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ABeCeDarian

SPELLING PATTERNS

A COMPANION TO THE LEVEL C STUDENT WORKBOOK



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a-be-ce-dar-i-an n.

1. One who teaches or studies the alphabet.
2. One who is just learning; a beginner.

a•be•ce•dar•i•an adj.

1. Having to do with the alphabet.
2. Being arranged alphabetically.
3. Elementary or rudimentary.

[Middle English, from Medieval Latin abecedarium, alphabet, from Late Latin abecedarius, alphabetical : from the names of the letters A B C D + -arius, -ary.]

from The American Heritage Dictionary, Third Edition

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What's in this workbook

Most sounds in English can be spelled a number of different ways. The words *boat*, *most*, *show*, and *though*, for instance, all have the same vowel sound, but that same sound is spelled differently in each of these words. Because of this variability in how sounds are spelled, rote memorization is required to spell many words.

There are, however, some common instances when a pattern or rule guides spelling. One group of these patterns or rules involves spelling changes that occur when adding suffixes to root words and another involves the spelling of certain consonant sounds immediately after a so called “short” vowel sound. Examples of these patterns are listed below:

copied final *y* of the root word changes to *i*

hoping final *e* of the root word drops

funny final consonant of the root word is doubled

back, *badge*, *batch*, *battle* *ck*, *dge*, *tch*, and doubled consonant before final *le* are used after a “short” vowel sound.

Errors in applying these patterns account for a large percentage of the spelling errors students make in the upper elementary grades. This workbook is designed to help students spell correctly words that fit these patterns. Unlike most other programs that address this material, the ABeCe Darian lessons you will find here provide a very broad range of activities, each helping the student to think about the pattern in subtly different ways. These different activities build both understanding and visual memory and extend the students' performance to where it matters most, namely editing and writing sentences.

The typical activities in each lesson are as follows:

I. **Make discriminations and study examples.** The first task for the students is to examine examples of words in

which the spelling pattern does and does not apply in order to determine what the difference is between these two groups of words. Students are thus engaged from the beginning to search for the pattern themselves, a task which not only makes them active participants in the lesson, but also alerts the teacher to any misunderstandings or confusions they might have at the outset.

2. **Students memorize a short chant.** Students are then given a short saying to help them recognize the pattern. Students repeat the chant until they can say it easily.

3. **Application.** Students then examine 12 pairs of roots and suffixes to see if they fit the pattern they just learned and then combine these to form a new word. If a word fits the pattern, they make the necessary spelling change.

4. **Word analysis.** The same words that the student created in the application exercise in Step 3 are presented again and analyzed back into a root word and a suffix. Words that fit the spelling pattern under study are circled.

5. **Receptive spelling.** Each word from this same list of 12 words is then presented two ways, with the target spelling change and without. The students' task is to write the word correctly. This exercise provides close contrast between the correct and incorrect spelling and helps to build up a visual memory of the correct spelling.

6. **Generalization.** A number of new root words are provided and students have to add particular suffixes to these, applying correctly the patterns they have learned. This exercise provides ample practice for students to generalize the pattern to new words.

7. **Sentence editing.** Students are then presented with 10 sentences, each sentence containing one of the words they have just practiced. These words are underlined. Some of

them are spelled correctly and some are not. The students' task is to read the sentences and correct the spelling of any misspelled words.

8. **Sentence copying.** Students read the corrected sentences from the previous exercise and then try to write the sentence from memory. They correct each sentence immediately and record any misspelled words on their *Words to Practice* chart, and they practice these words each day until they can spell the words easily.

9. **Spelling practice.** Students then must spell each of the 12 words they have studied for the lesson from dictation. Students correct errors immediately, and when done with the whole test, they record the words they missed on a special spelling practice sheet and analyze and highlight the part of the word where they misremembered the correct spelling. Students take tests on these words until it is easy for them to spell all of the words.

