

Spelfabet workbook



Level 9 version 2

More Latin and Greek Teacher/clinician edition

Up to 50 copies can be made, for use with your own students/clients.

These pages are in sets of two, to allow learners to:

1. Copy the words, then
2. Write the words independently.

This workbook adds prefixes to words as well as word parts like the "vive" in "survive" and "revive", which comes from the Latin word meaning "live". The prefixes studied are ex, in/im/ir/il, re, de, sub, inter, trans, per, super, semi, anti, en and con/com. Word parts originally from Latin or Greek are then added to gaps in words e.g. the contra meaning "against" in contrast, contradict and contraband, and the mania meaning "madness" in egomaniac, megalomaniac and pyromaniac. Knowing such word parts helps with both spelling and inferring meaning for reading. This workbook gives just a taste of Latin and Greek fragments in English. I hope learners can then notice others.

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More information: www.spelfabet.com.au

Patterns introduced/practised:	Page
ex- as in excellent, excess, exclude...	1
in- as in infect, include, inside...	3
im- (used before p, b and m instead of in) as in imminent, impoverish, improve...	5
ir- and il- (used before r and l instead of in) as in illegal, illustration, irrigate...	7
re- as in reflect, renovate, resume...	9
de- as in decay, deliver, demolish...	11
sub- as in subgroup, submarine, subsidy...	13
inter- as in interchange, interest, interpret...	15
trans- as in transcend, transfer, translate...	17
per- as in percent, permanent, persuade...	19
super as in superficial, superior, supermarket...	21
semi- as in semicolon, seminar, semitone...	23
anti- as in antibodies, antihistamine, antiseptic...	25
en- as in encourage, enforce, ensure...	27
con- as in concert, confuse, contest...	29
com- as in combat, comfort, commute...	31
ann as in annual, ante as in antenatal, aqua as in aquarium, astro as in astronomy..	33
aud as in audiologist, auto as in autograph, bio as in antibiotics...	35
bene as in beneficial, bi as in bicycle, chron as in synchronise, cracy as in democracy...	37
cent as in centimetres, circum as in circumference, contra as in contrast, cycl as in recycle...	39
cred as in incredible, dem as in demographer, dict as in contradict, fract as in fractured and frag as in fragile...	41
geo as in geology, gon as in pentagon, graph as in paragraph	43
hemi as in hemisphere, hydr as in hydrotherapy, hyper as in hyperactive, ject as in objectives...	45
kilo as in kilometre, lumin as in illuminate, magn as in magnitude, mal as in malaria...	47
mania as in egomaniac, mech as in mechanism, mega as in megaphone, medi as in media...	49
meter as in thermometer, micro as in microphone, migr as in migratory, min as in minus...	51

mis as in mistake, mit as in admit or miss as in dismiss, mono as in monorail...	53
mort as in mortality, multi as in multiple...	55
ologist as in psychologist, ology as in technology...	57
omni as in omnivore, pan as in panorama, path as in psychopath, pent as in pentathlon...	59
phobia as in arachnophobia, phon as in symphony...	61
ped as in pedestrian, photo as in photocopier, phys as in physical...	63
poly as in polystyrene, psych as in psychotic, pyro as in pyrotechnics, quad as in quadrupeds...	65
ques as in inquest, scrib as in inscribed and script as in scripture...	67
scope as in telescope, spect as in spectators...	69
struct as in obstruction, tain as in maintain...	71
tele as in television, theo as in pantheon...	73
therm as in thermostat, tract as in extraction, tri as in triangle...	75
uni as in unicorn, vac as in evacuation...	77
vid as in video or vis as in visual, volve as in evolved and volut as in revolution...	79

Introduction

The Spelfabet materials were devised as inexpensive, fine-grained, linguistically accurate, synthetic phonics teaching tools. This version also includes a strong focus on word building and meaningful word parts (morphology).

Originally intended for struggling learners, these materials can also be used by mainstream learners whose spelling lessons involve rote-learning high-frequency words or vocabulary lists, rather than explicitly and systematically teaching about sounds, spellings and word parts.

This workbook is designed for parents, integration aides and other non-experts to use with learners who can write regularly-spelt one and two-syllable words, spell a range of homophones and add prefixes and suffixes to words. They now need to learn about other word parts with particular spellings and meanings, most of which come from Latin or Greek.

This is a new workbook in the series, and increases the complexity of words studied, most of which are the kinds of words not used much in ordinary conversation, but highly relevant to academic work.

