
Here's an Instant Activity for May 6, 2013



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: spelling, phonics, homophones, visual skills, word analysis, homographs, vocabulary development



SUGGESTED USE

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



TEACHING DIRECTIONS

Write on the board: *give, know, line, one, read, there, they, would, write, under*. Ask students to identify the homophones (*know, one, read, there, would, write*). Write the homophone partners for these words on the board. Ask students to predict the spelling as you write.

Next, read these sentences aloud. Ask students to identify and write the homophone in each sentence.

1. They won the game.
2. Marcy and Dan walked their dog.
3. Put the wood on the fire.
4. The car turned right at the corner.
5. They don't know what it is.

6. Mother read the newspaper after breakfast.
7. They have too many cats.
8. The lion hurt its foot.

Discuss each homophone and its spelling. Then have students write a sentence using the homophone partner for each of the homophones they wrote.

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. Provide time for students to share their homograph sentences. Then have students work in pairs or small groups to explore more homographs (e.g., *wound*, *live*, *tear*, *bow*, *dove*, *minute*). Have them write sentences that demonstrate the different meanings for each homograph.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit eps.schoolspecialty.com/Sitton.

Build Skills and Word Experiences



Name _____, Super Speller



I've been in a daze for days trying to do this homophone puzzle!

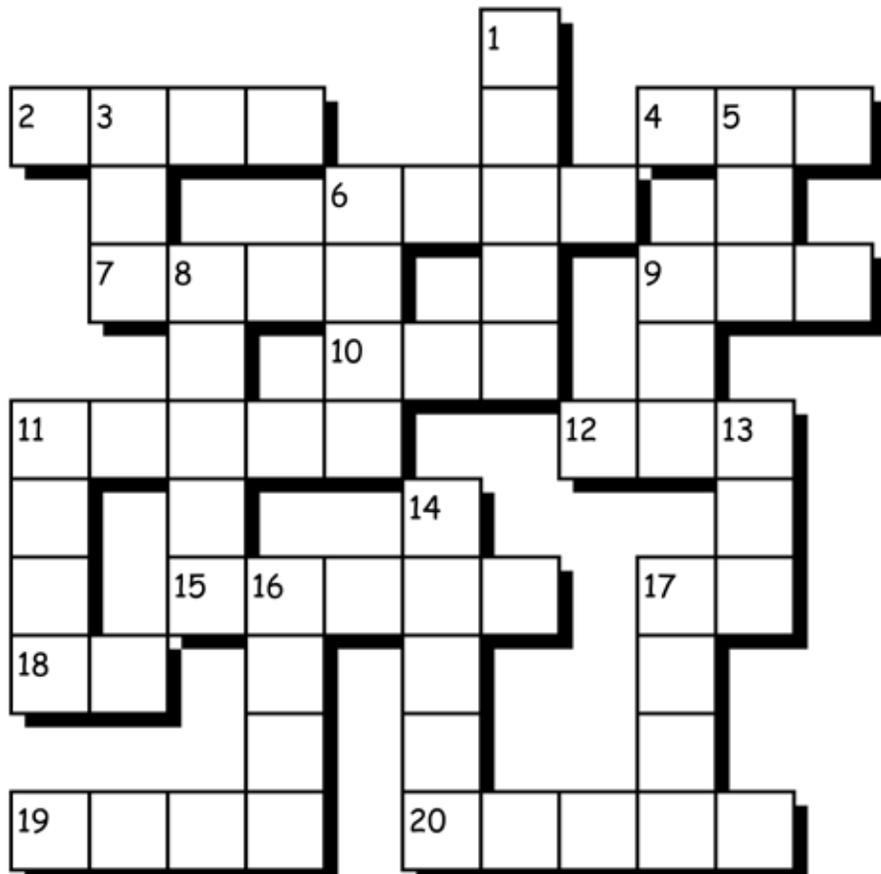
Write the homophone for each clue to do the puzzle.

ACROSS

- 2. fined
- 4. be
- 6. no
- 7. scene
- 9. sea
- 10. won
- 11. write
- 12. aunt
- 15. there, they're
- 17. sew
- 18. due, dew
- 19. for
- 20. through

DOWN

- 1. clothes
- 3. it's
- 5. I
- 6. not
- 8. ate
- 9. son
- 11. red
- 13. to, two
- 14. knight
- 16. here
- 17. sum



Homographs are words that are spelled the same but have different pronunciations and meanings. For example: The wind blew the clouds across the sky. I wind our grandfather clock every day. There are two homographs in this puzzle: close and read. Write sentences to show their two different meanings.