



# Introduction

## For teachers and parents.

This spelling book is recommended for **Second Class pupils**. It is recommended that the dictation from **Spelling Made Fun with visual patterns Book 1 lower level 3** 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 3**

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.

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, 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.

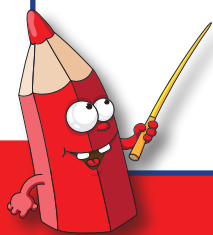
The worksheets are to assist busy class teachers in their classrooms.

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.

On pages 101-111 of the workbook the pupil can record his/her weekly spelling test and rate his/her performance by ticking the appropriate face.

The pupil can complete the grid on pages 112 & 113 at the end of each week colouring a bee for each correct spelling and marking their score. Progress can be monitored easily by both parent and teacher by checking this grid.





# List 1

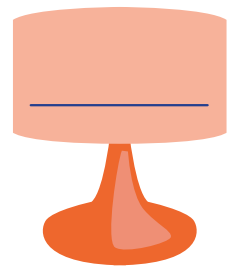
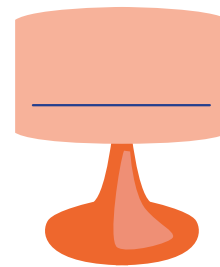
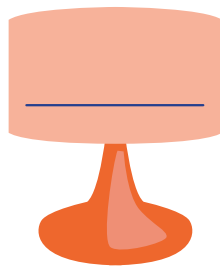


LOOK SAY COVER WRITE CHECK

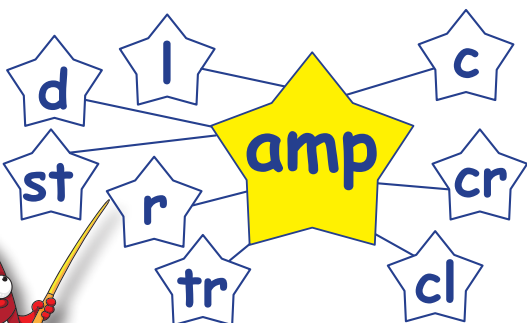
Practise spelling these words each night.

LIST 1	MON	TUES	WED	THURS
camp				
lamp				
clamp				
damp				
stamp				
ramp				
tramp				
jump				
jumper				
jumped				
dump				
dumper				
lump				
pump				
thump				
grumpy				

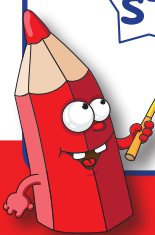
Write the **amp** letter pattern in each lamp.



Now make new words with the **amp** letter pattern. Write them on the lines.



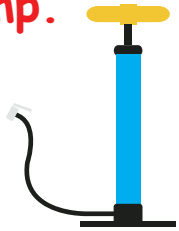
_____	_____
_____	_____
_____	_____
_____	_____



Use the words you made to finish the sentences.

1. I like to \_\_\_\_\_ outside in the summer if it is fine.
2. The traffic warden will \_\_\_\_\_ your car if you park on a yellow line.
3. I need to go to the post office to buy a \_\_\_\_\_ .
4. I have a \_\_\_\_\_ on the locker beside my bed.
5. The \_\_\_\_\_ was dressed in old shabby clothes.
6. It was very cold and \_\_\_\_\_ this morning.

Write the **ump** letter pattern beside the pump.

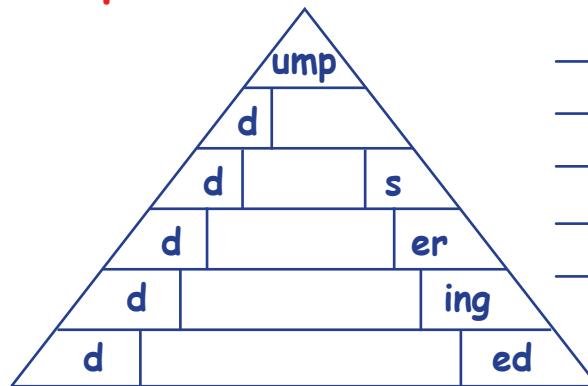


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Build Pyramids using the **ump** letter pattern. Write the words.

