
Here's an Instant Activity for May 19, 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 8



PURPOSE

Concept: A knowledge of Latin roots unlocks the meaning of many words.
Skills: Latin roots, vocabulary development, word analysis

This Instant Activity provides practice with unlocking the meaning of words through a knowledge of Latin roots.

The activity grows from the high-use Core Word *success*, word 1126 on a frequency-of-use list of writing words. The purpose of the activity is not to specifically teach or reinforce the spelling of *success*, 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.

Further, it provides a complement to the Level 8 Spelling Sourcebook Teaching Poster 1, "Patchword Quilt of Latin Roots," on which each of the 44 quilt boxes introduce a different Latin root. Each level in the Spelling Sourcebook Series comes with five large Teaching Posters, each correlated to a Personal Poster blackline master in the accompanying Sourcebook. Teaching Posters can be purchased separately (an Order Form is available on our web site, www.sittonspelling.com, or by calling 888-937-7355).



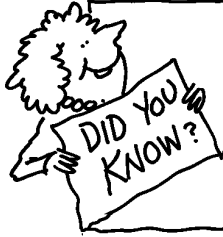
SUGGESTED USE

This Instant Activity can be used to extend Activities A and B, Unit 21, page 182, in Level 8 of the Spelling Sourcebook Series, Second Edition.



TEACHING DIRECTIONS

Write on the chalkboard: *success*, *exceed*, *recede*. Ask students to identify commonalities among the words (two syllables, spelled with a variant of the Latin root meaning “go”—*cess*, *ceed*, *cede*). Discuss the meanings of the words and how the Latin root contributes to their meanings.



There are only three words spelled with the *ceed* version of the “go” root—*proceed*, *exceed*, *succeed*. All others are spelled *cede*. *Supersede* does not have the “go” root. Its root is from the Latin verb *sedere*, meaning “to sit.” It is the only word in our language with the *sede* spelling. For this reason, *supersede* often appears on “tricky” spelling lists.

Repeat the activity with *transgression* and *gradual* (three syllables, spelled with a variant of the Latin root meaning “step”—*gress*, *grad*).

Repeat the activity with *vision* and *video* (spelled with a variant of the Latin root meaning “see”—*vis*, *vid*).

Repeat the activity with *construction* and *construe* (spelled with a variant of the Latin root meaning “build”—*struct*, *stru*).

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 complete the exercise.



FOLLOW-UP

Have students work in pairs to proofread their Instant Activities. Discuss students’ word choices and ask them to explain how the meaning of the Latin root contributes to the meaning of the word. You may wish to begin an “active word wall” chart to challenge students to collect more words with Latin roots.

Possible answers:

cess/ceed/cede: access, accession, concede, concession, exceed, excess, excessive, intercede, precede, precedent, proceed, process, procession, recede, recess, recession, secede, succeed, success, succession

gress/grad: aggression, aggressive, centigrade, congress, degrade, digress, egress, grade, gradual, graduate, ingress, progress, progression, progressive, regress, transgress, transgression

vid/vis: envision, evidence, evident, invisible, provide, provision, revise, supervise, supervisor, television, video, vision, visitor, visit, visible, visor, visual

struct/stru: construct, construction, constructive, construe, destruct, destruction, destructive, indestructible, instruct, instruction, instructor, instructional, instructive, instrument, instrumental, misconstrue, obstruct, obstruction, reconstruct, reconstruction, reconstructive, structure, structural



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:

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.

Attend a seminar that explains and demonstrates lessons that reflect the Spelling Sourcebook methodology. For more information, visit www.sittonspelling.com. Click on the Training tab at the top of the page, then click on Seminar Schedule.

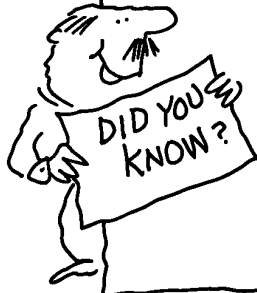
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Build Skills and Word Experiences



Name _____, Super Speller

Words with Latin Roots



The percentage of vocabulary in the English language that can be traced to Latin is considered to be nearly half. Paying attention to a word's structure aids in spelling the word and understanding its meaning. This is beneficial in both reading and spelling—readers have greater comprehension when they know the meaning of more words, and writers have greater fluidity when they know the spelling of more words.

Find and write words with the Latin roots.

"go"—*cess, ceed, cede*

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

"step"—*gress, grad*

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

"see"—*vis, vid*

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

"build"—*struct-stru*

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