
Here's an Instant Activity for March 5, 2012



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 2



PURPOSE

To provide practice with suffixes

Skills: spelling, suffix rules, vocabulary development, sentence completion, sorting words, writing an explanation



SUGGESTED USE

Use this Instant Activity with the Level 2 Sourcebook (2nd or 3rd Edition), Unit 21, Activity 3A, page 203.



TEACHING DIRECTIONS

Select students to write on the board: *helps, puts, cats, books, boys*. Ask students to sort the words by doing words (verbs—*helps, puts*) and naming words (nouns—*cats, books, boys*). Tell students that for these and most nouns and verbs, the suffix *s* is just added. Then write on the board: *city, lady, body, try, carry*. Again, have students sort the words by verbs (*try, carry*) and nouns (*city, lady, body*). Tell students that *s* is not just added to these words. Ask students if they recall how these words are different. Conclude that for words ending in consonant-*y*, you must change the *y* to *i* before adding *es* (*cities, ladies, bodies, tries, carries*).

Next, ask students to apply this information as they add the *s* suffix to these words: *play, baby, girl, fly, toy, day, copy*. Conclude that for consonant-*y* ending words you must change the *y* to *i* and add *es* (*babies, flies, copies*), while for the others you just add *s* (*plays, girls, toys, days*).

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

Select students to write the answers to the Instant Activity on the board so others can self-check. Review the rules for adding suffixes to words. Discuss the meaning of unfamiliar words.

Answers: 1. walks; 2. carried; 3. flying; 4. cried; 5. cheered; 6. studies; 7. walked; 8. cries; 9. plays; 10. cheering; 11. flies; 12. played; 13. carries; 15. studied



FOR MORE INFORMATION

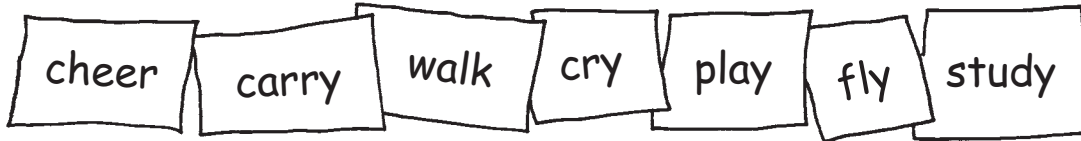
For more information about Sitton Spelling and Word Skills®, visit SittonSpelling.com.

Build Skills and Word Experiences



Name _____, Super Speller

Adding Suffixes to Words



Add a suffix to one of the words above to complete the sentences. Be sure to choose the best word for each sentence.

1. My mom _____ four miles with a friend every morning.
2. My brother _____ the box to the car for my dad.
3. Jim and Sue are _____ to France this summer.
4. The movie was so sad that I _____ at the end.
5. The fans _____ enthusiastically for the players.
6. Ryan has a lot of homework, so he _____ every night.
7. We _____ the dogs to the park yesterday.
8. The baby _____ when she's hungry.
9. When you open the music box, it _____ a tune.
10. The crowd was _____ as the band came on stage.
11. The hawk looks for prey as it _____ through the sky.
12. I _____ on the soccer team last year.
13. Ann says she always _____ her backpack to school.
14. Before building the model airplane, I _____ the directions.



Make these words mean more than one:

city • puppy • toy • cherry • cowboy • monkey • lady • country • valley • hobby
Sort your words by how you made them plural. Explain the rules you used.