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GRADES **3-8**

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The **Spelling** Teacher's **LESSON-A-DAY**

180 Reproducible Activities to Teach
Spelling, Phonics and Vocabulary

EDWARD B. FRY, Ph.D.



5-Minute

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Edward B. Fry, Ph.D.

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THE AUTHOR

Edward B. Fry, Ph.D., is Professor Emeritus of Education at Rutgers University (New Brunswick, New Jersey), where for twenty-four years he was director of the Reading Center. At Rutgers, Dr. Fry taught graduate and undergraduate courses in reading, curriculum, and other educational subjects and served as chairman and dissertation committee member for doctoral candidates in reading and educational psychology. As the Reading Center's director, he provided instruction for children with reading problems, trained teacher candidates, and conducted statewide reading conferences. Author of the best-selling book *The Reading Teacher's Book of Lists*, Dr. Fry is known internationally for his Readability Graph, which is used by teachers, publishers, and others to judge the reading difficulty of books and other materials. He is also well known for his Instant Words, high-frequency word list, and for reading, spelling, and secondary curriculum materials. He works as a curriculum author and skis and swims whenever possible.

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INTRODUCTION

The Spelling Teacher's Lesson-a-Day is aimed at improving the spelling ability of students in Grades 3 to 8, ESL, adult learners, and home-schoolers. The lessons are suitable for classrooms, tutoring, and self-study. Thus, Spelling Review is just that—a review of spelling skills that perhaps should have been learned earlier.

The lessons assume that the student has some spelling ability, but many faulty spelling skills.

A major method is to contrast two or three homophones to show that the same sounds can be spelled differently so the student is learning to spell some useful everyday words, and also the extension of the spelling patterns in those words. The lessons are basically “homophones” and “phonics.”

For many students, the second or third homophone will be vocabulary enrichment, and they will learn new words, or new word uses, from the definitions and example sentences.

The reason homophones are important is that many students now write using a computer (word processing and spell check). The problem is that spell check cannot detect an error in meaning (example: peak vs. peek).

However, these lessons also contain many other important spelling skills, such as:

Contractions (they would = they'd)

Capitalization (president vs. President)

Common Misspellings (forth vs. fourth)

Plurals (bench vs. benches)

Abbreviations (Michigan = MI)

Silent Letters (match)
Double Letters (boss)
Suffixes (run vs. running)
Compound Words (roommate vs. room clerk)
Prefixes (accident vs. address)
Ending Sounds (actor vs. beggar)
Spelling Problems (action vs. version)

Notes for the Teacher

The teacher can select which lesson or section to use. They are not necessarily in a teaching order.

Part of the method in these lessons is to show that many words use similar spelling patterns and, once learned, these patterns will appear in many more complex words. Looking for spelling patterns in words is a useful lifelong habit.

Another plan for these lessons is that they are short and easy so the student won't think of spelling as an onerous chore. "Do you like spelling?" "Yes, it's so easy." Yet these lessons also show the need for precision or correct spelling, as the changing of just a letter or two can change the meaning or pattern.

Getting Started

The teacher can start the lesson by either showing the student a copy of the lesson page or by presenting the lesson orally with the visual aid of the words written on a chalkboard or chart.

1. Discuss and show the homophones and how their spelling differs. Give a few example sentences.
2. Do a bit of review by having the student orally, or in writing, tell the correct homophone spelling for the "Which is right?" sentences in the lesson.

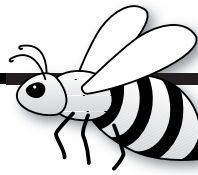
- 3.** Next ask the student to look carefully and perhaps read aloud all the bold print words in the Phonics section.
- 4.** Next, in the Spelling Exercise section, have the student use some or all of the words in the Phonics section and give a little trial test. Call out the words one at a time and use them in a sentence. For clarity you can repeat the word and use it in a sentence. For spelling words, use the homophones and all or selected words from the bold print in the Phonics section.
- 5.** The students can correct their own papers, or the teacher can correct the trial test.
- 6.** Any words misspelled should be written correctly three times.

At a later time the teacher can review several lessons and give a final spelling test.

PART I

**HOMOPHONES AND
PHONICS LESSONS**

1 be vs. bee



be = To take place or happen. "Will there be any lions at the zoo?" (v.)

Having a position or place. "My new desk will be in the corner." (v.)

bee = An insect with four legs and a stinger. "That bee is flying in the garden." (n.)

A social gathering at which people have a task or contest. "The students have lined up for a spelling bee." (n.)



Which Is Right?

1. I was just stung by a _____!
2. I'm not sure where the new store will _____ in the mall.
3. Will the new teacher _____ in class today?
4. My grandmother goes to a sewing _____ every Monday.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is sometimes made by the Single E letter pattern.

be	he	me
we	she	the

The Long E sound is sometimes made by the Double EE letter pattern.

bee	fee	knee
lee	see	wee



Show YOU Know!

1. Write one or two sentences using as many of the words in these Single E and Double EE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

bee **she** **me** **knee** **be** **see**

2 by vs. bye vs. buy

by = On the side of. “The wild flowers grew by the side of the road.” (prep.)

The means used. “The team traveled to the game by bus.” (prep.)

A particular time. “We plan to arrive at the party by noon.” (prep.)

bye = Short for “goodbye”—often doubled to “bye-bye.” “Bye-bye, I am going home now.” (v.)

buy = To purchase. “I’m going to the grocery store to buy milk.” (v.)

Which Is Right?

1. The baby waved _____ to me.
2. I drove _____ your house today.
3. He was the first to say _____.
4. I think I’ll _____ a new hat at the mall.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made by the Final Y letter pattern.

by	my	fry
cry	dry	fly

The Long I sound is made by the Final YE letter pattern.

bye	dye	eye
lye	rye	aye

Show YOU Know!

1. Write one or two sentences using as many of the words in these Final Y and Final YE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

by **fly** **eye** **dye** **bye** **cry**

3 fair vs. fare

fair = Going by the rules. *"The judge was very fair."* (adv.)

A show or marketplace taking place outside. *"Our state fair is always crowded."* (n.)

To have a light color. *"That girl has very fair skin."* (adj.)

fare = Money paid for transportation. *"The train fare cost a lot."* (n.)

To progress. *"She did not fare well in the soccer game."* (v.)

Which Is Right?

1. I want to buy a hotdog at the _____.
2. The bus _____ was only \$2.00.
3. I don't think the coach's ruling was _____!
4. You should stay out of the sun if you have _____ skin.

Phonics: Long AR

Learn how to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A plus R sound is made by the AIR letter pattern.

fair
air

hair
stair

pair
flair

The Long A plus R sound is made by the ARE letter pattern.

fare
mare

bare
square

rare
spare

Show YOU Know!

1. Write one or two sentences using as many of the words in these AIR and ARE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

fare

pair

square

air

rare

fair

5 to vs. too vs. two

to = Going in a direction. "You'll see the hotel if you look to the right." (prep.)

Going along. "I'd like to go with you to class." (prep.)

too = Having more than enough. "I ate too much candy." (adv.)

Wanting to also go. "We want to go, too!" (adv.)

two = Adding one more to one. "If you have one apple and one orange, you have two pieces of fruit." (adj.)

The numeral 2. "The answer to the first question on the quiz is 2+2=4."

Which
Is Right?

1. Would you like to play, _____?
2. If you have twins, it means you have _____ of them.
3. Let's all go _____ the park.

Phonics: Long Double OO

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long Double OO sound is made by the Single Final O letter pattern in only these four common words.

to **do** **who** **two**

The Long Double OO sound is also made by the OO letter pattern.

too **zoo** **boo**
goo **moo** **woo**

Show YOU Know!

1. Write one or two sentences using as many of the words in these Single O and Double OO letter patterns as you can for this sound.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

too **who** **two** **moo** **to** **goo**

2



6 loan vs. lone

loan = Anything given that must be returned. *"If you'll loan me a pencil, I'll return it at the end of class."* (v.) *"The loan must be paid back."* (n.)

lone = Being alone, solitary. Unaccompanied. *"That old car is the lone vehicle on the road."* (adj.)

Which
Is Right?

1. That bird is the _____ survivor of its flock.
2. The man in uniform was the _____ member of the Army at the ceremony.
3. The book was on _____ from the main library.
4. The man asked his friend if he would _____ him some money.

Phonics: Long O

Read aloud all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is often made by the Final E rule.

lone

cone

stone

bone

zone

phone

The Long O sound is also made by the letters OA.

loan

moan

Joan

groan

Show YOU Know!

1. Write one or two sentences using as many of the words in these O plus Final E and OA letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

lone

groan

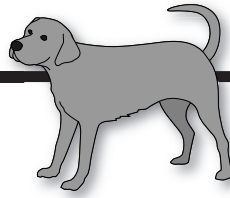
bone

cone

loan

moan

7 tail vs. tale



tail = The appendage at the back of an animal. *“That dog is wagging his tail.”* (n.)

Someone following someone else to track their movements. *“The police officer will tail the criminal.”* (n.)

tale = A retelling of something that has happened. *“My father loves to tell a tale from his school years.”* (n.)

A lie. *“That boy’s excuse for being tardy is just a tale.”* (n.)

Which Is Right?

1. Cinderella is my favorite fairy _____.
2. That detective will _____ the man all night.
3. That cat’s _____ is very furry.
4. The girl told a _____ to try to avoid getting into trouble.

Phonics: Long A

Learn how to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the AI letter pattern.

tail	mail	jail
sail	hail	fail

The Long A sound is also made by the Final E letter pattern.

tale	sale
pale	male

Show YOU Know!

1. Write one or two sentences using as many of the words in these AI and Final E letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

tail jail tale sail sale pale

8 sea vs. see

sea = A large body of fresh or salt water that is completely or partly enclosed by land. *"This sea has beautiful blue water."*

see = To acknowledge with the eye. *"I see that you have a new dress."* (v.)
To tend to something. *"I will see to it that you are on time."* (v.)


Which Is Right?

1. I would like to _____ the new house.
2. This boat can sail across the _____.
3. The water in the _____ is very cold.
4. Can you _____ the airplane in the sky?

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the Double EE in the final position, as we have seen earlier.

see	free	three
tree	bee	fee

The Long E sound is also made by the EA letter pattern.

sea	tea	flea
------------	------------	-------------


Show YOU Know!

1. Write one or two sentences using as many of the words in these Double EE and EA letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

see	flea	free	tea	tree	sea
------------	-------------	-------------	------------	-------------	------------

9 lie vs. lye

lie = Something told by someone who knows it is untrue. *“I know that what you just said is a lie.”* (n.)

To remain flat against a surface. *“That board can lie against the wall until we need it.”* (v.)

lye = Mixture of sodium hydroxide and potassium hydroxide that makes a strong alkaline solution. *“My grandmother used lye soap to wash her clothes.”* (adj.)

Which Is Right?

1. Our teacher made a _____ solution in class.
2. Those test papers can _____ on the desk.
3. That girl just told me a _____.
4. You’ll get into trouble if you _____ to your parents.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made by the IE letter pattern.

lie **pie** **tie** **die**

The Long I sound is also made by the YE letter pattern.

lye **eye** **dye** **rye**

Show YOU Know!

1. Write one or two sentences using as many of the words in these IE and YE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

lye **pie** **tie** **lie** **eye** **dye**

10 meat vs. meet

meat = Mammal flesh that is used for food. *"I enjoy eating meat and potatoes for dinner."* (n.)

meet = To get together face-to-face. *"Let's meet at my house."* (v.)

To make contact with. *"Those two streets meet at the corner."* (v.)

Which Is Right?

1. That group will _____ in my office.
2. Those two halls _____ at the front door.
3. Ground beef is a good _____ for your burger.
4. Vegetarians do not eat _____.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the EA letter pattern.

meat	beat	treat
eat	heat	seat

The Long E sound is also made by the Double EE letter pattern.

meet	greet	beet
feet	fleet	street

Show YOU Know!

1. Write one or two sentences using as many of the words in these EA and Double EE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

meet heat beet street meat eat

11 maid vs. made

maid = A paid female servant. “The maid cleaned the house very well.” (n.)

made = Something that is formed, created, or built. “The whole class made presents for the teacher.” (v.)

Which
Is Right?

1. That woman works as a _____ in the hotel.
2. The Girl Scouts _____ a lot of money selling cookies.
3. My friends _____ sweaters for a homeless shelter.
4. The college student would like to work as a _____ during her summer home from school.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is often made by the AI letter pattern.

maid
staid

paid
raid

aid
braid

The Long A sound is also made by the Final E letter pattern.

made
fade

wade
blade

grade
shade

Show YOU Know!

1. Write one or two sentences using as many of the words in these AI and ADE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

made raid blade maid braid grade

12 son vs. sun

son = A male child. *"The woman has both a son and a daughter."* (n.)

sun = A bright star that sustains life on Earth. *"It takes a year for the Earth to rotate around the sun."* (n.)

