
Here's an Instant Activity for May 21, 2012



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 often-confused words

Skills: spelling, word analysis, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 35, Build Assessment Readiness, page 309.



TEACHING DIRECTIONS

Write often-confused words on the board for discussion. Choices may include: *well/we'll, you're/your, there's/theirs, choose/chose, loose/lose, picture/pitcher, are/our, were/where, were/we're, unit/unite, weather/whether, finely/finally, then/than, it's/its, let's/lets, farther/further, dinner/diner, who's/whose*. Divide students into two teams. Select a word on the board for the first player from one team to use in one sentence. If correctly used, the team earns one point. Alternate players from teams. The winner is the first team to reach a predetermined score.

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. Then have students work in pairs to complete the apple activity sentences students wrote.

Answers: 1. farther; 2. diary; 3. chose; 4. angel; 5. receipt; 6. desert; 7. loose; 8. Who's; 9. finally; 10. custom; 11. unit



FOR MORE INFORMATION

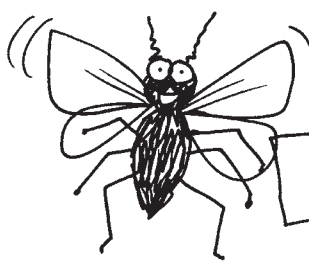
For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Often-Confused Words



I refuse to be confused!

unit

unite

cease

seize

seas



Write the right word to complete the sentence or question.

1. farther—further
How much _____ is it to the restaurant?
2. dairy—diary
My friend writes in her _____ every day.
3. choose—chose
I think I _____ the best one!
4. angel—angle
Our baby sister rarely cries, so Mom calls her a little _____.
5. receipt—recipe
The clerk gave me a _____ for my purchase.
6. dessert—desert
When you're traveling in the _____ you should carry a lot of water.
7. loose—lose
My dad has been on a diet and now his clothes are too _____.
8. Whose—Who's
_____ going to pick up the pizza tonight?
9. finely—finally
After days of rain, it _____ stopped raining today.
10. custom—costume
On Thanksgiving, it's our _____ to go to the movies after dinner.
11. unit—unite
Our storage _____ is completely full.



Circle the words you didn't use in the activity above. Write sentences using those words. Leave a blank in place of the word. Exchange papers with a partner and complete each other's sentences.