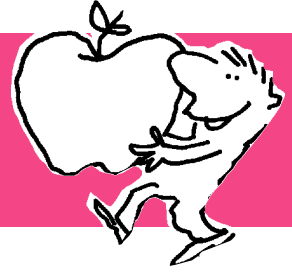


# Here's an Instant Activity for December 3, 2001



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## STRATEGY FOR SPELLING SUCCESS

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For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling 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 the acquisition of spelling skills with their child.

This Instant Activity helps teachers achieve item number 1 above—it complements the skill-building component in the *SPELLING SOURCEBOOK SERIES, Second Edition, 2002*. Further, it could be used as an at-home activity to complement item number 4 above—parent-child partnerships.



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## LEVEL OF DIFFICULTY

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Approximately Grade 3



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## PURPOSE

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Concept: A suffix is a letter or letters added to the end of a word.

Skills: suffix practice, sorting words, writing words, spelling rules



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## SUGGESTED USE

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This Instant Activity can be used to reinforce lessons on suffix rules, such as for Activity 3A, page 64, of Level 3 in the *Spelling Sourcebook Series, Second Edition, 2002*.



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## TEACHING DIRECTIONS

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Use this rhyme to introduce students to suffixes and to begin familiarizing them with how to use suffixes to build words.

*So what is a suffix and what does it do?  
It's a word part that builds words—this is true.*

*So how can a suffix build words for me?  
Add it to the end of a word—watch and see!*

Discuss these suffix rules and have students identify words that illustrate each one—

Rule 1. For most words, the suffix is just added to the end of a word.

Rule 2. For words ending in silent *e*, drop the final *e* before adding a suffix that begins

with a vowel—*a, e, i, o, u, y*.

Rule 3. For words ending in one vowel and one consonant, double the consonant before adding a suffix that begins with a vowel—*a, e, i, o, u, y*.

Rule 4. For words ending in consonant-*y*, change the *y* to *i* before adding any suffix, except *ing*.

You may wish to write the rules on a chart. Then write these words in random order on the chalkboard: *race, like, use, stop, dry, want, spy, land, plan*. Have students sort these words on the chalkboard by: words that end in silent *e*, words that end in one vowel and one consonant, words that end in consonant-*y*, other. Next, have students use the rules to add these suffixes to the words: *s, ed, ing*. Select students to write the new words on the chalkboard. Then conceal the words.

Distribute the Instant Activity and discuss it. Revisit the rhyme and the rules. Ask students to recall the process for adding *s, ed, and ing* to the words and write them with the suffixes. Then reveal the words for self-checking.



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FOR MORE

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For more activities to teach all the essential skills and concepts at each grade 1-8, use the SPELLING SOURCEBOOK for your grade level.

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# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

So what is a suffix and what does it do?  
It's a word part that builds words—this is true.

So how can a suffix build words for me?  
Add it to the end of a word—watch and see!



Write words that end in silent e.

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Then drop the final e before adding a suffix that begins with a vowel a, e, i, o, u, y. Write the words with s, ed, ing.

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Write words that end in one vowel and one consonant.

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Then double the consonant before adding s suffix the begins with a vowel—a, e, i, o, u, y. Write the words with s, ed, ing.

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Write the words that end in consonant-y.

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Then change the y to i before adding any suffix, except ing. Write the words with s, ed, ing.

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Write any other words.

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Then just add the suffix to the end of a word. Write the words with s, ed, ing.

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