This workbook assumes learners can read and write the words in the Level 1-8 workbooks with a reasonable level of competence (getting about 90% correct), and contains:

- **Quite large print**, which spaces letters out more, making it harder to mix up their order.
Please save trees by printing on scrap paper or double-sided if you can.
- **A simple, handwriting-like font**, without too many confusing curly bits.
- **Tasks which involve adding prefixes to words and word parts, then adding Latin or Greek word parts to incomplete words.** This explicitly identifies meaningful word parts, provides their meanings, and shows how they are used in a range of words.
- **Pictures and sentences**, to make word meanings and use clear and build vocabulary.
The picture set used is mostly the Picture Communication Symbols by Mayer-Johnson LLC, and is used with permission.
- **General Australian English pronunciation** ("daughter" does *not* rhyme with "hotter", and "us" *does* rhyme with "bus"), **and vocabulary**. Where there are differences between UK and US spellings I mostly use the UK spellings while noting the US ones.

To use this workbook, get a dictionary and the parent/tutor cheat-sheet which downloads with this workbook, sit with your learner (do not leave him/her to work independently, this work involves speaking and listening as well as writing and reading) and:

- Starting at the first item on the page, **tell the learner the sentence including the missing word**. All the sentences in the workbook are also on the parent cheat sheet. This is a spelling practice activity so don't waste precious spelling time waiting for them to work out which word to write. Your learner should then find the missing word or word part at the top of the page, write the whole thing including the prefix in the box while saying it aloud, then cross the base word/stem/root out in the top box, and when the page is finished, read all the sentences. Reading one's own writing helps motivate legibility (if you can't read it, who might fix that?), reinforces the idea of our spelling/reading system as reversible, builds the habit of checking one's own work, gives extra exposure to each word, and lets you check for correct decoding and pronunciation, as word stress often changes when suffixes are added.
- **Words/word parts not quickly recognised should be sounded out** (not guessed!) For words of more than one syllable, you might draw a circle around each syllable, or put your finger(s) over other syllables to focus attention on one syllable at a time. Learners with working memory difficulties often forget early syllables in long words while they are sounding out the rest, so you might need to provide reminders.
- **Discuss what the prefix/Latin/Greek form means**, and how it affects or relates to the target word e.g. the prefix "im" meaning "in" added to the word "prison" creates a word meaning "put in prison". "Mega" means "big" and "mania" means "madness", and when they combine in the word "megalomaniac" they mean someone with delusions of grandeur.
- **Discuss the vocabulary on each page** to make sure your learner knows what all the words mean and how they are used in sentences. If you know extra meanings of the words, feel free to discuss them too e.g. the word "excuse" can be a noun ("what's your excuse for being late?") and a verb ("Would you please excuse me?"). If you're unsure whether your learner has a grip on a word, say "let's make up a few more sentences, I'll go first", provide a couple of sentences that you think will be interesting and relevant to your learner (e.g. "Dad's excuse for not doing much cooking is that he does quite a few dishes"), then ask your learner to provide a sentence. Use your dictionary to check for precise definitions, extra meanings and example sentences if need be. If your dictionary includes information about word origin, or your learner is studying a Latin-based language like French, Italian or Spanish, you might like to discuss that too e.g. the word "respect" is based on the Latin word "respectus", which is based on "re" and "specere" meaning "again/back" plus "look", and the Spanish word is "respeto".

- **If still having to sound out unfamiliar words, make sure your learner works through the word from left to right, one syllable at a time.** If necessary, draw a circle around each syllable, or put your finger(s) over the rest of the word to help your learner focus on one syllable at a time.
- **Ask your learner to use a "spelling voice" while writing.** This means saying every syllable in a stressed way, as it is spelt, and thus sounding a bit posh, like the Queen. e.g. perpendicular as "per" + "pen" + "dic" + "u" + "lar", even though in ordinary speech the second and fifth vowels are actually said as very quick, neutral "uh" sounds (unstressed vowel or schwa). Saying words aloud while writing keeps the focus on linking spoken and written language, and prevents less helpful strategies like reciting letter names or pure visual copying.
- **Provide lots of praise for all the things the student is doing right** - forming letters correctly and writing legibly, saying the words, eliminating words that have been used, remembering spelling patterns previously studied, thinking logically about how to change word endings before adding suffixes.
- **Teach through demonstration and practice:** There is a vast, mostly unhelpful meta-language about spelling: "spelling rules", "silent letters", "long/short vowels", letters "making sounds", "sight words" etc. These focus on developing *declarative knowledge* about spelling, but it's often inaccurate knowledge. Most spelling rules are highly unreliable and couched in complex language, all letters exist for a reason, "long" vowels are not simply prolonged versions of "short" vowels etc. The Spelfabet workbooks instead focus on developing *procedural knowledge* about spelling. Learners are set up to build their awareness of sounds in words and knowledge of spelling patterns and word structure through plenty of mostly errorless spelling and reading practice (learning by carefully-planned doing/habit formation).
- **Provide learners with lots of other reading and writing practice.** Younger children able to tackle this workbook should have no difficulty reading a range of age-appropriate texts and environmental print, in which they will see the patterns practised here. Older "reluctant" readers who still find age-appropriate texts difficult because they contain a lot of long words, or because they read slowly due to difficulties with Rapid Automatised Naming might like to try books with simplified text like the Barrington Stoke or Rip Rap books. Supplier links for such books can be found here: www.spelfabet.com.au/phonics-resources/07-decodable-books. Encourage and monitor free writing, providing tricky spellings, and immediate, kind, accurate feedback about spelling mistakes, so your learner doesn't practise and memorise them.

