

Syllable – Affix Spellers

Syllable – Affix Spellers are students who read with good fluency and expression as well as reading faster silently than orally. They examine plural endings and compound words. The students can spell most syllable words correctly, but make errors at syllable juncture and in unaccented syllables. At this stage the students are becoming better writers by learning how to use syllable stresses, vowel patterns in accented syllables, and focus on unaccented syllables. The use of apostrophes, two syllable homophones, and simple base words and affixes are also learned during the Syllable – Affix Speller stage.

The Have – A – Go strategy is a great activity to be used at this stage. The strategy will encourage application of single – syllable spelling knowledge to multi – syllable spelling. Word walls are also important to help the student with high frequency words and homophones. The words from the wall can then be used in many multi modal activities to further the students understanding of the words as well as repetition of the words. Contractions are also a key topic taught in this stage of development. Contractions are important because they teach students that combining two words and replacing one or more of the medial letters with an apostrophe will create a new word. Contractions can be taught by learning a song, or by having two words put on index cards and then show the joining of the two words to create a new one. Suffixes are a common topic during this stage, which can be used in a wanted ad created by the students (teacher, doctor, florist, dentist gardener) to show that many different job titles use suffixes. The students can then apply to the ads to get more practice with suffixes.

Prefix and Suffix – Spin a Word

Student Teacher: Alicia Nelson

Date: October 18, 2010

Grade Level:

Subject: Language Arts

Supervisor: Susan Seidenstricker

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PRELIMINARY PLANNING

PA Standards:

R3.A.2.2.1: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).

R3.A.2.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

Pre – Assessment:

- The students will complete a worksheet where they will circle the prefix or suffix in the word

Objective:

- Students will have a clear understanding of the use of prefixes and suffixes in words
- Students will practice spelling and forming new words through an activity

Individual Modifications:

N/A

Materials:

- Large spin a word game board for each group
- Each student will create their own spinner for the game
- Scissors
- Pin
- Scrap paper
- Pencils
- Markers
- Dictionary

LEARNING SEQUENCE

Description

Time: 5 minutes

INTO

Introduction/Motivation/ Focus Attention

- The teacher will ask the students what type of word game they have played with the parents. (Hopefully they will say boggle or scrabble because they have to deal with the creation of words.)
- The teacher will introduce the game called "Spin a word"
- Each student will cut out their spinner and put in the pin
- Each group will work together to color their groups game board to make it unique because this will now be their group for prefixes and suffixes

Description:

Time: 15 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- The oldest student in the group will go first
- The student will spin the wheel and match the either a prefix or suffix
- The student will read the base word on the game
- Then decide whether you need a prefix or a suffix to make the word a new word
- If a new word cannot be created, the student will then re-spin until they receive a word that makes sense (Dictionaries will be available at each group to look up any word the group may have a question on.
- Once a student thinks they can form a word they will write it down on scratch paper including any necessary spelling changes
- If the group agrees that you have spelled the word correctly and made the correct changes you can stay on the space, if incorrect the student will have to move back one space
- Group will use dictionary for reference
- The students will continue taking turns until someone makes it to the finish and have a winner

Description:

Time: 5 times

BEYOND

Closure: (Review, Check for Understandings, Summarize, Future Forecast, Transition)

- The students and teacher will discuss at least two words from each group
- The teacher will write the base word on the board and the students will explain how they change the word and what they added
- The student will explain whether they added a prefix or suffix and why
- Student may also explain a coincidence where the choice they had on a spin did not create a word.

GINA-WORD

START

ROOT-WORD RIVER

USE

HELP

GRACE

RAFT THE ROOT-WORD RIVER. MOVE AHEAD!

ORDER

DO

LIKE

COLOR

PACK YOUR BAGS FOR THE PREFIX PASS. MOVE AHEAD!

TASTE

FEAR

PLACE

WIND

APPEAR

JOIN

CARE

COVER

DOUBT

WORD

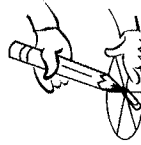
GO BACK! STUCK IN THE SUFFIX SWAMP

SUFFIX SWAMP

FINISH

HOW TO PLAY:

Place markers on **START**. For each turn, spin the spinner and move one or two spaces. Then try to make a new word. If you spell it correctly, stay on the space. If not, move back one space. If you cannot make a new word, spin again. Continue taking turns until a player reaches **FINISH**.



Instant spinner:
Place a paper clip under a pencil and spin!