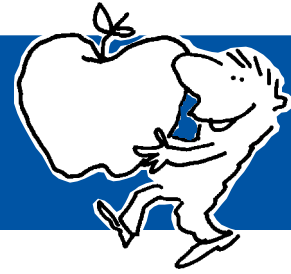

Here's an Instant Activity for March 4, 2013



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 5



PURPOSE

To provide practice with suffixes

Skills: spelling, phonics, suffixes, prefixes, vocabulary development, word analysis



SUGGESTED USE

Use this Instant Activity with the Level 5 Sourcebook (2nd or 3rd Edition), Unit 22, Test Ready, page 192.



TEACHING DIRECTIONS

Review the rules for adding suffixes to words:

- For most words, just add the suffix.
- When a word ends in silent *e*, drop the *e* before adding a suffix that begins with a vowel (*a, e, i, o, u, y*).
- When a word ends in a stressed syllable that ends with one vowel and one consonant, double the final consonant before adding a suffix that begins with a vowel (*a, e, i, o, u, y*).
- When a word ends in consonant-*y*, change the *y* to *i* before adding any suffix, except those that begin with *i*.
- When a word ends in *s, sh, ch, x, or z*, add *es*, not *s*.

Organize students into small groups. Have them brainstorm words with the *less, ment, ness, able, and en* suffixes. Then have students take turns sharing the words they came up with. Make a cumulative list on the board.

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. boundaries, foes, eyewitnesses; 2. snatched, appreciated, occurred; 3. rearranging, applying, shimmering; 4. accomplishment, enjoyment, disagreement; 5. unhappiness, forgiveness, playfulness; 6. adorable, regrettable, favorable; 7. forgotten, mistaken, lighten; 8. gradually, probably, fearlessly.

Apple activity answers: self or selfish, inform, pay, possible, active or activate, resist, continue, sincere, appear, spell, courage.



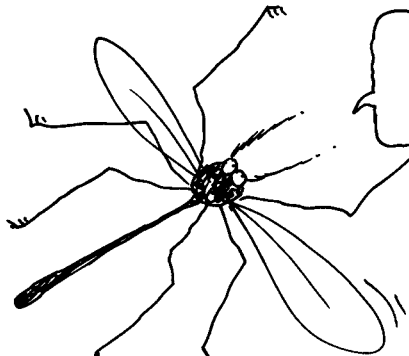
FOR MORE INFORMATION

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

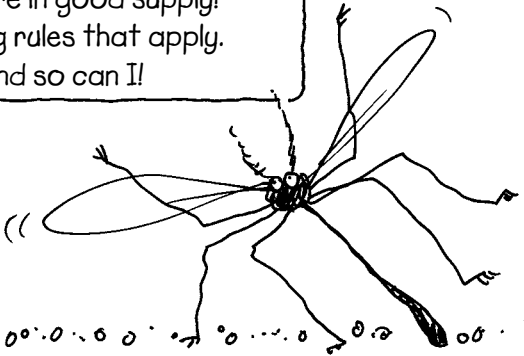
Build Skills and Word Experiences



Name _____, Super Speller



For me, long words are in good supply!
I make them long using rules that apply.
You can do it and so can I!



Add the suffixes. Write the new words.

1. Add s/es.

boundary _____ foe _____ eyewitness _____

2. Add ed.

snatch _____ appreciate _____ occur _____

3. Add ing.

rearrange _____ apply _____ shimmer _____

4. Add ment.

accomplish _____ enjoy _____ disagree _____

5. Add ness.

unhappy _____ forgive _____ playful _____

6. Add able.

adore _____ regret _____ favor _____

7. Add en.

forgot _____ mistake _____ light _____

8. Add ly.

gradual _____ probable _____ fearless _____



Write the base words by removing the prefixes and suffixes.

unselfishness • misinformed • prepayment • impossibly • reactivation • irresistible
discontinued • insincerely • disappearance • misspelling • uncourageously