Write words with the prefix ex, meaning "out of".

ex+

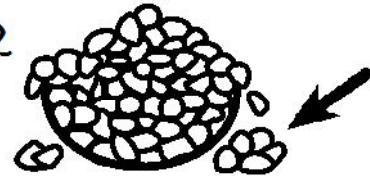
cavator cept changed claim crete curision
cellent cess cited clude cruciating cuse

1



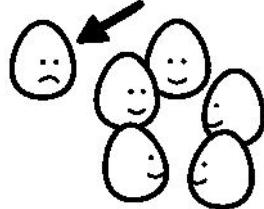
Your work is
.....

2



The
spilled over.

3



Some people
others.

4



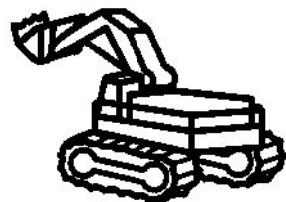
It made him

5



He was very

6



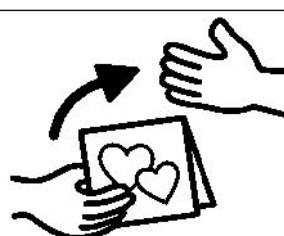
This is an

7



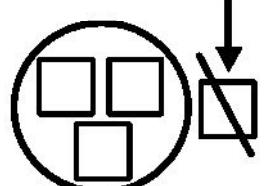
What is your?

8



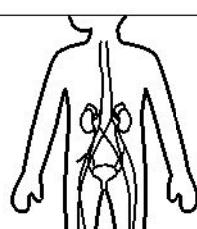
They
valentines.

9



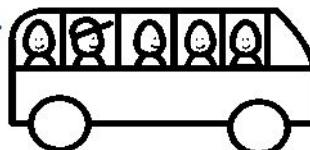
I like all
that one.

10



Our bodies
..... waste.

11



We went on
.....

12



The pain is
.....

Write words with the prefix ex, meaning "out of".

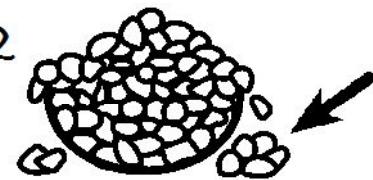
Spell with ex

1



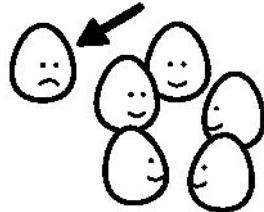
Your work is
.....

2



The
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Some people
..... others.

4



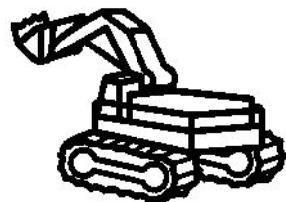
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He was very

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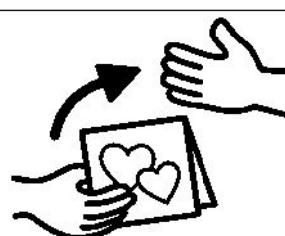
This is an

7



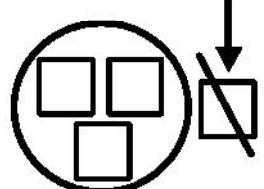
What is your
.....?

