

Heather Willms

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Bridging knight  
the wrought debt  
Reading gnome  
Gap thumb ghost  
spaghetti knit sign  
knead gnaw wreak  
wrinkle knife lamb

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Explicit instruction that supports  
spelling, phonics, morphology, and  
vocabulary development  
in grades 4-8

A Sampler of Reproducibles for Classroom Use

## Homo"Phones" 1

Name: \_\_\_\_\_

Choose seven pairs of homophones from the bank below. Draw the meaning of each pair on a phone—the first one is done for you.

### Homophone Word Bank

ate/eight

flower/flour

male/mail

plain/plane

tail/tale

bear/bare

hair/hare

meet/meat

peace/piece

wait/weight

break/brake

hear/here

pare/pear

read/reed

weak/week

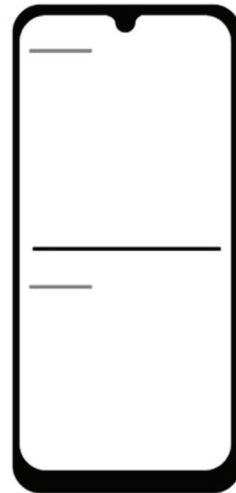
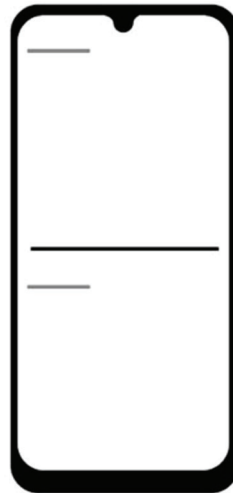
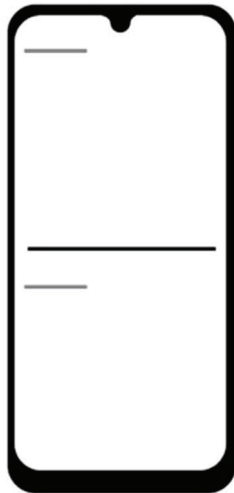
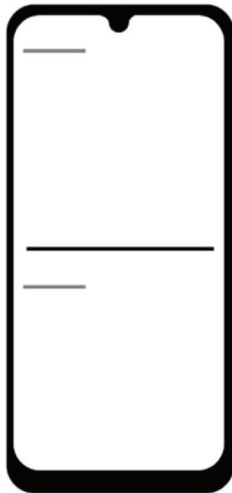
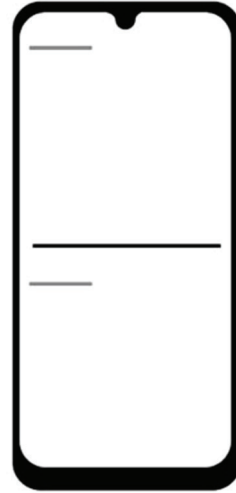
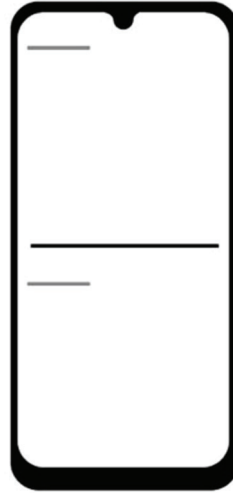
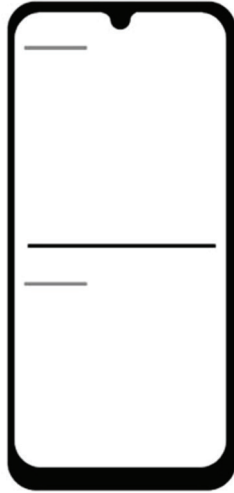
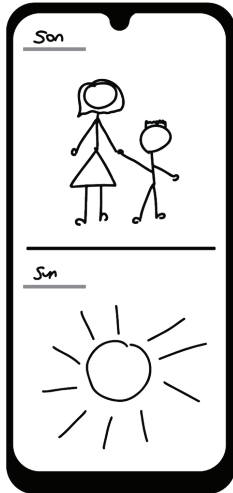
cell/sell

no/know

flee/flea

sun/son

see/sea



## Building with Affixes

Name: \_\_\_\_\_

Create 4 words for each affix.

### Prefixes

<b>un:</b> not or opposite	<b>pre:</b> before	<b>re:</b> again
1. unhappy	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
<b>dis:</b> not/opposite	<b>mis:</b> bad/wrong	<b>over:</b> too much
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

### Suffixes

<b>er:</b> more of	<b>est:</b> most	<b>ful:</b> full of
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
<b>ness:</b> state of	<b>er:</b> person who	<b>less:</b> without
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Choose 2 prefixes and 2 suffixes and write a sentence for each.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Bases and Affixes Review

Name: \_\_\_\_\_

Fill in the missing affixes and/or bases in the chart below. The first one is done for you.

