
Here's an Instant Activity for January 21, 2002



STRATEGY FOR SPELLING SUCCESS

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.



LEVEL OF DIFFICULTY

Approximately Grade 1



PURPOSE

Concept: Two concepts are developed in this activity—

- Double letters stand for one sound.
- A suffix is a letter or letters added to the end of a word.

Skills: extending students' word bank, writing words, spelling rules, phonics



SUGGESTED USE

This Instant Activity can be used to reinforce lessons on double letters, such as for Activity 2D, page 132, of Level 1 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Write *play* on the chalkboard as students predict the spelling. Remind students that a suffix is a letter or letters added to the end of a word. When they add a suffix to most words, they simply add the letters—

play—plays—played—playing

Then write on the chalkboard as students predict the spelling: *bat, can, hop, nap, sled, tip*. Select students to write the words on the chalkboard with the *s* suffix. Then remind students of the rule for adding *ed* and *ing* to words that end in one short vowel and one consonant—

Double the final consonant before adding *ed* or *ing*.

Next select students to write the words with the *ed* and *ing* suffix on the chalkboard. Point out the

double letters. Note that the single-letter words become double-letter words with the addition of *ed* and *ing*. Further, point out that double letters stand for one sound.

(Note: This spelling rule is consistent with this exception—the consonants *w*, *x*, and *y* are not doubled. Point this out with the addition of *ed* and *ing* to *fix*.)

Distribute a copy of the Instant Activity to students. Read the directions together. Then have students add suffixes to make more double-letter words. Help students discover that they need to begin with words that end in one short vowel and one consonant.



FOLLOW-UP

Have students turn to a partner and proofread their Instant Activity papers together. For challenge, ask students to find and write more single-letter words that become double-letter words with the addition of *ed* and *ing*.



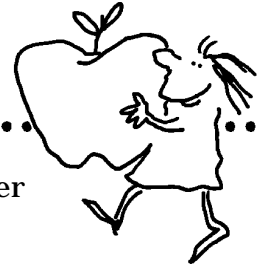
FOR MORE

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

concept

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

Add s.

drip

stop

grin

chat

Add ed.

drip

stop

grin

chat

Add ing.

drip

stop

grin

chat

