

# *Spelfabet* *workbook*



## **Level 7 version 2**

### **Homophones and prefixes**

### **Parent/aide edition**

Up to 5 copies can be made, for use with your own children/students.

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

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

This workbook provides practice differentiating and writing homophones e.g. board/bored, you/ewe, profit/prophet, plus a few double homophones e.g. saw/sore/soar, peek/peak/pique. Words are written into sentences with illustrations to clarify their meanings and word types. Next the workbook provides practice adding prefixes to words to change their meanings e.g. un+plug, un+pack, un+tidy, fore+arm, fore+hand, fore+see, over+alls, over+seas, over+night.

© Alison Clarke, Speech Pathologist, 2017, phone 0402 075 306

**More information: [www.spelfabet.com.au](http://www.spelfabet.com.au)**

<b>Patterns introduced/practised include:</b>	<b>Page</b>
ate, eight, ball, bawl, berry, bury...	1
board, bored, boy, buoy, brews, bruise...	3
bridal, bridle, cents, sense, cereal, serial...	5
cheep, cheap, cue, queue, days, daze...	7
dear, deer, die, dye, due, dew...	9
dual, duel, ewe, you, faun, fawn...	11
feat, feet, fir, fur, flour, flower...	13
foaled, fold, fort, fought, gait, gate...	15
genes, jeans, groan, grown, hair, hare...	17
hangar, hanger, hi, high, in, inn...	19
key, quay, night, knight, not, knot...	21
larva, lava, loan, lone, mall, maul...	23
mare, mayor, moose, mousse...	25
naval, navel, one, won, peal, peel...	27
pedal, peddle, profit, prophet, raw, roar	29
reads, reeds, root, route, rough, ruff...	31
scull, skull, sort, sought, stationary, stationery...	33
storey, story, swat, swot, teas, tease...	35
tern, turn, time, thyme, tuba, tuber...	37
Wales, whales, whacks, wax, which, witch...	39
flew, flu, flue, paw, pour, pore, pallet, palette, palate...	41
right, rite, write, raise, rays, raze, rains, reins, reigns...	43
saw, soar, so, sow, sew, there, their, they're...	45
to, too, two, way, weigh, whey, toad, toed, towed...	47
in as in inaccurate, incomplete, insecure...	49
im as in immature, impartial, impolite...	51
un as in unbuckle, uneven, unplug...	53
mis as in misbehave, misheard, mistook...	55
dis as in disagree, discard, disinfect...	57
fore as in forecast, forehead, forewarn...	59
re as in rebuild, refresh, rewind...	61
de as in decode, defame, depress...	63
pre as in preheat, prepay, preschool...	65
a as in adrift, alike, await....	67
em or en as in empowered, enclose, enlarge...	69
non as in nonevent, nonfatal, nonstop...	71
over as in overbalance, overcoat, overcrowd...	73
mid as in midfield, midline, midnight...	75
under as in underground, underneath, understand...	77

# 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 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 and now need to focus on the influence of spelling on meaning, building words from smaller, meaningful parts (morphemes) and expanding vocabulary.

The materials have been reworked a number of times based on experience and feedback from students, parents, teachers, integration aides and other speech pathologists. Thanks to everyone who helped, and sorry you're too numerous to mention by name here. I hope you find this version useful.

This workbook assumes learners can read and write the words in the Level 1-6 workbooks with a reasonable level of accuracy (getting about 90% correct), and contains:

- **Quite large print**, which spaces letters out, 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.
- **Homophones and double homophones**: e.g. fair/fare and saw/sore/soar. Learners first copy the words and then write them from memory.
- **Common prefixes added to words to change their meaning**. The base words to which they are added can stand alone as English words (i.e. they're free morphemes) e.g. un+do, fore+see, re+claim. English also contains many Latin and Greek prefixes which are added to other word fragments (stems/roots) to build words e.g. ex+crete, re+spect, trans+lucant, and these are addressed in Workbook 9.
- **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**.

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

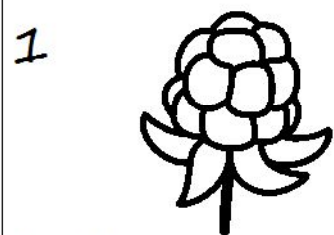
- Starting at item 1, **tell the learner which word to write** (all the words and sentences from the workbook are on the parent cheat sheet) and ask him/her to find it at the top of the page. Sometimes she/he won't know which of the homophones it is, and you'll have to clarify.
- **Words not quickly and automatically recognised should be sounded right out** (no reading the first part and guessing the rest!). For words with more than one syllable, you might help by drawing 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.