Which
Is Right?

1. I love a bright day when the _____ is shining!
2. My aunt had a _____ last night.
3. What year will her _____ graduate from college?
4. The _____ is part of our solar system.

Phonics: Short U

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short U sound is made by the letter O only in these words.

son

ton

won

The Short U sound is made by the UN letter pattern.

sun

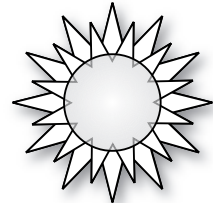
fun

gun

run

shun

spun



Show YOU Know!

1. Write one or two sentences using as many of the words in these ON or UN letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

sun

fun

ton

son

run

won

13 dear vs. deer

dear = Anyone or anything that is much loved. *"Her cats were very dear to her."* (adj.)

Word used to express surprise or worry. *"Oh dear, I was so worried about you!"* (interj.)

deer = A swift animal that is related to the elk or moose. *"I saw a deer in the woods."* (n.)

**Which
Is Right?**

1. Did you see the _____ standing by the lake?
2. Oh _____, I was worried that you wouldn't call!
3. On my last hike, I saw both a fox and a _____.
4. My grandmother is very _____ to me.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the Double EE in these words:

deer
leer

beer
peer

jeer
sneer

The Long E sound is made by the letters EA in these words:

dear
near

fear
rear

hear
year

Show YOU Know!

1. Write one or two sentences using as many of the words in the Long EE and EA letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

deer

year

dear

peer

sneer

fear

14 do vs. due vs. dew

do = To perform or carry out as an action. *"We watched her do a dance."* (v.)

To work out, solve. *"He needs time to do his homework."* (v.)

due = Anything that needs to be paid. *"The rent is due next week."* (adj.)

An expected arrival. *"Jack is due to come here today."* (adj.)

dew = Small drops of water, condensing on cool surfaces at night. *"There is dew on the grass every morning."* (n.)

Which Is Right?

1. The class worked together to _____ the puzzle.
2. The leaves of the tree are wet with _____.
3. Your lunch money is _____ today.
4. If you try hard, you can _____ it!

Phonics: Long OO

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long OO sound is made by the letter O in these words:

do

to

who

The Long OO sound is made by the letters UE in these words:

due

blue

cue

glue

sue

true

The Long OO sound is made by the letters EW in these words:

dew

few

new

Show YOU Know!

1. Write one or two sentences using as many of the words in these O, UE, and EW letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

dew

glue

do

new

who

due

15 wood vs. would

wood = What lies under the bark of a tree. *"This table is made of wood from an oak tree."* (n.)

Trees that have been chopped down, cut up, and stored for use. *"You need to chop some wood for the fire."* (n.)

would = Past tense of "will." *"He said he would do the laundry."* (H.V.)

To express a situation that might have been if something else had happened. *"We would be done by now if we had started on time."* (H.V.)

Which Is Right?

1. The work _____ be finished by now if you had done it the way I showed you.
2. Can you please put more _____ by the fireplace?
3. _____ from the cherry tree is very beautiful.
4. It _____ make me happy if you came to my party.

Phonics: Long OO

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long OO sound is made by the Double OO letter pattern.

wood

good

stood

The Long OO sound is also made by the OU letter pattern.

would

could

should

Show YOU Know!

1. Write one or two sentences using as many of the words in these OOD and OULD letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

would could stood wood should good

16 write vs. right



write = The act of making letters, words, or figures on a surface with a tool such as a pen or pencil. *“I have many letters to write.”* (v.)

right = To be in agreement with what is fact or truth. *“It is always right to tell the truth.”* (adj.)

The opposite of left. *“Please move your chair to the right.”* (adj.)

Which Is Right?

1. I usually _____ letters with my _____ hand.
2. It’s not always easy to do the _____ thing.
3. You have to _____ the answers on the test paper.
4. That whole group needs to move to the _____.

Phonics: Long I

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long I sound is made by the Final E letter pattern.

write **bite** **white** **mite** **kite** **quite**

The Long I sound is made by the IGH T letter pattern.

right **night** **fight** **tight** **light** **knight**

The Beginning Sound spelled WR makes the phoneme /r/ as in:

write **wrote** **written**

Show YOU Know!

1. Write one or two sentences using as many of the words in these ITE and IGH T letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

right **white** **light** **bite** **write** **tight**

17 pole vs. poll

pole = A piece of wood or steel that is usually long and slender. *“There is a pole for the flag in front of the school.”* (n.)

The most northern and southern points of the Earth. *“Temperatures at the North and South poles are very similar.”* (n.)

poll = The place where voting or registration takes place. *“I will take my mother to the poll early in the morning so she can vote.”* (n.)

To gather opinions. *“The school staff took a poll of the students to see how they liked the new lunch menu.”* (n.)

**Which
Is Right?**

1. Most penguins live near the South _____.
2. I would like your opinion for this _____ I’m taking.
3. I need a new fishing _____.
4. My father worked at the _____ during the last election.

Phonics: Long O

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by the Final E letter pattern.

pole **stole** **hole** **whole** **role** **hole**

The Long O sound is also made in the OLL letter pattern.

poll **knoll** **roll** **scroll** **toll** **stroll**

Show YOU Know!

1. Write one or two sentences using as many of the words in these OLE and OLL letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

poll **roll** **hole** **stroll** **pole** **whole**

18 bear vs. bare

bear = A large mammal with thick hair covering its body and a short tail. *"The bear woke up in his cave."* (n.)

To carry the weight of something. *"She just can't bear the work of having a new job."* (v.)

bare = To be naked or empty. *"The room looks bare with no furniture."* (adj.)

To expose. *"That dog will bare its teeth when it's angry."* (v.)

Which Is Right?

1. I can't _____ the thought of having to move again.
2. I feel _____ without a sweater on my shoulders.
3. I'm hoping to see a _____ during our trip to Alaska!
4. I've moved my desk, so now that corner is _____.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A plus R sound is made by the EAR letter pattern.

bear

wear

swear

The Long A plus R sound is also made by the ARE letter pattern.

bare

dare

hare

mare

rare

ware

Show YOU Know!

1. Write one or two sentences using as many of the words in these EAR and ARE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

bear

rare

mare

wear

swear

dare

19 tax vs. tacks

tax = Money that is paid by citizens to support their government. *“Our tax check must be mailed each year by April 15.”* (n.)

tacks = Short, flat-headed nails with sharp tips. *“You can hang up that poster using either tacks or tape.”* (n.)

Large, loose stitches used to mark something. *“The tailor tacks in his stitches until the final fitting.”* (v.)

Which Is Right?

1. She _____ in the seams until she is ready to finish sewing the dress.
2. The bill in the restaurant includes both _____ and a tip for the waiter.
3. I need more _____ to put these photos up on my bulletin board.
4. My _____ bill seems to get larger each year.

Phonics: Short A

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Short A sound is made by the single letter A followed by X.

tax**lax****wax****sax**

The Short A sound is also made by the single letter A followed by CK.

tacks**backs****packs****sacks**

Show YOU Know!

1. Write one or two sentences using as many of the words in the AX and ACK letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

tacks**wax****lax****sacks****tax****backs**

20 bite vs. byte

bite = To grip or tear something with the teeth. *"I took a bite of my lunch."* (v.)

A wound made by a bite. *"The red bump is a mosquito bite."* (n.)

byte = An information unit in data processing, usually standing for a letter or number. *"This will only take a few bytes of memory on your computer."* (n.)

Which
Is Right?

1. I'm afraid that the snake might _____ my hand.
2. My computer has room for many _____ of information.
3. That boy took a huge _____ of his sandwich.
4. _____ is a common word used when working with computers.

Phonics: Short I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short I sound is in the ITE letter pattern.

bite
site

kite
mite

quite
white

The Short I sound in the YTE letter pattern occurs in only this word, but it is an important word.

byte

Show YOU Know!

1. Write one or two sentences using as many of the words in these ITE and YTE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

bite

kite

white

byte

quite

site

21 brake vs. break

brake = Something used to slow down or stop a vehicle. *"I use the pedal as a brake on my bicycle."* (n.)

The action of using something to slow or stop a vehicle. *"The car braked at the corner."* (v.)

break = To make something come apart. *"Why did you break that window?"* (v.)

A brief rest or interruption from a task. *"I'm tired and I need to take a break!"* (n.)

Which
Is Right?

1. The class will be allowed one _____ during the long test.
2. Please _____ the cookie so we can all have a piece.
3. The pedal on a bicycle is often used as a _____.
4. You need to put your foot on the _____ in order to stop the car.

Phonics: Long A

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long A sound is in the AKE letter pattern.

brake **bake** **cake** **shake** **lake** **shake**

The Long A sound is in the EAK letter pattern in only two words.

break **steak**

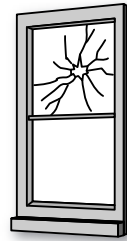
The Beginning Sound spelled BR makes the phoneme blend /br/ as in:

bright **bring** **broken**

Show YOU Know!

1. Write one or two sentences using as many of the words in these AKE and EAK letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

break **lake** **steak** **brake** **cake** **bake**



22 mail vs. male

mail = Packages or envelopes sent through the postal service. “The mail usually arrives at our office before noon.” (n.)

To send packages or envelopes through the postal service. “I’m going to mail this letter today.” (v.)

male = The sex of a boy, man, or male animal. “People often give blue clothes to the parents of a male baby.” (adj.)

Which Is Right?

1. My dog is a _____, but my cat is a female.
2. Finish wrapping that box so you can get it in the _____ today.
3. I have to _____ the invitations to my party.
4. I have three brothers, so almost everyone in my family is _____.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is in the AIL letter pattern.

mail	tail	wail
snail	trail	frail

The Long A sound is in the ALE letter pattern.

male	pale	sale
gale	hale	scale

Show YOU Know!

1. Write one or two sentences using as many of the words in these AIL and ALE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

mail **sale** **scale** **male** **snail** **tail**

23 flea vs. flee

flea = Bloodsucking parasite, living on animal flesh. *“My dog keeps scratching at the flea on his back.”* (n.)

flee = To run away from or to. *“I watched the woman flee from that burning building.”* (v.)

Which Is Right?

1. I'm sure there is a _____ somewhere in my dog's bed.
2. My cat has never had a single _____!
3. The captives would _____ if they could.
4. The crew must _____ the sinking ship.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the EA letter pattern.

flea
pea

tea
plea

sea

The Long E sound is made by the EE letter pattern.

flee
see

bee
tee

knee
tree

Show YOU Know!

1. Write one or two sentences using as many of the words in these EA and EE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

flea

tree

pea

see

flee

sea

24 shoe vs. shoo

shoe = A durable covering for the foot that often has a rigid heel and sole. *"I had to get a new heel for my left shoe."* (n.)

shoo = To scare or drive away animals or birds. *"I had to shoo away the crows from my garden."* (interj.)

Which Is Right?

1. I often have to _____ the neighbor's cat away from my birdfeeder.
2. When I yelled " _____!", the dog ran away from my path.
3. I can't find the mate to this left _____.
4. The heel on my right _____ is all scuffed up.

Phonics: Long OO

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long OO sound is made in the Double OO letter pattern.

shoo
too

zoo
moo

goo
boo

The Long OO sound, made in the OE letter pattern, occurs in only one word.

shoe

Show YOU Know!

1. Write one or two sentences using as many of the words in these OO and OE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

shoe

zoo

moo

boo

shoo

too

25 cheap vs. cheep



cheap = Inexpensive; costing little. *“Meals at that small restaurant are usually very cheap.”* (adj.)

Someone who is not willing to spend money. *“My uncle has always been cheap.”* (adj.)

cheep = To chirp. *“Baby birds cheep when they are hungry.”* (v.)

Which
Is Right?

1. Was that a _____ I heard coming from that nest?
2. I can't believe how _____ this dress was!
3. I know he's _____ because he always avoids paying his portion of the bill.
4. The smallest bird in the nest was able to _____ the loudest.

Phonics: Long E

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the EEP letter pattern.

cheep **deep** **Jeep** **keep** **weep** **peep**

The Long E sound is made by the EAP letter pattern.

cheap **leap** **heap**

The Beginning Sound spelled CH makes the phoneme /ch/ as in:

child **church** **chance**

Show YOU Know!

1. Write one or two sentences using as many of the words in these EEP and EAP letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

cheap **deep** **cheep** **leap** **weep** **keep**

26 hall vs. haul

hall = A large building or room used for a specific purpose. *"The party took place in the dining hall."* (n.)

A passageway through a building or house. *"We had to walk down a narrow hall to get to our room."* (n.)

haul = To drag or pull something with force, from one place to another. *"We need to haul those branches out of the front yard."* (v.)

Which
Is Right?

1. Just walk down the _____ to the open door.
2. I think we'll need a tractor to _____ those bricks.
3. That large _____ is perfect for the wedding party.
4. Will you help me _____ the sofa into the other room?

