

# SPELLING

By Lee Kindler  
& Jan Hagston

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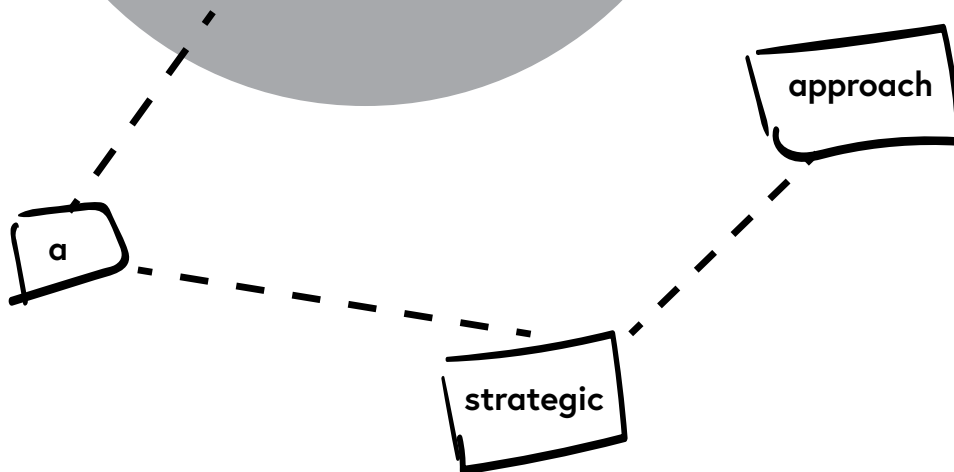
approach

strategic



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*Spelling - a strategic approach (student workbook)*

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# Improving your spelling

## WHY IS SPELLING IMPORTANT?

Good spelling helps us to communicate clearly. When words are spelled correctly, people are more likely to understand the messages that we are trying to get across.

Like it or not, we are judged on our spelling. For example, spelling mistakes on a resume might mean that we are overlooked for a job.

Being a good speller also helps to improve the speed of our writing. It means that we have to spend less time thinking about how to spell words and more time thinking about what we want to say.

## WHAT TYPES OF KNOWLEDGE DO GOOD SPELLERS HAVE?

Being a good speller does not mean that you need to have an amazing memory. It is useful to memorise words but knowing how words are constructed and developing strategies for tackling difficult words are equally as important. Good spellers have different types of spelling knowledge.

### TYPES OF SPELLING KNOWLEDGE

#### Phonological knowledge

Knowing the different sounds that letters can make and how spoken sounds are written

#### Morphemic knowledge

Thinking about the meaning of words and how they can change

#### Etymological knowledge

Considering where words come from

#### Visual knowledge

Recognising how words look

#### Orthographic knowledge\*

Knowing the way the letters go together in English

\*In this book orthographic knowledge is combined with the other types of knowledge

Good spellers also know when to apply these different types of knowledge, how to look up words they don't know and how to use technology, like spell checkers, to help them.

## **HOW DO YOU BECOME A GOOD SPELLER?**

Becoming a good speller means developing phonological, morphemic, etymological, visual and orthographic knowledge about words. It requires spending time thinking about words, discovering how words are created and applying the knowledge to your writing.

Everybody thinks and learns differently so becoming a good speller also means recognising what works for you. There may be certain types of words that you have difficulty with or particular strategies that work for you.

## **WHAT WILL YOU GET OUT OF THIS BOOK?**

This workbook will give you straightforward explanations about different types of spelling knowledge. The explanations are backed up with lots of examples and diagrams. This will help you to understand more about words, which will improve your spelling. The book focusses on strategies you can use to apply your spelling knowledge. This way, you will have the tools to tackle words that you are finding difficult.

There are also activities that encourage you to discover features of words and practice strategies for applying the different spelling knowledges.

## **HOW IS THE WORKBOOK SET OUT?**

The book is divided into the following chapters:

1. A guide to morphemic knowledge
2. A guide to etymological knowledge
3. A guide to phonological knowledge
4. A guide to visual knowledge
5. Applying spelling knowledge
6. Spelling and technology

Each chapter starts with an explanation of the key ideas. Following this, there are a number of activities to help you build your knowledge and use it in different situations.

# A guide to morphemic knowledge

**MORPHEMES** are parts of a word that change the meaning of the word.

They can be prefixes, base words and suffixes.

