
Here's an Instant Activity for March 7, 2011



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, as well as 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 homographs

Skills: spelling, homographs, analogies, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 23, Test Ready, page 201.



TEACHING DIRECTIONS

Write these words on the board: *present, record, wound, perfect*. Ask students what these words have in common. (They are all homographs.) Select students to use the words in sentences to illustrate their different meanings and pronunciations. Have students work in groups to brainstorm more homographs. Then have groups take turns using one of their homographs in a sentence. The other groups come up with a sentence that illustrates another meaning for the homograph.

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. Provide time for students to share their sentences.

Answers: 1. lead; 2. object; 3. use; 4. desert; 5. minute; 6. content; 7. bow; 8. read; 9. sewer; 10. refuse; 11. wind; 12. tears; 13. resent; 14. live; 15. close; 16. dove; 17. contract; 18. excuse; 19. number; 20. row.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Homographs

Homographs are words that are spelled the same but have different meanings and may have different pronunciations.

Complete each analogy with a word that is a homograph.

1. pen : ink :: pencil : _____
2. agree : concur :: protest : _____
3. assess : evaluate :: purpose : _____
4. humid : rain forest :: arid : _____
5. week : day :: hour : _____
6. unsettled : restless :: satisfied : _____
7. woman : curtsy :: man : _____
8. movie : watch :: book : _____
9. student : pupil :: seamstress : _____
10. work : play :: accept : _____
11. sketch : draw :: coil : _____
12. happy : laughter :: sad : _____
13. admire : respect :: begrudge : _____
14. left : right :: die : _____
15. allowed : aloud :: clothes : _____
16. swim : swam :: dive : _____
17. forward : backward :: expand : _____
18. condemn : convict :: pardon : _____
19. z : letter :: 8 : _____
20. bicycle : pedal :: boat : _____



Write sentences that illustrate another meaning for each of the homographs above.