Phonics: Broad O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Broad O sound is made by the ALL letter pattern.

hall

ball

wall

tall

call

fall

The Broad O sound is made by the AUL letter pattern in only two words.

haul

maul

Show YOU Know!

1. Write one or two sentences using as many of the words in these ALL and AUL letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

hall

call

wall

ball

maul

haul

27 leak vs. leek

leak = A crack or hole that lets something in or out. *“Water can leak out of that hole in the bucket.”* (v.)

leek = A vegetable resembling an onion. *“Using a leek in the soup will give it a nice flavor.”* (n.)

Which Is Right?

1. Please get me two potatoes and one _____ when you go to the grocery store.
2. We need to find the _____ in the water pipe.
3. If you put a _____ in the pot with the other vegetables, you’ll have a wonderful stew.
4. If you don’t fix that crack in the wall, moisture will _____ in from the outside.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made with the EAK letter pattern.

leak	peak	weak
speak	freak	creak

The Long E sound is made with the EEK letter pattern.

leek	seek	week
peek	cheek	Greek

Show YOU Know!

1. Write one or two sentences using as many of the words in these EAK and EEK letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

leek weak week peak speak peek

28 roll vs. role

roll = To move or push forward on a surface by constantly turning over.
"The boy can roll the ball all around the room." (v.)

A small piece of baked, rounded yeast dough. *"Can you buy me a roll while you're at the grocery store?"* (n.)

role = A character portrayed by an actor in a performance. *"This is the largest role that I've ever had in a play."* (n.)

Which
Is Right?

1. I hope you get the _____ you want in the school musical.
2. That actor plays a mean _____ in a television series.
3. I love to eat a warm _____ with butter with my dinner.
4. Please _____ the exercise ball over to the other side of the gym.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by the OLL letter pattern.

roll	poll	toll
stroll	knoll	scroll

The Long O sound is made by the OLE letter pattern.

role	mole	sole
hole	pole	stole

Show YOU Know!

1. Write one or two sentences using as many of the words in these OLL and OLE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

role stroll stole toll roll pole

29 die vs. dye

die = To become dead; stop living. *“Everything that is living has to die, sooner or later.”* (v.)

To lose strength or force. *“The force of the rainstorm will die down as it passes through town.”* (v.)

dye = Liquid or powder color used to change the color of something else. *“I’m going to use dye to darken the color of this blue dress.”* (n.)

To change the color of something. *“That woman pays a lot of money to dye her hair at a salon.”* (v.)

Which Is Right?

1. Sometimes food, such as blueberries or cranberries, is used to _____ cloth.
2. After a while, the applause will _____ down.
3. That plant will _____ if you forget to water it.
4. This _____ is a beautiful color of green.

Phonics: Long I

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long I sound is in the IE letter pattern.

die **lie** **pie** **tie**

The Long I sound is in the YE letter pattern.

dye **bye** **eye** **aye** **rye** **lye**

Show YOU Know!

1. Write one or two sentences using as many of the words in the IE and YE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

die **pie** **eye** **bye** **dye** **tie**

30 led vs. lead

led = Past tense of “lead” (to go before). “*The teacher led the students back into the classroom after the fire drill.*” (v.)

lead = A soft metallic element. “*Divers often use lead weights.*” (n.)

**Which
Is Right?**

1. Most pencils have a _____ center.
2. My purse is large and feels as heavy as _____!
3. The teacher _____ the class in a game of “Simon Says.”
4. One path _____ the children into the woods, while the other path went directly into town.

Phonics: Short E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short E sound is made by the ED letter pattern.

led
red

fed
bed

sped
bled

The Short E sound is made by the EAD letter pattern.

lead

head

read

dead

Show YOU Know!

1. Write one or two sentences using as many of the words in these ED and EAD letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

lead

bed

head

red

led

read

31 eight vs. ate

eight = The number 8. "Seven plus one is eight." (n.)

ate = Past tense of "eat." "I ate a sandwich for lunch." (v.)



**Which
Is Right?**

1. I think _____ people can sit at this table.
2. You can't be hungry. You just _____ dinner!
3. That young child can count to _____!
4. We _____ at a wonderful restaurant last night.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the EI letter pattern. This is unique; it does not occur in any other common words.



eight

The Long A sound is also made by the ATE (Final E) letter pattern.

ate	date	fate	gate
hate	late	mate	rate



Show YOU Know!

1. Write one or two sentences using as many of the words in these EI and ATE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

eight hate late rate ate date

32 I vs. eye

I = Personal pronoun. The person talking. "*Jane and I are going to the store.*" (pron.)

eye = A part of the body used for sight. "*My mom had surgery on her right eye.*" (n.)

The calm, quiet center of a hurricane. "*The safest place to be in a hurricane is in the eye.*" (n.)



**Which
Is Right?**

1. That camera was able to show us what the _____ of a hurricane looks like.
2. You and _____ are a lot alike.
3. _____ think we should go to a movie tomorrow.
4. I think I have some dust in my _____.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made by the I letter pattern. This is unique. There is only one word like this; incidentally it is one of the shortest words in the English language. The other shortest word is "a," as in "a book."

I

The Long I sound is also made by the YE letter pattern, as in:

eye	bye	dye
lye	rye	aye



Show YOU Know!

1. Write one or two sentences using as many of the words in these I and YE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

eye bye I dye lye rye

33 ball vs. bawl

ball = Round object of any size and material, used in games. “The ball rolled into the street.” (n.)

A pitched ball in a baseball game that does not go over home plate between the batter’s knees and shoulders. “The count in the baseball game was one ball and two strikes.” (n.)

bawl = To cry loudly and uncontrollably. “I heard the child bawl when she fell on the sidewalk.” (v.)

Which Is Right?

1. You only skinned your knee, so please don’t _____.
2. If he throws another _____, the pitcher will be taken out of the game.
3. Will you throw the _____ to me so we can start the soccer game?
4. When you _____ like that, I can’t understand what you’re saying!

Phonics: Broad O

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Broad O sound is made by the ALL letter pattern.

ball tall call wall fall mall hall

The Broad O sound is also made by the AWL letter pattern.

bawl brawl crawl shawl drawl sprawl

Show YOU Know!

1. Write one or two sentences using as many of the words in these ALL and AWL letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

ball fall drawl tall bawl shawl

34 base vs. bass

base = The foundation of something. “The base of this house is made of cement.” (n.)

One of four corners on a baseball diamond. “Jimmy ran from second base to third.” (n.)

bass = A deep tone. “John plays the bass drum in the band.” (adj.)

Which Is Right?

1. The _____ of the flagpole is made of a very heavy metal.
2. If you sing the _____ part in the choir, your voice must be very low.
3. The _____ section of the chorus is usually all men.
4. If he can run to home _____, he'll score a point and the game will be tied!

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the ASE letter pattern.

base **case** **vase** **chase**

The Long A sound is also made by the ASS letter pattern in only one other word:

bass

Show YOU Know!

1. Write one or two sentences using as many of the words in these ASE and ASS letter patterns as you can.
2. The teacher or another student will dictate each of these five words for you to write without looking at this page. Use each word in a sentence when it is spoken.

base **case** **bass** **vase** **chase**

35 week vs. weak

week = A period of seven days, one after another. *"I get paid at the end of each week."* (n.)

weak = Without power or strength. *"My cell phone has a very weak signal on this street."* (adj.)

Which Is Right?

1. I broke my leg last year, and it still feels very _____.
2. I plan to take a vacation for a full _____.
3. There is just one _____ before the start of summer vacation!
4. I begin to feel _____ if I don't eat breakfast.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the Double EE letter pattern.

week	peek	seek	mEEK
Greek	creek	sleek	cheek

The Long E sound is also made by the EA letter pattern.

weak	leak	peak	teak
creak	sneak	freak	bleak

Show YOU Know!

1. Write one or two sentences using as many of these EE and EA letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

weak cheek sneak creek week freak

36 not vs. knot

not = Negative; another way of saying no. *"I am not going shopping today."* (adv.)

knot = Tying rope or string together. *"I learned how to tie a square knot when I was a Scout."* (n.)

Which
Is Right?

1. You will _____ be able to run with that sprained ankle.
2. Will you tie a _____ in this cord for me?
3. I will _____ be able to answer the phone this morning.
4. It's hard to untie my shoe when the _____ is too tight.

Phonics: Short O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short O sound is made by the OT letter pattern.

not	got	hot	lot
shot	spot	pot	rot



Note that the Beginning Sound in the word "knot" is spelled KN and makes the phoneme /n/ as in:

knot	knew	know	knife
knight	knock	knit	knuckle

Show YOU Know!

1. Write one or two sentences using as many of the words in the OT and KN letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

knot **knew** **shot** **knife** **not** **spot**

37 rain vs. reign

rain = Water drops that fall from the sky. *“The weather forecast calls for rain tomorrow.”* (n.)

reign = A period of royal rule. *“The Queen of England has had a reign of many years.”* (n.)

Which Is Right?

1. I like to take an umbrella and walk in the _____.
2. I’m reading about a King of England whose _____ included several wars.
3. If the _____ doesn’t stop, we won’t be able to go on a hike.
4. Queen Elizabeth has had a long _____.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the AI letter pattern.

rain	main	pain	vain
brain	chain	drain	grain

The Long A sound made by the EIGN letter pattern occurs in only one common word:

reign

Show YOU Know!

1. Write one or two sentences using as many of the words in the AIN and EIGN letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

rain grain reign brain main pain

38 plain vs. plane

plain = Anything simple, without much design. *“I like this dress, even though it’s quite plain.”* (adj.)

Something that is easily seen, understood, or heard. *“It’s plain to see that he loves to play the piano.”* (adj.)

plane = Shortened form of the word “airplane.” *“That is the largest plane that I’ve ever seen!”* (adj.)

A tool with a blade that’s used to shape or smooth wood. *“The carpenter used a plane to make the wood smooth.”* (adj.)

Which Is Right?

1. If I had a _____, I could smooth down this tabletop.
2. If we take a _____, we could be home much faster.
3. He speaks in a very _____ manner; it’s easy to understand what he’s saying.
4. With a colorful sofa, this room won’t seem _____.

Phonics: Long A

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the AIN letter pattern.

plain	Spain	stain	strain
train	slain	drain	main

The Long A sound is also made by the ANE letter pattern.

plane	cane	Jane	lane
mane	pane	sane	vane

Show YOU Know!

1. Write one or two sentences using as many of the words in the AIN and ANE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

plane main strain lane plain train

39 past vs. passed

past = A point in time that has already happened. *“This photo album is filled with memories of the past.”* (n.)

passed = Past tense of the word “pass.” *“Summer vacation has passed, and school begins again tomorrow!”* (v.)

Which Is Right?

1. He _____ all of his exams, so next year he will be entering high school.
2. This _____ July I celebrated my 16th birthday.
3. I _____ my best friend in the school hallway every day last year.
4. I have many happy memories of the _____.

Phonics: Short A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short A sound is made by the AST letter pattern.

past	cast	fast	last
mast	vast	blast	

The Short A sound is also made by the ASSED letter pattern. This occurs in only one word:

passed

Show YOU Know!

1. Write one or two sentences using as many of the words in the AST and ASSED letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

passed fast last blast past cast

40 or vs. oar

or = Express a choice. *"You must study or you will not do well on the test."* (conj.)

Explains that two things are similar. *"You can have either cake or cookies after your meal."* (conj.)

oar = A long pole with a wide end used to row a boat. *"If each of us takes an oar, rowing the boat will be much easier."* (n.)

Which Is Right?

1. We can rent either a van _____ a small truck to help with the move.
2. You apologize to your sister _____ you must go to your room!
3. The wooden _____ is very heavy.
4. This old rowboat is missing one _____.



Phonics: Broad O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Broad O sound is made by the OR letter pattern. This occurs in only one word:

or

The Broad O sound is also made by the OAR letter pattern.

oar

roar

soar

boar

Show YOU Know!

1. Write one or two sentences using as many of the words in the OR and OAR letter patterns as you can.
2. The teacher or another student will dictate each of these five words for you to write without looking at this page. Use each word in a sentence when it is spoken.

oar

boar

roar

or

soar

41 beach vs. beech

beach = Sand or pebbles along a seashore. *"I like to collect seashells on the beach."* (n.)

To run a boat or sea-animal onto the sand. *"The Coast Guard tried to beach the injured whale in order to save its life."* (v.)

beech = A tree with smooth, gray bark. *"This beautiful wood comes from a beech tree."* (adj.)

The sweet nut that grows on a beech tree. *"These beech nuts are very good to eat."* (n.)

**Which
Is Right?**

1. The table in my living room is made of _____ wood.
2. I like to go to the _____ when I'm on vacation.
3. They're trying to _____ the damaged boat before it sinks.
4. My mother made some wonderful muffins that had _____ nuts in them.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made in the EACH letter pattern.

beach	reach	peach	leach
teach	bleach	preach	breach

The Long E sound is also made by the EECH letter pattern.

beech **leech** **screech**

Show YOU Know!

