

Here's an Instant Activity for October 6, 2008



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 Sitton Spelling and Word Skills™. Instant Activities further support skills and concepts reflected in state standards.



LEVEL OF DIFFICULTY

Approximately Grade 2



PURPOSE

To provide practice adding the *s*, *ed*, and *ing* suffixes to words.

Skills: spelling, writing, suffix rules, vocabulary development, synonyms



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 7, Test Ready, page 65.



TEACHING DIRECTIONS

Select a student to write *look* on the board. Ask a student to write *looks*, *looked*, and *looking*. Repeat with *show* and *help*. Review with students that for most words you just add *s*, *ed*, and *ing*—but not for all words.

Next, write these words on the board: *bike*, *name*, *line*. Ask students what is alike about these words (four letters, long vowel sounds, silent *e*). Review the suffix rule: **For words ending in silent *e*, drop the *e* before adding *ed* or *ing*.** Select students to add the *s*, *ed*, and *ing* suffixes to these words.

Repeat the activity with *hop*, *pat*, and *step*. **Review the suffix rule: For words ending in one vowel and one consonant, double the final consonant before adding *ed* or *ing*.** (This rule has few exceptions; it doesn't apply to words ending in *w*, *x*, and *y*—e.g., *snow*, *mix*, *play*.)

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

Select students to write the answers to the Instant Activity on the board. Then have students share their synonym pairs (bake/cook; jump/hop; peek/look; chat/talk; phone/call; grin/smile).

Continue suffix practice by asking students to remove the suffixes and write the base words for *using*, *scared*, *tapped*, *hoping*, *spilled*, *ended*, *fitting*, *drips*, *writing*, *wearing*, *worked*, *traded*.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills™, visit www.epsbooks.com/sittonspelling.

Build Skills and Word Experiences



Name _____, Super Speller

Adding Endings to Words

Write each word with *s*, *ed*, and *ing*.

Word	Add <i>s</i>	Add <i>ed</i>	Add <i>ing</i>
1. bake			
2. jump			
3. peek			
4. chat			
5. phone			
6. grin			
7. call			
8. smile			
9. cook			
10. talk			
11. hop			
12. look			



*Bake and cook are two words that mean nearly the same thing. Look at the rest of the base words above. Can you find more words that go together or mean nearly the same thing? By the way, words that mean the same thing or nearly the same thing are called *synonyms*.*