

# Here's an Instant Activity for November 4, 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.



## LEVEL OF DIFFICULTY

Approximately Grade 8

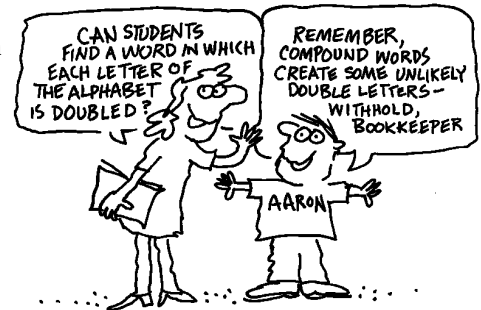


## PURPOSE

Concept: Double letters stand for one sound.  
Skills: phonics, word analysis, visual skills

This Instant Activity develops a concept that is initiated in Level 1 of the Spelling Sourcebook Series and is reinforced in a spiraling increase of sophistication through each level of the program. It is an important concept. Research indicates that double-letter spelling errors are among the most frequent errors made by writers of all ages.

This activity grows from the high-use Core Words *spelling*, *swimming*, *opportunity*, and *immediately*, words 1061, 1063, 1064, and 1065, respectively, on a frequency-of-use list of writing words. The purpose of the activity is not to specifically teach or reinforce the spelling of these Core Words, but to teach students skills and concepts that they can apply to innumerable words. Note that the activity grows many more words—the more words with which students have experiences, the better they are able to think, read, and write.



## SUGGESTED USE

This Instant Activity can be used to coincide with Activities A and B, Unit 8, page 65, in Level 8 of the Spelling Sourcebook Series, Second Edition.



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## TEACHING DIRECTIONS

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Write *opportunity* and *immediately* on the chalkboard, or have a student do so. Point out the double letters and remind students that double letters make one sound, but the writer must remember to write two letters. Organize students into small groups to find and write in timed sessions (about two minutes each):

1. words with one set of double letters.
2. words with two sets of double letters (e.g., embarrass, address, mattress).
3. words with three sets of double letters (e.g., committee, Mississippi, bookkeeper).
4. double-letter foods that begin with each letter of the alphabet (e.g., apple, broccoli, carrots).
5. double-letter adjectives that begin with each letter of the alphabet (e.g., affectionate, belligerent, carefree).
6. double-letter compound words that begin with each letter of the alphabet (e.g., afternoon, basketball, crosswalk).

After each timed session, provide time for groups to share their words.

Print the Instant Activity and distribute a copy to each student. Ask students to silently read the directions, look at the activity, and determine what is expected. Then discuss the directions before students begin the exercise.

Possible answers include:

Suffixes—

2. run/runner; Rule: same as #1
3. stop/stopped; Rule: same as #1
4. chop/choppy; Rule: same as #1
5. careful/carefully; Rule: When a word ends in *l*, just add *ly*.
6. control/controllable; Rule: same as #1
7. admit/admission; Rule: When a word ends in *mit*, change *t* to *s* before the addition of *sion*.

Prefixes—

2. immature
3. dissatisfied
4. interrelated
5. nonnegotiable
6. unnoticeable
7. irregular
8. illiterate
9. reestablish
10. microorganism

Rule for all of the above: The addition of a prefix never changes the spelling of the base word. The prefix is just added.



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## FOLLOW-UP

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Have students work in pairs to proofread their Instant Activities. Discuss students' word responses. You may wish to ask selected students to compile the word collections created from these double-letter word activities into a class book called "Double Trouble."



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## FOR MORE

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For more activities to teach all the essential skills and concepts, and to develop a total spelling and language-related program, use the Spelling Sourcebook for your grade level.

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To learn about the newly revised Series:

Request our free, on-loan Overview Video by calling 888-WE-SPELL (888-937-7355). The video can also be ordered through our web site: [www.sittonspelling.com](http://www.sittonspelling.com).

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# Build Skills and Word Experiences



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

## Double-Letter Words

Make double-letter words with the addition of a suffix. Complete the following.

1. base word: swim add *ing* to make swimming

Rule: When a word ends in a stressed syllable with one vowel and one consonant, double the final consonant before adding a suffix that begins with a vowel.

2. base word: \_\_\_\_\_ add *er* to make \_\_\_\_\_

Rule: \_\_\_\_\_

3. base word: \_\_\_\_\_ add *ed* to make \_\_\_\_\_

Rule: \_\_\_\_\_

4. base word: \_\_\_\_\_ add *y* to make \_\_\_\_\_

Rule: \_\_\_\_\_

5. base word: \_\_\_\_\_ add *ly* to make \_\_\_\_\_

Rule: \_\_\_\_\_

6. base word: \_\_\_\_\_ add *able* to make \_\_\_\_\_

Rule: \_\_\_\_\_

7. base word: \_\_\_\_\_ add *sion* to make \_\_\_\_\_

Rule: \_\_\_\_\_

Make double-letter words with the addition of a prefix. Complete the following.

1. base word: state add *mis* to make misstate

2. base word: \_\_\_\_\_ add *im* to make \_\_\_\_\_

3. base word: \_\_\_\_\_ add *dis* to make \_\_\_\_\_

4. base word: \_\_\_\_\_ add *inter* to make \_\_\_\_\_

5. base word: \_\_\_\_\_ add *non* to make \_\_\_\_\_

6. base word: \_\_\_\_\_ add *un* to make \_\_\_\_\_

7. base word: \_\_\_\_\_ add *ir* to make \_\_\_\_\_

8. base word: \_\_\_\_\_ add *ill* to make \_\_\_\_\_

9. base word: \_\_\_\_\_ add *re* to make \_\_\_\_\_

10. base word: \_\_\_\_\_ add *micro* to make \_\_\_\_\_

Rule for all of the above: \_\_\_\_\_