Example

**unhelpful**

Unhelpful means 'not full of help'

Morphemes : un, help, ful

prefix	base word	suffix
<b>un</b> means 'not'	<b>help</b>	<b>ful</b> means 'full of'

## Questions to ask yourself when attempting to spell a word:

What does the word mean?

Do I know the meaning of any of the parts of the word?

Is there a suffix or prefix? Does it sound familiar?

What is the base word?

Is the word made up of more than one base word (compound word)?

Are there any spelling rules that I can use?



## SOME COMMON PREFIXES

Prefix	Examples	Meaning
dis-	<b>dis</b> count, <b>dis</b> courage	undo, reverse, opposite
anti-	<b>anti</b> biotic, <b>anti</b> social	against, opposed to
non-	<b>non</b> toxic, <b>non</b> stick	not
sub-	<b>sub</b> marine, <b>sub</b> way	Under, lower, below, secondary, inferior
pre-	<b>pre</b> mix, <b>pre</b> view	before
ex-	<b>ex</b> port, <b>ex</b> -husband	out of, outside of, former
multi-	<b>multi</b> cultural, <b>multi</b> -millionaire	many
post-	<b>post</b> pone, <b>post</b> -surgery	after

Write some of your own



## SOME COMMON SUFFIXES

Prefix	Examples	Meaning
-less	fearless, hope <b>less</b>	without
-able	valu <b>able</b> , enjoy <b>able</b>	capable of, worthy of
-tion	educat <b>ion</b> , act <b>ion</b>	act or condition
-ness	busin <b>ess</b> , kind <b>ness</b>	state or condition
-ous	nerv <b>ous</b> , glor <b>ious</b>	full of, having, possessing
-ly	quiet <b>ly</b> , second <b>ly</b>	having a quality of, every
-ful	fear <b>ful</b> , joy <b>ful</b>	full of, able or tending to
-ive	act <b>ive</b> , explos <b>ive</b>	tendency towards

Write some of your own



### Activity 1: What is a morpheme?

Brainstorm some words that have the morphemes **un-**, **help**, and **-ful**.

un	help	ful
e.g. unhappy	e.g. helper	e.g. careful

Think of a definition for **un-** and **-ful**.

The prefix <b>un-</b> means:	
The suffix <b>-ful</b> means:	

Find the prefix, base word and suffix in the words below and write them in the table. One word has been done for you.

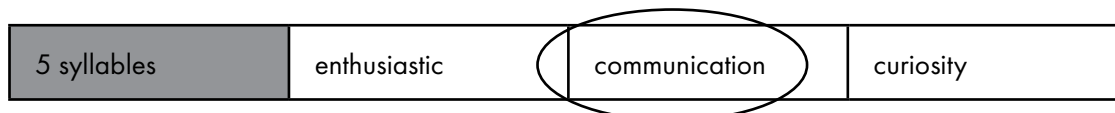
unlucky      recovering      disagreement      unarmed      reordered      unequally

Prefix	Base word	Suffix
un	luck	y

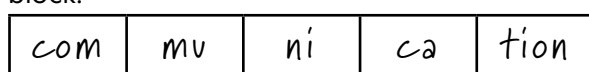
## Activity 6: Syllable word split game

### RULES

1. Roll the die.
2. Find a word with the same number of syllables.  
*You can choose a word from the word list, or think of one yourself.*



3. Write the word in the line with the same number of syllables. Write a syllable in each block.



Score 1 point for each word you can write in.

If you roll a number and that space is already taken you don't get a point. The next person has their turn.

The winner is the person with the highest score when all the spaces on the gamesheet have been filled.