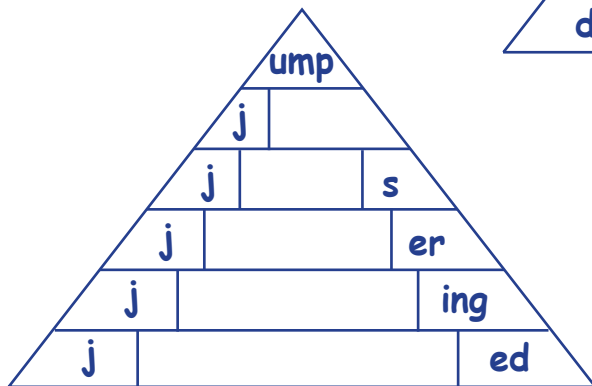


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

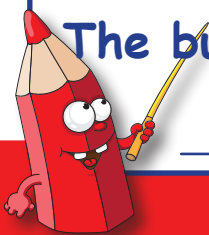
\_\_\_\_\_

Colour the correct word in each sentence. Write the new sentence.

I like **jump** **jumping** on my trampoline.

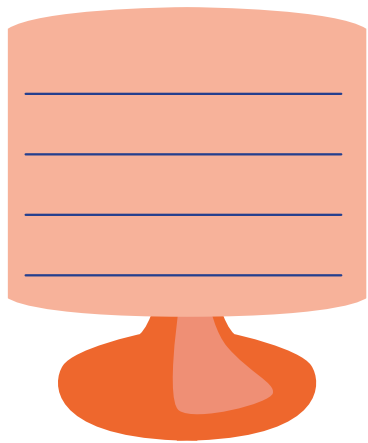
I wear a **jump** **jumper** when I feel cold.

The builder drove a **dumping** **dumper** .

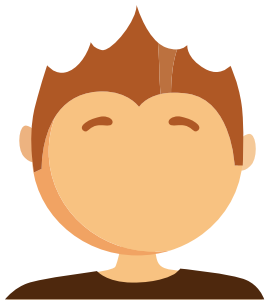


Write the **ump** words in the jumper and the **amp** words in the lamp.

camp jump dump lamp grumpy  
stamp pump dumper tramp bump



Draw a grumpy face.



Finish the sentence.

The man is grumpy because

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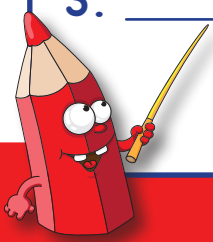
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Now put the words below in alphabetical order.



camp jump dump lamp grumpy  
stamp pump thump ramp

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |





# List 2



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 2	MON	TUES	WED	THURS
imp				
chimp				
letter				
better				
Ireland				
island				
England				
Scotland				
father				
mother				
family				
son				
reason				
season				
*				
*				

Write the name of your school and your local town or city in the blank spaces marked \* above.

**SPELLING TIP**  
An island is land

**Write** island \_\_\_\_\_

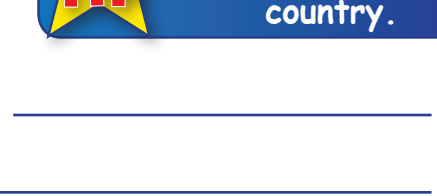
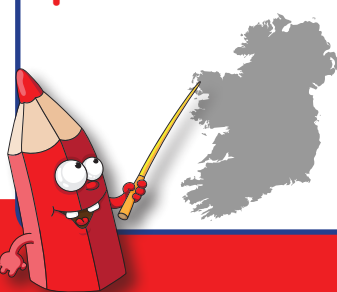
Look at Ireland, Scotland and England

What word can you see in all of them? Write it in the pencil.

 Highlight **land** in the words above.

Choose words from words above and put beside the correct country.

