
Here's an Instant Activity for December 6, 2010



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, as well as 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 6



PURPOSE

To provide practice with comparisons

Skills: spelling, suffix rules, comparisons, writing sentences, writing an explanation



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 16, Build Skillful Writers, page 138.



TEACHING DIRECTIONS

Review the concept of comparisons with students. When a writer compares two things, the *-er* suffix is used (meaning *more*) or the word *more* (or *less*). Remind students these are called comparatives. When three or more things are compared, the *-est* suffix is used (meaning *most*) or the word *most* (or *least*). These are called superlatives. The base word is called the positive.

Have students divide writing paper into three vertical columns labeled *positive*, *comparative*, *superlative*. Dictate words for students to write in the positive column (e.g., *easy*, *modern*, *forgetful*, *brave*, *red*, *enjoyable*). Then have students complete the other columns.

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.



FOLLOW-UP

Review the answers to the Instant Activity. (Answers will vary.) Have students share their sentences and explanations.



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Comparative Imperatives

- Usually the *-er/-est* suffixes are used for short words.
glad—gladder—gladdest
- Usually *more/less* and *most/least* are used for longer words.
more jovial—less jovial most festive—least festive
- Usually use *more/less* or *most/least* for words ending in suffixes, such as *-ed, -ly, -ful, -ous, -ive, -less, -able*.
most happily—least happily more joyous—less joyous
most cheerful—least cheerful more delighted—less delighted
- Use *-er/more/less* to compare two things—these are called comparatives.
- Use *-est/most/least* to compare more than two things—these are called superlatives.

Write sentences.

1. Use famous to compare two people.

2. Use noisy to compare three or more events.

3. Use narrow to compare two places.

4. Use useful in a comparison.

5. Add a suffix to power and use the new word to compare.

6. Add a suffix to believe and use the new word in a superlative comparison.

7. Add a suffix to care and use the new word to compare.

8. Add a suffix to mystery and use the new word to compare.



- Use *good, far, bad, many, and little (amount)* to compare. Explain how the comparison forms of these words are different.
- Some words, such as *next*, have no comparative or superlative forms. Find more examples of such words and explain in writing why comparisons aren't appropriate in these instances.