

Missing Letters -able, -ible



Objective

Words ending -ible/-able
Spelling rules and patterns,
building a rich vocabulary.



Equipment

- Activity Sheets
- Enrich School Orienteering Map
- Orienteering Control Markers



Preparation

- This activity involves children using the letters on control markers to fill in the missing letters in a selection of words, all of which end in either -able or -ible.
- Children could do this activity in pairs or small groups.
- Provide pairs/groups with a copy of the school's Enrich Orienteering Map and an Activity Sheet.
- Explain to children how to carry out the activity.



Instructions

- Children locate specified control points on their Activity Sheet, using their Enrich School Orienteering Map. Each control point is linked to an 'able/ible' word with several missing letters.
- Children select from the letters on the control marker to fill in the missing letter/s from the word.
- The letter 'i' for -ible words and the letter 'a' for -able words is always missing from the word. This is not linked to a letter from a control marker – it is indicated by a ? on the Activity Sheet.
- Children need to decide whether to use a letter 'i' or letter 'a' and to insert it to complete each of the words.



Other information

- Children could be introduced to rules/patterns involving the suffixes 'able' and 'ible' prior to this activity. Alternatively, the words completed through the activity could be used to create a class collection, which could then be used to explore meanings and to look for any spelling patterns.
- Children could use a dictionary to help them with this activity.
- They could also look up the meanings of any unfamiliar words that they collect.
- As a follow-on activity, children could select two or three of the words that they collected and compose a sentence for each one.
- There is a teacher's answer sheet for this activity.

Spelling patterns – words with the suffixes 'able/ible'

- Use the 'able' ending if you can hear a whole root word e.g. comfort – comfortable.
- Use the 'ible' ending when you can't hear a whole root word e.g. invisible.
- If the root word ends in 'e', then usually we drop the 'e'.
- 'able' is used more often than 'ible' – so, if you can't decide, 'able' is your best guess.

(NB – Children should know that these patterns are useful as a best guess but are not 'rules' that apply to every 'able/ible' word. They may be able to find exceptions.)