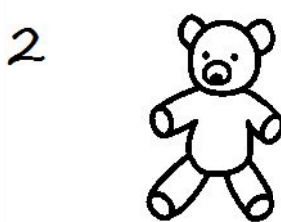
- **Draw your learner's attention to word parts** which can help clarify the difference between homophones e.g. "brews" has a final "s" which could be a plural or a third person marker, as in "she brews", so it fits into the sentence "She ..... up a potion" (illustrated by a witch and cauldron) better than the word "bruise". Note funny spellings like the bu in build and buoy and the que in queue.
- **Once your learner has found the correct word, he/she should write it in the relevant box** on the dotted line while saying it aloud, then cross it out at the top of the page and read the whole sentence aloud. 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.
- **Discuss the vocabulary on each sheet** 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. a fawn is a baby deer and something people do (e.g. fawn over movie stars), but it's also a light yellowish-tan colour. 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, then ask your learner to provide one.
- **Ask your learner to use her or his "spelling voice" while writing.** This means saying every syllable in a stressed way, as it is spelt. Homophones in ordinary speech like "bridal" and "bridle" are not pronounced as homophones in one's spelling voice. Instead, one has "al" as the second syllable and the other has syllabic "le" or "dle". 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 learner 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 word endings help us know the meaning of words e.g. "packed" is a verb with an ed ending, whereas "pact" is a noun, working quickly.
- **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 contain quite 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).
- **Provide learners with lots of other reading and writing practice.** Younger children able to tackle this workbook should be able to read a range of age-appropriate texts and environmental print. Older "reluctant" readers who find age-appropriate texts difficult because they contain a lot of long words 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](http://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.

Practising homophones group 1.

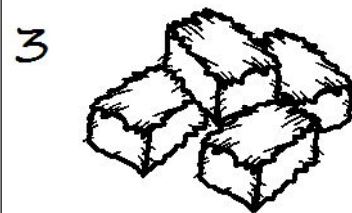
ate      bails      ball      bare      billed      berry  
eight      bales      bawl      bear      build      bury



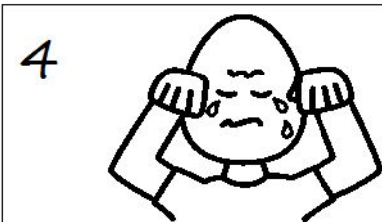
Let's go  
.....-picking



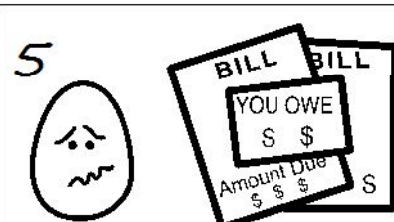
A teddy .....



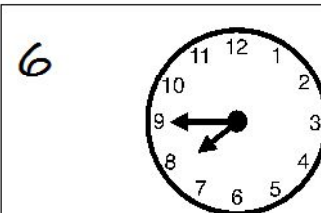
These are hay  
.....



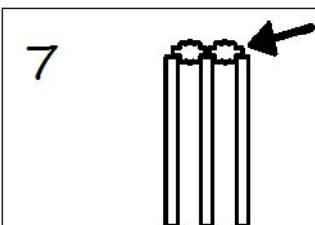
He started to  
.....



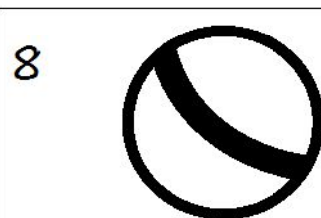
He was .....  
a lot of money.



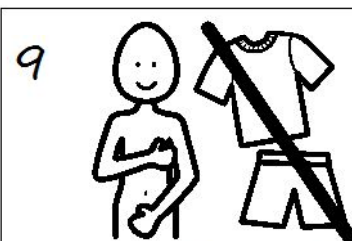
It's a quarter  
to .....



These are  
cricket .....



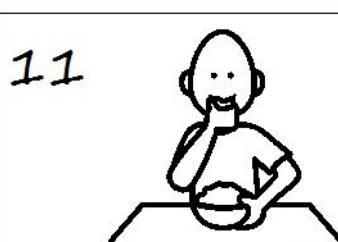
Throw me the  
.....



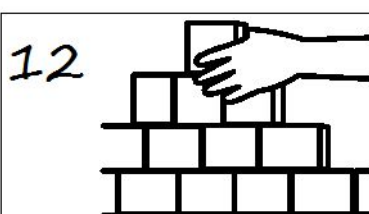
He stripped  
.....



