

SPELLING MADE FUN

With
VISUAL PATTERNS



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Introduction

For teachers and parents.

This spelling book is recommended for **Third Class pupils**. It is recommended that the dictation from **Spelling Made Fun with visual patterns Book 2 middle level 4** 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 2 middle level 4**.

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 two 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.

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 70-80 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 81 & 82 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
are				
care				
careful				
careless				
square				
scare				
share				
spare				
stare				
idea				
leave				
sneak				
squeak				
beast				
real				
heal				

Write the **eak** letter pattern. _____

Now using the letters below make new words using the **eak** letter pattern.





When the **ing** comes to stay the **e** goes away.

Add **ing** to the words below.

- scare _____
- share _____
- spare _____
- leave _____



Circle the pattern in the words below.

squeal real heal meal deal

Write the letter pattern in the box.

Make a sentence with one of the words.



Use the word **are** to make new words, then write them on the lines.

c _____

c _____ ful

squ _____

sc _____

sp _____

sh _____

st _____

c _____ less

full of care

without care

SPELLING TIP

You only need one 'l' in full when it comes at the end of a word.

Root Words

care

use

help

pain

hope

rest

ful

less



Add **ful** and **less** to the root words to make new words. You will have two new words for each root word.

Use words from list 1 to finish the sentences.

A _____ has four equal sides.

You should always be _____ when driving on ice.

I sometimes _____ up behind my friend and scare her.

I always _____ my sweets among my friends.

The pupils always _____ their text books at school.

Everyone had to think of an _____ of how to raise funds.

I hope my wound will _____ soon.

I had to rewrite my homework as teacher thought it was _____.

A bear is a _____ of an animal.

I heard the mouse _____ as he got caught in the trap.





List 2



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 2	MON	TUES	WED	THURS
young				
younger				
youngest				
body				
nobody				
anybody				
somebody				
everybody				
don't				
won't				
couldn't				
wouldn't				
haven't				
aren't				
isn't				
didn't				

Colour **you** green.

young



The suffix **er** is used when comparing two things e.g. younger.

The suffix **est** is used when comparing two or more things e.g. youngest.



young _____



Ella
Age 8



Ben
Age 7



Kim
Age 5

Write the correct word.

Kim is _____ (young) than Ben.

Kim is _____ (young) than Ella.

Kim is the _____ (young) in the family.

Ben is _____ (young) than Ella.

Add **er**

Add **est**

Add **er**

Add **est**

old		
young		
small		
long		

short		
fast		
tall		
slow		



Make as many words as you can joining the words from the cup to the words in the saucer. Write the new words below.



SPELLING TIP
no one is two words

Make a sentence with two of your new words, and write them in your copy.

She could not wait any longer

=

She couldn't wait any longer

Match.



The apostrophe shows where we have missed out letters.

do not
could not
are not
is not
did not
would not
should not
was not
were not

wasn't
weren't
wouldn't
didn't
shouldn't
don't
isn't
aren't
couldn't

Shorten these words.

was not _____

could not _____

would not _____

is not _____

should not _____

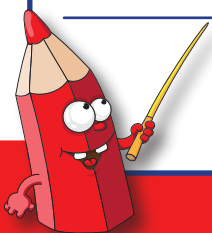
do not _____

did not _____

are not _____

were not _____

Make sentences with three of the shortened words in the lines below.





List 3



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 3	MON	TUES	WED	THURS
sure				
measure				
treasure				
pleasure				
afraid				
raid				
laid				
paid				
cycle				
bicycle				
cycling				
cyclist				
listen				
often				
fasten				
soften				



sure

Use the words at the top of each box to make new words.

sure

aid

mea	_____	_____
trea	_____	_____
plea	_____	_____

r	_____	_____
l	_____	_____
p	_____	_____
s	_____	_____
afr	_____	_____

Use the words above to finish the sentences.

The pirates put all their _____ in a chest.

Our hen _____ six eggs.

I need to _____ the window before I order the curtains.

The principal took great _____ in welcoming the new pupils.

I _____ the balance due on my phone bill by credit card.

