

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.



OPTIONAL: Replace activity 1.7 in Unit 14 with this alternate activity for more written practice with homophones.

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 bridal shower for the new bride.

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

peddle / pedal

Her foot slipped off the bike pedal.

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

idle / idol

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

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

OPTIONAL: Use this supplemental activity following 2.6 "Silent Whistle" in Unit 14 for more practice with -Cle and silent letters.

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	whistle
sti	tle	stifle
shack	tle	shackle
whit	ble	whittle
wres	fle	wrestle
fee	tle	feeble

OPTIONAL: Use this supplemental activity following 3.4 "Cloze Shop" in Unit 14 for more practice spelling /k/ before -le.

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	muscle
tick	cle	tickle
sprin	le	sprinkle
tin	le	tinkle
arti	kle	article
crack	cle	crackle

OPTIONAL: Use this alternate introduction and activity in place of the introduction for the suffix *-ic* following 4.2 in Unit 14 for more practice with the shifting accent.

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.

- Give each student three index cards to stand for spoken syllables.
- Read each pair of related words.

atom <i>/ă/ - /t//ə//m/</i>	history <i>/h//ī//s/ - /t//ə/ - /r//ē/</i>
atomic <i>/ə/ - /t//ō//m/ - /ī//k/</i>	historic <i>/h//ī//s/ - /t//or/ - /ī//k/</i>

metal <i>/m//ĕ/ - /t//ə//l/</i>	magnet <i>/m//ă//g/ - /n//ə//t/</i>
metallic <i>/m//ə/ - /t//ă//l/ - /ī//k/</i>	magnetic <i>/m//ă//g/ - /n//ĕ//t/ - /ī//k/</i>



So What? Suffix *-ic* Shifts the Accent

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

OPTIONAL: Use this supplemental activity following 5.5 "End Zone" in Unit 14 for extra practice with the meaning and usage of words with *-able* and *-ible*.

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 ... think the same way you do.

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

think you are the type of person capable of agreeing with me.

b) If we **dispose** of the wet diaper, we ... put the diaper in the trash.

When a baby wears **disposable** diapers, her diapers are ... the type of

diapers that are suitable for using and then throwing away.

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

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

capable of moving in easily.

d) When I **access** the internet at the local library, I can ... connect my computer or electronic device to the internet at the library.

When the internet is **accessible**, it means ... it is possible for me to

connect my electronic device to the internet.

e) One **cure** for hiccups is to eat peanut butter. If have hiccups, eating peanut butter can ... stop or fix the hiccups. (When you munch on sticky

peanut butter, it disrupts your breathing pattern.)

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

can cause hiccups to stop.

f) The suffixes *-able* and *-ible* mean ... possible, capable of, suitable for,

or causing.