I will .....  
it here.



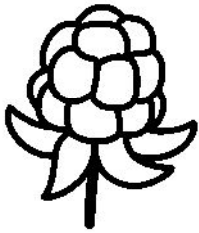
I ..... all my  
breakfast.



Let me help  
you ..... it.

# Fill the gaps

1



Let's go

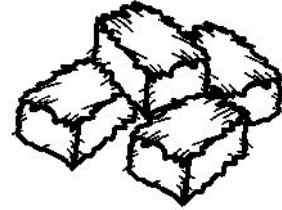
.....-picking

2



A teddy .....

3



These are hay

.....

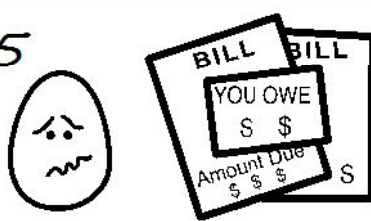
4



He started to

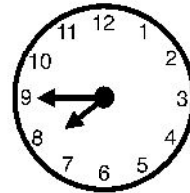
.....

5



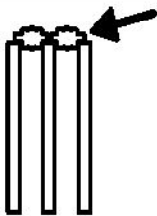
He was .....  
a lot of money.

6



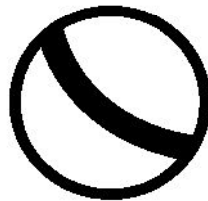
It's a quarter  
to .....

7



These are  
cricket .....

8



Throw me the

.....

9



He stripped

.....

10



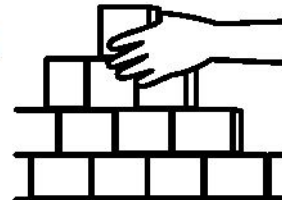
I will .....  
it here.

11



I ..... all my  
breakfast.

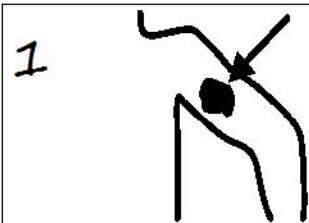
12



Let me help  
you ..... it.

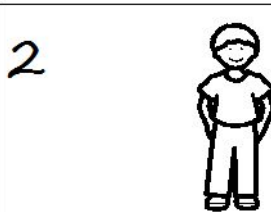


board bold bow boy braid brews  
bored bowled bough buoy brayed bruise



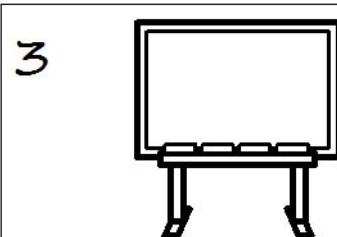
His arm had

a .....



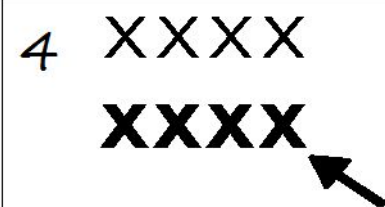
He is a little

.....



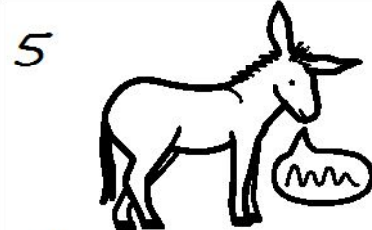
Write it on the

.....



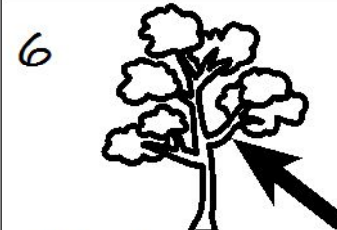
Make the font

.....



The donkey

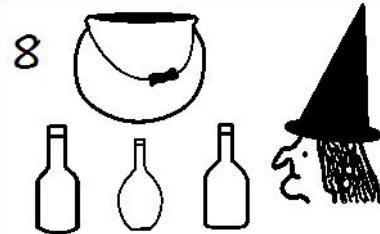
.....



Climb up to  
that .....



He is so .....

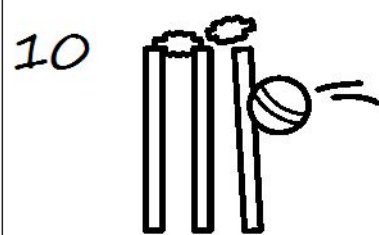


She .....

up a potion.

