

SPELLING MADE FUN

With
VISUAL PATTERNS



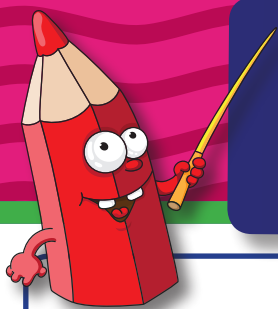
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Introduction

For teachers and parents.

This spelling book is recommended for **Fourth Class pupils**. It is recommended that the dictation from **Spelling Made Fun with visual patterns Book 2 middle level 5** 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 5**.

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 69 - 79 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 80 & 81 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
owl				
howl				
bowl				
growl				
prowl				
fowl				
site				
spite				
invite				
polite				
retire				
compete				
athlete				
complete				
concrete				
delete				



owl

Use the letters below to make owl words. Write them in the owl. Then write them on the lines in alphabetical order.



- _____
- _____
- _____
- _____
- _____



Use the words above to solve the clues.

A container used to serve food _____

A low rumbling noise made by an animal _____

When people or animals move around quietly _____

A long, loud cry _____

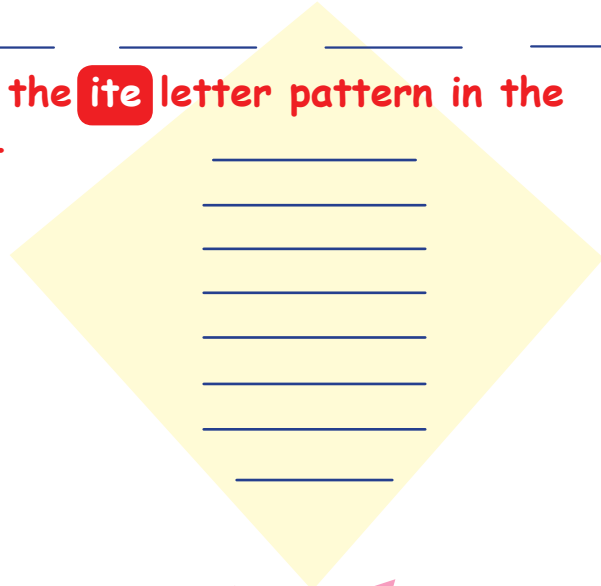
A bird especially a duck, goose or chicken _____



Write the **ite** letter pattern. _____

Find as many words as you can with the **ite** letter pattern in the wordsearch. Write them in the kite.

s	w	r	i	t	e	s
p	r	k	i	t	e	i
i	a	u	f	t	e	t
t	p	o	l	i	t	e
e	t	b	i	t	e	l
r	i	n	v	i	t	e
w	h	i	t	e	m	t



Make new words.

fowl - cross out f _____

howl - cross out l _____

bowl - cross out l _____

spite - cross out e _____

prowl - cross out p and l _____

site - cross out e _____

growl - cross out l _____

From list 1 find:

A word that has grow _____

A word that has sit _____

A word that has row _____

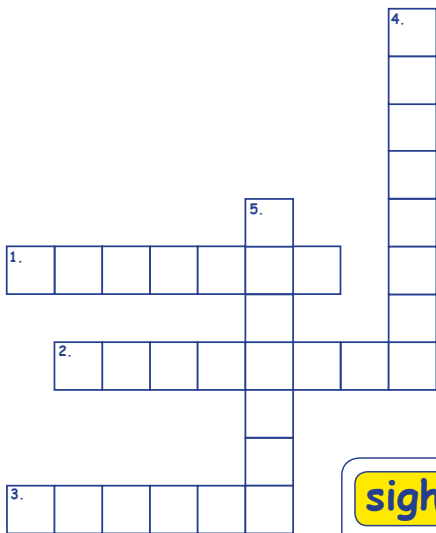
A word that has in _____

A word that has let _____

A word that has on _____

A word that has bow _____

Crossword. Use an **ete** word to complete the crossword.

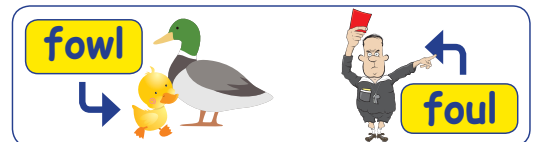


Across

- To take part.
- To finish.
- To remove something from a computer.

Down

- You use it for building.
- A person who takes part in an athletics competition.



