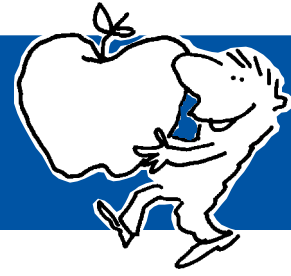

Here's an Instant Activity for November 19, 2012



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 antonyms and synonyms

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



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 13, Activities 1A and 1B, page 110.



TEACHING DIRECTIONS

Write these words on the board: *plane, heal, pedal*. Ask students what these words have in common (all are 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.

Next ask students to identify a homophone that is synonymous with: *story, fable (tale); pinnacle, summit (peak); twist, squeeze (wring)*. Then ask students to identify a homophone that is an antonym for: *subtract (add); clothed (bare)*.

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: Synonyms (homophones are in parentheses)—isle (aisle, I'll), wring (ring), build (billed), scents (sense), desert (dessert), hymn (him), knead (need, kneed), main (mane), pale (pail), reign (rain, rein), pare (pair, pear), cent (scent, scent), seize (seas), tale (tail), herd (heard), real (reel), doze (does), peak (peek, pique), allowed (aloud); Antonyms—add (ad), aunt (ant), break (brake), find (fined), coarse (course), pain (pane), sow (sew, so), lessen (lesson), aloud (allowed), plain (plane), least (leased), cellar (seller), past (passed), waste (waist), night (knight), none (nun), peace (piece), bare (bear), right (write).



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit eps.schoolspecialty.com/Sitton.

Build Skills and Word Experiences



Name _____, Super Speller

Synonyms and Antonyms

Write homophones to complete the charts.

SYNONYMS	
island	_____ <u>l</u> _____
squeeze	_____ <u>i</u> _____
construct	_____ <u>d</u> _____
aromas	<u>s</u> _____
abandon	_____ <u>r</u> _____
song	_____ <u>y</u> _____
massage	_____ <u>n</u> _____
central	<u>m</u> _____
pastel	_____ <u>e</u> _____
govern	_____ <u>n</u> _____
prune	<u>p</u> _____
penny	_____
confiscate	_____ <u>e</u> _____
story	_____
flock	_____ <u>d</u> _____
authentic	_____ <u>a</u> _____
snooze	_____ <u>o</u> _____
summit	_____ <u>k</u> _____
permitted	_____ <u>l</u> _____

ANTONYMS	
subtract	_____
uncle	_____
repair	_____
lose	_____
smooth	<u>c</u> _____
pleasure	_____
reap	_____ <u>o</u> _____
increase	<u>l</u> _____
silently	_____ <u>d</u> _____
elaborate	<u>p</u> _____
most	_____
attic	_____ <u>r</u> _____
present	_____
conserve	_____ <u>s</u> _____
day	_____
some	_____ <u>e</u> _____
war	_____
clothed	<u>b</u> _____
wrong	_____



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.