Prefix		Base	Suffix	Word
1	<i>dis-</i>	<b>regard</b>	<i>-ed</i>	<b>disregarded</b>
2	<i>re-</i>	port	<i>-ing</i>	
3		friend		unfriendly
4	<i>mis-</i>			misinformed
5		construct		reconstructed
6	<i>im-</i>		<i>-ing</i>	imprinting
7	<i>un-</i>	trust	<i>-ing</i>	
8	<i>semi-</i>			semicolons
9		vide		provider
10	<i>mis-</i>	understand	<i>-ing</i>	
11		stop		unstoppable
12		virus		antiviruses
13	<i>un-</i>	clean	<i>-li-ness</i>	
14	<i>mis-</i>			misinformed
15		health		unhealthy
16	<i>in-</i>		<i>-ive</i>	ineffective
17		circle		semicircles
18				unhealthy
19	<i>mid-</i>	year	<i>-s</i>	
20			<i>-ive</i>	unsupportive



## Silent Letters: Using Words in Context

Name: \_\_\_\_\_

Using the word bank, use any word in a sentence following the instructions below. Create two sentences for each prompt.

### Word Bank

doubt

writer

wry

wreck

wrench

plumber

thumb

yoghurt

wrestle

lamb

spaghetti

design

succumb

tomb

knight

Write a sentence using one word from the word bank and one or more colors. **Example:** The red and blue **gnome** sat on the porch.

a) \_\_\_\_\_

b) \_\_\_\_\_

Choose any word from the word bank and write a sentence where you include another word that has the same meaning as your chosen word.

**Example:** Wael **owed** his dad \$50 so he took extra shifts at work to get out of **debt**.

a) \_\_\_\_\_

b) \_\_\_\_\_

Combine two of the word bank words in one sentence.

**Example:** The grave digger thought he saw a **ghost** on top of the **tomb**.

a) \_\_\_\_\_

b) \_\_\_\_\_

Write a sentence using as many silent letter words as possible.

a) \_\_\_\_\_

b) \_\_\_\_\_



## Word Sort for Hard and Soft 'c'

Name: \_\_\_\_\_

### The Rule for Spelling and Reading

- 'C' makes the soft /s/ sound when it is followed by 'e,' 'i,' or 'y.'
- It makes the hard /k/ sound when it is followed by 'a,' 'u,' and 'o' (or no letter).
- This is a predictable rule.

**Instructions:** Sort the following word bank into hard and soft 'c.'

acid	Pacific	concert	fence
caustic	object	peace	process
hectic	gigantic	cyclone	sincere
bicycle	panic	science	circus
drastic	electric	carousel	extravagance

Hard 'c'	Soft 'c'



## Multisyllable Words with Affixes

Name: \_\_\_\_\_

Choose 7 words from the word bank and write them on the blanks below. Circle each affix and divide the word into syllables.

### Word Bank

disagreeable	misunderstood	impatiently	reorganized
rethinking	misprinting	ingrained	unsupportive
independently	semicircles	preheating	incompletely
misadventures	misbehaving	undrinkable	repeated
unteachable	rewriting	ineffective	

re|writ|ing \_\_\_\_\_

\_\_\_\_\_

For 5 of your words, choose one syllable and write as many words as you can with that syllable.

**Rewriting – write:** prewrite, writes, writable, rewrite, miswrite, unwritable

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



*"This book will be very helpful to teachers who work with dyslexic and other struggling readers. There are many useful insights into the reading process and how to improve the reading skills of all students."*

— Dr. Linda Siegel

This timely book features a structured series of ready-to-use lessons that instruct, strengthen, and address gaps in spelling, phonics, morphology, and vocabulary. Dig into decoding and word meaning for the middle years with this guide to explicit instruction that will fill gaps in student understanding.

***Bridging the Reading Gap*** explores the “how” and the “why” of the English language. The engaging activities align with how the brain learns to read within a wide range of abilities to reflect the needs of all students in today’s classrooms. These strategies are an important starting place for busy teachers looking for proven ways to strengthen fluency, vocabulary, and spelling skills in older readers.

The practical lessons in this remarkable book focus on word play and language exploration. These easy-to-use lessons provide background knowledge and encourage teachers to start where they feel comfortable and learn alongside their students as they build language skills together. Carefully curated word lists scaffold instruction for emergent to competent readers. The lessons are based on extensive classroom experience and include suggestions from teachers who have used the lessons in today’s classrooms.

An ideal resource for using the spelling block to instruct, strengthen and address gaps in phonics, morphology, and vocabulary knowledge for students in grades 4-8.



**Heather Willms**, B.A., B.Ed., M.A.Ed., is a university instructor, reading coach, and intervention teacher whose work includes mentoring, modeling, and supporting both teachers and students in grades K–8. Heather has twenty-three years of experience as a classroom, learning support, and district lead teacher. A respected literacy leader, she works as a reading consultant and coach for districts, schools, and teachers interested in shifting instruction to align with Structured Literacy and evidence-based practices. Heather’s book, ***This Is How We Teach Reading*** explores the what, why, and how of teaching phonics in K-3 classrooms.

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