
Here's an Instant Activity for December 3, 2007



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 their child's acquisition of spelling skills.

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 5



PURPOSE

To provide practice with comparisons.

Skills: spelling, comparisons, vocabulary development, hyperbole



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 12, Build Skillful Writers, page 102; the Level 5 Practice Book, page 35; or SOME WORDS Have Suffixes, page 9.



TEACHING DIRECTIONS

Write this sentence on the board: *Three billy goats thought the other field was grassier than theirs.* Tell students that to compare two things, the *er* suffix is used—or *more* (or *less*). These are called comparatives. Select a student to underline the comparative in the sentence (*grassier*).

Write this sentence on the board: *The biggest goat quickly went across the bridge first to check it out.* Tell students that to compare three or more things, the *est* suffix is used—or *most* (or *least*). These are called superlatives. Select a student to underline the superlative in the sentence (*biggest*).

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

Provide time for students to share their responses to the Instant Activity. Then have students share their hyperbolic sentences with a partner.

Answers: 1. most adorable, more adorable; 2. curlier, curliest; 3. more elegant, most elegant; 4. earlier, earlier; 5. most colorful, more colorful; 6. cleaner, cleanest; 7. flatter, flatter; 8. rainiest, rainier.



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 our website, www.sittonspelling.com.
- 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 sample pages for your grade level from our website, www.sittonspelling.com.
- Further extend the Level 5 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.
- **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 for grades 1-8:

Request our free Overview Video (available in DVD and VHS formats) and/or download sample units online at www.sittonspelling.com. If you are interested in on-loan evaluation copies or would like more information, call us toll free at 888-937-7355.

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

Comparisons

Write the words with *er*, *est*, *more*, *less*, *most*, or *least*.

- To compare two things, the *er* suffix is used, or the word *more* (or *less*). These are called comparatives.
- To compare three or more things, the *est* suffix is used, or the word *most* (or *least*). These are called superlatives.
- The base word is called the positive.
- Short words usually take the *er/est* suffixes, while longer words use *more* (or *less*) and *most* (or *least*).
bigger/biggest more immense/most immense
- When a word ends in *ly*, *ful*, *ous*, *ive*, *less*, or *able*, *more* (or *less*) and *most* (or *least*) are used.
beautiful more beautiful most beautiful
- Some words do not follow the usual comparison patterns.
good better best
- Some words have no comparative or superlative form.
first last

1. adorable The black kitten is the _____ kitten here, but it's not _____ than my kitten!
2. curly Marie's hair is _____ than her sister's, and their mother's hair is the _____ of all.
3. elegant This blue dress is _____ than that green one. But will it be the _____ one at the dance?
4. early My brother leaves for school _____ than I do, and I leave _____ than my sister.
5. colorful Of all the kites flying at the beach today, Dan's was the _____. I think it may even be _____ than mine!
6. clean Your bike is _____ than mine today, but the bike that's always the _____ is Robert's!
7. flat The route to school is _____ than the route to the mall. Yet, the route to your house is _____ than the route to school.
8. rainy Yesterday was the _____ day of the week, but today it is _____ than it was two days ago.



Hyperbole is a figure of speech that employs exaggeration (e.g., It's the most beautiful day on the face of the Earth!). Practice this technique by writing your own sentences that use hyperbole. Share your sentences with a pal.