1. Write one or two sentences using as many of the words in the EACH and EECH letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

beach **reach** **teach** **beech** **preach** **bleach**

42 row vs. roe

row = Objects lined up next to each other in a straight line. *"You can find your seat in the second row."* (n.)

To propel or steer with oars. *"We can row to the other side of the lake in less than an hour."* (v.)

roe = The eggs of a fish. *"Many roe were found in the fish we caught."* (n.)

Which Is Right?

1. Salmon _____ is a very bright red color.
2. Will you _____ the boat for a while?
3. The class was asked to stand in a straight _____.
4. If you compare the _____ of several fish, you'll see that they're different in size and color.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by the OW letter pattern.

row	low	mow	slow
sow	glow	grow	show

The Long O sound is also made by the OE letter pattern.

roe	doe	hoe	toe
woe	Joe	foe	

Show YOU Know!

1. Write one or two sentences using as many of the words in the OW and OE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

row **show** **woe** **foe** **toe** **low**

43 pause vs. paws

pause = A brief halt. *“There was a pause in the ceremony while the speaker found his speech.”* (v.)

paws = Animal feet. *“That bear caught a fish with its paws.”* (n.)

Which
Is Right?

1. That puppy has very large _____!
2. If we can _____ our conversation for a minute, I'd like to get a glass of water.
3. I can see the prints of the cat's _____ in the dirt.
4. There was a _____ in the music while the DJ made an announcement.

Phonics: Broad O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Broad O sound is made in the AWS letter pattern.

paws
jaws

laws
gnaws

saws

Note that the Beginning Sound in the word “gnaws” is spelled GN and makes the phoneme /n/ as in:

gnaw

gnat

gnarl

gnome

Show YOU Know!

1. Write one or two sentences using as many of the words in the AWS letter pattern as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

paws

laws

pause

saws

gnaws

jaws

44 oh vs. owe

oh = An expression of emotion resulting from anger, pain, fear, or surprise. "*Oh, I'm surprised to see you up this early.*" (interj.)

owe = To be indebted to someone or something. "*I owe you so much for all you've done for me.*" (v.)

Which Is Right?

1. I'd like to give you the dollar that I _____ you.
2. _____, I can't believe you just said that to me!
3. My sister said "_____!" in a loud voice when the lights went out.
4. I _____ a big "thank you" to my father for teaching me how to swim.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by the OH letter pattern in only one word:

oh

The Long O sound is also made by the OWE letter pattern in only one word:

owe

Show YOU Know!

1. Write one or two sentences using as many of the words in the OH and OWE letter patterns as you can.
2. The teacher or another student will dictate each of these two words for you to write without looking at this page. Use each word in a sentence when it is spoken.

oh

owe

45 beat vs. beet

beat = To strike or stir over and over. "Add eggs and beat for two minutes." (v.)

To defeat. "We have to beat this team if we want to go to the playoffs." (v.)

beet = A plant with red roots used as a vegetable, and with white roots used for sugar. "I had a cooked red beet with my dinner." (n.)

Which Is Right?

1. My mother makes a wonderful _____ soup.
2. He'll keep a _____ to the music with his drum.
3. I think my high school basketball team will _____ the visiting team.
4. My grocery list includes two potatoes, a turnip, and a _____.

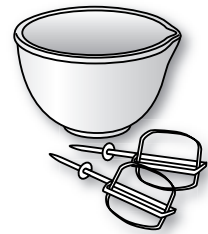
Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made in the EAT letter pattern.

beat	eat	heat	meat
neat	seat	peat	feat



The Long E sound is also made in the EET letter pattern.

beet	feet	meet	fleet
greet	sheet	street	sweet

Show YOU Know!

1. Write one or two sentences using as many of the words in the EAT and EET letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

beet **sweet** **neat** **sheet** **beat** **meat**

46 pier vs. peer

pier = A structure that extends out into the water and is used as a place for ships to dock. *"Many boats are docked at that big pier."* (n.)

peer = A person of the same age, class, or rank. *"That girl and I are the same age, so she is a peer of mine."* (n.)

Which Is Right?

1. I am a _____ of these two classmates.
2. This weekend we went down to the local _____ to rent a boat.
3. It would be interesting to know how that _____ was built out over the water.
4. That soldier is a _____ of the other men in his army squad.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made in the IER letter pattern.

pier **tier**

The Long E sound is also made in the EER letter pattern.

peer **deer** **jeer** **leer**
beer **sheer** **sneer** **steer**

Show YOU Know!

1. Write one or two sentences using as many of the words in the IER and EER letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

pier **deer** **sheer** **peer** **tier** **sneer**

47 hole vs. whole

hole = An opening or space within something. *"The men were digging a hole in the backyard for a new swimming pool."* (n.)

whole = Full or complete. *"I was full after eating the whole meal."* (adj.)

**Which
Is Right?**

1. The _____ class is going on a field trip to the museum.
2. I need someone to dig a _____ so we can plant this lemon tree.
3. The _____ quiz was hard, but I thought question number 8 was particularly difficult.
4. I just noticed that my favorite shirt has a _____ in the sleeve!

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made in the OLE letter pattern.

hole	dole	pole	role
sole	stole	mole	whole

Note that the Beginning Sound in the word "whole" is spelled WH and makes the phoneme /h/ as in:

whole

The same sound is also spelled H in "hole."

Show YOU Know!

1. Write one or two sentences using as many of the words in the H and WH beginning letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

whole role hole pole mole stole

48 which vs. witch



which = Word used to ask questions about people or things. "Which plane are you taking to New York?" (pron.)

witch = A woman believed to have magical, supernatural power. "In this story the witch helps the children find their way home." (n.)



Which Is Right?

1. The _____ in this story is very wicked.
2. On _____ side of the room do you want your desk?
3. _____ cereal do you like to eat in the morning?
4. In the play we saw, the _____ wore a black, pointy hat.

Phonics: Short I

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Short I sound is made in the ITCH letter pattern.

witch	ditch	pitch	twitch
switch	snitch	hitch	stitch

The Short I sound is also made by the ICH letter pattern.

which **rich**

Note that the Beginning Sound in the word "witch" is spelled W and makes the phoneme /w/ as in:

witch	will	win	wire
--------------	-------------	------------	-------------

And the Beginning Sound of "which" makes almost the same sound /h/ or /hw/—in fact, many people do not say or hear any difference.



Show YOU Know!

1. Write one or two sentences using as many of the words in the ITCH and ICH letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

which **twitch** **rich** **witch** **ditch** **pitch**

49 hail vs. hale

hail = A combination of ice and snow formed into a small ball that falls like rain. *"The hail dented my car."* (n.)

A gesture or motion used to attract attention. *"It is difficult to hail a taxi in the rain."* (v.)

hale = To be free from sickness. *"He is hale and hardy and never catches the flu."* (adj.)

Which
Is Right?

1. If we can _____ a taxi, we can still get to the theater on time.
2. I don't want to leave the house during this _____ storm.
3. When I eat a balanced diet, I feel _____ and full of energy!
4. My class is _____ and has an excellent attendance record.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made in the AIL letter pattern.

hail	fail	bail	quail
sail	mail	rail	pail

The Long A sound is also made by the ALE letter pattern.

hale	sale	shale	scale
tale	male	gale	bale

Show YOU Know!

1. Write one or two sentences using as many of the words in the AIL and ALE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

hail scale sail mail hale tale

50 guest vs. guessed

guest = Someone entertained or received whose needs are provided for.

“As a guest at this hotel, everything will be provided for you.” (n.)

A person invited to participate in an event or activity. *“The governor of our state is the guest of honor at this dinner.”* (n.)

guessed = A judgment or opinion formed with little knowledge. *“He guessed at the answer because he didn’t study.”* (v.)

Which
Is Right?

1. At the fair there was a man who _____ people’s weight.
2. I just _____ at your shoe size when I bought you these running shoes.
3. I’d like to give you this ticket so that you can come with me as my _____.
4. I want to clean up the extra bedroom because I have a _____ arriving to stay the weekend.

Phonics: Short E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short E sound is made in the UEST letter pattern.

guest **quest**

The Short E sound is also made by the UESSED letter pattern in only this word:

guessed

Show YOU Know!

1. Write one or two sentences using as many of the words in the UEST and UESSED letter patterns as you can.
2. The teacher or another student will dictate each of these three words for you to write without looking at this page. Use each word in a sentence when it is spoken.

guest **guessed** **quest**

51 sell vs. cell

sell = To exchange an object for money. “Susan wanted to sell her house.” (v.)

cell = A small room in a prison. “The prisoner was forced to stay in this cell for six months.” (n.)

The basic microscopic unit of any living thing. “Your body is made up of billions of tiny cells.” (n.)



Which Is Right?

1. The scientist spent his day studying one single _____.
2. They only _____ used books at our local bookshop.
3. The inmate’s _____ was small but clean.
4. I’m trying to _____ my stamp collection on eBay.

Phonics: Short E

Learn how to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Short E sound is made in the ELL letter pattern.

sell	cell	bell	fell
knell	tell	well	yell

Note that the Beginning Sound in the word “cell” is spelled C and makes the phoneme /s/. The letter C usually makes the /s/ sound before I, E, and Y, as in:

cell	cent	century	city
-------------	-------------	----------------	-------------

The letter C usually makes the /k/ sound before A, O, and U, as in:

cat	come	cool	cut
------------	-------------	-------------	------------



Show YOU Know!

1. Write one or two sentences using as many of the words in the ELL letter pattern as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

cell	well	city	yell	sell	cat
-------------	-------------	-------------	-------------	-------------	------------

52 cents vs. sense

cents = Pennies. *"I bought a book for twenty-five cents."* (n.)

sense = Any of the five senses (smell, touch, sight, hearing, taste). *"My sense of smell is very good."* (n.)

Able to understand and think clearly. *"Your idea shows that you have good sense."* (n.)

Which Is Right?

1. My _____ of sight is so good that I can read every word on the board.
2. That candy costs just a few _____.
3. Your _____ of hearing is bad if you can't hear that siren.
4. If you save a lot of _____, you can end up with dollars!

Phonics: Short E

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Short E sound is made in the ENT letter pattern.

cents **dents** **rents** **tents**

The Short E sound is also made in the ENSE letter pattern.

sense **dense** **tense**

Note that the Beginning Sound in the "cent" is spelled C and makes the phoneme /s/, as in:

center **certain** **celery**

See Lesson 51: Note on letter C before I, E, and Y.

Show YOU Know!

1. Write one or two sentences using as many of the words in the ENT and ENSE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

cents **tense** **tents** **dense** **sense** **rents**

53 bread vs. bred

bread = Food made of a baked dough. "You can buy bread at the grocery store." (n.)

bred = To reproduce for a purpose. "This dog was bred for shows." (v.)

Which
Is Right?

1. Some animals are _____ in zoos.
2. This poodle was _____ to be a show dog.
3. This _____ is hard and stale.
4. That bakery has wonderful _____ for sale.

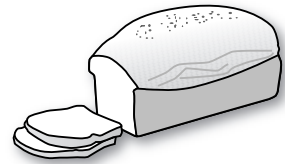
Phonics: Short E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short E sound is made in the EAD letter pattern.

bread	read	lead	head
spread	thread	tread	dead



The Short E sound is also made in the ED letter pattern.

bred	red	bled	shred
sped	sled	fed	wed

Show YOU Know!

1. Write one or two sentences using as many of the words in the EAD and ED letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

bred head sled read bread fed

54 band vs. banned

band = A group that plays music. "The band was playing rock music." (n.)

A group. "There was a band of thieves." (n.)

banned = Not allowed. "They were banned from the playground." (v.)

Which
Is Right?

1. The noisy students were _____ from the library.
2. My favorite _____ is playing at a local club tonight.
3. That _____ of men looks dangerous.
4. I didn't do my homework, so my mother _____ me from the home computer for one month.

Phonics: Short A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short A sound is made in the AND letter pattern.

band	hand	land	sand
brand	gland	stand	strand

The Short A sound is also made in the ANNED letter pattern.

banned	canned	fanned	tanned
planned	scanned	panned	spanned

Show YOU Know!

1. Write one or two sentences using as many of the words in the AND and ANNED letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

band scanned brand planned banned hand

55 root vs. route

root = The part of a plant that grows in the ground. *“The root collects water and food for the plant.”* (n.)

To cheer for someone or something. *“I always root for my school team.”* (v.)

route = A certain way to travel from one place to another. *“You can follow Route 6 all the way to the next town.”* (n.)

Which
Is Right?

1. The orange part of the carrot is the _____ of the plant.
2. That path is the best _____ to the church.
3. His friends like to _____ for the soccer player.
4. You need to decide on a _____ to take from home to school.