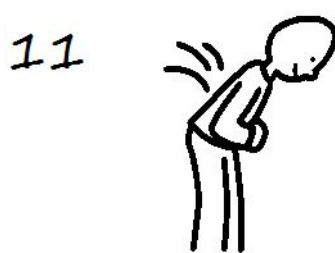


A hair .....

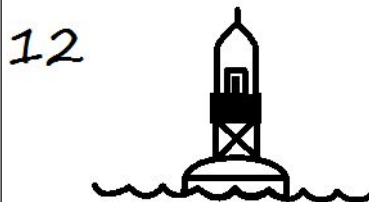


She was

..... out.



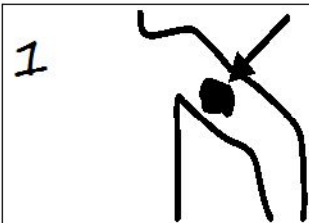
Take a .....



Let's swim out

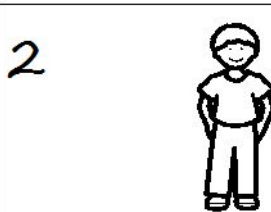
to the .....

# Fill the gaps



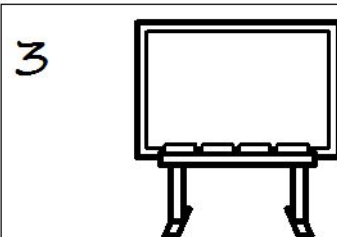
His arm had

a .....



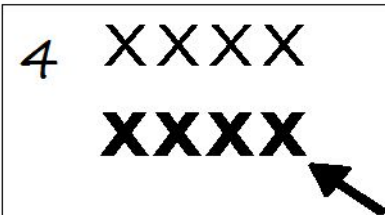
He is a little

.....



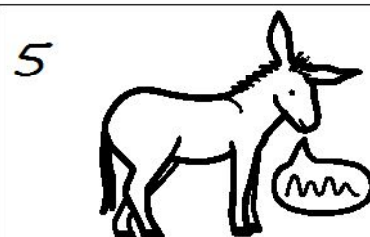
Write it on the

.....



Make the font

.....

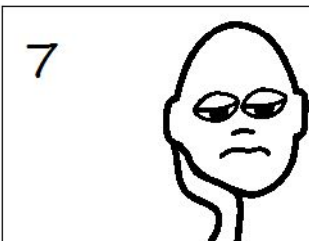


The donkey

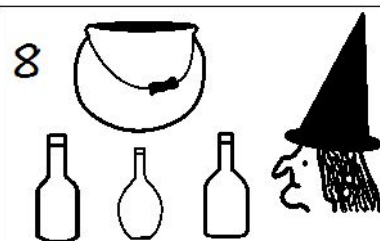
.....



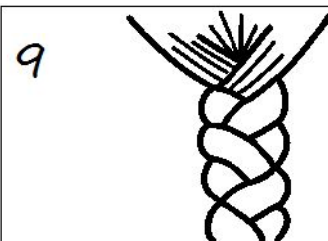
Climb up to  
that .....



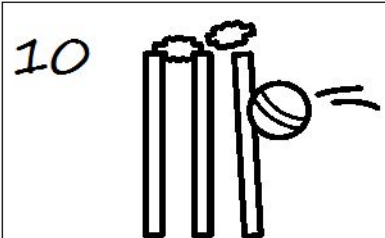
He is so .....



She .....  
up a potion.

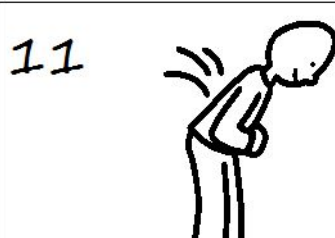


A hair .....

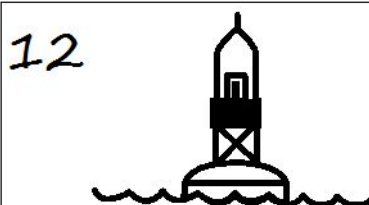


She was

..... out.




Take a .....



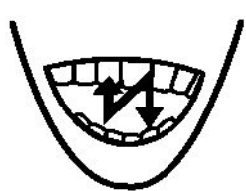
Let's swim out  
to the .....



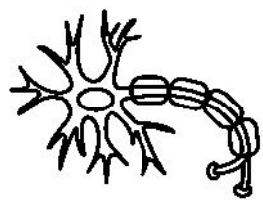
bridal caught cell cents cereal chews  
bridle court sell sense serial choose

1 

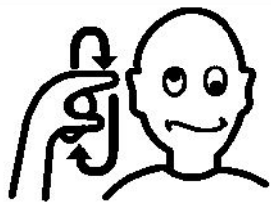
A judge works  
at a .....

