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# Here's an Instant Activity for May 16, 2011



## 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, 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

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Approximately Grade 6



## PURPOSE

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To provide practice with soft-syllable endings

Skills: spelling, phonics, synonyms, suffixes, vocabulary development, writing



## SUGGESTED USE

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Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 32, Activity 1B, page 281.

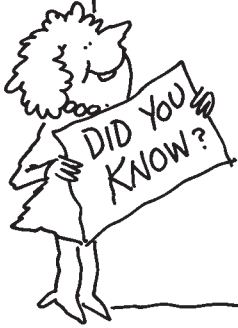


## TEACHING DIRECTIONS

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Introduce the *ance/ence* endings. Demonstrate the spelling pointers in the *Did You Know?* (next page), using the word examples provided. Then randomly write these words on the board and ask students which /əns/ ending to use: *magnificent, innocent, excellent, adolescent, negligent, arrogant, extravagant, fragrant, absent, rely, ally*. Have students write the words with the /əns/ ending, discuss meanings, and then have them use the words in written sentences.

Organize students into small groups. Then assign *ance/ence* Mystery Words to each group. Groups write clues for their words to present to the class for identification. Word choices may include these words: *appearance, audience, convenience, allowance, tolerance, guidance, insurance, turbulence*.



The unstressed noun suffixes *ance* and *ence* are both pronounced /əns/ and occur with about equal frequency. There are few reliable rules to assist a speller, yet these may provide limited guidance:

- When the preceding *c* or *sc* spells /s/, use *ence*. When the preceding *c* spells /k/, use *ance*.  
*innocent—innocence*                      *significant—significance*
- When the preceding *g* spells /j/, use *ence*. When the preceding *g* spells /g/, use *ance*.  
*intelligent—intelligence*              *elegant—elegance*
- After changing *y* to *i*, use *ance*.  
*apply—appliance*                      *vary—variance*

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. Discuss the meaning of unfamiliar words.

Answers: 1. performance (O); 2. preference (H); 3. reliance (E); 4. difference (M); 5. acceptance (A); 6. interference (J); 7. avoidance (R); 8. defiance (B); 9. correspondence (N); 10. disturbance (S); 11. endurance (P); 12. reference (T); 13. tolerance (G); 14. conference (D); 15. remittance (K); 16. affluence (I); 17. guidance (L); 18. emergence (C); 19. residence (Q); 20. alliance (F).



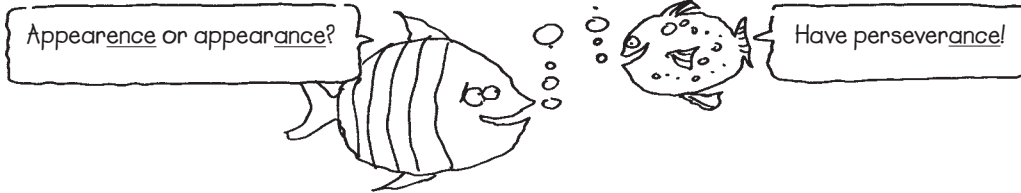
#### FOR MORE INFORMATION

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

# Build Skills and Word Experiences



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



Write the words from the first column with the correct suffix—ance/ence—on the line. Then, write the letter of the word on the right that best matches each new word's meaning. Use each word only once.

1. perform	_____	_____	A. approval
2. prefer	_____	_____	B. disobedience
3. rely	_____	_____	C. appearance
4. differ	_____	_____	D. meeting
5. accept	_____	_____	E. dependence
6. interfere	_____	_____	F. affiliation
7. avoid	_____	_____	G. patience
8. defy	_____	_____	H. choice
9. correspond	_____	_____	I. prosperity
10. disturb	_____	_____	J. obstacle
11. endure	_____	_____	K. payment
12. refer	_____	_____	L. direction
13. tolerate	_____	_____	M. contrast
14. confer	_____	_____	N. letters
15. remit	_____	_____	O. presentation
16. affluent	_____	_____	P. stamina
17. guide	_____	_____	Q. dwelling
18. emerge	_____	_____	R. evasion
19. reside	_____	_____	S. disruption
20. ally	_____	_____	T. recommendation



For each word below, name a story character or a real person who has this trait. Write what they do that demonstrates this characteristic:

prudence, benevolence, confidence, impudence, complacence, resilience,  
brilliance, extravagance, perseverance, resistance, complaisance, vigilance