10. **Sentence dictation.** Students then spell from dictation the same 10 sentences that they had edited earlier. Students should continue practicing these sentences until it is easy for them to spell all of them easily.

In addition to providing students with this powerful sequence of integrated steps for exploring and understanding the pattern, this workbook accelerates student learning by anticipating confusions before they develop. One such confusion involves the rule for changing *y* to *i*. Typically, this pattern is taught after students have learned about dropping a silent *e* and doubling a final consonant. These two patterns involve suffixes that begin with vowel letters. However, the *y* to *i* pattern is applied regardless of whether the suffix begins with a vowel or a consonant. Students who are presented these patterns in this sequence typically overgeneralize the role of suffixes that begin with vowels, and as a result, they often take

longer to completely master the *y* to *i* pattern. To avoid this confusion, ABeCeDarian makes a simple change: the *y* to *i* pattern is presented before the others.

Another feature of the curriculum that helps students avoid misunderstanding a pattern is that some of the exceptions to the patterns are presented immediately to students. Doing so prevents students from being surprised about exceptions and encourages them to look for other exceptions in their reading.

A final feature that simplifies and improves instruction is the presentation of the doubling pattern that operates when a suffix is added to a 2 syllable root word, as in the words *beginning* and *forgotten*. Unlike the other patterns presented, the application of this one is rather complex. The pattern is: *When adding a suffix to a two syllable word with a short vowel in the second syllable, the short vowel will be followed by 2 consonants if the syllable with the short vowel is the stressed or accented syllable in the new word.* Thus the final *n* of *begin* is doubled when forming the word *beginning* because the accent in *beginning* is on the syllable *gin*, but the final *n* of *garden* is not doubled when forming the word *gardening* because the accent is not on the syllable *den*.

The application here is relatively straightforward, but is a little more nuanced in the words *reference* and *referring*. Both words have the same root *refer* with the accent on *fer*. The difference is that in *reference*, the accent shifts to the first syllable, but remains on *fer* in the word *referring*.

To make understanding the pattern even more confusing, there are a few words such as *excellent*, in which the accent is NOT on the middle syllable in *excellent* it is on *ex* and yet the syllable has a doubled consonant.

The complexity of this pattern is the bad news. The good news is that there are only a small number of two syllable

words that fit this pattern. Because there are only a small number of such words, students are asked simply to memorize about 50 of them a few words at a time. Helpfully, several particular Latin roots such as *mit*, *fer*, *cur*, and *pel* have many forms in which the final letter of the root is doubled, and this fact greatly facilitates memorizing the full list of words.

NOTE: There are a number of two syllable words that end el that can be spelled either with a doubled consonant or not e.g., *traveled* or *travelled* are both acceptable. Discussion of these words is not explicitly presented in this book. This is a nuance of spelling that should be addressed at a later stage in the student's studies.

How to use this workbook

This workbook is a companion volume to the ABeCeDarian Level C student workbook, which presents English and Latin prefixes and suffixes. While this workbook may be used independently of the Level C workbook, it presupposes that students know about consonants and vowels, as well as prefixes, roots, and suffixes. The material in this workbook is suitable for students whose spelling is at a 3rd/4th grade level.

A pretest and posttest are provided in the appendix. Generally, teachers should administer the pretest before students begin the workbook. A score of 90 or more indicates that a student already understands the material presented in this workbook and probably does not need to go through these lessons. For students who score less than 90 on the pretest, teachers can examine error patterns to determine if there are any patterns in particular that the student needs to learn, and these can then be the focus of instruction.

Teachers have a great deal of flexibility in using this program. Generally, lessons should be 15-30 minutes long and should be conducted at least 3 times per week. Tutors who see

students once or twice a week should assign at least a small amount of homework.

The directions provided for each activity have been designed to minimize teacher talk and elicit student responses quickly and frequently. Teachers should avoid any lengthy additional explanations of their own. If students are confused about any of the material, it is best for the teacher to ask questions to help students understand the patterns being investigated and to provide both positive and negative examples drawn from the workbook or other material the student is familiar with to clarify the relevant differences between words that fit and don't fit the pattern.

