

SPELLOGRAPHY

Book C, Unit 14

Supplemental Activities

Print out the student pages for these supplemental activities, as needed, to reinforce the following *Spellography* concepts:

Lesson 1.7 (page 2)

Homophone Choice: Which Spelling for /ə//ɪ/?

More written practice with homophones.

Lesson 2.6 (page 3)

Syllable Match

Review -cle and silent letters.

Lesson 3.4 (page 4)

Syllable Mix and Match

Provide more practice spelling /k/ before -le.

Lesson 4.2 (page 5)

The Suffix -ic

Use an alternate introduction to the suffix -ic.

Lesson 5.5 (page 6)

Suffix Annex

Provide additional practice in the meaning and usage of words with -able and -ible.



Homophone Choice: Which Spelling for /ə//l/?

The homophones below vary in the different ways that /ə//l/ can be spelled at the end of a word. Spelling reflects each word's meaning.

- Choose the homophone in each set that fits meaningfully in each sentence.

bridal / bridle

We held a _____ shower for the new bride.

Our horse whinnied when we tried to put the _____ on, because the bit didn't fit.

peddle / pedal

Her foot slipped off the bike _____.

I have to _____ with all my might to get up Dover Hill.

idle / idol

We let the car _____ for a minute in cold weather to warm up.

Wes Montgomery, the great jazz guitar player, is my musical

_____.

Syllable Match

- Match a syllable from the first column with one in the second column.
- Say and write the words you have made.

Syllable 1	Syllable 2	Words
whis	le	
sti	tle	
shack	tle	
whit	ble	
wres	fle	
fee	tle	

Syllable Mix and Match

- Match a syllable from the first column with a syllable from the second column.
- Say and write the words you have made.

Syllable 1	Syllable 2	Words
mus	kle	
tick	cle	
sprin	le	
tin	le	
arti	kle	
crack	cle	

The Suffix *-ic*

The suffix *-ic* comes from the Latin *icus* and the Greek *ikos*, which mean “of or related to.” *Gigantic* means “of or related to a giant, resembling a giant.” *Sulfuric* means “of or related to sulfur.” Words ending in the suffix *-ic*, such as *historic* and *magnetic*, function as adjectives describing nouns.

Syllable Tracking

- Be ready with three index cards.
- When your teacher says a word, repeat it and set down an index card for each syllable.
- While saying the word, push up the card found in the position of the accented syllable.
- Notice how the accent in each pair of words shifts in a predictable way.

atom	history
atomic	historic

metal	magnet
metallic	magnetic



So What? Suffix *-ic* Shifts the Accent

The accent shifts to the syllable _____ *-ic*.

Suffix Annex

- Investigate both meaning and usage for the suffixes *-able* and *-ible* by describing the meaning of the following phrases.

a) If I **agree** with you, I ... _____

If I find you **agreeable**, I ... _____

b) If we **dispose** of the wet diaper, we ... _____

When a baby wears **disposable** diapers, her diapers are ... _____

c) The Olympic athlete likes to **flex** her shoulders before lifting. What does she do with her shoulders? _____

She has **flexible** shoulders. This means her shoulders are ... _____

d) When I **access** the internet at the local library, I can ... _____

When the internet is **accessible**, it means ... _____

e) One **cure** for hiccups is to eat peanut butter. If have hiccups, eating peanut butter can ... _____

Hiccups are **curable** by eating peanut butter. This means ... _____

f) The suffixes *-able* and *-ible* mean ... _____
