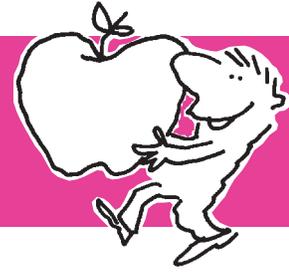


Here's an Instant Activity for February 20, 2006



STRATEGY FOR SPELLING SUCCESS

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

Approximately Grade 3



PURPOSE

To provide practice with homophones.

Skills: homophones, vocabulary development, visual skills, spelling



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 20, Activity 3A, page 194.



TEACHING DIRECTIONS

Write *beat* and *beet*, *steal* and *steel*, and *weed* and *we'd* on the chalkboard. Ask students how these words are alike (long *e*, homophones). Review the frequent /ē/ spelling patterns (*e* at the end of a syllable, *ea*, *ee*, *y*). Then ask students to define *homophones* (words that sound the same but have different spellings and meanings).

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

Review answers to the sentences. Then have students pair and share their homophone lists, making sure they proofread. Answers: 1. one/won; 2. caught/cot; 3. ate/eight; 4. sale/sail; 5. wear/where; 6. rows/rose; 7. weighs/ways; 8. blew/blue; 9. close/clothes; 10. seen/scene.

Next, have students play Homophone Concentration. Later, students can come up with more homophone sets to play another round of Homophone Concentration. To make the game more challenging, for a student to add a set

of homophones to his or her personal pile, the student must use the homophone in a sentence that demonstrates its meaning.



FOR MORE

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 3 Sourcebook concepts and skills with Word-Wise Sourcebook Two for third and fourth grades, the Level 3 Core Word Activity Cards, and the Level 3 Word Skills in Rhythm and Rhyme CD-ROM/Activity Master Sourcebook.

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 or by calling 888-WE-SPELL (888-937-7355).

Sign up to receive Rebecca Sitton’s complimentary quarterly e-newsletter at 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. 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 for more information.

To order your Sourcebook for Teaching Spelling and Word Skills:

Order online at www.sittonspelling.com or contact:

Northwest Textbook Depository
P.O. Box 5608
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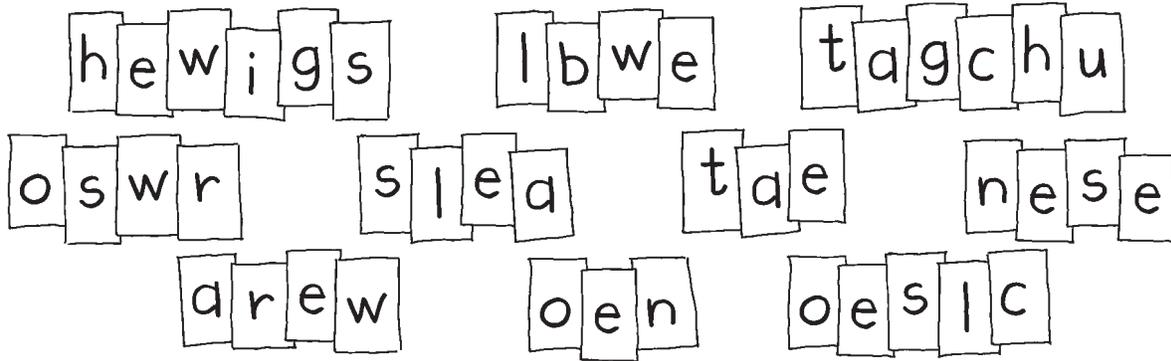
Build Skills and Word Experiences



Name _____, Super Speller

Homophone Scramble

Homophones are words that sound the same but have different spellings and meanings. Complete the sentences by unscrambling the letters to form homophones.



1. I was the first _____ to cross the finish line!
2. Yesterday, I went fishing and _____ three fish.
3. My brother was so hungry this morning he _____ six pancakes.
4. Dad said he'll buy the book for me when it goes on _____.
5. What will you _____ to the party on Saturday?
6. We planted four _____ of corn in our garden this year.
7. Our cat _____ fifteen pounds.
8. The wind _____ so hard last night it knocked down three trees!
9. Remember to _____ the door when you leave.
10. I can't find my backpack. Have you _____ it?



Write the homophones you wrote above and their homophone partners. Then play homophone concentration with a partner. Together, select five homophone sets from your list. Make two word cards for each word. Mix the cards and spread them face down in four columns of five rows. The first player turns two cards over. If they match, the player puts the cards in his or her personal pile. If not, turn the cards face down again. Then it's the other player's turn. After all cards have been matched, the player with the most cards is the winner!