Phonics: Short OO

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Short OO sound is made in the OOT letter pattern.

root **boot** **loot** **toot**
shoot **scoot** **moot** **hoot**

The Short OO sound is also made by the OUTE letter pattern in only one word.

route

This sound is usually spelled UTE, as in:

flute **mute** **brute**

Show YOU Know!

1. Write one or two sentences using as many of the words in the OOT and OUTE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

root **hoot** **shoot** **boot** **route** **scoot**

56 peak vs. peek

peak = The pointed top of a hill or mountain. *"They climbed up to the peak of the mountain."* (n.)

The highest level of something. *"Not many ball players retire at the peak of their careers."* (n.)

peek = To take a quick, secret look. *"Cover your eyes and don't peek!"* (v.)

Which Is Right?

1. We had a picnic on the _____ of that hill.
2. Becoming president was the _____ of his work at the company.
3. You shouldn't _____ at your present before your birthday.
4. Don't _____ at the book during the quiz.

Phonics: Long E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long E sound is made in the EAK letter pattern.

peak	leak	tweak	squeak
sneak	bleak	creak	weak

The Long E sound is also made by the EEK letter pattern.

peek	reek	leek	week
sleek	cheek	Greek	seek

Show YOU Know!

1. Write one or two sentences using as many of the words in the EAK and EEK letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

peek seek peak sneak week squeak

57 one vs. won

one = The first number. "One comes before two." (n.)

A single person or thing. "One more can sit at this table." (n.)

won = Having success over someone or something else. "If you finish first, you will have won the race." (v.)

Which
Is Right?

1. My team _____ the first game of the season.
2. Please count to twenty beginning with _____.
3. The great swimmer _____ many gold medals at the Olympics.
4. History is the _____ class I really love.

Phonics: Short U

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short U sound is made in the ONE letter pattern.

one

done

none

The Short U sound is also made in the ON letter pattern.

won

ton

son

Note that the Beginning Sound in the word "one" is spelled O and makes the phoneme /w/. This occurs only in this word:

one

Show YOU Know!

1. Write one or two sentences using as many of the words in the ONE and ON letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

one

none

son

ton

won

done

58 night vs. knight

night = The dark time between evening and morning. *“You should be home before it gets dark at night.”* (n.)

knight = A soldier or nobleman during the Middle Ages. *“This story is about a knight in King Arthur’s court.”* (n.)

Which Is Right?

1. It must have been exciting to be a _____ during the Middle Ages.
2. I watched a funny show on television last _____.
3. That actor will play a _____ in his next movie.
4. I go to sleep every _____ at the same time.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made in the IGHT letter pattern.

knight	night	might	sight
blight	bright	flight	slight

Note that the Beginning Sound in the word “write” is spelled WR and makes the phoneme /r/, as in:

write	wrong	wrote	wring
--------------	--------------	--------------	--------------

The letter W in front of the letter R is silent.

Show YOU Know!

1. Write one or two sentences using as many of the words in the IGHT letter pattern as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

knight flight night sight might bright

59 rose vs. rows

rose = A flower with thorns on its stem. "This rose is a wonderful shade of red." (n.)

Past tense of the word "rise." "They rose from the table at the end of the meeting." (v.)

rows = Plural of row. "There were rows of people lined up to buy tickets." (n.)

Which
Is Right?

1. There were _____ of empty seats in the stadium.
2. The yellow _____ is the state flower of Texas.
3. The class _____ from their seats to sing the national anthem.
4. The smoke _____ up the chimney.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made in the OSE letter pattern.

rose	nose	hose	pose
chose	close	prose	those



The Long O sound is also made in the OWS letter pattern.

rows	knows	lows	blows
crows	glows	grows	shows

Show YOU Know!

1. Write one or two sentences using as many of the words in the OSE and OWS letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

rose **those** **grows** **shows** **rows** **nose**

60 pail vs. pale

pail = A container with a handle, usually used for carrying liquid. *“Jack and Jill used a pail to carry water.”* (n.)

pale = Something that doesn't have much color. *“The man with the flu looked pale.”* (adj.)

Which Is Right?

1. This light blue paint is too _____.
2. I can use a _____ to empty out the flooded boat.
3. I want to fill that _____ with mud.
4. My sister wants to get a suntan so she won't look so _____.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the AIL letter pattern.

pail	sail	nail	jail
hail	Gail	fail	bail

The Long A sound is also made by the ALE letter pattern.

pale	shale	dale
sale	male	scale

Show YOU Know!

1. Write one or two sentences using as many of the words in the AIL and ALE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

pale **jail** **sale** **pail** **male** **fail**

61 in vs. inn

in = Within. "Please come in." (prep.)

inn = A small hotel. "We will spend the night at the cozy inn." (n.)



Which
Is Right?

1. We need to be _____ the classroom in five minutes.
2. They're building an _____ near the restaurant.
3. That small _____ has only eight rooms.
4. Will you please put the pencils _____ that box?

Phonics: Short I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short I sound is made in the IN letter pattern.

in	pin	tin	win
fin	chin	skin	thin

The Short I sound is also made by the INN letter pattern only in one word.

inn



Show YOU Know!

1. Write one or two sentences using as many of the words in the IN and INN letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

in **win** **thin** **chin** **inn** **fin**

62 road vs. rode

road = An open space that's used for travel. *"I'll get to school if I stay on this road."* (n.)

rode = Past tense of "ride." *"The cowboy rode a wild horse in the rodeo."* (v.)

**Which
Is Right?**

1. We _____ in the car all the way to the mountains.
2. I walked home from the movies, but my friend _____ the bus.
3. This _____ is lined with trees.
4. Our trip will be faster if we take the new _____.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made in the OAD letter pattern.

road load toad goad

The Long O sound is also made in the ODE letter pattern.

rode code strode mode

Show YOU Know!

1. Write one or two sentences using as many of the words in the ODE and OAD letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

road toad rode code mode load

63 pair vs. pear

pair = Two of anything that are used together. *"I like this pair of shoes."* (n.)

pear = A rounded, sweet fruit. *"I'd love to have a pear with my lunch."* (n.)



Which Is Right?

1. I have a _____ of mittens that I wear in the winter.
2. I'm giving my mother a _____ of earrings for her birthday.
3. Can you reach high enough to pick that _____ in the tree?
4. I have enough money to buy two apples and a _____.

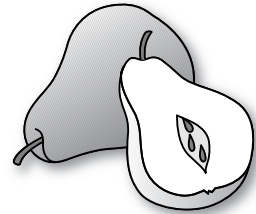
Phonics: /e(ə)/

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The /e(ə)/ sound is made by the AIR letter pattern.

pair **hair** **lair** **chair**
flair **stair** **air**



The /e(ə)/ sound is also made by the EA(R) letter pattern.

pear **bear** **tear** **wear** **swear**



Show YOU Know!

1. Write one or two sentences using as many of the words in the AIR and EAR letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

pear **chair** **hair** **wear** **pair** **bear**

64 him vs. hymn

him = Referring to a male. "I like him." (pron.)

hymn = A song that praises God. "We sang a hymn at church." (n.)


Which Is Right?

1. I want to vote for _____.
2. Please ask _____ to come into the room.
3. I like this _____ that we sing each Sunday.
4. We will sing a _____ at the end of the church service.

Phonics: Short I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short I sound is made in the IM letter pattern.

him	skim	swim	trim
rim	dim	brim	vim

The Short I sound is also made by the YMN letter pattern in only one word.

hymn


Show YOU Know!

1. Write one or two sentences using as many of the words in the IM and YMN letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

him trim rim swim hymn skim

65 fur vs. fir

fur = The coat of an animal. "My cat's fur is matted." (n.)

fir = An evergreen tree. "We have a fir tree in the front yard." (n.)



**Which
Is Right?**

1. That hill is covered with _____ trees.
2. My mother used to own a _____ coat.
3. My dog has soft brown _____.
4. That _____ tree has long needles.

Phonics: Short U

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short U sound is made in the UR letter pattern.

fur **cur** **blur** **spur**

The Short U sound is also made in the IR letter pattern.

fir **sir** **stir** **whir**



Show YOU Know!

1. Write one or two sentences using as many of the words in the IR and UR letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

fir **sir** **spur** **fir** **blur** **stir**

66 hair vs. hare

hair = Thin strands that cover the skin. *"She brushes her hair every day."* (n.)

hare = An animal with long ears and long back legs for jumping. *"I love the story of the tortoise and the hare."* (n.)

Which
Is Right?

1. A small _____ is also called a rabbit.
2. I'm going to brush my _____ into a ponytail.
3. I think my pet _____ can jump farther than yours.
4. Her _____ has grown longer than mine.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made in the AIR letter pattern.

hair	chair	fair	pair
flair	glair	stair	fair

The Long A sound is also made in the ARE letter pattern.

hare	bare	mare	rare
share	square	spare	scare

Show YOU Know!

1. Write one or two sentences using as many of the words in the AIR and ARE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

hare **scare** **pair** **fair** **hair** **rare**

67 new vs. knew

new = Something that never existed before. *"These shiny boots are new."*
(adj.)

knew = Past tense of "know." *"I knew all the answers on the test."* (v.)

Which
Is Right?

1. I _____ you would be here when I got home.
2. She _____ the best way to drive to the restaurant.
3. Many of the buildings in this town are _____.
4. May I buy a _____ dress at the store?

Phonics: Long OO

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long OO sound is made by the EW letter pattern.

new	knew	few	dew
blew	chew	flew	crew

Note that the Beginning Sound in the word "knew" is spelled KN and makes the phoneme /n/ as in:

knew	know	knight	knee
knife	knot	knock	knob

Show YOU Know!

1. Write one or two sentences using as many of the words in the EW and KN letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

new crew blew chew knew dew

68 higher vs. hire

higher = Something above someone or something else. *"I'll be sitting higher in the balcony than you."* (adj.)

hire = To pay someone for work. *"We need to hire more people for this job."* (v.)

Which Is Right?

1. The balloon is floating _____ into the clouds.
2. Will they _____ a lot of people at the new hotel?
3. I'll have to _____ some people to help me move.
4. I'm going to move to a new office that's _____ in this building.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made in the IGHHER letter pattern in only one word.

higher

The Long I sound is also made by the IRE letter pattern.

hire	fire	tire	wire
spire	quire	dire	sire

Show YOU Know!

1. Write one or two sentences using as many of the words in the IGHHER and IRE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

hire tire wire higher fire spire



flu = An illness that causes fever, aches, and an upset stomach. *“The winter is often the time when people get the flu.”* (n.)

flew = Did fly. Past tense of “fly.” *“The bird flew up into the tree.”* (v.)

**Which
Is Right?**

1. That airplane _____ to New York City without stopping.
2. I hope I will be healthy and not get the _____ this year.
3. I always get a high fever when I have the _____.
4. A bee _____ in the window and surprised me!

Phonics: Long OO

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long OO sound is made by the U letter pattern in only one common word.

flu

The Long OO sound is also made by the EW letter pattern.

flew	dew	few	knew
new	pew	yew	Jew

Show YOU Know!

1. Write one or two sentences using as many of the words in the U and EW letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

flew few flu new knew dew

70 great vs. grate

great = Big in size or number. "We have a great oak tree in our yard." (adj.)

Anything that is outstanding. "The food at our holiday celebration was great." (adj.)

grate = To rub something against a rough surface to make smaller pieces. "I want to grate some cheese for this spaghetti." (v.)

A harsh sound. "That sound can really grate on my nerves!" (v.)

Which Is Right?

1. My dance class has a _____ number of students.
2. If you _____ some chocolate, we can sprinkle it on ice cream.
3. I think our new sports stadium is _____!
4. The sound of the jack hammer can _____ after a few minutes.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made in the EAT letter pattern in only one word.

great

The Long A sound is also made by the ATE letter pattern.

grate	date	gate	hate
rate	mate	late	Kate

Show YOU Know!

1. Write one or two sentences using as many of the words in the EAT and ATE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

great gate late date grate rate

71 hi vs. high

hi = A casual way to say hello. *"She always says 'hi' when I see her."*
(interj.)

high = Something of more than usual height. *"They want to build a very high building right in the middle of our town."* (adj.)


Which Is Right?

1. "_____, how are you?"
2. That window washer is working _____ on the building.
3. It's polite to say "hello" or "_____" when you see someone you know.
4. Those birds are flying _____ in the sky.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made in the IGH letter pattern.

high

sigh

thigh

The Long I sound is also made by the I letter pattern.

hi

I

The Long I sound is usually spelled Y, as in:

sky

cry

buy

by


Show YOU Know!

1. Write one or two sentences using as many of the words in the IGH and I letter patterns as you can.
2. The teacher or another student will dictate each of these five words for you to write without looking at this page. Use each word in a sentence when it is spoken.

hi

sigh

I

thigh

high

72 find vs. fined

find = To look for and come upon. *"I hope I find some buried treasure."*
(v.)

fined = To make someone pay for breaking a law. *"He was fined \$100 for littering."* (v.)

Which Is Right?

