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# Here's an Instant Activity for October 5, 2009



## STRATEGY FOR SPELLING SUCCESS

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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

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Approximately Grade 4



## PURPOSE

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To provide practice with prefixes and suffixes

Skills: prefixes, suffixes, spelling, vocabulary development, writing words, word analysis, irregular verbs



## SUGGESTED USE

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Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 6, Activity 3B, page 53.



## TEACHING DIRECTIONS

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Ask students to write *fire*, *treat*, and *spell*. Then have them add the *mis* prefix to each word. Discuss the meanings of the new words. Repeat the activity, adding the *re* prefix to *live*, *run*, *use*; the *un* prefix to *happy*, *certain*, *usual*; and the *dis* prefix to *own*, *color*, *count*. Remind students that the addition of a prefix does not change the spelling of the base word.

Next, review suffix rules with students: 1. For most words, just add the suffix to the end of a word; 2. For words ending in silent *e*, drop the final *e* before adding a suffix that begins with a vowel (*a*, *e*, *i*, *o*, *u*, *y*); 3. For one-syllable words (or words with a final stressed syllable) ending in one vowel and one consonant, double the consonant before adding a suffix that begins with a vowel; 4. For words ending in consonant-*y*, change the *y* to *i* before adding any suffix, except *ing*; 5. Add the *es* suffix to words ending with *s*, *sh*, *ch*, *x*, and *z*.

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Select students to write *live*, *use*, and *complete* on the board. Ask students which suffix rule applies to these words. (Rule 2) Have students make more words by adding other suffixes to these words. Then discuss what they did before adding the suffixes. (dropped the final silent *e* before adding a suffix that begins with a vowel)

Print the Instant Activity and distribute a copy to each student. Discuss the activity to ensure that students know what is expected. Then ask them to complete it at home or at school.



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#### FOLLOW-UP

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Have students share their answers to the Instant Activity. (Answers will vary.) Discuss the meanings of unfamiliar words.

Then discuss the Apple Activity. Ask volunteers to name the three irregular verbs and their past-tense forms. (*give*, *gave*; *make*, *made*; *take*, *took*) Write the words on the board as students predict their spellings.

To extend the irregular verb activity, have students work in small groups to continue brainstorming more irregular verbs. Then have them analyze their words. For which letter of the alphabet were they able to find the most irregular verbs? (most likely, the letter *s*)



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#### FOR MORE INFORMATION

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For more information about Sitton Spelling and Word Skills®, visit [www.epsbooks.com/sittonspelling](http://www.epsbooks.com/sittonspelling).

# Build Skills and Word Experiences



Name \_\_\_\_\_, Super Speller

## Make More Words

Add a prefix or a suffix—or both—to each word. Write the new word on the line. Try to use every prefix and suffix at least once.

Prefixes:

mis re un dis

Suffixes:

ed ing able er ful s ly less

- |                   |                   |
|-------------------|-------------------|
| 1. close _____    | 15. wise _____    |
| 2. imagine _____  | 16. please _____  |
| 3. use _____      | 17. move _____    |
| 4. measure _____  | 18. age _____     |
| 5. large _____    | 19. hope _____    |
| 6. complete _____ | 20. grace _____   |
| 7. admire _____   | 21. time _____    |
| 8. give _____     | 22. live _____    |
| 9. home _____     | 23. fire _____    |
| 10. nice _____    | 24. place _____   |
| 11. like _____    | 25. make _____    |
| 12. compare _____ | 26. able _____    |
| 13. dance _____   | 27. believe _____ |
| 14. care _____    | 28. take _____    |



Three of the verbs above do not form the past tense by adding *ed*. They are irregular verbs. Write those three words and their past-tense forms. Then find and write more irregular verbs. Try to find a verb and its past-tense form for each letter of the alphabet. Can you do it?