

Here's an Instant Activity for May 18, 2009



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 2



PURPOSE

To provide practice with homophones

Skills: homophones, usage, vocabulary development, spelling



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 26, Activity 1A, page 252.



TEACHING DIRECTIONS

Ask students what a homophone is (a word that sounds the same as another word, but has a different spelling and a different meaning). Write these words on the board: *give, know, line, one, red, there, they, would, write, under*. Ask students to identify the homophones (*know, one, red, there, would, write*). Challenge students to write the homophone partners for these words (*no; won; read; their, they're; wood; right*). Then write the partners on the board for students to self-check.

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.



FOLLOW-UP

Review the Instant Activity with students.

Answers: 1. It's, its; 2. hour, our; 3. not, knot; 4. four, for; 5. read, red; 6. write, right; 7. you're, your; 8. threw, through; 9. won, one; 10. hear, here.

To extend homophone practice, challenge students to write more sentences using homophone sets. First have them find and write more homophones. Then, using the activity sentences as a model, have them write one sentence for each homophone set, leaving a blank in place of each homophone. Students can share their sentences with the whole class or in small groups for the other students to complete.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills™, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Homophone Sentences

Write the right homophone.

1. its or it's?

_____ time to give the dog _____ bath.

2. hour or our?

It has been an _____ since we ate _____ lunch.

3. knot or not?

I did _____ know the string was tied in a _____.

4. for or four?

These _____ books are _____ my brother.

5. red or read?

Last night we _____ the book with the _____ cover.

6. right or write

You must _____ each answer on the _____ blank.

7. you're or your?

If _____ going to the movies, do _____ homework first.

8. threw or through?

He _____ the ball _____ the window.

9. won or one?

She _____ the race by more than _____ minute.

10. hear or here?

I cannot _____ the music from _____.



Some words are spelled the same but are said differently and have different meanings. These words are called homographs. Here's an example: **Wind** the clock. The **wind** blew the leaves to the ground.

Bow is another homograph. Write two sentences that show the different meanings and pronunciations of **bow**.