

Here's an Instant Activity for March 16, 2009



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 6



PURPOSE

To provide practice with often-confused word pairs

Skills: often-confused words, usage, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 29, Build Skillful Writers, page 255.



TEACHING DIRECTIONS

Review often-confused word pairs to help students differentiate them.

- *bad/badly*—Use *badly* when it's an activity; use *bad* when it's a condition. (Not only does her writing look *bad*, the words she chose are used *badly*.)
- *regretful/regrettable*—Use *regretful* to mean a person who is full of regret; use *regrettable* to mean something that causes regret. (Mother sighed *regretfully*. *Regrettably*, her vase had broken.)
- *farther/further*—Use *farther* when referring to a measurable distance; use *further* when referring to ideas or degree. (I refuse to walk any *farther* and won't discuss it any *further*.)
- *less/fewer*—Use *less* when referring to something that cannot be counted; use *fewer* if it can be counted. (I have *less* interest in TV now that I'm playing baseball and have *fewer* hours at home each evening.)
- *between/among*—Use *between* with two objects; use *among* with three or more. (Divide the spaghetti *between* the two girls and the pizza *among* the others.)

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 share their answers to the Instant Activity. Provide time for students to work in pairs to complete the apple activity.

Answers: 1. formerly; 2. confident; 3. recipe; 4. diary; 5. set; 6. loose; 7. proceed; 8. adapt; 9. recent; 10. advise; 11. finely; 12. severe; 13. seize; 14. pursue; 15. thorough; 16. envelop; 17. angle; 18. pitcher; 19. devise; 20. humane.



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

Often-Confused Words

Find a word from the list of often-confused word pairs that means nearly the same thing as the two words on each numbered line. Write the new word on the line.

Often-Confused Word Pairs

adapt—adopt
advice—advise
angel—angle
cease—seize
confidant—confident
dairy—diary
device—devise
envelop—envelope
finally—finely
formally—formerly
human—humane
loose—lose
peruse—pursue
picture—pitcher
precede—proceed
receipt—recipe
recent—resent
set—sit
sever—severe
thorough—through

1. previously, before, _____
2. secure, certain, _____
3. instructions, procedures, _____
4. journal, log, _____
5. place, put, _____
6. baggy, not tight, _____
7. continue, go on, _____
8. alter, modify, _____
9. new, current, _____
10. counsel, recommend, _____
11. thinly, delicately, _____
12. harsh, stern, _____
13. confiscate, grab, _____
14. chase, hunt, _____
15. careful, meticulous, _____
16. enclose, encase, _____
17. slant, slope, _____
18. jug, carafe, _____
19. formulate, develop, _____
20. compassionate, charitable, _____



Write clues for the words you didn't use. Then exchange clues with a partner and see if you can match the often-confused words with the new clues.