
Here's an Instant Activity for November 21, 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 6



PURPOSE

To provide practice with Latin roots

Skills: spelling, Latin roots, prefixes, synonyms, vocabulary development, writing



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 11, Word Mysteries and Histories, page 92.



TEACHING DIRECTIONS

Select a student to write *accept* and *except* on the board. Ask students to identify the root found in both words (*cept*). Next ask students to speculate on the meaning of the *cept* root. Share with students that the *cept* root comes from the Latin verb *capere*, meaning “to take.” Next review the meanings of the two prefixes (*ex* means “out” and *ad* or *ac* means “to” or “toward”). Have students explain how the word parts of each word contribute to the word's meaning (*except* means “to take out” and *accepts* means “to take toward”).

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. Then discuss students' responses to the apple activity. Expand the activity by having students explore these Latin roots: port (carry), press (press), voc (call), dict (speak), cede/ceed (go), scrib/script (write), tort (twist), vid/vis (see).

Answers: 1. suspenseful; 2. affluent; 3. motionless; 4. capture; 5. interrupt; 6. speculate; 7. except; 8. dependable; 9. influence; 10. remove; 11. abrupt; 12. deceive; 13. ponder; 14. conspicuous; 15. fluctuate; 16. automobile; 17. inspect; 18. disruption



FOR MORE INFORMATION

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

Build Skills and Word Experiences



Name _____, Super Speller

Exploring Latin Roots

Use the clues to write words containing one of the Latin roots below.

cap-ceive-cept means "take"

pend-pens-pond means "consider" or "weigh"

flu-flux means "flow"

rupt means "break" or "burst"

mob-mot-mov means "move"

spec-spic means "look at"

- thrilling, gripping, enthralling, exciting, s _____
- prosperous, wealthy, rich, f _____
- immobile, still, stationary, unmoving, t _____
- apprehend, seize, catch, arrest, p _____
- barge in, interject, disturb, intrude, _____ r _____
- wonder, guess, conjecture, hypothesize, _____ e _____
- apart from, not including, but, aside from, _____ c _____
- reliable, trustworthy, responsible, steadfast, d _____
- persuade, win over, talk into, sway, _____ u _____
- eliminate, take away, get rid of, _____ m _____
- sudden, hasty, unexpected, rushed, a _____
- delude, trick, mislead, cheat, lie to, _____ c _____
- consider, think about, contemplate, mull over, p _____
- obvious, noticeable, evident, plain to see, _____ s _____
- vary, change, ebb and flow, oscillate, _____ u _____
- car, vehicle, sedan, _____ o _____
- examine, scrutinize, look over, study, check, _____ t _____
- commotion, upheaval, disturbance, _____ r _____



The **stru-struct** root means "build." Explain in writing how the **stru-struct** root contributes to the meaning of these words:

structure • instrument • obstruct • instructor • misconstrue • indestructible