

Here's an Instant Activity for January 6, 2003



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 3



PURPOSE

Concept: A frequent spelling pattern for /ər/ is *er*.

Skills: phonics, word analysis, suffix practice, vocabulary development, more words, sorting words

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. Students learn that the soft-syllable ending /ər/ is most frequently spelled *er* (*water*), is often spelled *or* (*color*), can be spelled *ar* (*cedar*), and is much less frequently spelled *ur* (*murmur*). This lesson focuses on the *er* spelling.

The activity grows from the high-use Core Word *ever*, word 240 on a frequency-of-use list of writing words. The purpose of the activity is not to specifically teach or reinforce the spelling of *ever*, 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.

THE "er" SUFFIX
CAN MEAN MORE OR
IT CAN MEAN
ONE WHO.





SUGGESTED USE

This Instant Activity can be used to coincide with Concept 3 (more specifically Activity 3D), Unit 14, page 134, in Level 3 of the Spelling Sourcebook Series, Second Edition.



TEACHING DIRECTIONS

Write on the chalkboard *harder*, *reader*, *father*. Then have students identify the word in which *er* is a suffix meaning “more” (*harder*), is a suffix meaning “one who” (*reader*), and is not a suffix, but part of the base word (*father*). Have students find and write another word for each use of *er*. Then direct students to take turns writing their word choices on the chalkboard in columns under the appropriate word. Have the class serve as proofreaders for the words and spellings as they are written on the chalkboard.

Note that the *er* suffix can mean “more” or it can mean “one who.” Point out that for some words that end in the unstressed *er* spelling, the *er* is not a suffix, but part of the base word. Further, you may wish to add that /ər/ is not always spelled *er*, but can be spelled *or*, *ar*, or infrequently *ur*. Yet, the /ər/ suffix meaning “more” is always spelled *er*.

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.



FOLLOW-UP

Pair students for proofreading. Have students check the placement of their words and the spellings in their completed Instant Activities.

Answers:

no suffix: *answer*, *flower*, *however*, *mother*, *order*, *paper*, *together*, *water*, *weather*, *winter*
suffix meaning “more”: *colder*, *darker*, *happier*, *mightier*, *sooner*, *taller*, *whiter*, *younger*
suffix meaning “one who”: *beginner*, *follower*, *player*, *runner*, *talker*, *teacher*, *worker*, *writer*



FOR MORE

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.

To learn about the newly revised Series:

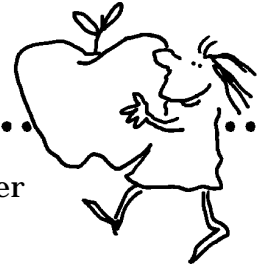
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Build Skills and Word Experiences



Name _____, Super Speller

Words that End in Unstressed er.

Sort the words in the box into the columns.

answer, beginner, colder, darker, flower, follower, happier, however,
mightier, mother, order, paper, player, runner, sooner, talker, taller,
teacher, together, water, weather, whiter, winter, worker, writer, younger

no suffix

suffix that
means "more"

suffix that
means "one who"

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THE "er" SUFFIX
CAN MEAN MORE OR
IT CAN MEAN
ONE WHO.



Find and write more words in which the "er" suffix means more or one who.