
Here's an Instant Activity for May 4, 2009



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 5



PURPOSE

To provide suffix practice and to reinforce suffix rules

Skills: suffixes, spelling, word analysis, phonics, vocabulary development, antonyms



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 31, Activity 1C, page 272.



TEACHING DIRECTIONS

Dictate these words for students to write—after each, ask a student to write the word on the board to confirm spelling: *periodically, generally, practicing, flatten, necessarily, businesses, probably, studious*. Then have students write the words without the suffix.

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 answers to the Instant Activity. Discuss the meaning of unfamiliar words.

Answers will vary. Possible antonyms include: 1. retreat; 2. remember; 3. enemy; 4. dull; 5. contract; 6. negative; 7. join, begin; 8. add; 9. unequal; 10. straight; 11. immobile; 12. repel; 13. answer; 14. dim, dull; 15. same, alike; 16. failure; 17. dependent; 18. poor; 19. end, finish; 20. mean, unkind; 21. careless; 22. calm; 23. hate; 24. disagree; 25. accept; 26. appear; 27. uneven; 28. unfamiliar; 29. thick; 30. specific; 31. slow; 32. soft, easy; 33. quiet; 34. imperfect.



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

Word Building with Suffixes

Add a suffix to each word. Be sure to use each suffix at least once.



- | | |
|-----------------------|---------------------|
| 1. advance _____ | 18. rich _____ |
| 2. forget _____ | 19. begin _____ |
| 3. friend _____ | 20. kind _____ |
| 4. sharp _____ | 21. careful _____ |
| 5. expand _____ | 22. turbulent _____ |
| 6. positive _____ | 23. love _____ |
| 7. quit _____ | 24. agree _____ |
| 8. subtract _____ | 25. reject _____ |
| 9. equal _____ | 26. disappear _____ |
| 10. curly _____ | 27. even _____ |
| 11. mobile _____ | 28. familiar _____ |
| 12. attract _____ | 29. thin _____ |
| 13. question _____ | 30. general _____ |
| 14. bright _____ | 31. quick _____ |
| 15. different _____ | 32. hard _____ |
| 16. success _____ | 33. noisy _____ |
| 17. independent _____ | 34. perfect _____ |



On another paper, write an antonym for each one of the base words above.