### Word list 1 (for game sheet 1)

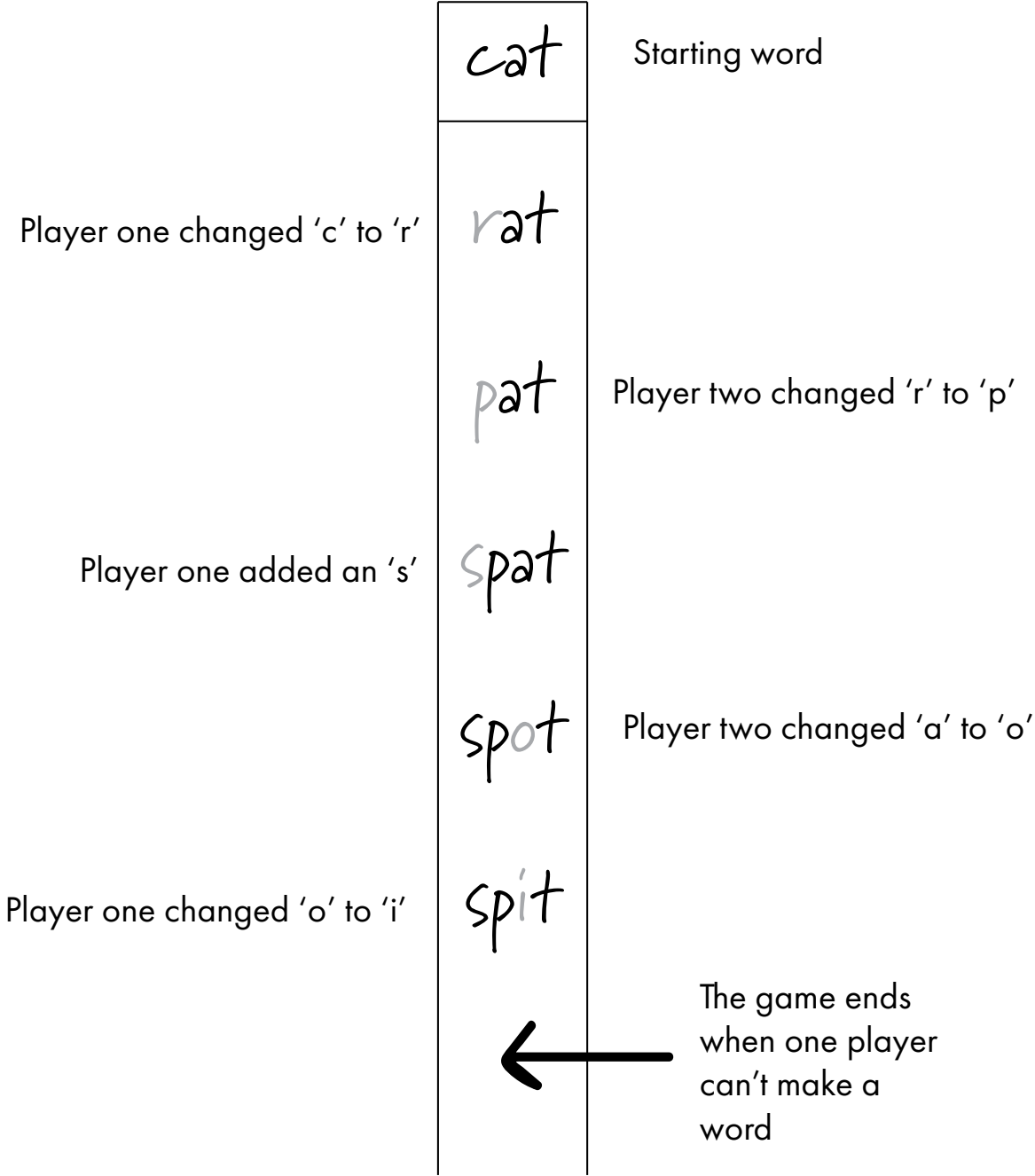
1 syllable	teeth	word	clock
2 syllables	secret	football	mobile
3 syllables	elephant	consonant	something
4 syllables	information	vegetable	certificate
5 syllables	enthusiastic	communication	curiosity
6 syllables	mispronunciation	unenthusiastic	hospitalisation

### Word list 2 (for game sheet 2)

note	misinterpretation	message
station	clap	overpopulation
unidentified	population	discrimination
annoying	disposable	jellyfish
chocolate	electricity	watch
memo	identify	responsibilities

# WHAT'S THE WORD GAME

Players take it in turns to add or change one letter



# SPELLING - A STRATEGIC APPROACH

## Student workbook

Lee Kindler & Jan Hagston

This workbook accompanies the Spelling - A Strategic Approach teacher resource. It provides students with straightforward explanations about different types of spelling knowledge. The explanations are backed up with lots of examples, diagrams and other details, which help students to become linguistic inquirers. This book focusses on strategies that students can use to apply their spelling knowledge, giving them the tools to tackle words that they are finding difficult.

In this book, there are lots of activities for students to complete that encourage them to discover features of words and practice strategies for applying the different spelling knowledges.



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