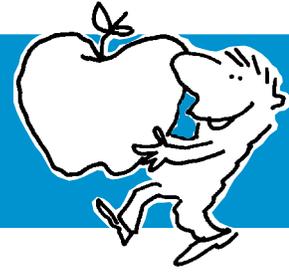

Here's an Instant Activity for April 15, 2013



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 often-confused words

Skills: spelling, phonics, suffixes, often-confused words, word usage, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 35, Activity 1B, page 308.



TEACHING DIRECTIONS

Write these words on the board: *advising, quitter, choosing, united, seized, dairies, losing*. Ask students to write the words without the suffixes. Write the base words on the board for students to self-check.

Discuss the differences between *desert/dessert, advise/advice, quit/quiet/quite, choose/chose, unite/unit, seize/cease, dairy/diary, lose/loose*. Expand the lesson to more often-confused words. Then have students add suffixes to some of the words to provide practice and reinforce suffix rules.

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. recipe, dessert; 2. set, diner, dinner; 3. lightning, lightening; 4. loose, lose; 5. advise, advice; 6. choose, adapt; 7. disproved; 8. formally, formerly; 9. consensus, further; 10. ceased, seized.



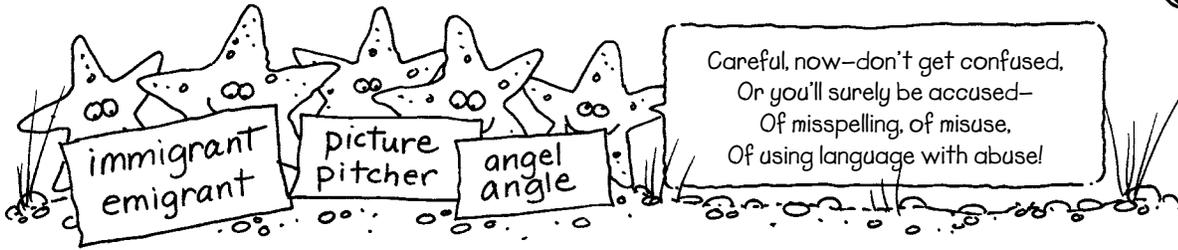
FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller



Choose words from the box to best complete each sentence.

adapt/adopt • advice/advise • ceased/seized • census/consensus • choose/chose
desert/dessert • diner/dinner • disapproved/disproved • farther/further
formally/formerly • lightening/lightning • loose/lose • receipt/recipe • sit/set

1. My friend wants my _____ for banana cream pie. She says it's the best _____ she's ever had.
2. As soon as the waitress _____ the plate down, the _____ quickly ate his _____ and departed.
3. Now that the thunder and _____ are over, the sky is _____ to the west.
4. My bracelet is _____ and I'm afraid I'm going to _____ it.
5. I _____ you not to listen to his _____.
6. There are so many adorable puppies here; it's hard to _____ one! Which one will _____ most quickly to our house?
7. Following extensive research, the scientist _____ the old theory.
8. As my friend began to _____ introduce me to her teacher, we realized we had _____ met.
9. The committee has reached a _____ on the issue, so no _____ discussion is necessary.
10. Before the scuffle _____, the opponent _____ the ball and took off.



Choose the right word to complete the proverb, then explain what the proverb means:

Let your conscious/conscience be your guide.
A pitcher/picture paints a thousand words.
Wonders will never cease/seize.