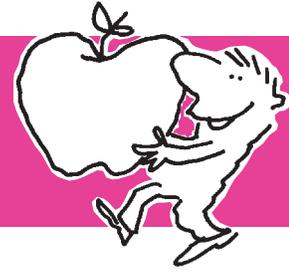


# Here's an Instant Activity for October 17, 2005



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## STRATEGY FOR SPELLING SUCCESS

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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 the acquisition of spelling skills with their child.

This Instant Activity helps teachers achieve item number 1 above—and item number 4, if the activity is assigned as homework.



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## LEVEL OF DIFFICULTY

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Approximately Grade 3



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## PURPOSE

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To provide practice reading, writing, and understanding homographs.

Skills: homograph practice, vocabulary development



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## SUGGESTED USE

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Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 10, Activity 3A, page 94, and the correlated lesson in the Level 3 Practice Book, page 29.



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## TEACHING DIRECTIONS

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Ask students to tell you what they know about homographs (words that are spelled the same but have different meanings and pronunciations). Write students' accurate perceptions on the chalkboard. Discuss what students know about homographs. Then add to their knowledge, as needed, before beginning the Instant Activity sheet.

Next, print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity at home or at school.



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## FOLLOW-UP

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Have students pair and share their word choices. Then have each pair of students write a sentence that uses a homograph. They read the sentence to the class for students to identify the homograph. Then they write the homograph on the chalkboard and discuss its two uses and pronunciations.



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## FOR MORE

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For more activities to teach all the essential skills and concepts, and to develop a total spelling and language-related program, use the Sourcebook for Teaching Spelling and Word Skills for your grade level (grades 1–8). Extend practice and word exploration with the optional student Practice Books for Learning Spelling and Word Skills (grades 1–6), appropriate for use with both the 2nd and 3rd Edition Sourcebooks. Each Practice Book contains correlated activities for selected lessons from every Sourcebook unit, a proofreading/editing exercise for each unit, and pages in the back for students to record their Spelling Words for study.

Further extend the Level 3 Sourcebook concepts and skills with Word-Wise Sourcebook Two for third and fourth grade, the Level 3 Core Word Activity Cards, and the Level 3 Word Skills in Rhythm and Rhyme CD-ROM/Activity Master Sourcebook.

### **To learn about the Sourcebook Series for Teaching Spelling and Word Skills:**

Request our free Overview Video (available in DVD and VHS formats) online at [www.sittonspelling.com](http://www.sittonspelling.com) or by calling 888-WE-SPELL (888-937-7355).

Sign up to receive Rebecca Sitton's complimentary quarterly e-newsletter at [www.sittonspelling.com](http://www.sittonspelling.com).

### **To learn how to use the Sourcebook Series for Teaching Spelling and Word Skills:**

1. Attend a seminar that explains and demonstrates lessons that reflect the Sourcebook methodology. For more information, visit [www.sittonspelling.com](http://www.sittonspelling.com). Click on the Training tab at the top of the page, then click on Seminar Schedule.
2. Use the NEW TUTOR ME Training Video/CD-ROM for your grade level either on your own or in a small group. Rebecca Sitton guides you through a complete unit, telling you exactly what to do and why. Set aside about two hours to acquire complete expertise, or learn about each part of a unit as you need it. Use the TUTOR ME Parents as Partners module to introduce parents to the program and show them how their child will be learning to spell. Visit [www.sittonspelling.com](http://www.sittonspelling.com) for more information.

### **To order your Sourcebook for Teaching Spelling and Word Skills:**

Order online at [www.sittonspelling.com](http://www.sittonspelling.com) or contact:

Northwest Textbook Depository

P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

# Build Skills and Word Experiences



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

Some words have the same letters, but more than one pronunciation, each with a different meaning.

Write the right words in the sentences.

minute live does read present wind

1. Who \_\_\_\_\_ this \_\_\_\_\_ belong to? I can \_\_\_\_\_ the name on the gift's tag to find out. I'll know whose it is in a \_\_\_\_\_!

close record wind does desert live

2. We \_\_\_\_\_ where the \_\_\_\_\_ blows. It is a very hot \_\_\_\_\_! We \_\_\_\_\_ our windows to keep the weather outside.

lead does object close desert use

3. When danger is \_\_\_\_\_, the \_\_\_\_\_ quickly \_\_\_\_\_ the fawns to safety deep in the forest. They never \_\_\_\_\_ their baby deer.

use record minute lead does close

4. I used to sharpen the \_\_\_\_\_ in my pencil before I'd \_\_\_\_\_ it to \_\_\_\_\_ my answers. A pen \_\_\_\_\_ not need sharpening, so I write with pens now.



You know that the words written in the blanks in the activity above are called homographs. What are homographs? Why are they a special group of words? Write your answer. Give examples.