
Here's an Instant Activity for November 5, 2007



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 their child's acquisition of spelling skills.

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

Meeting state standards is a priority of the Sourcebook Series. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 6



PURPOSE

To provide practice with words with *ie/ei* spellings.

Skills: spelling, vocabulary development, homophones, antonyms, synonyms



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 11, Activity 1A, page 92.



TEACHING DIRECTIONS

Recite the following jingle: Spell *i* before *e*, except after *c*, or when sounded like *a* as in *neighbor* or *weigh*. Have students test the validity of this rule by having them collect *ie/ei* words and sort them by the sound *ie/ei* spells. Conclude that the first part of the rhyme is inaccurate (e.g., ancient, conscience, efficient, sufficient, deficient, proficient, species, science, glacier). The second part has some validity (e.g., eight, sleigh, beige, freight, reindeer, veil, vein, weight, reign, feint). Note that when *c* that precedes *ie/ei* spells /s/, an *ei* spelling usually occurs (e.g., receive). Yet, forewarn students that *ie/ei* spellings are erratic.

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

Have students work in small groups or pairs to check their answers to the Instant Activity. Discuss the meaning of unfamiliar words.

Answers: 1. leisure; 2. proficient; 3. review; 4. piece; 5. receive; 6. patients; 7. efficient; 8. heir; 9. forfeit; 10. weight; 11. field; 12. view; 13. reign; 14. weird; 15. seize; 16. soldier; 17. sleigh; 18. tier; 19. cashier; 20. ceiling; 21. either; 22. deceive; 23. fierce; 24. niece; 25. belief; 26. eight; 27. yield; 28. foreign; 29. quiet; 30. pier; 31. ancient; 32. their; 33. thief; 34. friend; 35. believe; 36. mischievous.

Homophones and their partners: 4. piece/peace; 6. patients/patience; 8. heir/air/err; 10. weight/wait; 13. reign/rain/rein; 15. seize/sees/seas; 17. sleigh/slay; 18. tier/tear; 20. ceiling/sealing; 26. eight/ate; 30. pier/peer; 32. their/there/they're.

Note: Answers will vary for the antonyms and synonyms. Students may have selected different words for these categories. Some possible answers follow.

Antonyms: 2. proficient/incompetent; 5. receive/give; 7. efficient/inefficient; 14. weird/normal; 21. either/neither; 23. fierce/gentle; 24. niece/nephew; 25. belief/disbelief; 27. yield/resist; 29. quiet/loud; 34. friend/enemy/foe; 36. mischievous/well-behaved. *Synonyms:* 1. leisure/relaxation; 3. review/re-examine; 9. forfeit/surrender, give up; 11. field/meadow; 12. view/scene; 16. soldier/warrior, fighter; 19. cashier/clerk; 22. deceive/mislead; 28. foreign/unfamiliar; 31. ancient/old; 33. thief/burglar/robber; 35. believe/trust.



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). Download and print a sample unit for your grade level from our website, www.sittonspelling.com.
- 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. Download and print sample pages for your grade level from our website, www.sittonspelling.com.
- Further extend the Level 6 Sourcebook concepts and skills with Word-Wise Sourcebook Three for fifth and sixth grades and SOME WORDS, Rebecca Sitton's NEW vocabulary mini-course series for upper grade wordsmiths. Visit our website, www.sittonspelling.com, to download and print sample pages.
- **Sign up** at www.sittonspelling.com to receive Rebecca Sitton's complimentary *Appleseed* e-newsletter. The *Appleseed* is published three times each year, with new issues available the first week of November, January, and March. Each *Appleseed* contains Word Skills and Sourcebook Teaching Tips, answers reader questions, and informs you of current, pertinent educational information.

To learn about the Sourcebook Series for Teaching Spelling and Word Skills for grades 1-8:

Request our free Overview Video (available in DVD and VHS formats) and/or download sample units online at www.sittonspelling.com. If you are interested in on-loan evaluation copies or would like more information, call us toll free at 888-937-7355.

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.

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2. Use the TUTOR ME Training 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.

Order your Sourcebook for Teaching Spelling and Word Skills online at www.sittonspelling.com.

Alternate order sources:

- *Texas*: Resolve Corporation, 600 Freeport Parkway, Coppell, TX 75019
PHONE 800-266-5122 • FAX 214-452-6301
- *other states*: Northwest Textbook Depository, P.O. Box 5608, Portland, OR 97228
PHONE 800-676-6630, FAX 503-639-2559

Build Skills and Word Experiences



Name _____, Super Speller

Is it Spelled *ie* or *ei*?

Start by filling in the letters *ie* or *ei*.

- | | | | |
|------------------|-------|--------------------|-------|
| 1. l__ __sure | _____ | 19. cash__ __r | _____ |
| 2. profic__ __nt | _____ | 20. c__ __ling | _____ |
| 3. rev__ __w | _____ | 21. __ __ther | _____ |
| 4. p__ __ce | _____ | 22. dec__ __ve | _____ |
| 5. rec__ __ve | _____ | 23. f__ __rce | _____ |
| 6. pat__ __nts | _____ | 24. n__ __ce | _____ |
| 7. effic__ __nt | _____ | 25. bel__ __f | _____ |
| 8. h__ __r | _____ | 26. __ __ght | _____ |
| 9. forf__ __t | _____ | 27. y__ __ld | _____ |
| 10. w__ __ght | _____ | 28. for__ __gn | _____ |
| 11. f__ __ld | _____ | 29. qu__ __t | _____ |
| 12. v__ __w | _____ | 30. p__ __r | _____ |
| 13. r__ __gn | _____ | 31. anc__ __nt | _____ |
| 14. w__ __rd | _____ | 32. th__ __r | _____ |
| 15. s__ __ze | _____ | 33. th__ __f | _____ |
| 16. sold__ __r | _____ | 34. fr__ __nd | _____ |
| 17. sl__ __gh | _____ | 35. bel__ __ve | _____ |
| 18. t__ __r | _____ | 36. misch__ __vous | _____ |

Now identify the twelve homophones, and write their partner(s) in the blanks provided. Next, identify twelve words for which you can name an antonym. Write an antonym for each in the blank provided. Finally, write a synonym for the remaining twelve words.



Choose one of the homophones, antonyms, or synonyms you wrote above and make a word chain by changing, adding, or removing one letter to spell a new word (e.g., peace—place—pace—lace—lake—bake—brake—rake—take—tale—tall—small, etc.). See which word makes the longest word chain. Play with a partner by each of you starting with the same word. Time your game and see who can make the longest word chain in five minutes!