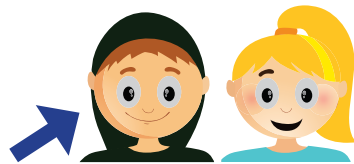
**SPELLING TIP** Remember to use capital letters for the name of a country.





son

son



rea _ _ _	_ _ _ _ _
sea _ _ _	_ _ _ _ _



Can you find the two little words in the words below?



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

There are four \_\_\_\_\_s in the year.

Spring, Summer, Autumn and Winter.

Write the missing letters.

Colour the word **other** in mother.

mother

father

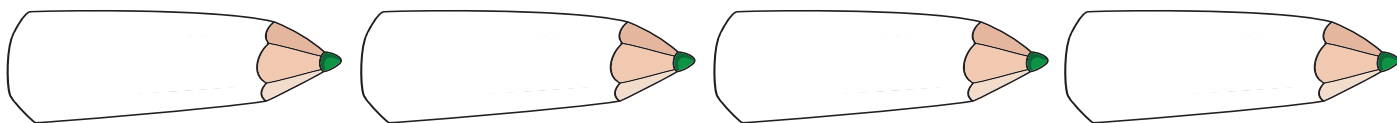
m \_ t h e \_  
 m \_ \_ \_ e r  
 \_ \_ \_ \_ e r  
 m \_ \_ \_ \_ \_

f \_ \_ h e r  
 f \_ t h e \_  
 f \_ \_ \_ \_ r  
 \_ \_ \_ h e r

mother

Can you see any other little words in mother?

Write them in the pencils.



mother



father







**SPELLING TIP**

father and mother I love you.

Say the tip as you write the word.



**family**

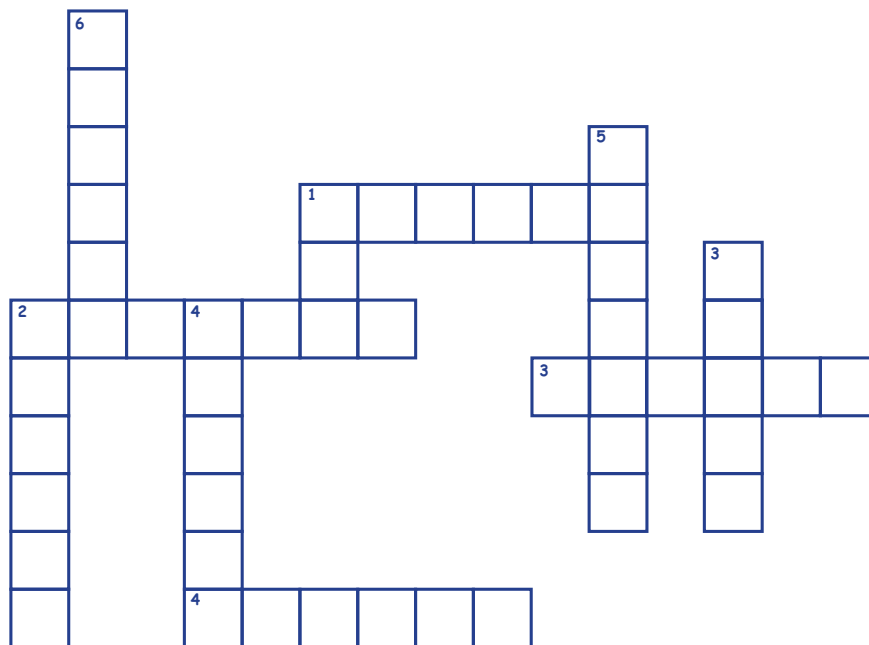
How many people are in your family? \_\_\_\_\_

There are \_\_\_\_\_ people in my \_\_\_\_\_.

Write three sentences about your family on the lines below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fill in the crossword. Use the word list.



**Across**

- 1. Summer is one.
- 2. The country we live in.



- 3.
- 4. Sounds like 'season'.

**Down**

- 1. Opposite of daughter.
- 2. **is** + **land** =
- 3. Another name for monkey?
- 4. You put a stamp on it.
- 5. A country beginning with 'E'.
- 6. I was sick now I am \_\_\_\_\_.

