
Here's an Instant Activity for November 3, 2008



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 Sitton Spelling and Word Skills™. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 3



PURPOSE

To provide practice with homophones.

Skills: homophones, writing, contractions, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 11, Activity 3C, page 105.



TEACHING DIRECTIONS

Select students to write *deer*, *past*, and *read* on the board. Use context sentences to clarify meaning. Ask students to observe the words and tell you what the words have in common (all have four letters, all are homophones). Next, select students to write the homophone partners on the board (*deer*, *passed*, *red*). Remind students that homophones are words that sound the same but have different spellings and meanings.

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

First have students share their answer words and the homophone partners. Discuss the meaning of unfamiliar words.

Answers: 1. four (for); 2. see (sea); 3. night (knight); 4. nose (knows); 5. high (hi); 6. wood (would); 7. peace (piece); 8. clothes (close); 9. hour (our); 10. ferry (fairy); 11. hole (whole); 12. add (ad); 13. eye (I); 14. write (right); 15. ate (eight); 16. road (rode, rowed); 17. some (sum); 18. find (fined); 19. won (one); 20. toad (towed); 21. sew (so); 22. threw (through); 23. toe (tow); 24. weak (week); 25. there (their, they're); 26. buy (by, bye); 27. meet (meat). [Note: Some students may come up with additional homophones such as *fore*, *aye*, *rite*, and *mete*. If so, confirm those students understand the meanings of the words.]

Apple challenge activity answers—Homophone sets containing contractions: *there, their, they're; heal, heel, he'll; heed, he'd; isle, I'll; its, it's; lets, let's; theirs, there's; weave, we've; weed, we'd; wheel, we'll; whose, who's; your, you're*. It is not expected that students at this level will know all of these homophone contractions!



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills™, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Fun with Homophones!

Homophones are words that sound the same but have different spellings and meanings. Use the clues to write a homophone that fits in each blank.

1. twenty-three minus nineteen _____
2. observe, catch sight of, glimpse _____
3. opposite of day _____
4. comes in handy for smelling _____
5. opposite of low _____
6. comes from trees; used to build houses _____
7. opposite of war _____
8. pants, shirts, skirts _____
9. sixty minutes _____
10. boat used to carry cars and people _____
11. dig this with a shovel _____
12. opposite of subtract _____
13. iris and pupil are part of this _____
14. do this with pen and paper _____
15. had a meal, munched _____
16. street, avenue, boulevard _____
17. a few, several _____
18. opposite of lose _____
19. came in first _____
20. similar to a frog _____
21. do this with a needle and thread _____
22. past tense of throw _____
23. part of your foot _____
24. not strong _____
25. opposite of here _____
26. purchase _____
27. get together, gather _____



Write your answer words and their homophone partners. One of the homophone sets has a contraction. Here's a challenge for you: See if you can find and write more homophone sets that have contractions.