
Here's an Instant Activity for September 18, 2006



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.

Meeting state standards is a priority of the Sourcebook Series. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 6



PURPOSE

To provide practice adding suffixes to:

1. words that end in one vowel and one consonant, and have the stress on the last syllable.
2. words that end in silent *e*.

Skills: spelling, word analysis, adding suffixes, homophones, irregular verb forms, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 7, Concept 2, page 56, and Test Ready, page 57.



TEACHING DIRECTIONS

Write these words on the chalkboard: *decide, admit, return, break, begin*. Then review these spelling rules for adding suffixes:

- For words that end in silent *e*, drop the *e* before adding a suffix that begins with a vowel.
- For words that end in a stressed syllable with one vowel and one consonant, double the final consonant before adding a suffix that begins with a vowel.

Next, ask students to add *ing* to the words on the chalkboard (*deciding, admitting, returning, breaking, beginning*).

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 work in small groups to check their work. Then write these words on the chalkboard: *choosing, propelled, writing, taped, shipping, staring, billed*. Ask students to remove the suffixes and write the base words (*choose, propel, write, tape, ship, stare, bill*).

Apple activity answer: The irregular past tense verbs are homophones.



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). Download and print a sample unit for your grade level from the website.
- 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. Download and print a sample unit for your grade level from the website.
- Further extend the Level 6 Sourcebook concepts and skills with Word-Wise Sourcebook Three for fifth and sixth grades, and SOME WORDS, Rebecca Sitton's NEW vocabulary mini-course series for upper grade wordsmiths. Visit our website, www.sittonspelling.com, to download and print sample pages and to check publication dates for specific titles in the SOME WORDS Vocabulary Mini-Course Series.
- **Sign up** at www.sittonspelling.com to receive Rebecca Sitton's complimentary *Appleseed* e-newsletter. The *Appleseed* is published three times each year, with new issues available the first week of November, January, and March. Each *Appleseed* contains Word Skills and Sourcebook Teaching Tips, answers reader questions, and informs you of current, pertinent educational information.

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). Download and print a sample unit for your grade level from the website.

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 TUTOR ME Training 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.

Order your Sourcebook for Teaching Spelling and Word Skills online at www.sittonspelling.com.

Alternate order sources:

- *Texas*: Resolve Corporation, 600 Freeport Parkway, Coppell, TX 75019
PHONE 800-266-5122 • FAX 214-452-6301
- *other states*: Northwest Textbook Depository, P.O. Box 5608, Portland, OR 97228
PHONE 800-676-6630, FAX 503-639-2559

Build Skills and Word Experiences

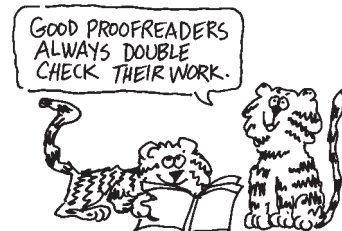
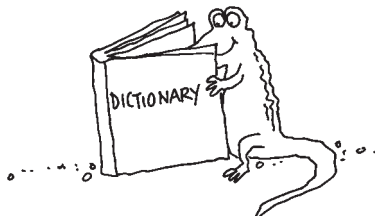


Name _____, Super Speller

Suffixes

Add the *ing* and *ed* suffixes to these verbs. On the back of your paper, sort the words by the action you took to add the suffixes.

1. notice _____
2. announce _____
3. star _____
4. object _____
5. refer _____
6. measure _____
7. listen _____
8. present _____
9. excel _____
10. equip _____
11. open _____
12. produce _____
13. complete _____
14. control _____
15. trap _____
16. number _____



Write the past tense form of these irregular verbs: *ride*, *catch*, *blow*, *make*, *wear*, and *throw*. Now look closely at the words you wrote. What do these words have in common? Name the word group to which these words belong. Then find and write more of these words.