1. Can you help me _____ my glasses?
2. The careless driver was _____ for speeding.
3. That man who crossed the street was _____ for jaywalking.
4. I want to _____ shoes to match this dress.

Phonics: Long I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long I sound is made in the IND letter pattern.

find	kind	mind	wind
bind	hind	blind	grind

The Long I sound is also made by the INED letter pattern.

fined	lined	shined	pined
--------------	--------------	---------------	--------------

Show YOU Know!

1. Write one or two sentences using as many of the words in the IND and INED letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

find	kind	blind	wind	grind	fined
-------------	-------------	--------------	-------------	--------------	--------------



so = In that way, in the way shown. *“You need to study so you can pass the test.”* (adv.)

sew = Using a thread and needle to make or mend. *“I need to sew a button on your shirt.”* (v.)

Which Is Right?

1. You need to go by the library ____ you can take out a book.
2. My mother said she would ____ a new dress for me for the dance.
3. I can ____ that ripped sleeve for you.
4. Eat a good breakfast ____ you can play well at the game.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by the O letter pattern.

so **no** **go** **pro**

The Long O sound is also made by the EW letter pattern in only one word.

sew

The Long O sound at the end of a word is more often spelled OW, as in:

grow **low** **show** **snow**

Show YOU Know!

1. Write one or two sentences using as many of the words in the O, EW, and OW letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

sew **go** **pro** **no** **so** **snow**

74 raise vs. rays

raise = To move or lift something to a higher position. *“Please raise your hand before asking a question.”* (v.)

To increase the size or amount of something. *“I’m going to raise your allowance next month.”* (v.)

rays = A line or beam of heat or light. *“Flowers need rays of sunlight to grow.”* (n.)

A thin line coming out from a center. *“The petals of a daisy and the arms of a starfish are rays.”* (n.)

**Which
Is Right?**

1. Which student would like to _____ the flag today?
2. The metal spokes of the bicycle wheel are _____.
3. The crew will _____ the sunken ship.
4. I can feel the _____ of the sun hitting my face.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made in the AISE letter pattern.

raise

praise

chaise

The Long A sound is also made in the AYS letter pattern.

rays

days

bays

Show YOU Know!

1. Write one or two sentences using as many of the words in the AISE andAYS letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

raise

bays

rays

days

praise

chaise

75 way vs. weigh

way = How a task is completed. *"I found a new way to make a smoothie!"* (n.)

How to travel from place to place. *"Is this the way to your house?"* (n.)

weigh = Finding out the weight of something. *"You have to weigh this box before you mail it."* (v.)

Which Is Right?

1. Is this the fastest _____ to go to the grocery store?
2. I can use these scales to _____ myself in the morning.
3. How much do you think that big dictionary would _____?
4. I'm going to find a new _____ to fix my hair.

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the AY letter pattern.

way

say

play

clay

gray

pray

The Long A sound is also made by the EI letter pattern.

weigh

sleigh

Show YOU Know!

1. Write one or two sentences using as many of the words in the AY and EI letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

weigh

play

gray

clay

way

sleigh

76 ant vs. aunt

ant = A small crawling insect that lives in a colony. *"I see an ant on the kitchen counter!"* (n.)

aunt = Father's or mother's sister or sister-in-law. *"My Aunt Kim came to visit me yesterday."* (n.)

Which Is Right?

1. When you see one _____, there are usually more to be found.
2. I hope I don't see one _____ at our picnic.
3. Will your _____ be coming to your graduation?
4. My _____ and uncle live on a large farm in Kansas.

Phonics: Short A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short A sound is made in the ANT letter pattern.

ant

can't

plant

slant

chant

grant

The Short A sound is also made by the U letter pattern, only in one word.

aunt

Show YOU Know!

1. Write one or two sentences using as many of the words in the ANT and U letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

ant

chant

plant

aunt

slant

can't

77 berry vs. bury

berry = Small, juicy fruits, such as strawberries or blueberries. “The berry pie was delicious.” (n.)

bury = To dig or make a hole, put something in it, then cover it up. “My dog likes to bury her bones in the backyard.” (v.)



Which Is Right?

1. I love to drink a _____ smoothie for breakfast.
2. I can't fit one more _____ in my basket!
3. If you _____ that important paper in that pile on your desk, you'll never find it.
4. The town is going to _____ a time capsule near the capitol building.

Phonics: /er/ sound

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The /er/ sound is made by the URY letter pattern in only one word.

bury

The /er/ sound is also made by the ERRY letter pattern.

berry

cherry

merry

ferry

Sherry

Jerry



Show YOU Know!

1. Write one or two sentences using as many of the words in the URY and ERRY letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

berry

cherry

merry

bury

ferry

Jerry



blue = The color of the clear sky in daylight. "*Blue is my favorite color.*" (n.)

To be unhappy or sad. "*I feel a little blue when it's raining.*" (adj.)

blew = The past tense of "blow." "*The wind blew down a tree onto the street.*" (v.)

**Which
Is Right?**

1. In the story, the Big Bad Wolf _____ down the house made of straw.
2. I'm going to paint the walls of my room a pale _____.
3. She _____ out all the candles on her birthday cake.
4. If you add green to _____, you get turquoise.

Phonics: Long OO

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long OO sound is made by the UE letter pattern.

blue
true

due
clue

glue
hue

The Long OO sound is also made by the EW letter pattern.

blew
new

few
threw

knew
stew

Show YOU Know!

1. Write one or two sentences using as many of the words in the UE and EW letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

blue

stew

glue

true

blew

threw

79 our vs. hour

our = Belonging to us. *"The trip to Hawaii was our favorite vacation."* (adj.)

hour = Sixty minutes. *"This class lasts almost one hour."* (n.)



**Which
Is Right?**

1. It takes almost an _____ to get to my grandfather's house.
2. _____ garden is beautiful this year.
3. The last book we read in class was _____ favorite one this year.
4. That television show lasts for one _____.

Phonics: /our/ sound

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The /our/ sound is made by the OUR letter pattern.

hour **sour** **flour** **our**

Note that the Beginning Sound in the word "hour" is spelled H and is silent, as in:

hour **honest** **honor**



Show YOU Know!

1. Write one or two sentences using as many of the words in the OUR letter pattern as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

hour **flour** **honor** **sour** **our** **honest**

80 plum vs. plumb

plum = A small purple fruit that has one large seed. *"I'd like to eat that plum with my lunch."* (n.)

plumb = A small weight hung on the end of a line—used to test the depth of water or to find out if a wall is vertical. *"The plumb was tied to the line and dropped into the lake."* (n.)

Which Is Right?

1. The _____ showed that the shoreline was too shallow for the boat to land.
2. That _____ was sweet and juicy.
3. You may pick a _____ from that tree, if you would like.
4. You need to test the strength of the line with the _____ attached to it, to make sure it won't break.

Phonics: Short U

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short U sound is made by the UM letter pattern.

plum	gum	sum
chum	drum	glum

The Short U sound is also made by the UMB letter pattern.

plumb	dumb	crumb	thumb
--------------	-------------	--------------	--------------

Show YOU Know!

1. Write one or two sentences using as many of the words in the UM and UMB letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

plumb dumb sum drum thumb plum

81 read vs. reed

read = To get the meaning of writing or print. *"My mother likes to read the newspaper every day."* (v.)

To say aloud the words you see. *"I wish you would read that story to me again."* (v.)

reed = Tall grass that grows in wet areas. *"The reed is so thick in this area, it's hard to see the water."* (n.)

A thin strip of wood in the mouthpiece of an instrument that makes sound when you blow air by it. *"My sister has a new reed for her saxophone."* (n.)



Which Is Right?

1. If you _____ a bedtime story to my little brother, he goes right to sleep.
2. I'm going to the music shop to buy a _____ for my clarinet.
3. I'm going to _____ my favorite book again.
4. Be careful! The _____ is thick by the lake, and it's hard to walk.

Phonics: Long E

Learn to spell all the words in bold print. Pay attention to the same vowel letter pattern in each word.

The Long E sound is made by the EAD letter pattern.

read **bead** **lead** **plead**

The Long E sound is also made by the EED letter pattern.

reed **weed** **feed** **need** **seed** **deed**



Show YOU Know!

1. Write one or two sentences using as many of the words in the EAD and EED letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

read **lead** **feed** **need** **reed** **bead**

82 ring vs. wring

ring = A circle. *"We always stand in a ring when we begin class."* (n.)

A small band of metal worn on the finger. *"My aunt has a beautiful engagement ring."* (n.)

wring = To twist or squeeze hard. *"Please help me wring out these wet towels."* (v.)

Which Is Right?

1. It's nice to sit in a _____ around the campfire.
2. Please _____ out the dishtowel before you use it again.
3. I have a diamond _____ that belonged to my grandmother.
4. When we go camping, we _____ out the laundry and hang it on the line.

Phonics: Short I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short I sound is made in the ING letter pattern.

ring
string

wring
bring

sing
thing

Note that the Beginning Sound in the word "wring" is spelled WR and makes the phoneme /r/ as in:

wring
wreck

write
wrench

wrong
wrap

Show YOU Know!

1. Write one or two sentences using as many of the words in the ING letter pattern as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

ring thing write wring wrap string

83 toe vs. tow

toe = One of the five divided areas at the end of the foot. *"I have a blister on my little toe."* (n.)

tow = Pulling something, often with a rope or chain. *"The only way to move that old car is to tow it away."* (v.)

Which
Is Right?

1. We have to _____ away the tree that fell down in our yard.
2. A truck will be coming to _____ my car because the battery died.
3. I love to walk near the ocean and feel the sand between my _____.
4. While playing soccer, I hurt my big _____.

Phonics: Long O

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long O sound is made by the OE letter pattern.

toe

doe

Joe

hoe

foe

woe

The Long O sound is also made by the OW letter pattern.

tow

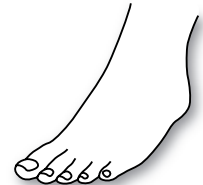
row

mow

sow

know

grow



Show YOU Know!

1. Write one or two sentences using as many of the words in the OE and OW letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

tow

foe

mow

grow

toe

doe

84 rap vs. wrap

rap = To hit sharply. *"I heard someone rap on the door."* (v.)

Music where the vocalist talks in rhythm instead of singing. *"Many young people today listen to rap music."* (n.)

wrap = To cover or conceal something. *"It took me a long time to wrap your birthday present."* (v.)

Which Is Right?

1. I need to _____ this present before I can go to the party.
2. Sometimes it can be hard to understand the words in _____ music.
3. We should _____ the chair in plastic before we paint the wall.
4. My neighbor will sometimes _____ on my window to get me to come outside.

Phonics: Short A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short A sound is made by the AP letter pattern.

rap	cap	map
slap	trap	sap

Note that the Beginning Sound in the word "wrap" is spelled WR and makes the phoneme /r/ as in:

wrap	wreath	wriggle
wren	written	wrinkle

Show YOU Know!

1. Write one or two sentences using as many of the words in the AP letter pattern as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

wrap map wrinkle slap rap written

85 warn vs. worn

warn = To give notice of danger. *"They had to warn the man of a plot against him."* (v.)

worn = Past tense of "wear." *"Those shoes have been worn many times."* (v.)

Damaged by use. *"The worn tires on that car are dangerous."* (adj.)



Which Is Right?

1. We'll _____ you if we see your enemy coming this way.
2. My rain boots are so _____, they don't protect my feet from the water anymore.
3. The signs _____ you not to swim in the dirty water.
4. I have _____ this dress to almost every party this year.

Phonics: /or/ sound

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The /or/ sound is made by the OR letter pattern.

worn

corn

horn

torn

born

thorn

The /or/ sound is also made by the AR letter pattern in only one word.

warn



Show YOU Know!

1. Write one or two sentences using as many of the words in the OR and AR letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

worn

corn

warn

thorn

horn

torn

86 least vs. leased

least = Smallest, or less than any other. *“Please choose the hotel that costs the least amount of money.”* (adj.)

leased = Something rented out for a certain length of time. *“We leased a cabin in the mountains for two weeks last summer.”* (v.)

Which Is Right?

1. We _____ an apartment on the beach for a week last winter.
2. When I got a new job I _____ a house for a year.
3. They are the _____ likely team to win this year.
4. I think I’ll buy the dress that costs the _____.

Phonics: /t/ sound

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The /t/ sound is made by the T letter pattern.

least **beast** **feast** **yeast**

The /t/ sound is also made by the ED letter pattern.

leased **greased** **creased**

Show YOU Know!

1. Write one or two sentences using as many of the words in the T and ED letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

leased **feast** **yeast** **greased** **least** **beast**

87 red vs. read

red = A group of colors whose hue is the color of blood. *"I have a red jacket with shoes to match."* (n.)

read = The past tense of "read." *"I read that book and liked it a lot."* (v.)

Which
Is Right?