It is extremely important that student responses be corrected immediately. All answers are provided in the back of the workbook so students, either by themselves or with partners, can correct their own work if a teacher is not immediately able to help them. It is also important for students to analyze any errors they make during a spelling test. To do so, students should write any word they misspelled on the Spelling Practice Sheet in the Appendix. After writing the word correctly on this sheet, students should then trace in red pen the specific letters in the word they misremembered. If the error involved misapplication of one of the spelling patterns, the student should state the relevant pattern explicitly. If the error involved leaving out or mispronouncing a syllable, the student should say the word slowly and accurately in syllables. And if the error involved misremembering how to spell a particular sound, the student should say out loud several times the letter names of the misremembered part.

Pacing of the students through the workbook is determined by the students' performance on the spelling tests and sentence dictation at the end of each unit. Students should be able to spell all of these words and sentences easily before moving

Introduction

on to the next unit.

To help keep students actively involved in mastering the content of the workbook, teachers should have them create their own reference charts summarizing the patterns they have learned. These charts can be made either individually or collaboratively, and they can be large and elaborate or small and simple, depending upon how the students want them to look. Students should then have access to these whenever they are doing lessons in this workbook, including taking spelling tests. Moreover, they should be encouraged to use these reference charts when doing any writing. Students and teachers are encouraged to send me copies of the reference charts they create, and I will post them on the ABeCeDarian website.

After students have finished the workbook, teachers should administer the posttest and compare it to the pretest. Showing these two tests to the student will help him recognize what he has learned. Regardless of how well students do on the posttest, it is a good idea to continue to give regular practice applying the patterns they have learned. There is a list of additional practice words in the appendix for this purpose. Of course, this practice should be more frequent and intensive for students who do poorly on the posttest than for those who do well. The teacher should also occasionally point out the patterns or ask students themselves to point out the patterns in other material they are reading.

One last comment is in order. Have fun! If the teacher treats this material as drudgery and tells students in advance that it will be difficult, then most students will be very happy to live up to these expectations! Rather, the teacher should approach the work as an engaging puzzle to explore with her students. To that end, she should present the lessons in as lively and energetic manner as possible, with a spirit of enjoyment accompanied by the sincere and very reasonable expect

tation that all of her students will master the material.

Happy Teaching!

Michael Bend

Plain old y will change to i

1

Unit One

Finding words with plain old y

In this book you will learn some spelling patterns that will help make you excellent at spelling. To learn the first pattern you need to be able to recognize when a word has a plain old y by itself and when y is part of the spellings ay, oy, or ey. Read and sort the words below. If the word has plain old y, record the word in Column 1. If it has ay, oy, or ey, write it in Column 2.

1 Plain old y	2 ay, oy, ey

1. enjoy

4. fry

7. gym

10. silly

2. try

5. obey

8. funny

11. play

3. copy

6. oyster

9. stay

12. lovely



Changing y to i

Here is a spelling change that happens when adding a suffix to some words.

1. copy + er = copier

try + ed = tried

pity + ful = pitiful

What spelling change do you see in these words? _____

Here are some words that don't fit this pattern:

2. play + er = player

obey + ed = obeyed

joy + ful = joyful

What is difference between the words on line 1 and line 2? _____

Here is the pattern:

Plain old y will change to i.

There is one main exception to this pattern:

copy + ing = copying

Here, the root word ends in plain old y, but the y does not change to i. Try to figure out the reason.

To remember this exception, say the pattern this way: *Plain old y will change to i except when adding -ing.*

Make a simple card or poster that will help you remember this pattern. You will be able to look at this card while you are doing the lessons in this workbook.



Combining root words and suffixes

Combine the root words and suffixes below. Every time you see a plain old y at the end of a root word, say: *Plain old y will change to i except when adding -ing.* The first 2 have been done for you.