8



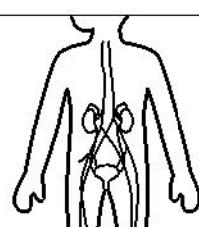
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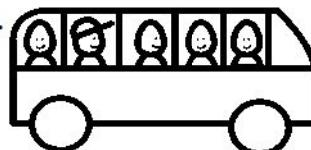
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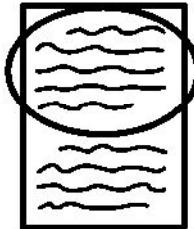
The pain is
.....

Write words with the prefix "in", meaning "in", "on" or "toward".

in+

cisors	flate	clude	tent
dent	hale	sert	vade
fect	ject	side	vite

1



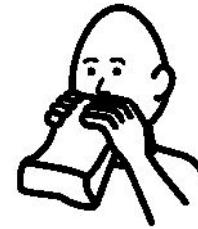
Please
your paragraphs.

2



Quick!
some insulin!

3



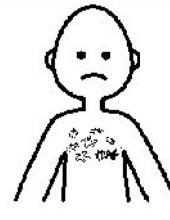
Breathe out,
then

4



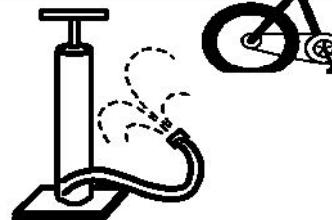
Your shirt is
.....-out.

5



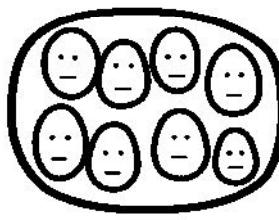
Germs
his lungs.

6



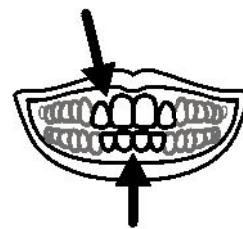
I must
my tyres.

7



Please
everyone.

8



Your front teeth
are

9



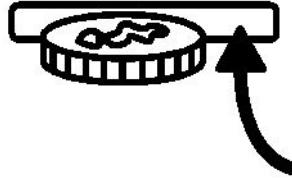
Please don't
.....

10



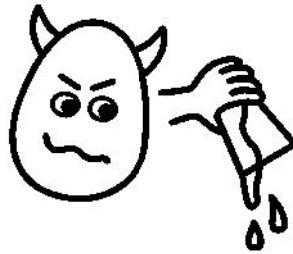
I will
my friends.

11



..... a coin
in the slot.

12

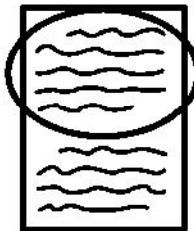


He was
on annoying us.

Words with the prefix "in", meaning "in", "on" or "toward".

Spell with in

1



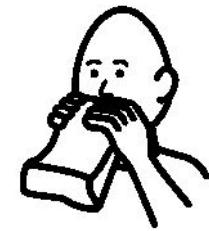
Please
your paragraphs.

2



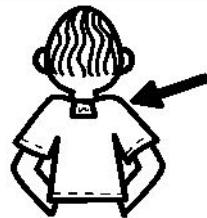
Quick!
some insulin!

3



Breathe out,
then

4



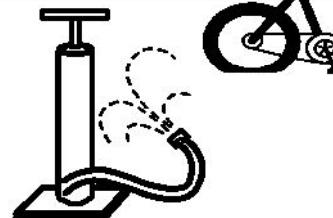
Your shirt is
..... -out.

5



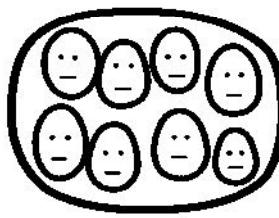
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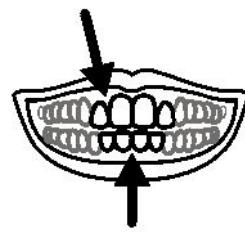
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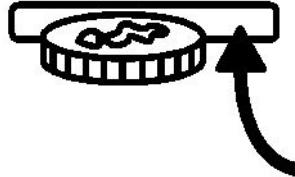
Please don't
.....

10



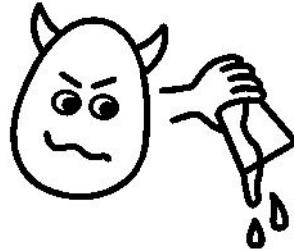
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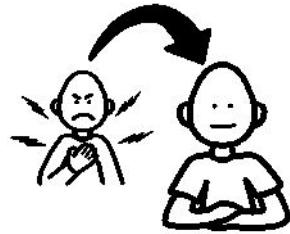
He was
on annoying us.

