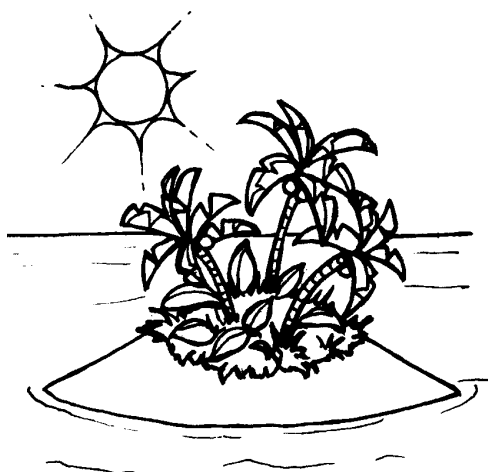


# Spellbound

## Spelling consolidation activities for 10 - 12 year olds.

By Sally Murphy



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# Introduction

**Spellbound** is a language programme aimed at 10 to 12 year old students.

The book's aims are twofold:

For **Teachers**

To provide a range of activities centred on spelling and vocabulary development.

For **Students**

To develop a better understanding of the rules and processes of competent spelling, and a wider working vocabulary.

## Rationale

Teachers and parents are increasingly seeing the need to ensure that students have a good grasp of spelling concepts before they leave primary school. The challenge for teachers is to present these concepts in such a way that they will remain with students for a lifetime.

Each unit of work in the first part of Spellbound presents a group of words with a common thread - either a particular spelling rule or a common thread of difficulty. Where possible students are led to 'discover' this commonality for themselves and apply it to other words.

Throughout the book students are encouraged to see spelling as both challenging and fun, and to actually make use of the words they are learning. These activities are designed to complement, rather than replace, individual spelling programmes.

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# **SECTION ONE:**

## **Spelling Activities**

### **Teachers' Notes**

*The activities in this section will have the following learning outcomes:*

1. Students will have identified a range of spelling strategies.
2. Students will have applied these strategies to build on their working vocabularies.

The activities in this section are self explanatory, however it is not suggested that students be left to complete each worksheet without guidance. Many students will need help to 'discover' or formulate the various spelling rules explored, and all activities can be extended by class or one-on-one discussion.

The various word games, challenges and writing activities are designed both to reinforce the spelling of the words covered and to gently add the words to the student's working vocabulary. Learning to spell particular words is only meaningful if students are able to use the words in their written and spoken vocabularies.

The activities need not necessarily be covered sequentially, instead being used to complement other language work being undertaken by the class. However, it is recommended that those activities presented as series (such as Plurals and Suffixes) should be dealt with in reasonable proximity with each other, for the sake of continuity.

**ie or ei?**

☐ **Finish these words by adding *ie* or *ei* to the spaces.** You may need to use a dictionary.

sh\_\_\_ld

f\_\_\_ld

c\_\_\_ling

rec\_\_\_ve

bel\_\_\_ve

s\_\_\_ge

rec\_\_\_pt

dec\_\_\_ve

Write a number 1 next to all the words which use ***ie*** and 2 next to all the ***ei*** words. Is there a pattern?

Make up a rule which tells you how to choose between ***ie*** and ***ei*** when

spelling these words. ....

.....

.....

☐ **Next, use this rule to finish these words with *ie* or *ei*.**

y\_\_\_ld

w\_\_\_ld

rel\_\_\_ve

perc\_\_\_ve

ch\_\_\_f

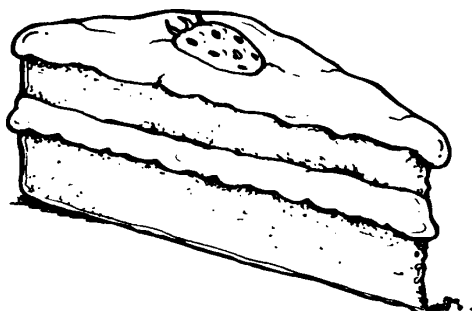
dec\_\_\_t

fr\_\_\_nd

p\_\_\_ce

☐ **Now, choose words from either list to complete each of these sentences.**

1. The store issued a ..... when I paid my bill.
2. The fire officer tried to ..... the child from danger.
3. The teacher didn't ..... the student's excuse.
4. She offered her a ..... of cake.
5. It is always nice to ..... a compliment.