2 

She .....  
very carefully.

3 


This is a nerve  
.....

4 

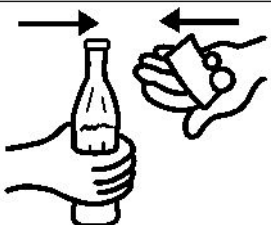
You're not  
making .....

5 Episode 25  



A television  
.....

6 


A .....  
dance.

7 

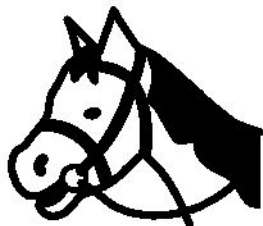
I'll ..... you  
a drink.

8 

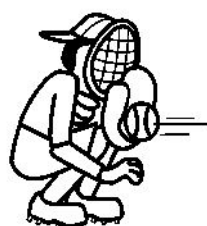
Breakfast  
.....

9 

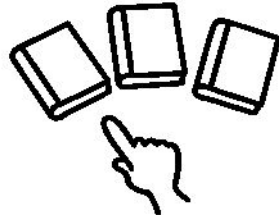
Ten .....

10 

A horse's  
.....

11 

She .....  
the ball.

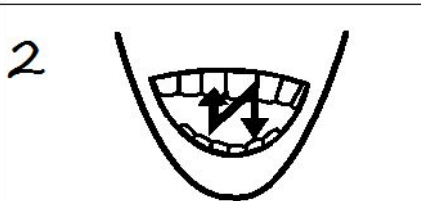
12 

I'll .....  
a book.

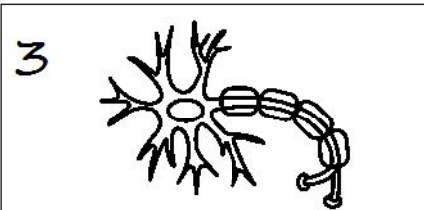
# Fill the gaps



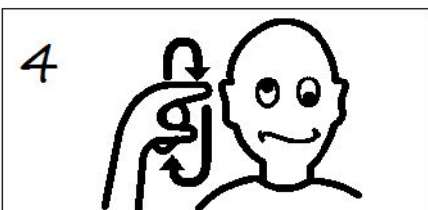
A judge works  
at a .....



She .....  
very carefully.



This is a nerve  
.....



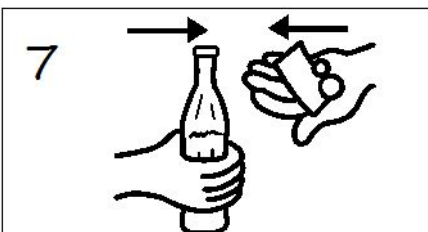
You're not  
making .....



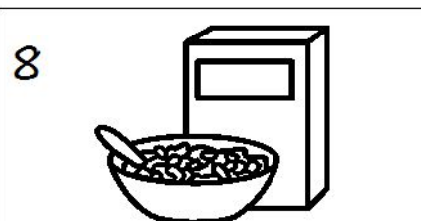
A television  
.....



A .....  
dance.



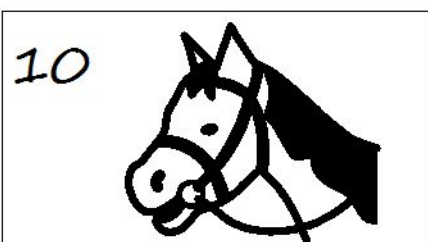
I'll ..... you  
a drink.



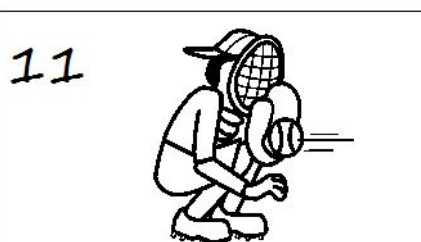
Breakfast  
.....



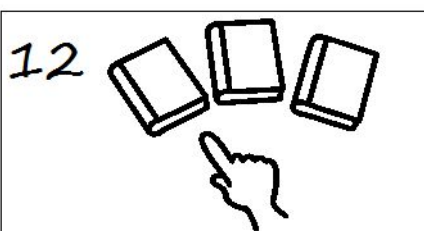
Ten .....



A horse's  
.....



She .....  
the ball.



I'll .....  
a book.