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# Here's an Instant Activity for April 4, 2011



## STRATEGY FOR SPELLING SUCCESS

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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, as well as 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

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Approximately Grade 4



## PURPOSE

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To provide practice with homophones

Skills: spelling, homophones, synonyms, word analysis, vocabulary development, writing words



## SUGGESTED USE

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Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 25, Activity 2B, page 243.



## TEACHING DIRECTIONS

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Have students divide writing paper into three vertical columns. Provide clues for students to identify and write these words in the first column: *sea, close, piece, road, real, whole, need, might, right, find*. Ask students what these words have in common (they are all homophones). Then have students write the homophone partners in the second column. In the third column, students write a synonym for the the homophone in the first column. Select students to write the homophones and their partners on the board for the rest of the class to self-check. Then have students share their synonyms.

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.



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## FOLLOW-UP

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Review the answers to the Instant Activity. Discuss the meaning of unfamiliar words.

Answers: 1. refused; 2. paint; 3. milk; 4. shark; 5. uproar; 6. yard; 7. foot; 8. base; 9. dirt; 10. Chicago; 11. squirrel; 12. nine; 13. blue; 14. loosen; 15. ride; 16. sparkle; 17. wilder; 18. stated; 19. month; 20. spend.

Homophones and their partners—1. allowed/aloud; 2. paste/paced; 3. mustard/mustered; 4. bear/bare; 5. peace/piece; 6. ceiling/sealing; 7. eye/I/aye; 8. peak/peek/pique; 9. flower/flour; 10. Greece/grease; 11. hare/hair; 12. eight/ate; 13. blue/blew; 14. knot/not; 15. pedal/petal/peddle; 16. mist/missed; 17. odder/otter; 18. banned/band; 19. past/passed; 20. cent/scent/sent.



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## FOR MORE INFORMATION

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For more information about Sitton Spelling and Word Skills®, visit [SittonSpelling.com](http://SittonSpelling.com).

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

## Which Word Doesn't Belong?

First, circle the word that does not belong in each set. Then underline the homophone in each set.

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|-----|-----------|-------------|------------|-----------|
| 1.  | refused   | allowed     | permitted  | tolerated |
| 2.  | adhesive  | glue        | paste      | paint     |
| 3.  | relish    | milk        | ketchup    | mustard   |
| 4.  | bear      | shark       | wolf       | fox       |
| 5.  | calm      | tranquility | uproar     | peace     |
| 6.  | floor     | yard        | wall       | ceiling   |
| 7.  | ear       | lip         | eye        | foot      |
| 8.  | base      | peak        | summit     | pinnacle  |
| 9.  | bush      | tree        | flower     | dirt      |
| 10. | Greece    | Chicago     | Canada     | France    |
| 11. | rabbit    | hare        | squirrel   | bunny     |
| 12. | eleven    | nine        | eighteen   | eight     |
| 13. | lemon     | peach       | blue       | orange    |
| 14. | tie       | knot        | bind       | loosen    |
| 15. | handlebar | ride        | pedal      | wheel     |
| 16. | sparkle   | mist        | drizzle    | sprinkle  |
| 17. | weirder   | wilder      | odder      | stranger  |
| 18. | banned    | outlawed    | prohibited | stated    |
| 19. | present   | month       | future     | past      |
| 20. | nickel    | spend       | cent       | dollar    |



Write the homophones and their partners. Some homophones are triads, meaning there are three homophones in the set (to, two, too). Can you find and write more homophone triads? Hint: There are four sets of homophone triads in the activity above.