# Gender

Some animals and people have names which identify whether they are female or male. This is known as **gender**. For example, a male person is a man or a boy, while a female person is a woman, or a girl.

☐ Can you complete the following table?

<u>Masculine</u>	<u>Feminine</u>
waiter	.....
.....	actress
prince	.....
groom	.....
.....	goose
lion	.....
.....	hen
stallion	.....
ram	.....
.....	duck
god	.....
.....	witch
nephew	.....
.....	widow



☐ How many words from the list above can you find in this word search?

L A L I O N E N R W  
 N O I L L A T S I T  
 E A F G E L T S I T  
 P C R T F W C S T O  
 H T E D M H R U L W  
 E S T F O C R T L O  
 W L I P S G O O S E  
 I R A S R S H E N O  
 D R W O S I T L S R  
 L A O D F E N A O T  
 R M T U U E R C L S  
 G O M C R X S T E H  
 M L O K I T R L C U  
 S R U H E N O F G A

**CHALLENGE:** How many other pairs of masculine/feminine words can you think of?  
Make up a class list.

# More Homonyms

We have already looked at some common homonyms. Here are some more you should be familiar with.

course/coarse  
sauce/source  
alter/altar  
right/write/rite  
new/knew  
no/know

☐ Use your dictionary to help you match each set of words with their correct definitions below.

## 1. **course/coarse**

a) rough, uneven: .....

b) a direction to be taken: .....

## 2. **sauce/source**

a) a topping for food: .....

b) a point of origin: .....

## 3. **alter/altar**

a) a religious table: .....

b) to change: .....

## 4. **right/write/rite**

a) a solemn procedure: .....

b) correct, proper: .....

c) to compose: .....

## 5. **new/knew**

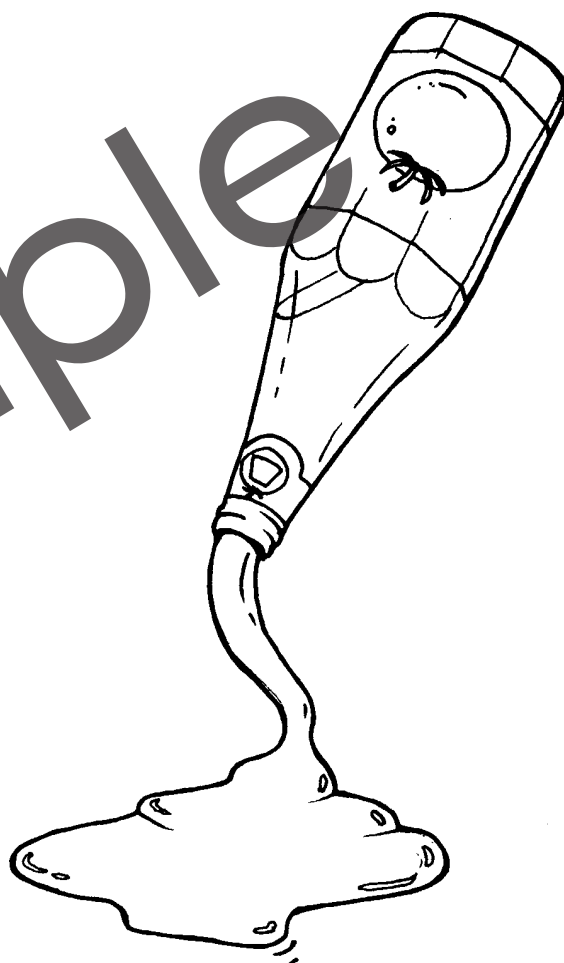
a) was aware of: .....

b) not old: .....

## 6. **no/know**

a) nothing, negative: .....

b) to be able to recall: .....



☐ Now, choose words from the list above to fill in the spaces in this paragraph.

It was a wild and windy night. Josie ..... it was not ..... to be outside, but she went anyway. It was a long way to her destination, with ..... light to guide her, but she did not ..... her .....

**CHALLENGE:** Once you have filled in the blanks have another look at the paragraph. It contains five other words which also have homonyms. Can you find them all?

# Apostrophes: Working Out the RULEs

An apostrophe is like a comma in the air. Look at how the apostrophes are used in the following examples.

1. The dog's bowl.
2. The girl's ball.
3. Karl's homework.
4. Dad's dinner.

☐ Write a rule which shows where to put an apostrophe to show that someone or something owns something.

