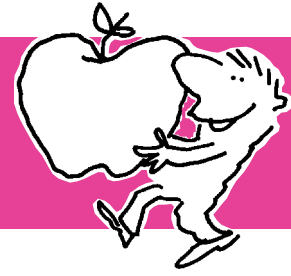

Here's an Instant Activity for April 5, 2010



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, spelling, vocabulary development, word analysis



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 26, Activity 3A, page 254.



TEACHING DIRECTIONS

Write this sentence on the board: *Last night Mother read the red book to us.* Have students identify the words that sound the same. (*red/read*) Ask students for the name given to words that sound the same but have different spellings and meanings. (homophones) Have students work in pairs to brainstorm sets of homophones. Challenge them to write sentences that use each set. Then have the pairs take turns reading one of their sentences while the rest of the class identifies and spells the homophones.

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 their answers to the Instant Activity. Then have students share their answers to the Apple Activity. Discuss the meaning of unfamiliar words.

Answers: 1. meat/meet; 2. hour/our; 3. peak/peek; 4. aisle/isle/I'll; 5. see/sea; 6. eight/ate; 7. bee/be; 8. blue/blew; 9. rose/rows; 10. brakes/breaks; 11. choose/chews; 12. deer/dear; 13. ferry/fairy; 14. knot/not; 15. flour/flower; 16. piece/peace; 17. by/buy/bye; 18. red/read; 19. knew/new; 20. made/maid; 21. wood/would; 22. past/passed; 23. stares/stairs; 24. eye/I; 25. bear/bare; 26. clothes/close.



FOR MORE INFORMATION

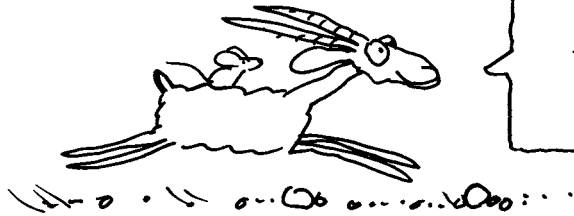
For more information about Sitton Spelling and Word Skills®, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Homophones



Homophones sound the same.
Their spellings and meanings are different.
I rode a horse. The road is rocky.

Circle the homophone in each set. Write its partner.

- | | |
|------------------------------|--------------------------------|
| 1. meat—neat—seat _____ | 14. tie—loop—knot _____ |
| 2. second—hour—minute _____ | 15. flour—sugar—salt _____ |
| 3. pack—peak—poke _____ | 16. bit—part—piece _____ |
| 4. aisle—dial—while _____ | 17. try—by—pie _____ |
| 5. glimpse—see—spot _____ | 18. tan—white—red _____ |
| 6. seven—eight—nine _____ | 19. knock—knife—knew _____ |
| 7. knee—tree—bee _____ | 20. made—fade—shade _____ |
| 8. blue—shoe—stew _____ | 21. moon—wood—door _____ |
| 9. tulip—daisy—rose _____ | 22. past—last—cast _____ |
| 10. seat—brakes—tires _____ | 23. stares—stores—stamps _____ |
| 11. choose—pick—select _____ | 24. ear—eye—lip _____ |
| 12. fox—deer—lion _____ | 25. bear—box—bend _____ |
| 13. ferry—car—bike _____ | 26. chip—city—clothes _____ |



Things to do:

- Number your paper from 1—26. Tell how each set of words above is alike in some way.
- The words *read* and *close* are both homophones and homographs. Explain why.