1. employ + ee employee

7. fury + ous _____

2. happy + ness happiness

8. delay + ed _____

(Say: Plain old y will change to i except when adding -ing.)

3. busy + ness _____

9. satisfy + ed _____

4. pity + ful _____

10. twenty + eth _____

5. enjoy + ment _____

11. crazy + est _____

6. play + er _____

12. copy + ing _____



Breaking words into root words and suffixes

Separate each word into a root word and a suffix. Circle the words where the *y* has changed to an *i* and say: *Plain old y will change to i except when adding -ing.* The suffixes used in the words below are: *ed, er, est, eth, ful, ing, ment, and ness.*

1. happiness happi ness

7. craziest _____

2. copying copy ing

8. enjoyment _____

3. stayed _____

9. twentieth _____

4. business _____

10. player _____

5. worried _____

11. satisfied _____

6. pitiful _____

12. delayed _____



Choose the correct spelling

Write the correct spelling. Keep practicing until it is easy for you to spell all of the words.

1. employee or employee

2. happiness or happyness

3. business or busyness

4. pitiful or pityful

5. enjoiment or enjoyment

6. plaier or player

7. furious or furyous

8. delaied or delayed

9. satisfied or satisfyed

10. twentieth or twentyeth

11. craziest or crazyest

12. copiing copying



Practice adding suffixes to root words

Add *ful* to the following root words.

- | | | | | | |
|-----------|-------|-----------|-------|---------|-------|
| 1. beauty | _____ | 3. plenty | _____ | 5. pity | _____ |
| 2. play | _____ | 4. fancy | _____ | 6. joy | _____ |

Add *ed* to the following root words.

- | | | | | | |
|---------|-------|----------|-------|----------|-------|
| 1. spy | _____ | 3. stay | _____ | 5. study | _____ |
| 2. play | _____ | 4. carry | _____ | 6. obey | _____ |

Add *ing* to the following root words.

- | | | | | | |
|---------|-------|----------|-------|----------|-------|
| 1. copy | _____ | 3. play | _____ | 5. carry | _____ |
| 2. try | _____ | 4. enjoy | _____ | 6. fry | _____ |



Sentence jumble and proofreading

Write a grammatical sentence by rearranging the words below.

be business won't he his can satisfied start own Tom until

Read each sentence below and look at the underlined word. If the underlined word is spelled wrong, cross it out and write the correct spelling over the crossed-out word.

1. The children carryed the heavy load to the dump.
2. Tom spied on his sister.
3. That's the craziest thing that I ever heard.
4. Jill was furyous when she found out that her dog had eaten her homework.
5. The bad weather delaied our arrival.
6. The class studied very hard.
7. Sam was the twentyeth person to join the club.
8. You've drawn a very beautyful picture.
9. My cat is very playful.
10. I love the smell of friing bacon.



Sentence copying

Read each sentence on the previous page. After you read a sentence, cover it up and then write it on this page. When you have finished writing the sentence, check to make sure that you have spelled every word correctly. Correct any misspelled words and record them on your Words to Practice sheet in the back of the book. Practice these words every day until they are easy for you to spell.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Spelling review

Have someone dictate the words to you from the answer key in the back of the book. Correct each word immediately. Practice every day until it is easy for you to spell all of the words. Cover up any columns that you have already filled.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. _____ | 6. _____ | 6. _____ |
| 7. _____ | 7. _____ | 7. _____ | 7. _____ |
| 8. _____ | 8. _____ | 8. _____ | 8. _____ |
| 9. _____ | 9. _____ | 9. _____ | 9. _____ |
| 10. _____ | 10. _____ | 10. _____ | 10. _____ |
| 11. _____ | 11. _____ | 11. _____ | 11. _____ |
| 12. _____ | 12. _____ | 12. _____ | 12. _____ |



Sentence dictation

Have someone dictate the sentences to you from the answer key in the back of the book. Correct each sentence immediately. Practice each day until it is easy for you to spell all of the sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

