
Here's an Instant Activity for December 5, 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—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 homographs

Skills: spelling, phonics, vocabulary development, writing a story



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 11, Activity 2E, page 104.



TEACHING DIRECTIONS

Introduce the term *homographs*: Words that are spelled the same, have different meanings, and may have different pronunciations. Demonstrate with *read*: *I can read. I read a book last night.* Identify more homographs (e.g., close, does, wind, use). Use the words in oral sentences to confirm their pronunciations and meanings. Provide students with art paper. Demonstrate folding the paper into two equal sections. In each section, have students write and illustrate a sentence for the different meanings of a homograph discussed in this lesson. Then create an accordion book by taping the papers together.

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 stories.

Answers: 1. close; 2. lead; 3. tear; 4. wind; 5. close; 6. read; 7. live; 8. read; 9. wind; 10. bow; 11. live; 12. tear; 13. lead; 14. bow



FOR MORE INFORMATION

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

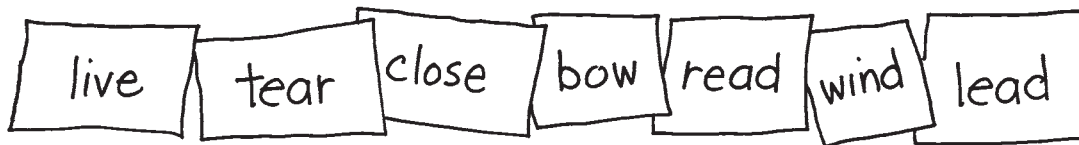
Build Skills and Word Experiences



Name _____, Super Speller

Homographs

Choose from these homographs to complete the activity.



1. Please _____ the window.
2. Is the _____ in your pencil sharp?
3. She had a _____ in her eye as she told the sad story.
4. The _____ blew the clouds across the sky.
5. The crowd stood _____ together in the line.
6. Our teacher _____ a book to us in class today.
7. My grandparents _____ on a ranch in Montana.
8. Do you _____ the newspaper every day?
9. Dad says you should not _____ a clock too tightly.
10. My mom put a _____ on top of the birthday present.
11. You will see _____ animals at the zoo.
12. I caught my shirt on a nail and now it has a _____ in it.
13. The park ranger will _____ the way on the trail.
14. As the audience clapped, the actors took a _____.



Write a story that uses one of the sentences above. Make sure your story has a beginning, a middle, and an end. Draw a picture to go with your story. Then share your story and picture with a partner.