
Here's an Instant Activity for February 18, 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 5



PURPOSE

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

Skills: *ly/ful* suffixes, spelling rules



SUGGESTED USE

This Instant Activity can be used to complement activities that focus on the addition of suffixes to base words or roots, such as Activity 1B, page 56, of Level 5 in the *Spelling Sourcebook Series*, Second Edition, 2002.



TEACHING DIRECTIONS

Print the Instant Activity. Ask students to identify examples of suffixes (e.g., *s/es*, *ed*, *ing*, *er*, *able/ible*, *ance/ence*).

Remind students that to add a suffix, they begin with the spelling of the base word or root. Then they decide how to add the suffix.

To add *ly*, the suffix is usually just added unless the word ends—

- in *ic*, then *ally* is usually added, such as *basic/basically* (exceptions include *public/publicly*, *accident/accidentally*).

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- in consonant-*y*, then the *y* is changed to *i* before adding the suffix, such as *happy/happily* (exceptions include *day/daily*).
 - with a soft-syllable *le*, then *le* is usually dropped before adding the suffix, such as *simple/simply* (exceptions include vowel-*le* ending words—*whole/wholly*).
- To add *ful*, the suffix is usually just added unless the word ends—
- in consonant-*y*, then the *y* is changed to *i* before adding the suffix, such as *plenty/plentiful*.

Distribute a copy of the Instant Activity to students. Ask them to read the directions and complete the activity using the information you shared regarding the addition of *ly* and *ful*.



FOLLOW-UP

Challenge students to find and write a word for each letter of the alphabet to which they can add the *ly* suffix. Then they repeat the exercise for *ful*. Provide time for students to share their alphabetical word choices.



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

Adding Suffixes—*ly, ful*

Add *ly* to words to which the *ly* suffix can be added.

gentle _____	sincere _____	constant _____
agreeable _____	present _____	historic _____
reason _____	possible _____	angry _____
competent _____	professional _____	cool _____
critic _____	usual _____	fierce _____
former _____	formal _____	total _____
friend _____	hopeful _____	simple _____
glad _____	intentional _____	joy _____
late _____	magic _____	careful _____
official _____	polite _____	single _____
quiet _____	special _____	terrible _____
thunder _____	painful _____	automatic _____
helpful _____	lucky _____	noisy _____
accurate _____	alphabetical _____	wise _____
actual _____	royal _____	abrupt _____
soon _____	final _____	systematic _____
general _____	absolute _____	bubble _____
certain _____	moment _____	careless _____

Add *ful* to words to which the *ful* suffix can be added.

color _____	truth _____	play _____
wonder _____	pity _____	remorse _____
doubt _____	correct _____	hope _____
cheer _____	faith _____	joy _____
use _____	will _____	duty _____
natural _____	disgrace _____	spoon _____