1. My sister's favorite color is _____.
2. I think I'll dye my hair a deep shade of _____.
3. Last year I _____ all seven Harry Potter books again.
4. We _____ a review of that movie in the newspaper.

Phonics: Short E

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short E sound is made in the ED letter pattern.

red
Ted

bled
fed

sled
shed

The Short E sound is also made by the EA letter pattern.

read
bread

dead
spread

thread
head

Show YOU Know!

1. Write one or two sentences using as many of the words in the ED and EA letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

red thread fed read sled spread

88 bale vs. bail

bale = A large bundle tightly tied for storage or shipping. *“The man worked hard to tie the hay into a bale.”* (n.)

bail = The agreement to pay money in return for letting someone out of jail. *“I loaned my cousin the money for his bail when he was arrested for speeding.”* (n.)

To throw water out of a boat using a bucket or other container. *“It’s hard work to bail water from a sinking boat.”* (v.)

Which
Is Right?

1. That ____ of grass will be fed to our horses.
2. Please help me ____ out this leaky canoe.
3. The ____ will be very high for the man accused of burglary.
4. That ____ of hay is heavier than it looks!

Phonics: Long A

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Long A sound is made by the A_E letter pattern.

bale
gale

male
shale

tale
pale



The Long A sound is also made by the AI letter pattern.

bail
quail

mail
rail

nail
jail


Show YOU Know!

1. Write one or two sentences using as many of the words in the A_E and AI letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

bail

tale

bale

rail

mail

pale

89 been vs. bin

been = Past participle of "be." *"This has been a cloudy day."* (v.)

bin = A box used for storage. *"Put your toys in the bin."* (n.)



Which Is Right?

1. The waste _____ is full of recycled bottles and cans.
2. We have _____ hiking for over two hours!
3. It will be easier to clean the _____ when it is empty.
4. The weather has _____ clear and sunny all day.

Phonics: Short I

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The Short I sound is made by the I letter pattern.

bin
win

fin
din

pin
tin

The Short I sound is also made by the EE letter pattern in only one word.

been



Show YOU Know!

1. Write one or two sentences using as many of the words in the I and EE letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

been

pin

tin

win

bin

fin

90 flower vs. flour

flower = The part of a plant that blooms and makes seeds. *“Our new garden has a type of flower that I’ve never seen before.”* (n.)

To produce flowers. *“The desert cacti flower with beautiful blossoms in the spring.”* (v.)

flour = Fine, ground-up wheat or other grains. *“You need to add more flour or the dough will be sticky.”* (n.)

To dust or sprinkle with flour. *“Be sure to flour the pan before you pour in the batter.”* (v.)

Which Is Right?

1. I’m going to wear a _____ in my hair to the dance tonight.
2. My apron is always covered with _____ after I bake bread.
3. If we’re going to make muffins, I’ll need to buy more _____ at the grocery store.
4. The gardener will be angry if you pick that _____.

Phonics: /ou/ sound

Learn to spell all the words in bold print.

Pay attention to the same vowel letter pattern in each word.

The /ou/ sound is made by the OW letter pattern.

flower **power** **shower** **tower**

The /ou/ sound is also made by the OU letter pattern.

flour **hour** **sour** **scour**

Show YOU Know!

1. Write one or two sentences using as many of the words in the OW and OU letter patterns as you can.
2. The teacher or another student will dictate each of these six words for you to write without looking at this page. Use each word in a sentence when it is spoken.

flour **tower** **sour** **scour** **flower** **power**

PART II

CONTRACTIONS, CAPITALIZATION, COMMON MISSPELLINGS, AND MORE

CONTRACTIONS

Introduction

Contractions take two common words and make them into one word by omitting a letter and replacing it with an apostrophe.

For example: “can not” becomes “can’t.”

Contractions are often used in writing spoken speech.

For example: She said, “I can’t go now.”

Contractions are seldom or never used in more formal writing:

For example: “The law says you can not speed.”

am

I’m (*I am*)

are

you’re (*you are*)

we’re

they’re

who’re

us

let’s (*let us*)

is, has

he’s (*he is*)

she’s

it’s

what’s

that’s

who’s

there’s

here’s

one’s

where’s

when’s

why’s

how’s

would, had

I’d (*I would, I had*)

you’d

he’d

she’d

we’d

they’d

it’d

there’d

what’d

who’d

that’d

where’d

why’d

have

I’ve (*I have*)

you’ve

we’ve

they’ve

could’ve

would’ve

should've	that'll	shouldn't
might've	these'll	couldn't
who've	those'll	wouldn't
where've	there'll	aren't
when've	this'll	doesn't
must've	what'll	wasn't
will, shall	who'll	weren't
I'll (<i>I will, I shall</i>)	where'll	hasn't
you'll	how'll	haven't
she'll	not	hadn't
he'll	can't (<i>can not</i>)	mustn't
it'll	don't	didn't
we'll	isn't	mightn't
they'll	won't	needn't


Apostrophes are also used in some slang, dialect words, or old-fashioned words.

ain't (am not)	d'you (do you)	'tis (it is)
fo'c'sle (forecastle)	shan't (shall not)	ma'am (madam)
br'er (dialect for brother)	y'all (you all)	o'clock (of the clock)
ne'er (never)		



91 Contractions: Not

Contractions using “not” are by far the most common.

 **DIRECTIONS:** Write out the full two words for these contractions.

Example: *can't = can not*

1. wasn't = _____
2. isn't = _____
3. don't = _____
4. mightn't = _____
5. weren't = _____
6. haven't = _____


 **DIRECTIONS:** Now shrink these two words into a contraction.

Example: *has not = hasn't*

7. should not = _____
8. did not = _____
9. could not = _____
10. would not = _____
11. is not = _____
12. can not = _____

92 Contractions: Will or Shall

Contractions using “will” or “shall” end in double l (“ll”).

 **DIRECTIONS:** Write out the full two words for these contractions.

Example: *they'll = they will*

1. it'll = _____
2. we'll = _____
3. who'll = _____
4. you'll = _____
5. he'll = _____
6. this'll = _____


 **DIRECTIONS:** Now shrink these two words into a contraction.

Example: *how will = how'll*

7. this will = _____
8. that will = _____
9. she will = _____
10. they will = _____
11. there will = _____
12. what will = _____

93 Contractions: Have

Contractions using “have” end in “ve.”

 **DIRECTIONS:** Write out the full two words for these contractions.

Example: *I've = I have*

1. you've = _____

2. should've = _____

3. who've = _____

4. we've = _____

5. would've = _____

6. must've = _____

 **DIRECTIONS:** Now shrink these two words into a contraction.

Example: *we have = we've*

7. they have = _____

8. could have = _____

9. might have = _____


10. I have = _____

11. where have = _____

12. when have = _____

94 Contractions: Would or Had

Contractions using “would” or “had” use only the letter “d.”

 **DIRECTIONS:** Write out the full two words for these contractions.

Example: *he'd = he would*

1. you'd = _____

2. what'd = _____

3. who'd = _____

4. we'd = _____

5. there'd = _____

6. where'd = _____

 **DIRECTIONS:** Now shrink these two words into a contraction.

Example: *we had = we'd*

7. it had = _____

8. they would = _____

9. I had = _____

10. he would = _____


11. she would = _____

12. that had = _____



95 Contractions: Is or Has

Contractions using “is” or “has” add the letter “s.”

 **DIRECTIONS:** Write out the full two words for these contractions.

Example: *why's = why is*

1. he's = _____

2. that's = _____

3. here's = _____

4. it's = _____

5. one's = _____

6. where's = _____

 **DIRECTIONS:** Now shrink these two words into a contraction.

Example: *it has = it's*

7. she is = _____

8. what has = _____


9. who is = _____

10. there has = _____

11. when is = _____


12. why is = _____

96 Contractions: Various

 **DIRECTIONS:** Write out the full two words for these contractions.

Example: *isn't = is not*

1. you're = _____
2. that'd = _____
3. they're = _____
4. I'm = _____
5. I'll = _____
6. let's = _____

 **DIRECTIONS:** Now shrink these two words into a contraction.

Example: *who have = who've*

7. we are = _____
8. who are = _____
9. had not = _____
10. these will = _____
11. can not = _____
12. does not = _____

CAPITALIZATION

Capitalization is definitely a spelling problem. For example, if you write “united states,” that is a spelling error.

Lessons 97 through 107 will show you a number of places where the first letter should be capitalized.

There are uses where the same word need not be capitalized. For example:

“He wrote a bad introduction.”

And uses where it probably should be capitalized:

“The Introduction is on page 8.”

Note that the second use of *introduction* refers to a title.

There are a few words, called Capitonyms, in which capitalization changes the meaning:

Pat is a person’s name.

pat is a light tapping.

And a few words in which it changes the pronunciation and meaning:

Polish is a citizen of Poland.


polish is to make shiny.

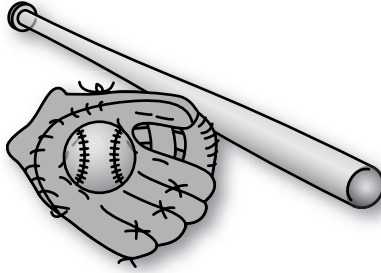
If you are using spell check on your computer, watch out because it may not correct capitalization errors.

97 Capitalization: First Word

Capitalize the first word in every sentence or question.

Example: *She runs all the time.*

 **DIRECTIONS:** Copy the sentences below correctly.



1. the baseball game lasted all day.

2. oil and water do not mix.

3. who was the first president?


4. gorillas like to eat plants.

5. storms begin far out in the ocean.

98 Capitalization: Names

Capitalize names of people.

Example: *William Clinton*

 **DIRECTIONS:** Copy the names of the people below correctly.

1. mark twain

2. bill

3. william shakespeare

4. mary smith

5. harry potter


6. carl rodriguez

7. abigail adams

99 Capitalization: Places

Capitalize names of places.

Example: *South Africa*

 **DIRECTIONS:** Copy the names of the places below correctly.

1. new york

2. los angeles

3. south america

4. michigan

5. pacific ocean


6. italy

7. minneapolis

100 Capitalization: Pets

Capitalize the names of pets.

Example: *Rex*

 **DIRECTIONS:** Copy the names of the pets below correctly.

1. spot

2. lassie

3. black beauty

4. king

5. flicka

6. rin tin tin

7. princess

101 Capitalization: Holidays

Capitalize the names of holidays.

Example: *Easter*

DIRECTIONS: Copy the names of the holidays below correctly.

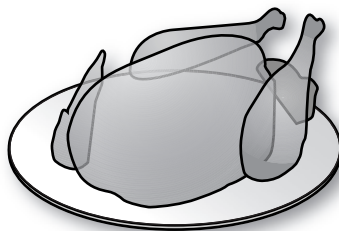
1. new year's day

2. fourth of july

3. independence day

4. martin luther king jr. day

5. thanksgiving



102 Capitalization: Books, Plays, and Movies

Capitalize the first word and main words in titles of books, plays, and movies.

Example: *Black Beauty*

 **DIRECTIONS:** Copy the titles of the books below correctly.

1. the adventures of tom sawyer

2. robinson crusoe

3. harry potter and the half-blood prince

4. alice's adventures in wonderland


5. the lord of the rings

6. where the wild things are

103 Capitalization: Periodicals

Capitalize the titles of periodicals.

Example: *Boy's Life*

 **DIRECTIONS:** Copy the titles of the periodicals below correctly.

1. reader's digest

2. the los angeles times

3. highlights for children

4. national geographic for kids

5. newsweek

6. the wall street journal

7. teen vogue

104 Capitalization: People's Titles

Capitalize titles of respect.

Example: *Congressman Jones*

 **DIRECTIONS:** Copy the titles of respect below correctly.

1. mr. smith

2. ms. smith

3. president washington

4. reverend gonzales

5. senator jones

6. rabbi horowitz

7. sergeant porter



105 Capitalization: Companies

Capitalize names of companies, organizations, and trade names.

Example: *Tinker Toys*

DIRECTIONS: Copy the names of companies, organizations, and trade names below correctly.

1. general motors

2. coca-cola



3. boston red sox


4. united states congress

5. methodist church

106 Capitalization: Quotations

Capitalize the first word in a direct quotation.

Example: *The sign said, "No Trespassing!"*

 **DIRECTIONS:** Copy the sentences below correctly.

1. Mother asked, "where is the soap?"

2. She yelled, "stop!"

3. The umpire shouted, "play ball!"

4. Bill said, "let's go home."

5. The policeman advised, "you are under arrest."

6. The teacher said, "close your books."

7. Dr. Lewis said, "your arm is broken."



107 Capitalization: Review

 **DIRECTIONS:** Circle the words needing capitals.

1. mr. sam malone
2. mrs. jones flew to chicago.
3. my dog, king, came from miami.
4. maria will be home for christmas.
5. have you seen the latest harry potter movie?
6. father likes to read the new york times.
7. the u.s. congress meets in washington.
8. mcdonald's sells millions of big mac hamburgers.
9. the cowboy yelled, "get those animals moving."
10. we went to seattle for the month of april.

