

SPELLING MADE FUN

justrewards
Inspiring Ideas

Devised by Louise Finnegan

WORKBOOK **B**

A SPELLING PROGRAMME FOR
PRIMARY SCHOOLS



school

wool

tool

tick

chick

kick

swing

plug

bug

string

slug

King



LOOK



SAY



COVER



WRITE



CHECK

SPELLING MADE FUN

With
VISUAL PATTERNS



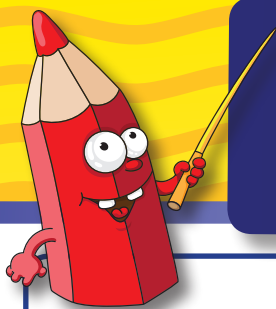
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First published 2016.

Design & Print by Definitiv Design. www.definitiv.ie

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Introduction

For teachers and parents.

This spelling book is recommended for First Class pupils. It is recommended that the dictation from **Spelling Made Fun with visual patterns Book 1 Lower level 2** is used in conjunction with this workbook. Dictation is an essential element of the programme.

Some pupils are natural spellers and seem to become proficient spellers without any explicit instruction. But the vast majority of pupils need to be given strategies and cues to assist them in learning spelling. Learning to spell works best when it is multisensory and multistrategy.

Learning to spell involves developing four different kinds of spelling knowledges.

Phonological knowledge

How a word sounds and the pattern of sounds in words. Pupils can learn to segment words into individual sounds and syllables. They can recognise onset and rime, rhyming words and blend sounds to make words.

Visual Knowledge

How letters and words look. Using this knowledge pupils can focus on patterns in words and visual cues that support memory .

Morphemic Knowledge

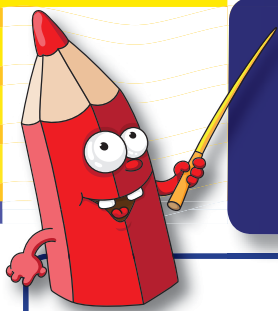
How words are related by meaning. Word building is explored and pupils look at how changes to a word create changes to the words meaning. It requires understanding of root word , prefixes, suffixes and syllables.

Etymological knowledge

How words are derived, the origin of words and the effect this has on spelling patterns.

This spelling workbook contains 32 units of work. Each unit has a spelling list. The purpose of this spelling workbook is to give children activities based on the spelling lists to reinforce the spelling and improve retention. It provides a multisensory, multistrategy approach to spelling. It is designed to accompany the **Spelling Made Fun with visual patterns Book 1 lower, level 2**.

It is important that children understand the meaning of the words that they are learning to spell, so many of the exercises in the workbook involve the pupils using the words in the context of a sentence. Dictation is an essential element of the programme as writing the target words in the context of a sentence makes them more meaningful and easier to remember.



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There are three pages of activities for each word list and the word lists contain the bank of words to be learned for a week. The **LOOK, SAY, COVER, WRITE, CHECK** technique is recommended. On Monday night for homework using the Look, Say, Trace, Cover, Write, Check technique the pupil writes at least the first 4 words on the list. The pupils should be encouraged to say aloud each word as they write. Tracing over the letters before they write should also be encouraged. This multi-sensory approach using the motor, auditory, visual and tactile techniques increases the probability of the pupil retaining the spelling. Any pupil who wishes to practise more words each night should be encouraged to do so. On Tuesday night the first 8 and on Wednesday the first 12 words so that by Thursday all 16 words should be recorded on the list. The words should be in the same sequence in each column for each night of the week. **On the practice sheets the pupils should use highlighters to highlight the pattern as an aid to memory.**

There is a lot of emphasis on the visual letter patterns in the word lists, finding little words in the bigger words and any cues that will make it easier for the pupil to memorise the words, spelling tips, rules and mnemonics.

The worksheets are to assist busy class teachers in their classrooms.

The activities are designed so that the pupil can work independently or with limited instruction, to allow the teacher to facilitate group teaching in his/ her classroom eg. while groups are working on their workbooks the teacher can be doing dictation with another group using the dictation sentences that correspond with the lists from The Spelling Made Fun With Visual Patterns programme.

Although the words on the worksheets are printed the children should be encouraged to complete their work using a cursive handwriting style if it is used in their school. Research has shown that cursive handwriting aids recall of letter order and hence improves spelling.

The children should be encouraged to add the words which give them problems to the word bank at the back of the activity book, My Tricky Words. This is their own personal word bank.





List 1

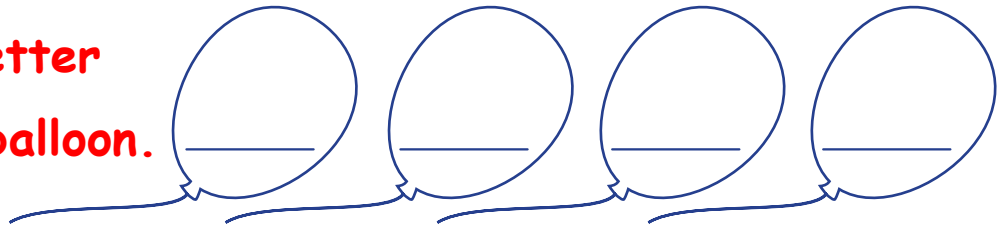


LOOK SAY COVER WRITE CHECK


Practise spelling these words each night.


