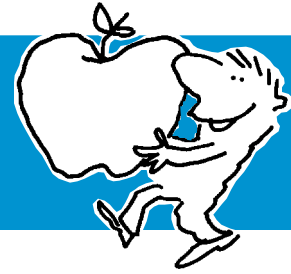


---

# Here's an Instant Activity for October 15, 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 6



## PURPOSE

---

To provide practice with homophones

Skills: spelling, phonics, contractions, word analysis, homophones, vocabulary development



## SUGGESTED USE

---

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 10, Activity 2A, page 83.



## TEACHING DIRECTIONS

---

Have students identify purposes for an apostrophe (to show omission in a contraction or to show possession). Have students fold writing paper into eight boxes (three folds) labeled: 1. *name*; 2. *not*; 3. *will, shall*; 4. *have*; 5. *would, had*; 6. *are*; 7. *is, has*; 8. *am, us*. Students write their name in the first box and contractions made from the words in the other boxes.

Remind students that some contractions are homophones. Ask students to identify homophone contractions 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.

Answers: 1. it's; 2. forgotten; 3. blue; 4. plain; 5. train; 6. principal; 7. write; 8. texture; 9. guessed; 10. fare; 11. heal; 12. dear; 13. reign; 14. pedal; 15. knead; 16. quaint; 17. erupt; 18. peach; 19. dispersed; 20. cease; 21. dispensable; 22. equality.

Apple activity: Homophones and their partners (in the order they appear in the activity)—theirs/there's; ours/hours; it's/its; banned/band; blue/blew; beech/beach; plain/plane; coarse/course; ferry/fairy; role/roll; principal/principle; write/right/rite; add/ad; scent/cent/sent; allowed/aloud; guessed/guest; fare/fair; toe/tow; nose/knows; heal/heel/he'll; dear/deer; hail/hale; reign/rain/rein; pedal/petal/peddle; flower/flour; mince/mints; knead/need; build/billed; pare/pear/pair; mustered/mustard; seize/seas; sum/some; whole/hole.



---

## FOR MORE INFORMATION

---

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

# Build Skills and Word Experiences



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

## Which One Doesn't Belong?

Circle the one word in each row that does not belong.

- |     |             |            |           |             |               |
|-----|-------------|------------|-----------|-------------|---------------|
| 1.  | hers        | theirs     | ours      | it's        | his           |
| 2.  | banned      | prohibited | forbidden | forgotten   | outlawed      |
| 3.  | blue        | orange     | oak       | beech       | peach         |
| 4.  | rough       | plain      | coarse    | uneven      | bumpy         |
| 5.  | canoe       | ferry      | train     | kayak       | skiff         |
| 6.  | purpose     | use        | role      | function    | principal     |
| 7.  | write       | add        | multiply  | divide      | subtract      |
| 8.  | fragrance   | scent      | aroma     | texture     | odor          |
| 9.  | allowed     | permitted  | guessed   | consented   | let           |
| 10. | unbiased    | fare       | impartial | equitable   | evenhanded    |
| 11. | ear         | wrist      | toe       | nose        | heal          |
| 12. | smart       | dear       | bright    | intelligent | sharp         |
| 13. | drizzle     | snow       | hail      | reign       | precipitation |
| 14. | pedal       | stem       | flower    | leaf        | root          |
| 15. | mince       | chop       | knead     | dice        | cut           |
| 16. | quiet       | noiseless  | silent    | quaint      | soundless     |
| 17. | construct   | erect      | build     | assemble    | erupt         |
| 18. | peach       | pare       | prune     | trim        | clip          |
| 19. | mustered    | gathered   | collected | rallied     | dispersed     |
| 20. | grab        | seize      | cease     | capture     | snatch        |
| 21. | dispensable | vital      | necessary | essential   | required      |
| 22. | total       | sum        | whole     | entirety    | equality      |



Here's a challenge for you: How many homophones can you find in the activity above? Write the homophones you find and their partners. Compare your answers with a friend. Who found the most?