
Here's an Instant Activity for October 3, 2011



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 and synonyms

Skills: spelling, homophones, synonyms, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 7, Find It, page 55.



TEACHING DIRECTIONS

Write these words on the board: *seem, tail, peak, close, flee*. Ask students what these words have in common (one syllable, contain long-vowel sounds, homophones). Review the definition of homophones: words that sound the same but have different spellings and meanings. Select students to write the homophone partners for the words. Discuss the meaning of unfamiliar words. Have students work in groups to brainstorm more homophones. Ask each group to write sentences using some of their homophones. Then have them read their sentences aloud and have the class identify the homophone(s) in each sentence. Discuss the homophones and their partners.

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

Review the answers to the Instant Activity. Discuss the meaning of unfamiliar words. Provide time for students to share their sentences.

To expand the activity, ask students to find the homographs (words that are spelled the same, have different meanings, and may have different pronunciations) in the activity (*close, does*). Discuss their different pronunciations and meanings. Then challenge students to identify more homographs. How many can they find that are also homophones (e.g., *presents, bow, bass*)?

Answers (homophone partners are in parentheses): 1. tale (tail); 2. pact (packed); 3. clothes (close); 4. peak (peek, pique); 5. lessen (lesson); 6. flower (flour); 7. wring (ring); 8. lone (loan); 9. plain (plane); 10. alter (altar); 11. flee (flea); 12. foul (fowl); 13. allowed (aloud); 14. build (billed); 15. profit (prophet); 16. waste (waist); 17. peace (piece); 18. cellar (seller); 19. steal (steel); 20. sheer (shear); 21. pail (pale); 22. bare (bear); 23. creek (creak); 24. need (knead); 25. meet (meat); 26. rain (rein, reign); 27. threw (through); 28. wait (weight); 29. right (write, rite); 30. doze (does).



FOR MORE INFORMATION

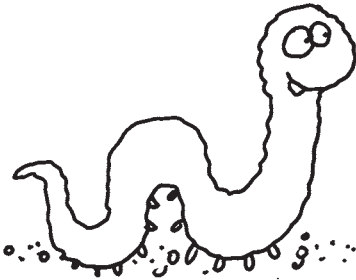
For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Homophones and Synonyms



Homophones are words that sound the same but have different spellings and meanings.

They sound alike, or nearly alike.



For each set of words, write a homophone that is a synonym (a word that has nearly the same meaning) of the other two words.

1. story, fable, _____
2. contract, agreement, _____
3. garments, attire, _____
4. pinnacle, summit, _____
5. diminish, reduce, _____
6. bloom, blossom, _____
7. twist, squeeze, _____
8. solitary, sole, _____
9. unadorned, simple, _____
10. change, modify, _____
11. run away, escape, _____
12. offensive, unpleasant, _____
13. permitted, consented, _____
14. construct, assemble, _____
15. revenue, earnings, _____
16. trash, refuse, _____
17. harmony, tranquility, _____
18. basement, _____
19. rob, pilfer, _____
20. translucent, thin, _____
21. bucket, container, _____
22. naked, unclothed, _____
23. stream, brook, _____
24. require, necessitate, _____
25. gather, convene, _____
26. shower, precipitation, _____
27. tossed, hurled, _____
28. pause, delay, _____
29. correct, accurate, _____
30. nap, nod off, snooze, _____



Write the homophone partners for each homophone above. Then choose one set. Write a sentence that uses both homophones, but leave a blank in place of each homophone. Exchange papers with a partner and complete each other's sentence.