**RULE 1:** .....

In the examples above, only one person owns each thing. Look what happens when there is more than one owner.

5. The boys' football team.
6. The ladies' meeting.
7. The kittens' mother.
8. Two dogs' bowl.

☐ Does your rule fit these examples? If not, write a new rule.

**RULE 2:** .....

☐ Now, look at these examples, which don't fit either rule.

9. The children's teacher.
10. The family's house.
11. The men's meeting.
12. James's book.

Can you write one rule which fits examples 1 to 12?

**RULE 3:** .....

Share your rule with your partner.

☐ **DISCUSS:** Why is there no apostrophe in the following examples?

13. This is his toy.
14. This car is ours.
15. Which one is yours?



# Apostrophes: Work Sheet

☐ Now that you have written a rule for using apostrophes, practise using it by completing these exercises.

1. Complete the underlined word in each sentence by putting an apostrophe in the appropriate place.

- a. Alex was looking forward to Janes birthday party.
- b. The boys laughed when they saw their Dads faces.
- c. The farmer took his sheeps wool to the market.
- d. I had an interview with the schools new principal.
- e. Mrs Jones cake is the best I've ever tasted.



2. Finish the second sentence in each pair by filling in the blank. Remember, some answers may not require an apostrophe.

- f. The book belonging to a lady. The ..... book.
- g. The books belonging to several ladies. The ..... books.
- h. The basketball belonging to Lucy. .... basketball.
- i. The dog belong to a family. The ..... dog.
- j. The dogs belonging to two families. The ..... dogs.
- k. The game belonging to us. .... game.
- l. The toy belonging to more than one child. The ..... toy.

3. The most common misuse of the apostrophe is to use one where it isn't needed. As you read the following paragraph, add apostrophes where necessary. Be careful not to use too many!

Alex filled the cats bowls with biscuits. Despite not having seen them for two days, she was still hoping they would come home. They were the familys pride and joy. She loved to play games with them. Suddenly, she heard frantic miaows coming from the garage. She struggled with the doors bolts, but finally opened it. Two very frightened cats shot out and soon devoured the bowls contents.

# Prefixes

A prefix is a group of letters added to the beginning of a word to change its meaning. For example, the prefix 'pre', meaning *before*, can be added to the word *heat*, to make a new word *preheat*, meaning to heat beforehand. When adding a prefix, it is not necessary to change the spelling of the base word.

☐ Here is a list of commonly used prefixes. Can you find out what each one means? You may need to use your dictionary.

<u>PREFIX</u>	<u>MEANING</u>
pre	before
ex	.....
de	.....
re	.....
tele	.....
pro	.....

☐ Make new words by adding prefixes from the list above to the following words. You may be able to form more than one new word.

scribe	.....
communicate	.....
lay	.....
port	.....
face	.....
press	.....
vision	.....
act	.....
fine	.....
change	.....
duct	.....
claim	.....
position	.....

Compare your answers with those of your partner.

# Using Prefixes to Create Opposites

A prefix can often be used to create the opposite of a word. The following prefixes, sometimes called *negative prefixes* all mean not, wrong or against.

un  
non  
in  
dis  
mis  
im  
anti

☐ Create the opposite of each of these words by adding a prefix from the list above.

fortune .....

employed .....

social .....

destructible .....

respect .....

probable .....

honest .....

sincere .....

definite .....

patient .....

frequent .....

perfect .....

appear .....

sense .....

septic .....

comfort .....

☐ Now, choose words from your list of opposites to fit each definition.

1. Not likely to happen: .....

2. To vanish: .....

3. Used to cleanse wound: .....

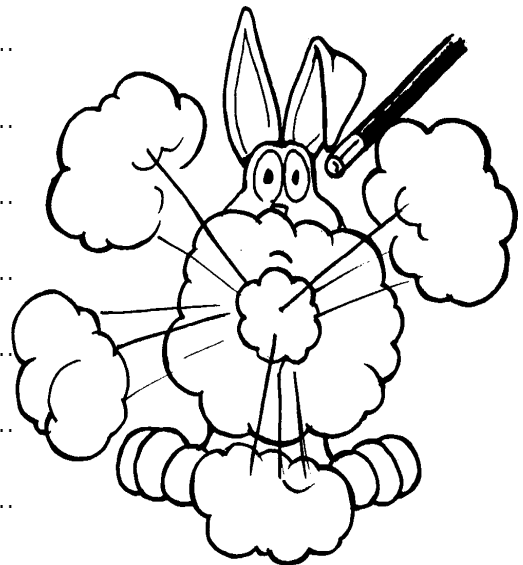
4. Unbreakable; immortal: .....

