
Here's an Instant Activity for February 7, 2011



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 4



PURPOSE

To provide practice adding suffixes

Skills: spelling, word analysis, suffix rules, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 4 Sourcebook (2nd or 3rd Edition), Unit 22, Activities 2A and 2B, page 213.



TEACHING DIRECTIONS

Select a student to write *ship* on the board. Then have students take turns adding suffixes to *ship* (*ships, shipped, shipping, shipper, shippers, shipment, shipments*). Ask students for the rule they used to add *ed/ing/er* (when a word ends in a vowel and a consonant, double the final consonant before adding a suffix that begins with a vowel). Ask students to recall the exceptions to this rule (words ending in vowel-*x*, vowel-*w*, and vowel-*y*). Repeat the activity with *carry* (*carries, carried, carrying, carrier, carriers*), *place* (*places, placed, placing, placement, placements*), and *watch* (*watches, watched, watching*). Again ask students for the suffix rules that apply (*carry*: when a word ends in consonant-*y*, change the *y* to *i* before adding any suffix, except *ing*; *place*: when a word ends in silent *e*, drop the *e* before adding a suffix that begins with a vowel; and *watch*: when a word ends in *s, ss, sh, ch, x, or z*, add *es*, not *s*).

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, including the applicable suffix rules. Discuss the meaning of unfamiliar words.

Apple activity answers: 1. *guess* is different because you must add *es* instead of *s*; 2. *publish* is different because the *ed* is just added—for the others, you must drop the silent *e* before adding *ed*; 3. *occur* is different because you must double the final consonant before adding *ing*; 4. *happy* is different because you must change the *y* to *i* before adding *ly*; 5. *rowdy* is different because you must change the *y* to *i* before adding *er*; 6. *slim* is different because you must double the final consonant before adding *est*.



FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller

Word Building with Suffixes

<p>1. Add the -s suffix.</p> <p>village _____</p> <p>object _____</p> <p>guess _____</p> <p>avoid _____</p> <p>discover _____</p> <p>suggest _____</p>	<p>2. Add the -ed suffix.</p> <p>complete _____</p> <p>publish _____</p> <p>race _____</p> <p>admire _____</p> <p>capture _____</p> <p>examine _____</p>
<p>3. Add the -ing suffix.</p> <p>disappear _____</p> <p>vary _____</p> <p>recommend _____</p> <p>occur _____</p> <p>reach _____</p> <p>empty _____</p>	<p>4. Add the -ly suffix.</p> <p>final _____</p> <p>happy _____</p> <p>helpful _____</p> <p>quick _____</p> <p>careless _____</p> <p>polite _____</p>
<p>5. Add the -er suffix.</p> <p>green _____</p> <p>farm _____</p> <p>present _____</p> <p>rowdy _____</p> <p>sing _____</p> <p>grand _____</p>	<p>6. Add the -est suffix.</p> <p>slim _____</p> <p>proud _____</p> <p>rough _____</p> <p>narrow _____</p> <p>short _____</p> <p>bright _____</p>



Look at the words in each set. Think about the steps you took to add the suffix. The steps were different for one word in each set. Write the word that was different and explain why. Then find and write more words that follow the same rule.