
Here's an Instant Activity for December 15, 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 Grades 7–8



PURPOSE

To develop knowledge of useful Latin word parts.

Skills: Latin word parts, vocabulary development, spelling, suffixes, prefixes, analogies, writing



SUGGESTED USE

Use this Instant Activity with the Level 7 Sourcebook, *The Wordsmith Says*, Unit 15, page 129.



TEACHING DIRECTIONS

The Latin verb *currere* means “to run” and becomes the root *cur* in English words. Have students find and write words with this root (e.g., *incur*, *occur*, *concur*, *current*, *recurrent*, *curriculum*). Ask students to explain how the meaning of the root *cur* contributes to the meaning of each word.

Then have students explore the addition of the *s* and *ing* suffixes to *occur*. Ask them how they determine when to double the final consonant before adding a suffix. (If the word ends in a vowel and a consonant and the stress is on the final syllable, the final consonant is doubled before adding a suffix that begins with a vowel; if the stress is on a syllable other than the final syllable, the final consonant is not doubled.)

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 answers to the Instant Activity. Discuss the meaning of unfamiliar words. Then ask students to explain how the meaning of the root contributes to the meaning of each answer word.

Answers: 1. fluids; 2. influence; 3. fluctuation; 4. affluent; 5. motivate; 6. immobile, immovable; 7. motorcade; 8. remove; 9. suspenseful; 10. ponder; 11. dependable; 12. pendant; 13. missile; 14. committed; 15. omit; 16. answers will vary.

Extend the activity by asking students to come up with more word examples for each Latin root in the activity.



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

Exploring Latin Roots

The **flu-flux** root means "flow." Use words with the **flu-flux** root to complete these analogies.

1. urban : rural :: solids : _____
2. opinion : view :: persuade : _____
3. steady : stable :: oscillation : _____
4. rough : coarse :: prosperous : _____

The **mov-mot-mov** root means "move." Use words with the **mov-mot-mov** root to add a synonym to each set.

5. muster, activate, rally, _____
6. motionless, stationary, _____
7. convoy, procession of vehicles, _____
8. eliminate, take away, _____

The **pend-pens-pond** root means "consider" or "weigh." Use words with the **pend-pens-pond** root to replace the underlined word in each sentence.

9. A real page turner, the thrilling novel kept me reading late into the night. _____
10. After hearing both sides of the argument, the judge retired to her chambers to consider the evidence. _____
11. The city's new light rail system is more reliable than the bus system. _____
12. The necklace she wore had a beautiful diamond ornament hanging from it. _____

The **mit-miss** root means "send." Use words with the **mit-miss** root to complete these exercises.

13. Complete the analogy: part of speech : conjunction :: weapon : _____
14. Complete the analogy: fidelity : loyalty :: dedicated : _____
15. Add a synonym: exclude, skip, miss, leave out, _____
16. Formulate an opinion: What should be the target destination of our next space mission?



Look closely at your answer words. Make a list of those words that have a prefix, then write the words without their prefix. Next, do the same thing with the words that have a suffix.