



SUFFIX SPELLING CHANGES CARDS

PRODUCT CODE: **350**

PRODUCT CONTENTS

14 cover-weight sheets (30 cards)

4 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Skills cards need no zipper bags. Guide includes suggestions for set storage and classroom organization.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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SUFFIX SPELLING CHANGES

An increased awareness of phonetic and structural patterns in words develops spelling consciousness, thereby leading to improved encoding accuracy. Visual learners tend to be better spellers since they remember how words look. Therefore, visual learners are more apt to spell words with suffixes correctly. Patterns become imbedded in visual memory as a reader sees them repeatedly over a period of time. Auditory or kinesthetic learners are more dependent on rules and instruction. They can become good spellers, but it takes more effort.

In an attempt to determine the value of phonological and structural algorithms for spelling, Stanford University conducted a computerized study of more than 17,000 words. The findings stated that nearly 50 percent of the words were spelled correctly according to the defined algorithms. Another 37 percent had an error in only one syllable. Less than 3 percent of the words had 3 or more errors. These figures support that structural and phonetic generalizations can be of value in spelling programs.

Rules are worth teaching if the generalization applies to many words and there are few exceptions. At the top of the list of rules meeting these criteria are the suffix spelling change rules. Data supports that these are among the most consistent English spelling patterns.

TEACH RULES & PROVIDE PLENTIFUL DRILL FOR APPLYING THEM

These rules should be taught one at a time in the order listed. Rule charts are provided. Post them as the rules are introduced. Then provide students with ample drill applying the concepts. Drill cards or assignments may be tedious, but they are effective. Like multiplication tables, these rules must be memorized, and it is application practice that leads to mastery.

1. **Words ending with s, x, z, ch, or sh, add -es**
dress dresses box boxes buzz buzzes church churches wish wishes
2. **Words ending in y preceded by a consonant, change the y to i if suffix begins with e**
baby babies try tries tried trying key keys play plays played playing
3. **Words ending with a silent e, drop the e if suffix begins with a vowel**
nice nicer nicest nicely scare scares scared scaring scary
4. **Words ending in one vowel followed by one consonant, double the final consonant if suffix begins with a vowel** chat chats chatted chatting chatter chatty

By teaching these rules to your students, you set expectations for spelling accuracy. One of the best ways to ensure that students remember and apply the rules is to add suffixes to spelling words. Do this on practice exercises and on spelling tests.

Since young students are tuned in to phonetic elements of words, these rules can be taught as early as second grade. With older students, some phonics review may be needed.

WORKING THE CARDS

Teach the rules and introduce each groups of cards in order. Rules 3 and 4 are taught at the same time. Yellow cards for these rules will require that students analyze the words to see which rule is applied.

Students should write the words with suffixes on a sheet of paper. When done, they check their answers against those on the answer keys. It is not necessary for students to complete every card, as long as they show proficiency. Just make it clear to them that if they are careless in application of the rules in their general writing, they may be required to go back and do more cards that drill the applicable error.

Irregular past tense verbs are included. These make it necessary for students to think about what they are writing, as well as reviewing these exceptions to standard past-tense formations. Students should write the irregular verb form whenever -ed cannot be added (says said saying cuts cut cutting).

PREPARING & MANAGING MATERIALS

CUTTING & USING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart cards. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Every card has a code. The first number in the code denotes the rule that is applied when adding the suffixes.

Rules are color-coordinated with the cards. They should be introduced in order. The yellow cards require that both rules 3 and 4 be applied, so these are taught together.

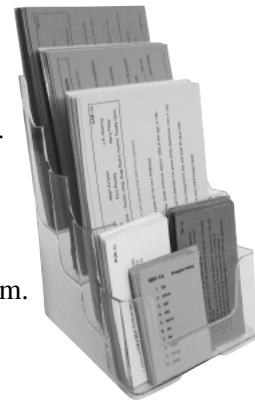
After completing their work, students get the answer key, check their own work, and record it on their checklist.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing materials that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives and cards, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.



CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



SUFFIX SPELLING CHANGES CARDS

SS1-1	_____	SS2-1	_____	SS3/4-1	_____
SS1-2	_____	SS2-2	_____	SS3/4-2	_____
SS1-3	_____	SS2-3	_____	SS3/4-3	_____
SS1-4	_____	SS2-4	_____	SS3/4-4	_____
SS1-5	_____	SS2-5	_____	SS3/4-5	_____
SS1-6	_____	SS2-6	_____	SS3/4-6	_____
		SS2-7	_____	SS3/4-7	_____
		SS2-8	_____	SS3/4-8	_____
		SS2-9	_____	SS3/4-9	_____
		SS2-10	_____	SS3/4-10	_____
		SS2-11	_____	SS3/4-11	_____
		SS2-12	_____	SS3/4-12	_____

SUFFIX SPELLING CHANGES CARDS

SS1-1	_____	SS2-1	_____	SS3/4-1	_____
SS1-2	_____	SS2-2	_____	SS3/4-2	_____
SS1-3	_____	SS2-3	_____	SS3/4-3	_____
SS1-4	_____	SS2-4	_____	SS3/4-4	_____
SS1-5	_____	SS2-5	_____	SS3/4-5	_____
SS1-6	_____	SS2-6	_____	SS3/4-6	_____
		SS2-7	_____	SS3/4-7	_____
		SS2-8	_____	SS3/4-8	_____
		SS2-9	_____	SS3/4-9	_____
		SS2-10	_____	SS3/4-10	_____
		SS2-11	_____	SS3/4-11	_____
		SS2-12	_____	SS3/4-12	_____

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SS1-1	_____	SS2-1	_____	SS3/4-1	_____
SS1-2	_____	SS2-2	_____	SS3/4-2	_____
SS1-3	_____	SS2-3	_____	SS3/4-3	_____
SS1-4	_____	SS2-4	_____	SS3/4-4	_____
SS1-5	_____	SS2-5	_____	SS3/4-5	_____
SS1-6	_____	SS2-6	_____	SS3/4-6	_____
		SS2-7	_____	SS3/4-7	_____
		SS2-8	_____	SS3/4-8	_____
		SS2-9	_____	SS3/4-9	_____
		SS2-10	_____	SS3/4-10	_____
		SS2-11	_____	SS3/4-11	_____
		SS2-12	_____	SS3/4-12	_____

SUFFIX SPELLING CHANGES CARDS

SS1-1	_____	SS2-1	_____	SS3/4-1	_____
SS1-2	_____	SS2-2	_____	SS3/4-2	_____
SS1-3	_____	SS2-3	_____	SS3/4-3	_____
SS1-4	_____	SS2-4	_____	SS3/4-4	_____
SS1-5	_____	SS2-5	_____	SS3/4-5	_____
SS1-6	_____	SS2-6	_____	SS3/4-6	_____
		SS2-7	_____	SS3/4-7	_____
		SS2-8	_____	SS3/4-8	_____
		SS2-9	_____	SS3/4-9	_____
		SS2-10	_____	SS3/4-10	_____
		SS2-11	_____	SS3/4-11	_____
		SS2-12	_____	SS3/4-12	_____