

Here's an Instant Activity for April 19, 2010



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 multiple-meaning words

Skills: multiple-meaning words, spelling, vocabulary development, writing sentences



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 27, Find It, page 261.



TEACHING DIRECTIONS

Write *last* on the board. Ask students to write a sentence using this word. Then have students share their sentences with the class. If students use *last* in only one way, provide these sentences: I finished the race in *last* place. I want my pizza to *last* all day. Repeat the activity with *left*. Point out that some words have more than one meaning. Have students work in small groups to brainstorm other words with more than one meaning. Ask them to write sentences to show the different meanings of their words. Then have groups take turns identifying multiple-meaning words. Have them read a sentence to demonstrate one meaning of a word, and ask the class to come up with another meaning.

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 answers to the Instant Activity. Then provide time for students to share their sentences from the Apple Activity.

Answers: 1. right; 2. bat; 3. fall; 4. mean; 5. back; 6. watch.

To extend the activity, challenge students to look for multiple-meaning words for as many letters of the alphabet as they can find (e.g., *arm, bark, calf, duck, even, fan*).



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

Some Words Have More Than One Meaning

Use these words that have more than one meaning to finish the sentences.



1. I sew with my _____ hand.

Do you know the _____ answer to the question?

2. Every night the _____ flew out of the cave in search of food.

Let's play baseball. I'll get my _____, ball, and glove.

3. In the _____ the leaves turn beautiful colors.

After they turn beautiful colors, they _____ from the trees.

4. I didn't _____ to spill my juice. May I please have more?

Sometimes my brother is _____ to me. He likes to tease me.

5. After we watched the video, we took it _____ to the store.

My dad said his _____ was sore from lifting heavy boxes.

6. Our cat likes to sit in the window and _____ the birds outside.

My mom wears a _____ so she knows what time it is.



It's your turn! Write two sentences that show two meanings for the same word.
Try these:

story hard play can letter left over leaves feet