

TIPS FOR TEACHERS



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SUFFIX SPELLING CHANGES

RULE 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

SUFFIXES 2-5 (-y root words)
Add -er or -est to the adjectives.

1. nasty	7. silly
2. easy	8. clumsy
3. early	9. fancy
4. thirsty	10. tidy
5. cozy	11. weary
6. gay	12. grouchy

SUFFIXES 2-10 (-y root words)
Add -s or -es, -ed, and -ing to the verbs.

1. cry	6. employ
2. imply	7. certify
3. marry	8. say
4. deny	9. supply
5. delay	10. obey

The English language rules with highest validity and utility are those relating to suffix spelling changes.

Students at all grade levels can be taught the rules, drilled in their application, and expected to apply them. Start by teaching each rule and having students do the drill cards. Once all the rules have been covered and posted, add suffixes to words on spelling tests. Insist on application of the rules in written work. If students get careless when adding suffixes or forget the rules, they can repeat cards.

Suffix Spelling Changes Cards 350 \$25

TEACHING STRATEGIES: Teach rules and provide plentiful drill for applying them

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. 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.

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.

These rules should be taught one at a time in the order listed. Make charts or download them from our web site and post each as the rule is 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. Students as young as second grade can learn these rules, but they can be taught at all ages as part of a spelling program.

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

MAKING MATERIALS: Suffix Spelling Changes Cards

1. Write the words on index cards or prepare the cards on a computer.
2. Make 3 subsets of cards for the 4 rules listed on the previous page (pair rules 3 and 4); make 6 or more cards for each subset; introduce in order.
3. Include some irregular past tense verbs (*wears, wore* [not *weared*], *wearing*); this requires students to think about what they are writing.
4. Ensure that students remember and apply the rules by adding suffixes to spelling words; do this on practice exercises and on spelling tests.
5. Cards can be repeated if students start to get careless making spelling changes; this jogs their memories and gets them to be more careful.

SUBSET 1 TO MATCH RULE 1: ADD -S OR -ES

SUFFIXES 1-1 (-s or -es)		
Add -s or -es to make plurals		
1. class	7. gas	13. hand
2. ring	8. ditch	14. dish
3. ruler	9. hose	15. farm
4. fox	10. lamp	16. clown
5. spoon	11. pencil	17. ax
6. plum	12. dress	18. bush

SUFFIXES 1-4 (-s or -es)		
Add -s or -es to verbs		
1. toss	7. munch	13. snap
2. swing	8. creep	14. skip
3. fix	9. fasten	15. sew
4. buzz	10. pass	16. spill
5. push	11. miss	17. hunt
6. sail	12. crush	18. patch

SUFFIXES 1-6 (-s or -es)		
Add -s or -es to verbs		
1. rush	7. braid	13. itch
2. touch	8. sweep	14. look
3. clap	9. scratch	15. melt
4. punch	10. sass	16. graze
5. crash	11. crouch	17. fish
6. jump	12. lean	18. throw

SUBSET 2 TO MATCH RULE 2: CHANGE Y TO I

SUFFIXES 2-1 (Y Root Words)		
Add -s or -es to make plurals		
1. donkey	7. tray	13. city
2. turkey	8. nursery	14. valley
3. lady	9. spy	15. key
4. story	10. buggy	16. boy
5. candy	11. penny	17. fly
6. toy	12. day	18. chimney

SUFFIXES 2-4 (Y Root Words)	
Add -er or -est to the adjectives	
1. windy	7. noisy
2. bumpy	8. ugly
3. pretty	9. bossy
4. sloppy	10. heavy
5. friendly	11. crabby
6. coy	12. filthy

SUFFIXES 2-7 (Y Root Words)	
Add -s or -es, -ed, and -ing	
1. enjoy	6. carry
2. envy	7. display
3. try	8. stay
4. bury	9. pry
5. fly	10. identify

SUBSET 3 TO MATCH RULES 3 & 4: DROP FINAL E & DOUBLE FINAL CONSONANT

SUFFIXES 3/4-1 (Chg. Root Words)	
Add -er or -est to the adjectives	
1. slim	7. sharp
2. fat	8. hot
3. kind	9. cold
4. mean	10. fine
5. safe	11. fresh
6. dull	12. tough

SUFFIXES 3/4-4 (Chg. Root Words)	
Add -s or -es, -ed, and -ing	
1. file	6. taste
2. fill	7. hum
3. trot	8. grin
4. want	9. tease
5. sign	10. surprise

SUFFIXES 3/4-8 (Chg. Root Words)		
Add -y or -ly		
1. careful	7. boss	13. sun
2. cream	8. late	14. glad
3. sleep	9. luck	15. rapid
4. skin	10. crab	16. shine
5. sand	11. tight	17. storm
6. eager	12. rain	18. soft