LIST 1	MON	TUES	WED	THURS
come				
home				
some				
women				
back				
sack				
black				
snack				
track				
school				
pool				
wool				
tool				
fool				
where				
her				


Write the **ome** letter pattern in each balloon.




Now make new words with the **ome** letter pattern.

c _ _ _  _____

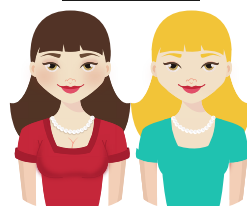
h _ _ _  _____

w _ _ _ n  _____

s _ _ _  _____

Write the words beside the pictures.



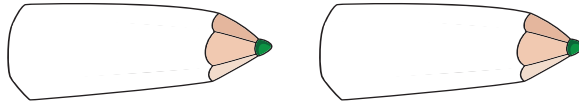




Look at the word women.

Can you make two little words in women?

Write them in the pencils



Which word? **sum** or **some**

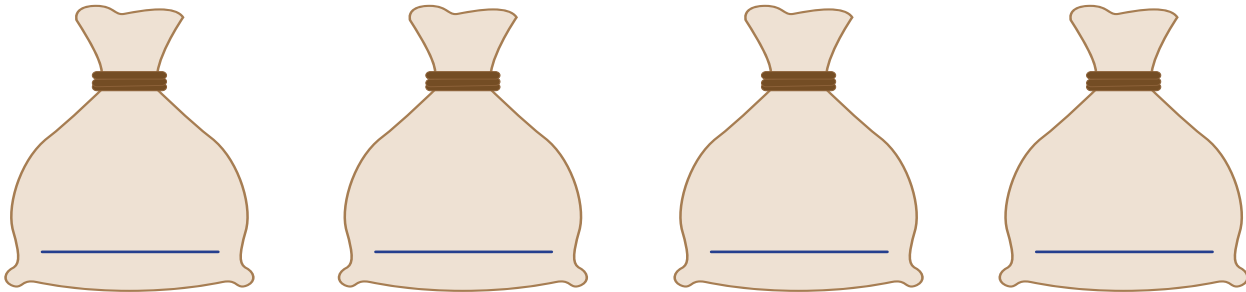
$$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$$
sum

Can I have _____ cake?

I got my _____ right.

I saw _____ women outside the shop.

Write the **ack** letter pattern in each sack.



Now make some new words and write them on the lines.

s **b**
tr **p**
sn **bl**

ack



1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Use the words to finish the sentences.

1. I will come _____ home soon.

2. I _____ up my things at school when it is home time.

3. Santa has a _____ full of toys.

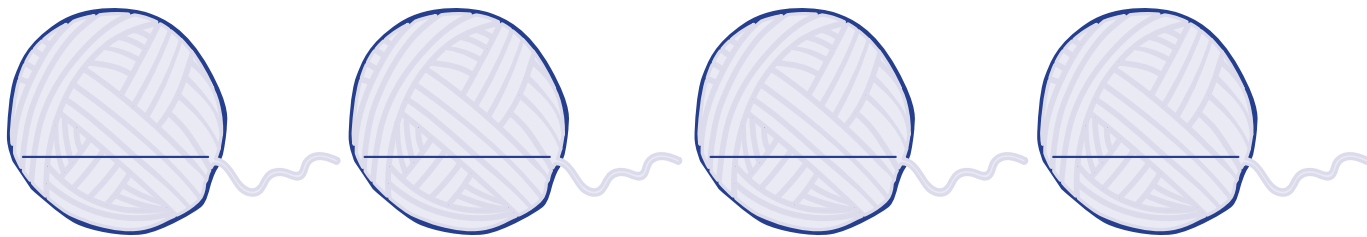
4. This is the colour _____ . 

5. I will eat my _____ at school.

6. This is a _____ . 



Write the **ool** letter pattern in each ball of wool.



Circle **ool** in these words.

pool
cool
wool
school
tool
fool

Use the words to finish the sentences.

I can swim in the deep end of the _____.

This is my _____.



Look at the ball of _____.

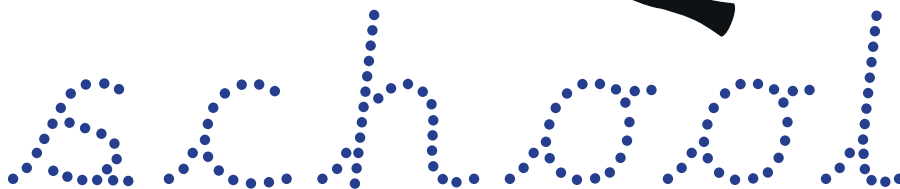


You should not _____ around in school.

A hammer is a _____.



Trace over school in 4 different colours.

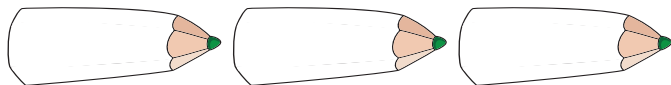


school _____

Make a sentence with the word school.

Can you make three little words in where?

Write them in the pencils.



Read: Where is her black ball of wool?

Now cover the sentence and write from memory.

Colour **her** black.

where

