

SPELLING MADE FUN

With
VISUAL PATTERNS



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Introduction

For teachers and parents.

This spelling book is recommended for **Fifth Class** pupils. It is recommended that the dictation from **Spelling Made Fun with visual patterns Book 3 Higher level 6** 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 3 Higher level 6**.

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
herb				
verb				
term				
germ				
Germany				
reserve				
deserve				
servant				
service				
advice				
justice				
practice				
print				
sprint				
pint				
hint				

Write the **erb** letter pattern. _____

Now use the **erb** letter pattern to make words.

h____, k____,
v____, sup____.

Use the **erb** words you made to solve the clues.

The edge between the pavement and roadway _____

Exceptionally good _____

A word that indicates an action _____

A green leafy plant used to flavour food _____

Use the words **serve** and **ice** at the top of each box to make new words.

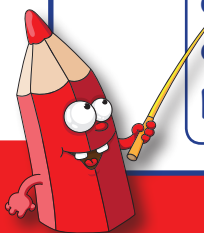
TOP TIP
Practice is a noun.
Practise is a verb.

serve

re_____	_____
con_____	_____
ob_____	_____
de_____	_____
pre_____	_____

ice

serv_____	_____
adv_____	_____
off_____	_____
pract_____	_____
pol_____	_____
hosp_____	_____
just_____	_____



Write the words below, then find them in the wordsearch.

From list 1 find:

- A word that has her _____
- A word that has many _____
- A word that has just _____
- A word that has ant _____
- A word that has ice _____
- A word that has act _____
- A word that has pin _____
- A word that has serve _____

d	m	h	s	t	o	p	r	l
e	G	e	r	m	a	n	y	b
s	e	r	v	a	n	t	p	o
e	m	b	a	d	v	i	c	e
r	y	s	t	i	p	v	w	c
v	j	u	s	t	i	c	e	k
e	o	v	e	m	n	t	a	j
s	p	r	a	c	t	i	c	e

Use words from list 1 to finish the sentences.

- Tom will be brought to _____ for his crimes.
- I rang the restaurant to _____ a table for tonight.
- You really _____ to be selected for the school college team.
- The wealthy family employed a _____ to do their household chores.
- I need to _____ my boarding card for my flight to Germany.
- On the last day of _____ all the students are allowed to watch a movie.
- Take my _____ and stay away from him.
- He recorded a very fast time in his swimming _____ before the trials.
- The lecturer gave his students a _____ of what might be on the exam.
- I left my car in the garage for a _____.

Find the little words in **Germany**. Write them in the pencils.



Colour the word **many** in Germany.

Germany

TOP TIP The name of a country begins with a **capital letter**.

Make words ending in **int**. Write them on the lines.

Diagram showing 'int' in a star with letters around it: spr, h, pr, squ, gl, t, jo, m, po, sa, p.

Solve the clues with an **int** word.

- A herb _____
- To run quickly _____
- A small amount of colour _____
- To look at something with your eyes partly closed _____
- A holy person _____

Fill the gaps with **erm**.

- t____, g____, p____
- p____it, s____on



Write **erm**



List 2



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 2	MON	TUES	WED	THURS
pleasant				
pheasant				
elephant				
giant				
brilliant				
Atlantic				
restaurant				
ignorant				
infants				
decent				
central				
centre				
scent				
concentrate				
magnificent				
century				

From list 2 write a word that is:

A period of 100 years _____

An ocean _____

A bird _____

An animal _____

Find a word from list 2 that contains the smaller word.

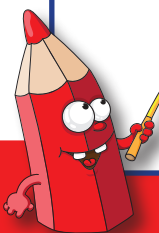
- rest
- ill
- if
- no
- he
- in
- on
- ate

Use a word from above to finish the sentences.

I spent all my money, I haven't a _____ left.

I _____ a letter to my friend in Germany.

That perfume has a very pleasant _____.





cent



c says s when followed by e, i or y.

Use the word cent to make new words.

cent

re _____	_____
de _____	_____
s _____	_____
_____re	_____
_____ral	_____
_____ury	_____
inno _____	_____
_____imetre	_____
magnifi _____	_____
con _____rate	_____

Solve the clues with a cent word.

Opposite of guilty _____

A short while ago _____

Impressive _____

A pleasant smell _____

To give all you attention _____

There are 100 in a metre _____

The middle of something _____

Unjumble the sentences and write them on the lines.

scent pleasant A smell. is a

long elephant has trunk. An a

difficult concentrate Infants it for periods. long find to

New York. Central Park through walked We on trip our to

nephew career a brilliant My has doctor. a as

Cut the words into syllables and sort them in the sacks below.

ignorant

pleasant

Atlantic

magnificent

century

decent

restaurant

concentrate

giant

centre

2 syllables

3 syllables

4 syllables





List 3



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 3	MON	TUES	WED	THURS
shrink				
shriek				
shrug				
shred				
shredder				
bread				
spread				
thread				
throne				
throb				
throat				
threat				
thrill				
thrive				
upon				
coupon				

Make words and write them on the lines.

Word building diagram for 'shr':

- ine
- ub
- ill
- ink
- iek
- ed
- ug

Word building diagram for 'thr':

- ive
- ob
- ush
- ew
- one
- ong
- ow

Use words from above to solve the clues.

- A feeling of great pleasure _____
- To cut into small pieces _____
- A large crowd of people _____
- A low plant like a small tree _____
- A holy place _____

up + on = _____

Once _____ a time.

 _____

- To raise your shoulders _____
- A small brown bird _____
- To be successful, healthy and strong _____