5. Not genuine: .....

6. Meaningless; absurd: .....

7. Not liking company: .....

8. Uneasiness: .....



**CHALLENGE:** You should have found two opposites beginning with the prefix *anti*. How many more *anti* words do you know?

# Working With Words 2

## ☐ Word Manipulation

Form the opposite of each of the following words by adding a prefix.

..... possible

..... adequate

..... fortunate

..... respectful

..... responsible

..... appear

..... probable

..... expensive

## ☐ Vocabulary

Each word in the first column has a synonym (word with similar meaning) in the second column and an antonym (opposite in meaning) in the third. Can you match them?

	SYNONYMS	ANTONYMS
cruel	fearless	wide
leisure	rare	stay
brave	recreation	reveal
depart	slender	kind
cover	benevolent	work
scarce	leave	common
narrow	conceal	miserly
generous	brutal	timid

## ☐ Puzzle

All the words from the vocabulary exercise above can be found hidden in this word search. Your task is to find them all. They move across, down and diagonally, as well as forwards and backwards.

B R E C R E A T I O N R L  
 S E T O E C R A C S E S E  
 R F N V T Y L R E S I M S  
 G E N E R O U S T A Y L C  
 X A L R V E E V E S E B O  
 E R A R L O R S L N W E M  
 T L E A V E L U D S O N M  
 R E V A R B L E S I E T O  
 A S E W O R R A N I M V N  
 P S R O I T I U V T E I S  
 E L E R O D W R T E S L T  
 D N I K E K E A R A R L A  
 S M W H C O N C E A L A K

**CHALLENGE:** A palindrome is a word which reads the same both backwards and forwards, such as **noon**. Can you think of five other palindromes?

# Working With Words 4

## ☐ Word Manipulation

Change each of these nouns into a verb so that it becomes an action.

loss .....

friend .....

flower .....

song .....

advertisement .....

occupation .....

television .....

weight .....

## ☐ Vocabulary

Use each set of three words to complete the sentences.

**familiar****familiarise****familiarity**

a) ..... with your text book will help in your test.

b) I am ..... with the rules of golf.

c) You should ..... yourself with the layout of your new school.

**curious****curiosity****curiously**

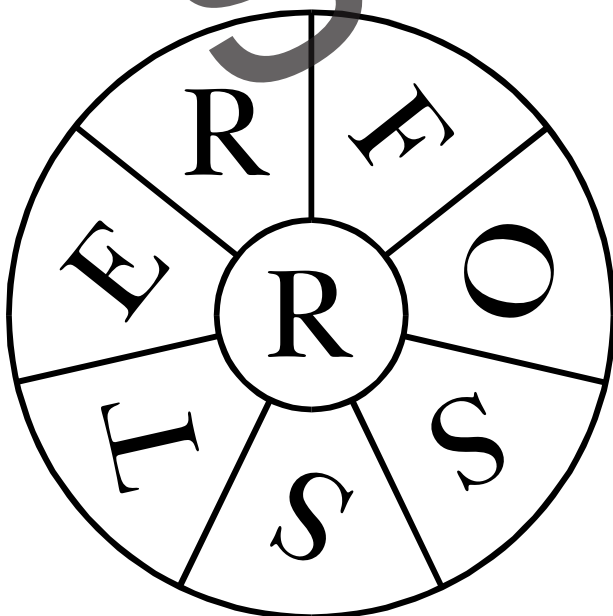
a) The strange noises aroused our .....

b) The kitten sniffed at the mouse hole .....

c) I was ..... about the reasons for his absence.

## ☐ Puzzle

Use the letters in the circle below to form an eight letter word for a safe place. Then see how many smaller words you can make from the letters. To make it harder, each new word must contain the centre letter.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**CHALLENGE:** The word **and** is probably the most used word in the English language. How long can you write, on a topic of your choice, without using **and**? Try to think of replacement words rather than writing lots of really short sentences.