
Here's an Instant Activity for September 5, 2005



STRATEGY FOR SPELLING SUCCESS

For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling and word-skill 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—and item number 4, if the activity is assigned as homework.



LEVEL OF DIFFICULTY

Approximately Grade 4



PURPOSE

To familiarize students with the process for adding suffixes to base words ending in silent *e*.

Skills: word collection, word analysis, suffix practice, spelling rules, writing an explanation

This activity provides practice dropping the final silent *e* before adding a suffix that begins with a vowel, and provides exploration of exceptions to this usually consistent rule.



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 6, Activity 3B, page 205, and this activity's extension in the correlated student Practice Book for Level 4, page 17.



TEACHING DIRECTIONS

Ask students to collect words that end in silent *e*. Once students have compiled a generous list, working independently, in pairs or small groups, or as a class, ask students to identify words to which a suffix can be added. Review suffixes, as needed. You may wish to make a chalkboard list of suffixes that students can recall (e.g., *s*, *ed*, *ing*, *ly*, *ment*, *er*, *est*, *able*, *ful*, *less*).

Have students add appropriate suffixes to the silent-*e* words. Then students sort the words by the action they took to add the suffixes (drop the final silent *e*, do not drop the final silent *e*).

Next, print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask students to complete the activity at home or at school.



FOLLOW-UP

Have students share their sorted word collections and their explanation for when you do/do not drop the final silent *e* with the addition of a suffix. Help students conclude that the final silent *e* is dropped before a suffix that begins with a vowel, but retained before a suffix that begins with a consonant. That is, except for the words in the apple activity—all of which are exceptions to the rule. Ask students to hypothesize why these words are exceptions and do not follow the rule. Guide students to conclude that there are legitimate reasons for the deviations for *courageous* (*g* followed by *o* spells /g/, while *g* followed by *e* spells /j/), *noticeable* (*c* followed by *a* spells /k/, while *c* followed by *e* spells /s/), and the *shoeing* spelling is more decisive than *shoing*. Ask students to determine if there are legitimate reasons for the spellings of *ninth*, *truly*, and *argument*.



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 Sourcebook for Teaching Spelling and Word Skills for your grade level (grades 1–8). Extend practice and word exploration with the optional student Practice Books for Learning Spelling and Word Skills (grades 1–6), appropriate for use with both the 2nd and 3rd Edition Sourcebooks. Each Practice Book contains correlated activities for selected lessons from every Sourcebook unit, a proofreading/editing exercise for each unit, and pages in the back for students to record their Spelling Words for study.

Word-Wise Sourcebook Two provides 32 laugh-aloud rhymes and activities on blackline masters that further develop and reinforce third and fourth graders' language understandings.

To reinforce essential language skills and concepts for lower performing learners in fourth grade, use Word Skills in Rhythm and Rhyme, Level 3, featuring General Spaghetti, and the Level 3 Core Word Activity Cards. Word Skills in Rhythm and Rhyme extends language learning with six chant-along rhymes introduced on CD-ROM and followed up with over 100 blackline master practice pages. Springboard from the Core Words to more words with the Level 3 Core Word Activity Cards. Level 3 includes the top 335 Core Words on a 3.5" x 6" card, with a grade-specific activity on back.

To learn about the Sourcebook Series for Teaching Spelling and Word Skills:

Request our free Overview Video (available in DVD and VHS formats) online at www.sittonspelling.com or by calling 888-WE-SPELL (888-937-7355).

Sign up to receive Rebecca Sitton's complimentary quarterly e-newsletter at www.sittonspelling.com.

To learn how to use the Sourcebook Series for Teaching Spelling and Word Skills:

1. Attend a seminar that explains and demonstrates lessons that reflect the 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.
2. Use the **NEW** TUTOR ME Training Video/CD-ROM for your grade level either on your own or in a small group. Rebecca Sitton guides you through a complete unit, telling you exactly what to do and why. Set aside about two hours to acquire complete expertise, or learn about each part of a unit as you need it. Use the TUTOR ME Parents as Partners module to introduce parents to the program and show them how their child will be learning to spell. Visit www.sittonspelling.com for more information.

To order your Sourcebook for Teaching Spelling and Word Skills:

Order online at www.sittonspelling.com or contact:

Northwest Textbook Depository

P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Add Suffixes to Words that End in Silent e

1. First, turn this paper over and use the blank side.
2. Fold this paper into two boxes to make a box at the top and one at the bottom.
3. On the top of the paper, collect and write words that end in silent e. Share your words with a partner for proofreading.
4. Circle ten words you collected to which a suffix can be added.
5. In the bottom box, add a suffix to the words you circled. Use six different suffixes.
6. Then turn the paper to this side and do numbers 7 and 8.
7. Sort your words.

<p><u>I dropped the final silent e.</u></p>	<p><u>I didn't drop the final silent e.</u></p>
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8. Explain the final silent e rule. Tell when you do and when you do not drop the final silent e when a suffix is added.



Write each of these words in a sentence. Then explain the action for the addition of the suffix to the word.

courageous shoeing ninth truly noticeable argument