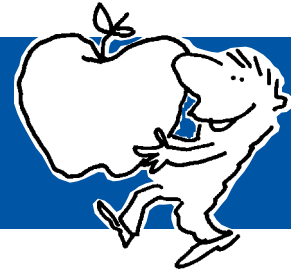

Here's an Instant Activity for May 3, 2010



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 5



PURPOSE

To provide practice with irregular verbs and homophones

Skills: irregular verbs, spelling, homophones, antonyms, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 32, Test Ready, page 282.



TEACHING DIRECTIONS

Ask students how most verbs form their past tense. (by adding the *ed* suffix) Have students provide examples. Write *lead* (/lēd/) and *led* on the board. Identify *led* as the irregular past tense of *lead*. Ask students what else they can tell you about these two words. (*Lead* is a homograph as well as a homophone; *led* is a homophone.)

Next, have the class brainstorm more irregular verbs. Write the words on cards, with the present tense of the verb at the top of the card, and the irregular past tense at the bottom. Then reinforce the spelling of the irregular verbs by dividing the class into two teams of equal spelling ability for a modified spelling bee. The first player on the starting team randomly selects a word card and reads the present tense of the verb. The first player on the opposite team goes to the board and writes the past tense of the verb as the other students write that word on paper at their

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desks. The class checks the spelling of the word on the board. If it is spelled correctly, give the word card to the team whose player wrote the word on the board. If the word is misspelled, write it correctly, then erase it and return the word card to the pile. Play continues, alternating between teams, until no cards are left.

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 share their answers to the Instant Activity. Then have them share their answers to the Apple Activity.

Answers: 1. bite/bit; 2. steal/stole; 3. find/found; 4. hear/heard; 5. break/broke; 6. choose/chose; 7. know/knew; 8. sell/sold; 9. weave/wove (weaved is also acceptable); 10. build/built; 11. write/wrote; 12. ring/rang; 13. rode/ride; 14. beet/beat; 15. ate/eat; 16. told/tell; 17. won/win; 18. blew/blow; 19. led/lead; 20. made/make; 21. threw/throw; 22. sent/send; 23. taught/teach; 24. flew/fly.

Apple Activity Answers: strong: weak/week; interested: bored/board; floor: ceiling/sealing; war: peace/piece; thaw: freeze/frees; future: past/passed; part: whole/hole; buyer: seller/cellar; all: none/nun.

Discuss the meaning of unfamiliar words.



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

Some Homophones Are Verbs

Write the partner to complete each homophone set. Did you notice that all the homophones that you wrote are verbs? Next, write their past-tense forms.

	Homophone(s)	Homophone Partner	Past-Tense Form
1.	byte		
2.	steel		
3.	fined		
4.	here		
5.	brake		
6.	chews		
7.	no		
8.	cell		
9.	we've		
10.	billed		
11.	right		
12.	wring		

Write the partner to complete each homophone set. All these homophone partners are verbs, too. Next, write their present-tense forms.

	Homophone(s)	Homophone Partner	Present-Tense Form
13.	road		
14.	beet		
15.	eight		
16.	tolled		
17.	one		
18.	blue		
19.	lead		
20.	maid		
21.	through		
22.	scent		
23.	tot		
24.	flu		



Antonyms are words that have opposite meanings, such as *up* and *down*. For each word below, write an antonym that is a homophone. Then write its homophone partner(s).

strong • interested • floor • war • thaw • future • part • buyer • all