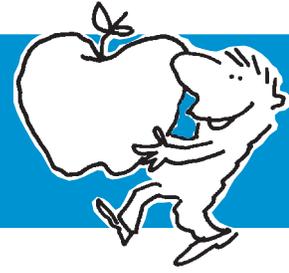

Here's an Instant Activity for April 16, 2012



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 6



PURPOSE

To provide practice with words with multiple meanings

Skills: spelling, vocabulary development, idioms, writing



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 33, Activity 1A, page 290.



TEACHING DIRECTIONS

Dictate words with multiple meanings for students to write (e.g., *chair, drop, down, just, right, left, might, sound, feet, page, country, point, ground, matter, watch, leaves, trip, coast, cross, bank, scale, spoke*). Discuss meanings. Have students brainstorm more words with multiple meanings. Then have students create posters to illustrate the different meanings of the words. Post their posters on a bulletin board.

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

Have students share their answers to the Instant Activity. (Answers will vary.) Discuss the meaning of unfamiliar words. Challenge students to find idioms using some of the words from this activity. Discuss the meanings of the idioms.



FOR MORE INFORMATION

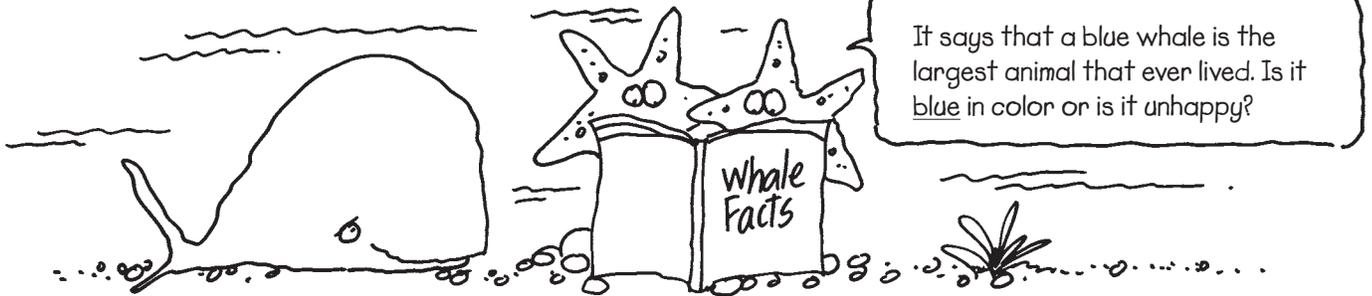
For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Multiple Meaning Words



Write a word or phrase that gives a meaning for each of these verbs. Then pair up with a partner and compare. Next, see how many other meanings you and your partner can identify for each word.

- | | |
|-----------------|-------------------|
| 1. bank _____ | 8. watch _____ |
| 2. raise _____ | 9. band _____ |
| 3. string _____ | 10. rose _____ |
| 4. rule _____ | 11. block _____ |
| 5. spoke _____ | 12. dress _____ |
| 6. color _____ | 13. picture _____ |
| 7. pound _____ | 14. track _____ |

Repeat the activity with these nouns.

- | | |
|-----------------|-----------------|
| 1. spring _____ | 8. fire _____ |
| 2. trip _____ | 9. wave _____ |
| 3. ring _____ | 10. patch _____ |
| 4. board _____ | 11. brush _____ |
| 5. swing _____ | 12. snap _____ |
| 6. fight _____ | 13. wish _____ |
| 7. place _____ | 14. float _____ |



Select two of these "touch" idioms and explain their meanings in writing.

- to have a Midas touch
- to lose your touch
- to touch up
- touch and go
- to be out of touch
- to touch base with someone