Words with the prefix im, meaning "in", "on" or "toward" (same as "in", but before p, b and m).

im+

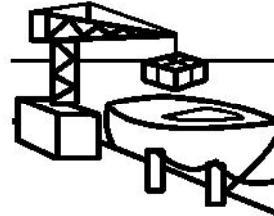
bibe	minent	posed	prints
merse	part	poverish	prison
migrate	port	press	prove

1



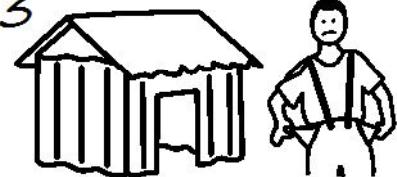
May your health
.....

2



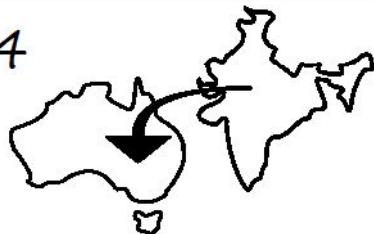
They
furniture.

3



Bad luck can
..... you.

4



They decided to
.....

5



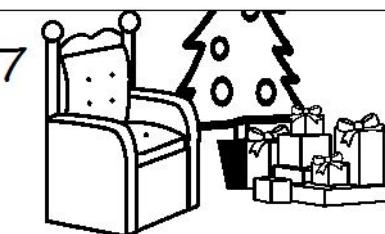
He
a 2-year sentence.

6



We
our worst criminals.

7



Santa's arrival
was

8



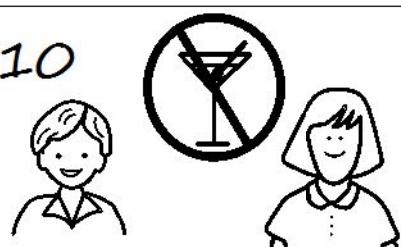
He can
his face in water.

9



He's trying to
..... us.

10



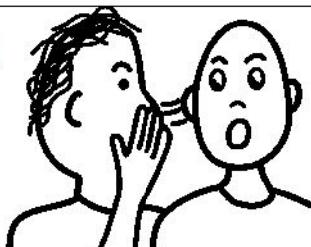
Children must not
..... alcohol.

11



.....
in the sand.

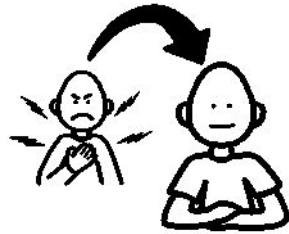
12



Let me
a secret to you.

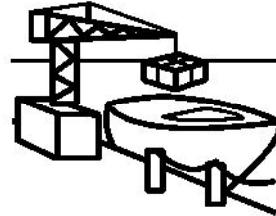
Spell with im

1



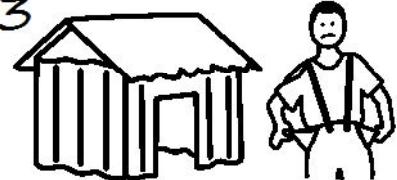
May your health
.....

2



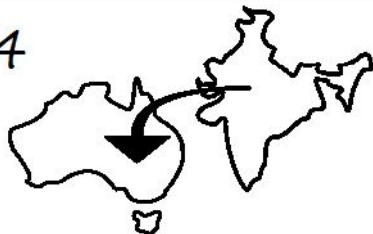
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They decided to
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5



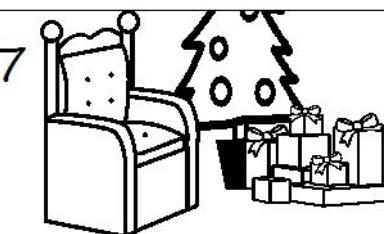
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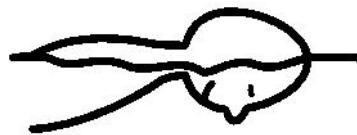
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He can
his face in water.

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He's trying to
..... us.

10



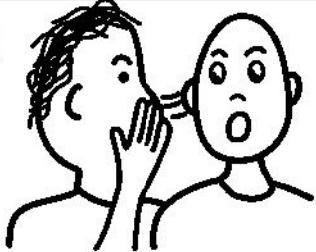
Children must not
..... alcohol

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.....
in the sand.

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