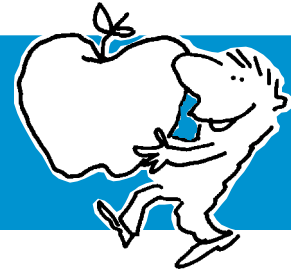

Here's an Instant Activity for February 4, 2013



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, phonics, Latin roots, synonyms, word analysis, vocabulary development



SUGGESTED USE

Use this Instant Activity with the Level 6 Sourcebook (2nd or 3rd Edition), Unit 21, Activities 1A and 1B, page 182.



TEACHING DIRECTIONS

Remind students that knowing the meaning of Latin word parts helps unlock the meaning of words. Organize students into small groups to find and write words with Latin roots and report their findings to the class.

- *clud(e)*—to close (e.g., *include, exclude, exclusion, exclusive, occlude, seclude, conclude, conclusion, recluse, preclude*)
Note: the *clud(e)* root becomes *clus* before the suffixes *ion* and *ive*.
- *form*—to shape or form (e.g., *inform, information, perform, transform, formation, reform, deform, formula, formal, form, uniform, conform*)
- *act*—to do (e.g., *act, action, reaction, transact, enact, actor, actress, activate, deactivate, activity*)

-
- *miss/mit*—to send (e.g., *permit, submit, omit, admit, commit, transmit, remit, missile, mission, permissible, dismiss, mission, missionary, submission, admission*)
 - *voc/voke*—to call (e.g., *vocal, vocabulary, vocation, convoke, invoke, provoke, advocate, revoke, evoke, vocation, avocation*)

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. important; 2. verdict; 3. repress; 4. vocation; 5. construct; 6. dictionary; 7. irrevocable; 8. successful; 9. indicated; 10. supporter; 11. misconstrue; 12. impressive; 13. transport; 14. instructive; 15. provoke; 16. recess; 17. pressure; 18. vocabulary



FOR MORE INFORMATION

For more information about Sitton Spelling and Word Skills®, visit eps.schoolspecialty.com/Sitton.

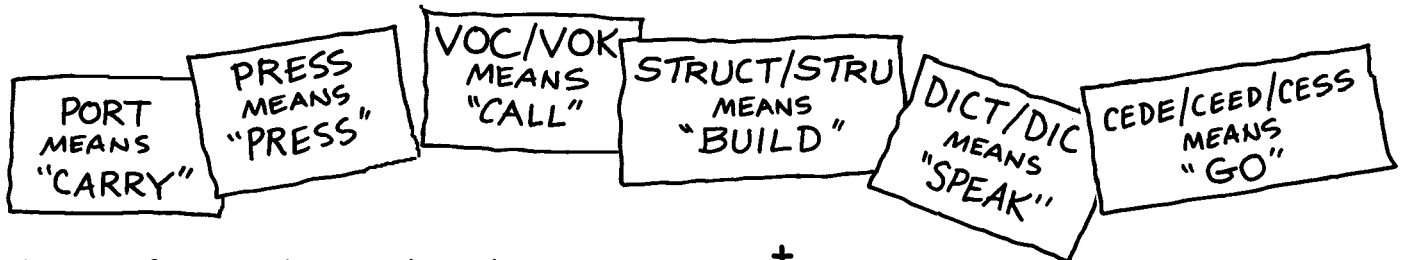
Build Skills and Word Experiences



Name _____, Super Speller

Using Latin Roots to Unlock Word Meaning

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



- significant, substantial, vital, _____ **t** _____
- decision, judgment, conclusion, _____ **r** _____
- contain, inhibit, stifle, _____ **p** _____
- occupation, career, work, _____ **c** _____
- build, erect, assemble, _____ **s** _____
- wordbook, glossary, thesaurus, _____ **i** _____
- unalterable, unchangeable, irreversible, _____ **v** _____
- triumphant, victorious, winning, _____ **s** _____
- suggested, hinted, implied, _____ **d** _____
- advocate, sponsor, champion, _____ **o** _____
- misunderstand, misinterpret, mistake, _____ **c** _____
- imposing, striking, remarkable, _____ **v** _____
- carry, convey, move, _____ **a** _____
- informative, educational, enlightening, _____ **t** _____
- anger, irritate, incite, _____ **p** _____
- break, vacation, time off, _____ **e** _____
- force, weight, heaviness, _____ **r** _____
- language, words, terminology, _____ **b** _____



The ject root means "throw." Explain in writing how the ject root contributes to the meaning of the words—

rejected • interjection • projectile • objective • trajectory • project