
Here's an Instant Activity for November 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—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 3



PURPOSE

To provide practice with prefixes and suffixes

Skills: spelling, phonics, prefixes, suffixes, vocabulary development, writing an article, proofreading



SUGGESTED USE

Use this Instant Activity with the Level 3 Sourcebook (2nd or 3rd Edition), Unit 10, Activity 4A, page 94.



TEACHING DIRECTIONS

Ask students for the name we give to a letter or letters added to the beginning of a word (prefix). Select students to write on the board: *do, use, call, take, tell, form, fill*. Then add the *re* prefix. Ask students how the *re* prefix changes the meaning of the words. Help students discover that *re* means “again” or “back.”

Expand the lesson to the *un* and *dis* prefixes. Select students to write on the board: *able, like, even, own, do, written, wanted*. Then add the *un* or *dis* prefix. Ask students how the *un* and *dis* prefixes change the meaning of the words. Help students discover that *un* and *dis* mean “not” or “opposite of.”

Continue with the *mis* prefix. Select students to write on the board: *place, treat, understand*. Then add the *mis* prefix. Ask students how the *mis* prefix changes the meaning of the words. Help students discover that *mis* means “wrong” or “bad.”

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. Provide time for students to share their articles.

Answers: 1. disown; 2. unable, disable; 3. misuse, reuse, disuse; 4. misspell, respell, disspell; 5. reappear, disappear; 6. misplace, replace, displace; 7. misfire; 8. retell; 9. miscount, recount, discount; 10. redo, undo; 11. reform; 12. mistreat, retreat; 13. disclose; 14. recharge, discharge; 15. dislike; 16. unusual; 17. remake, unmake; 18. rewritten, unwritten; 19. remove; 20. uncertain; 21. displease; 22. unhappy; 23. misunderstand; 24. reorder, disorder



FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller



A prefix is a word part that comes at the beginning of a word. It never changes the spelling of the base word, the word to which it's added.

A suffix is a word part that comes at the end of a word. Sometimes the spelling of the base word changes when a suffix is added.

Add a prefix to the base words to make more words. Write the new word.



- | | | |
|-----------------|------------------|----------------------|
| 1. own _____ | 9. count _____ | 17. make _____ |
| 2. able _____ | 10. do _____ | 18. written _____ |
| 3. use _____ | 11. form _____ | 19. move _____ |
| 4. spell _____ | 12. treat _____ | 20. certain _____ |
| 5. appear _____ | 13. close _____ | 21. please _____ |
| 6. place _____ | 14. charge _____ | 22. happy _____ |
| 7. fire _____ | 15. like _____ | 23. understand _____ |
| 8. tell _____ | 16. usual _____ | 24. order _____ |

Choose words you made above to which you can add the *ed* or *ing* suffix. Write the new words on the lines. Watch out! The spelling of the base word changes when you add *ed* or *ing* to words that end in silent *e*.



Write an article for one of these headlines or make up a headline of your own and write an article. Be sure to proofread your writing!

- Dinosaur Fossils Unearthed in School Playground
- Bridge Rebuilt After Big Storm
- Dog Uncovers Unusual Gem in Backyard