

# SPELLING MADE FUN

With  
VISUAL PATTERNS



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First published 2017.

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# Introduction

## For teachers and parents.

This spelling book is recommended for **Sixth Class** pupils. It is recommended that the dictation from **Spelling Made Fun with visual patterns Book 3 Higher level 7** 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 7**.

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.

I wish to dedicate The Spelling Made Fun workbooks A to G to the memory of my beloved late husband Leo Finnegan, who helped so many children with literacy through his work as a psychologist. Leo was hugely inspirational and motivational, despite his illness, in the completion of the workbooks. Sadly he did not live to see them come to fruition.





# List 1



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 1	MON	TUES	WED	THURS
personal				
festival				
interval				
removal				
fatal				
manual				
mutual				
factual				
individual				
mental				
sentimental				
original				
punctual				
puncture				
principal				
discipline				

Read the **a** words. Break each word into three parts (syllables). Write the whole word in the box at the end saying the syllables as you write.

personal				
festival				
interval				
removal				
manual				
factual				

Match the words above to their meanings.

A pause or break in an activity

\_\_\_\_\_

Concerned with facts, what actually happened

\_\_\_\_\_

A day or period of celebration usually for religious reasons

\_\_\_\_\_

The action of taking away something unwanted

\_\_\_\_\_

A book giving instructions

\_\_\_\_\_

Belonging to a particular person

\_\_\_\_\_

Choose one of the words above. Make a sentence with the word.

\_\_\_\_\_



Find the words with the same letter pattern. Write them in the boxes.

mutual	1. _____
criminal	2. _____
interval	3. _____
personal	1. _____
factual	2. _____
original	3. _____
removal	1. _____
punctual	2. _____
festival	3. _____

Write a word from list 1 that contains the smaller words.

- person \_\_\_\_\_
- fact \_\_\_\_\_
- mental \_\_\_\_\_
- man \_\_\_\_\_
- origin \_\_\_\_\_
- pal \_\_\_\_\_
- line \_\_\_\_\_
- son \_\_\_\_\_
- fat \_\_\_\_\_
- time \_\_\_\_\_

Match. Write the correct sentences below.

I am sticking	before I could operate the machine.
Every individual	as he got a puncture on the way.
I had to read the instructions	a factual account of the incident.
Ben was late for his appointment	to my original plan.
Sarah had to write	is different.

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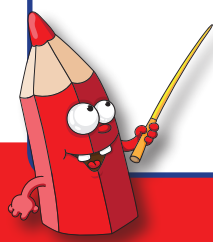
Circle the pattern in the words below. Write the pattern. Then write the word beside its definition.

- recipe • A set of instructions for preparing a meal \_\_\_\_\_
- discipline • To be involved \_\_\_\_\_
- principal • To predict \_\_\_\_\_
- participate • A head or chief particularly of a school \_\_\_\_\_
- anticipate • A firm hand \_\_\_\_\_

**TOP TIP** The word **principal** is often confused with **principle**. **Principal** means a head particularly of a school or the main or most important. **Principle** means a standard rule or guiding belief. A **principal** may be your **pal**.

Which word? **principle** or **principal** ?

The \_\_\_\_\_ presented each of her pupils with a certificate.  
 I agree with Mary in \_\_\_\_\_ .  
 I don't understand the \_\_\_\_\_ of the thing.  
 The \_\_\_\_\_ objective is to make a profit.







# List 2



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 2	MON	TUES	WED	THURS
capable				
comfortable				
adorable				
inseparable				
miserable				
reasonable				
suitable				
fashionable				
loveable				
likeable				
noticeable				
manageable				
changeable				
reliable				
available				
believable				

Add **able** to the root words below to form adjectives.



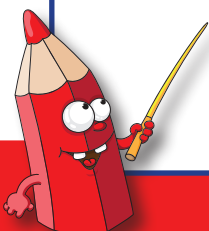
The suffix **able** means **fit for**.

comfort	<u>able</u>	<u>comfortable</u>	consider	_____	_____
reason	_____	_____	avail	_____	_____
season	_____	_____	account	_____	_____
suit	_____	_____	afford	_____	_____
fashion	_____	_____	accept	_____	_____
enjoy	_____	_____	understand	_____	_____



Add **able** to the root words below. Remember to drop the **e** first before adding the suffix, however when **c** or **g** are before the final **e** in the root word we keep the **e**. **manage** = **manageable**

adore	_____	excite	_____	change	_____
cure	_____	excuse	_____	notice	_____
advise	_____	pleasure	_____	manage	_____
believe	_____	dispose	_____	peace	_____
value	_____	desire	_____	service	_____



Use your thesaurus to find four synonyms for the word **miserable** .

Make a sentence with the word **miserable**.

Write \_\_\_\_\_

Colour **for** red. **comfortable** Colour **table** green.

How many small words can you make using the letters in the word **comfortable** ?  Write the words on the lines below.

Write \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Add the prefix **un** or **in** to the root words below to make new words which mean the opposite.

___ capable	→	_____	___ separable	→	_____
___ comfortable	→	_____	___ believable	→	_____
___ reasonable	→	_____	___ reliable	→	_____
___ suitable	→	_____	___ likeable	→	_____
___ fashionable	→	_____	___ available	→	_____
___ manageable	→	_____	___ adorable	→	_____

Use words from list 2 to finish the sentences.

I live in a \_\_\_\_\_ home in the suburbs of the city.  
Mary is a very \_\_\_\_\_ student and should achieve high grades in her exam.  
Our little puppy is so playful and \_\_\_\_\_ .  
The weather in Ireland can be so \_\_\_\_\_ .  
The twins are always together as they are \_\_\_\_\_ .  
"I will call you when there is an appointment \_\_\_\_\_", said the doctor.  
Our apartment is \_\_\_\_\_ for rent during the summer at a \_\_\_\_\_ price.  
That movie is \_\_\_\_\_ for people of all ages.  
Sarah is such a \_\_\_\_\_ assistant I can depend on her to manage in my absence.

Write the root words for the words below.

comfortable	_____	manageable	_____
reasonable	_____	believable	_____
fashionable	_____	changeable	_____
reliable	_____	adorable	_____
noticeable	_____	likeable	_____





# List 3



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 3	MON	TUES	WED	THURS
skilful				
plentiful				
sorrowful				
peaceful				
truthful				
spiteful				
delightful				
doubtful				
deceitful				
dutiful				
fulfil				
benefit				
benefitted				
profit				
profitted				
prophet				



The suffix **ful** can be added to a root word to create an adjective. **ful** means full of (**careful**), able to (**harmful**) or as much as will fill (**mouthful**).

Add **ful** to each of the root words below to make new words. Then write the whole word.

NOTE: We must keep the **e** when adding the suffix **ful**.

sorrow	ful	→	sorrowful	peace	→	_____
doubt		→	_____	spite	→	_____
deceit		→	_____	force	→	_____
truth		→	_____	shame	→	_____
dread		→	_____	disgrace	→	_____
thought		→	_____	care	→	_____
success		→	_____	use	→	_____
delight		→	_____	grace	→	_____
meaning		→	_____	grate	→	_____
wonder		→	_____	hope	→	_____

NOTE: When we add **full** to the end of a word we drop one **l**.

