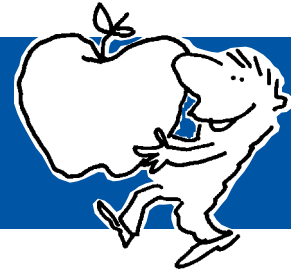

Here's an Instant Activity for November 16, 2009



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 5



PURPOSE

To provide practice with homophones

Skills: homophones, homographs, spelling, vocabulary development, word analysis, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 13, Activity 1B, page 110.



TEACHING DIRECTIONS

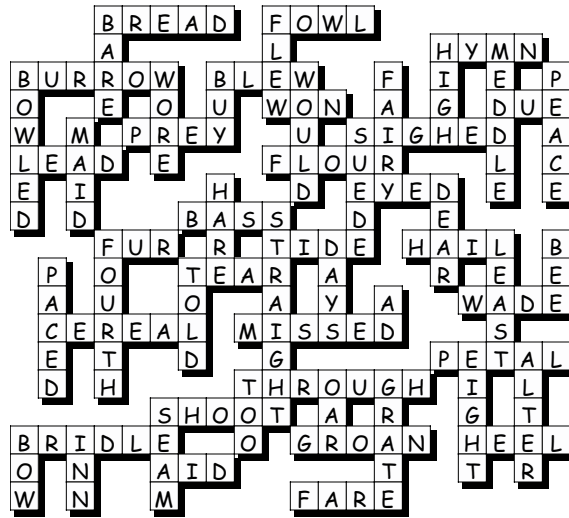
Ask students to explain what homophones are. (words that sound the same but have different spellings and meanings) Next, dictate this sentence for students to write: *I'll watch my cousin's plane land at the airport.* Ask students to circle the words that have homophones (*I'll, plane*) and to write their homophone partners. (*aisle/isle, plain*) Have students share their answers. Tell them that most homophone sets are pairs, but some are trios. Provide these words and challenge students to identify two homophones for each: *heal, vain, seas, you, air, flew.*

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



FOLLOW-UP

Have students work in small groups to review the puzzle words. Discuss the meaning of unfamiliar words.



Then have students share their answers to the Apple Activity. Homographs in the puzzle are *bass*, *bow*, *lead*, and *tear*.

To extend work with homophones, have students:

- Come up with more homophone trios. Have them compile their results into a class book.
- Find homophone sets in which one of the homophones is a contraction.



FOR MORE INFORMATION

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

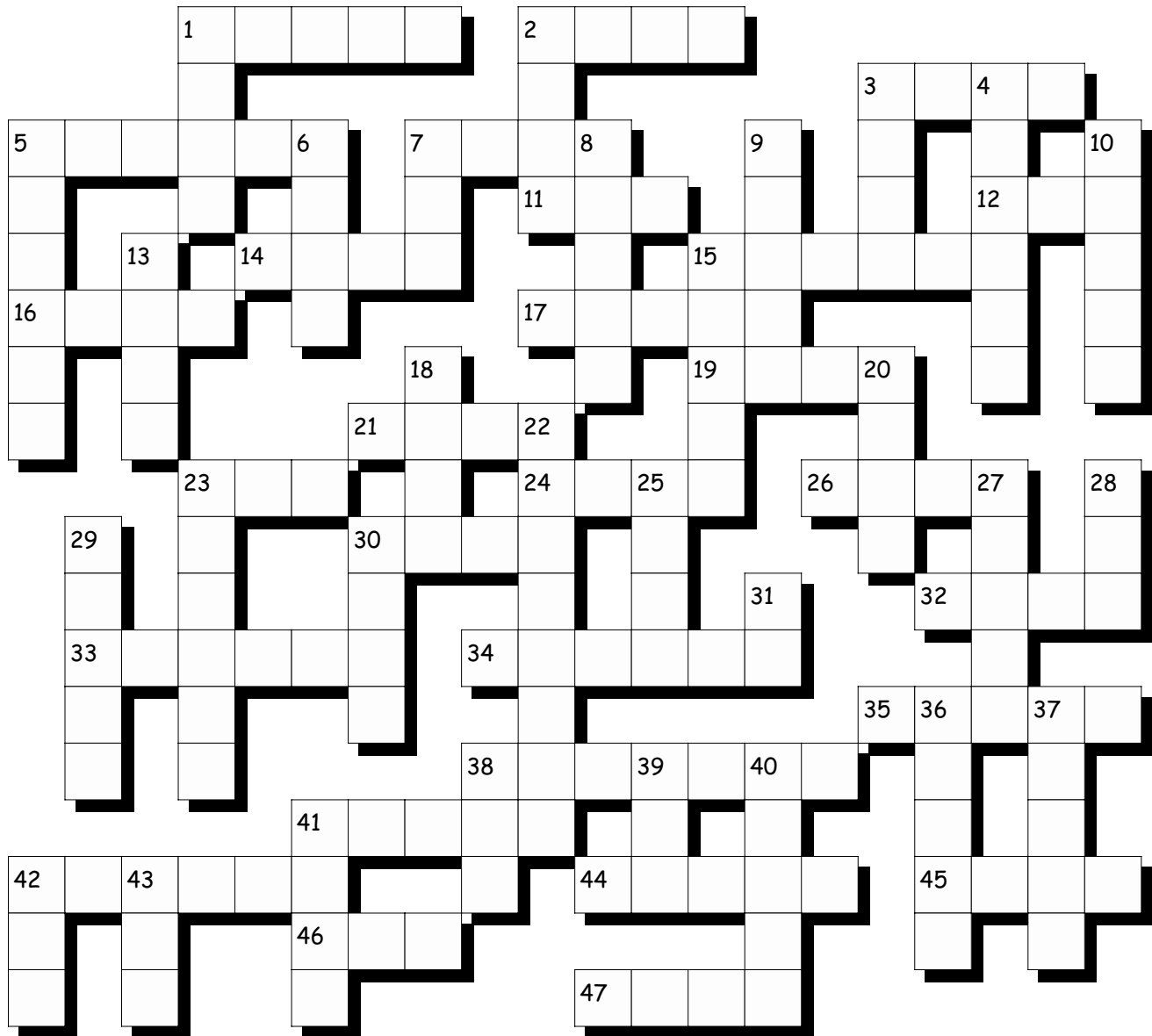
Build Skills and Word Experiences



Name _____, Super Speller

Homophones, Homophones!

Use the clues on the next page to complete the puzzle.



Do you remember what homographs are? Homographs are words that are spelled the same but have different meanings and pronunciations. Here's an example:

The nurse put a bandage on the **wound**. The knitter **wound** the yarn into a ball.

Find the homographs in the puzzle. Use the homographs in sentences that show their different meanings. Then find at least two more homographs to share with your classmates.

Build Skills and Word Experiences



Clues for Homophones, Homophones! Crossword Puzzle

ACROSS

1. bred
2. foul
3. him
5. burro
7. blue
11. one
12. do, dew
14. pray
15. side
16. led
17. flower
19. I'd
21. base
23. fir
24. tied
26. hale
30. tier
32. weighed
33. serial
34. mist
35. pedal, peddle
38. threw
41. chute
42. bridal
44. grown
45. heal, he'll
46. aide
47. fair

DOWN

1. bear
2. flu, flue
3. hi
4. medal, metal
5. bold
6. war
7. by, bye
8. wood
9. ferry
10. piece
13. made
15. swayed
18. hair
20. deer
22. strait
23. forth
25. daze
27. leased
28. be
29. paste
30. tolled
31. add
36. ate
37. altar
38. to, two
39. ore, or
40. great
41. seem
42. beau
43. in