Which word?

- The boy was punished for using _____ language.
- I wear glasses as I have poor eye _____ .
- The farmer has _____ on his farm.
- My neighbour needs to get planning permission before he can build on the _____ .





List 2



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 2	MON	TUES	WED	THURS
bare				
prepare				
dare				
rare				
area				
pair				
repair				
stairs				
upstairs				
downstairs				
unfair				
bait				
wait				
waiter				
waitress				
waist				

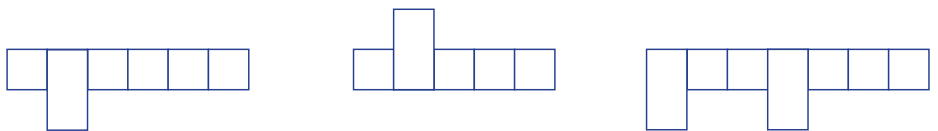
are

b _____	_____
d _____	_____
r _____	_____
_____ a	_____
prep _____	_____
squ _____	_____
st _____	_____

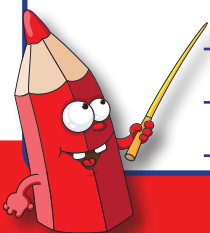
Use the word **are** to make new words.
Solve the clues with an **are** word.

- Not covered _____
- A particular part of a city _____
- To look at someone for a long time _____
- Unusual _____
- To get ready _____
- A shape with four equal sides _____
- To challenge someone to do something _____

Fill in the shapes with the correct **are** word.



Write a sentence for each word in the shapes.



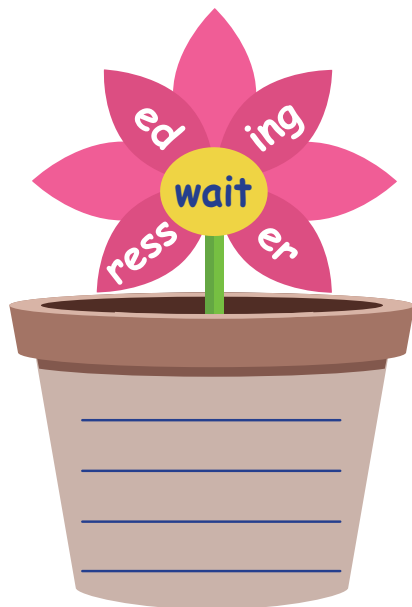


Homophones are words that sound the same but have different meanings.

The words **wait** and **weight** are homophones as are **bare** and **bear**, **pair** and **pear**. Write a sentence for each of the words below.

1. wait _____
2. weight _____
3. bare _____
4. bear _____
5. pair _____
6. pear _____
7. waist _____
8. waste _____

Make words. Write them in the pot.



Sometimes in English we use different words for a man and a woman's job.

Join the fish to the correct nets. Write the pairs on the lines below.

_____	_____	_____	_____
_____	_____	_____	_____

Write a word with the opposite meaning.

1. Upstairs _____
2. Fair _____

Use words from list 2 to finish the sentences.

I caught a fish using _____ on my rod.

I wear a belt around my _____.

The chef will _____ dinner for his guests.

All the trees are _____ in Autumn.

The plumber is coming to _____ the leak in the downstairs toilet.

I bought a _____ of trousers at the market.

The _____ was busy serving food and drinks in the restaurant.

Our flight was delayed so I had to _____ several hours at the airport.

The _____ around the scene of the earthquake was sealed off for safety reasons.





List 3



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 3	MON	TUES	WED	THURS
high				
higher				
highest				
thigh				
sigh				
sighed				
interfere				
severe				
sincere				
sincerely				
relate				
translate				
shade				
lemonade				
brigade				
invade				



Add the suffix **er** to an adjective when comparing two people, places or things **higher** mountain. Add the suffix **est** to an adjective when comparing three or more people, places or things **highest** mountain.

Add **er**

Add **est**

Add **er**

Add **est**

high		
small		
warm		
smart		
cold		

quick		
rich		
light		
long		
sweet		

Circle the correct form of the adjective in the sentences below then write the sentence.
Mount Everest is the (high, higher, highest) mountain in the world.

Write

The sitting room is (warm, warmer, warmest) than the kitchen.

Write

John is the (faster, fastest, fast) of the two athletes.

Write

Tom's exam results were the (highest, higher) of the two boys.

Write