COMMON MISSPELLINGS

People who study spelling errors find that certain words tend to be misspelled much more than other words. Lessons 108 to Lesson 117 are some of those words, so pay attention to them when you are writing.

Besides the words in these lessons, you (or any writer) tend to misspell the same word over and over again. You can help this problem by making your own misspelling list so that you pay attention to the words you regularly misspell.

108 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **shure** Correct: **sure**

Write the correct word three times:

Are you *sure*?

2. Wrong: **gard** Correct: **guard**

Write the correct word three times:

The *guard* is at the door.

3. Wrong: **bigest** Correct: **biggest**

Write the correct word three times:

I have the *biggest* dog here.

4. Wrong: **Chrismas** Correct: **Christmas**

Write the correct word three times:


Merry *Christmas*.

5. Wrong: **ofen** Correct: **often**

Write the correct word three times:

She comes here *often*.

109 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **sinse** Correct: **since**

Write the correct word three times:

He has been here *since* Tuesday.

2. Wrong: **oclock** Correct: **o'clock**

Write the correct word three times:

It is now two *o'clock*.

3. Wrong: **leter** Correct: **letter**

Write the correct word three times:

Please mail this *letter*.

4. Wrong: **sumer** Correct: **summer**

Write the correct word three times:

See you next *summer*.

5. Wrong: **frend** Correct: **friend**

Write the correct word three times:

You are my best *friend*.



110 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **wether** Correct: **weather**

Write the correct word three times:

The *weather* is bad.

2. Wrong: **forth** Correct: **fourth**

Write the correct word three times:

The *Fourth* of July is a holiday.

3. Wrong: **wich** Correct: **which**

Write the correct word three times:

Which one do you like?

4. Wrong: **runing** Correct: **running**

Write the correct word three times:


The stream is *running*.

5. Wrong: **sene** Correct: **scene**

Write the correct word three times:

She saw a beautiful *scene*.

111 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **ment** Correct: **meant**

Write the correct word three times:

That is what he *meant* to say.

2. Wrong: **hopeing** Correct: **hoping**

Write the correct word three times:

I was *hoping* you would come.

3. Wrong: **dout** Correct: **doubt**

Write the correct word three times:

Don't *doubt* it.

4. Wrong: **goverment** Correct: **government**

Write the correct word three times:

Dad works for the city *government*.

5. Wrong: **ake** Correct: **ache**

Write the correct word three times:

His back *aches*.



112 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **Febuary** Correct: **February**

Write the correct word three times:

February is the coldest month.

2. Wrong: **anual** Correct: **annual**

Write the correct word three times:

She came for her *annual* visit.

3. Wrong: **neice** Correct: **niece**

Write the correct word three times:

I am her *niece*.

4. Wrong: **similer** Correct: **similar**

Write the correct word three times:


Both bikes are *similar*.

5. Wrong: **sking** Correct: **sking**

Write the correct word three times:

We like *skiing*.

113 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **truely** Correct: **truly**

Write the correct word three times:

The letter was signed “Yours *truly*.”

2. Wrong: **succes** Correct: **success**

Write the correct word three times:

We wish you *success*.

3. Wrong: **terribel** Correct: **terrible**

Write the correct word three times:

Her picture was *terrible*.

4. Wrong: **stragt** Correct: **straight**

Write the correct word three times:

He can't walk *straight*.


5. Wrong: **swiming** Correct: **swimming**

Write the correct word three times:

Swimming is my best sport.



114 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **techer** Correct: **teacher**

Write the correct word three times:

She is the best *teacher*.

2. Wrong: **Tuesday** Correct: **Tuesday**

Write the correct word three times:

Be here next *Tuesday*.

3. Wrong: **blu** Correct: **blue**

Write the correct word three times:

He has a *blue* shirt.

4. Wrong: **peple** Correct: **people**

Write the correct word three times:


Look at all those *people*.

5. Wrong: **prety** Correct: **pretty**

Write the correct word three times:

She has a very *pretty* dress.

115 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **rite** Correct: **write**

Write the correct word three times:

Write to me soon.

2. Wrong: **tird** Correct: **tired**

Write the correct word three times:

He looks *tired*.

3. Wrong: **flys** Correct: **flies**

Write the correct word three times:

There are too many *flies* there.

4. Wrong: **milion** Correct: **million**

Write the correct word three times:

Give me a *million* dollars.

5. Wrong: **belev** Correct: **beleue**

Write the correct word three times:

I don't *believe* you.

116 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **nife** Correct: **knife**

Write the correct word three times:

The *knife* is sharp.

2. Wrong: **libary** Correct: **library**

Write the correct word three times:

This is a *library* book.

3. Wrong: **aful** Correct: **awful**

Write the correct word three times:

Lunch was *awful*.

4. Wrong: **arond** Correct: **around**

Write the correct word three times:


Do you live *around* here?

5. Wrong: **prinsipl** Correct: **principal**

Write the correct word three times:

The *principal* is great.

117 Common Misspellings

 **DIRECTIONS:** Look at the wrong spelling, then *study* the correct spelling.

Next, write the correct spelling three times.

1. Wrong: **saff** Correct: **safe**u

Write the correct word three times:

Is it *safe* to be here?

2. Wrong: **aganst** Correct: **again**s**t**

Write the correct word three times:

Put it *against* the fence.

3. Wrong: **loz** Correct: **lose**e

Write the correct word three times:

I win, you *lose*.

4. Wrong: **foren** Correct: **foreign**e**n**

Write the correct word three times:

This is a *foreign* stamp.

5. Wrong: **crod** Correct: **crow**d

Write the correct word three times:

The game had a big *crowd*.

PLURALS


Oh, if English spelling were only more consistent, like just adding an S to form a plural. But the last letter in many words determines how the plural is spelled. See Lessons 118 to 126.

There are a few words, called Invariable Nouns, that do not have any change for plurals. For example, *deers* is not a correct spelling. You can have one deer or two deer. (See Lesson 125.)

118 Plurals: For Most Words

The plural form of most nouns is made by adding “-s.”

Example: *chair = chairs*

 **DIRECTIONS:** Make these nouns into plurals.

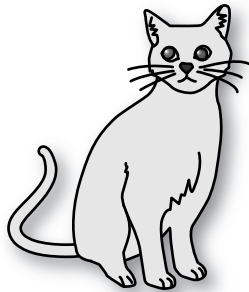
president _____ cereal _____

cat _____ desk _____

face _____ rock _____

bowl _____ drill _____


floor _____ hill _____



119 Plurals: For Words Ending in "s" or "ss"

If the word ends in "s" or "ss," the plural is formed by adding "-es."

Examples: *boss = bosses, gas = gases*

 **DIRECTIONS:** Make these words plural.

dress _____

loss _____

grass _____

cross _____

bus _____


class _____

moss _____

glass _____

plus _____

class _____


 **Note:** Most words ending with the /s/ sound are spelled with a double "ss."

Example: "dress"

120 Plurals: For Words Ending in "CH"

If the word ends in "ch," the plural is formed by adding "-es."

Example: *inch = inches*

 **DIRECTIONS:** Make these words into plurals.

bench _____

wrench _____

clench _____

pitch _____

watch _____

coach _____

branch _____

touch _____


punch _____

speech _____

121 Plurals: For Words Ending in "SH"

If the word ends in "sh," the plural is formed by adding "-es."

Example: *dish = dishes*

 **DIRECTIONS:** Make these words into plurals.

fish _____

brush _____

crash _____

push _____

wash _____

squash _____

smash _____

clash _____


ash _____

flash _____

122 Plurals: For Words Ending in "X"

If the word ends in "x," the plural is formed by adding "-es."

Example: *fox = foxes*

 **DIRECTIONS:** Make these words into plurals.

ax _____

sex _____

box _____

flex _____

tax _____

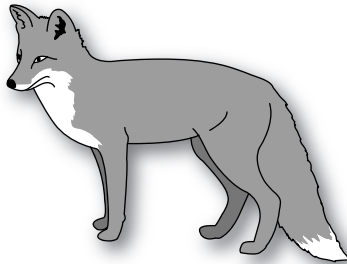
pox _____

wax _____

lox _____

flax _____


hex _____

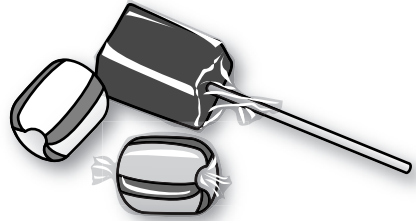


123 Plurals: For Words Ending in "Y"

In most words ending in "y" where the "y" is preceded by a consonant, the plural is spelled by changing the "y" to "i" and adding "-es."

Example: *city = cities*

 **DIRECTIONS:** Make these words into plurals.



variety _____

cherry _____

family _____

copy _____

country _____


lady _____

candy _____

army _____

body _____

baby _____


 **Note:** Most words (nouns) that end in "y" have a consonant preceding the "y" and follow the rule above. However, a very few nouns ending in "y" have a vowel preceding the "y" and the plural is spelled by just adding an "s."

Examples: *boy = boys, key = keys, play = plays, turkey = turkeys, journey = journeys*

124 Plurals: For Words Ending in "o"

In most words ending in "o" where the "o" is preceded by a consonant, the plural is spelled by adding "-es."

Example: *hero = heroes*

 **DIRECTIONS:** Make these words into plurals.

tomato _____

photo _____

zero _____

coco _____

potato _____


burro _____

echo _____

tobacco _____

buffalo _____

veto _____

 **Note:** Most words that end in "o" have a consonant before the "o" and follow the rule above. However, a very few nouns ending in "o" have a vowel before the "o," and the plural is spelled by just adding an "s."

Examples: *radio = radios, video = videos, rodeo = rodeos, studio = studios, patio = patios*

125 Plurals: Irregular Plurals

Some words have irregular plural forms.

Examples:

child to children

man to men

crisis to crises

axis to axes

die to dice

mouse to mice

tooth to teeth

woman to women

stimulus to stimuli

criterion to criteria

parenthesis to parentheses

deer to deer

ox to oxen

basis to bases

index to indices

oasis to oases

foot to feet

radius to radii

brother to brethren

goose to geese

medium to media

focus to foci

datum to data

 **DIRECTIONS:** Using the chart above, write the plural for these words.

tooth _____

ox _____

man _____

goose _____

foot _____

deer _____

child _____

mouse _____

woman _____

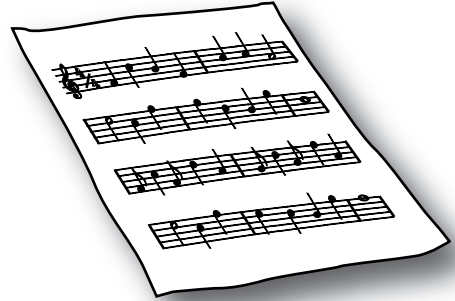
index _____

126 Plurals: Invariable Nouns

Some words are used for both singular and plural meanings, and these never use an “-s” or “-es” suffix. These are called invariable nouns.

Examples:

<i>cod</i>	<i>moose</i>	<i>barley</i>
<i>traffic</i>	<i>salmon</i>	<i>series</i>
<i>specimen</i>	<i>deer</i>	<i>bass</i>
<i>mackerel</i>	<i>dozen</i>	<i>hay</i>
<i>dirt</i>	<i>music</i>	<i>trout</i>
<i>corps</i>	<i>rye</i>	<i>fish</i>
<i>sheep</i>	<i>wheat</i>	<i>gross</i>
<i>Swiss</i>	<i>British</i>	<i>aircraft</i>



DIRECTIONS: Using the list above, write the plural for these words if it is not invariable. If it is invariable, copy the word.

traffic	_____
cat	_____
moose	_____
aircraft	_____
British	_____
ocean	_____
sheep	_____
hay	_____
wheat	_____
dozen	_____
music	_____
sea	_____

ABBREVIATIONS

Introduction

U.S. states always are abbreviated with two capital letters. These are U.S. Post Office official abbreviations, but they are used in many other places, such as Federal Express and UPS. They have largely replaced older and longer state abbreviations, such as “Calif.”

STATE CHART

First Two Letters

AL = Alabama
AR = Arkansas
CA = California
CO = Colorado
DE = Delaware
FL = Florida
ID = Idaho
IN = Indiana
MA = Massachusetts
MI = Michigan
NE = Nebraska
OH = Ohio
OK = Oklahoma
OR = Oregon
UT = Utah
WA = Washington
WI = Wisconsin
WY = Wyoming

First and Last Letters

CT = Connecticut
GA = Georgia
HI = Hawaii
IA = Iowa
KS = Kansas
KY = Kentucky
LA = Louisiana
MD = Maryland
ME = Maine
PA = Pennsylvania
VA = Virginia
VT = Vermont

First and Middle Letters

AK = Alaska

AZ = Arizona

MN = Minnesota

MS = Mississippi

MO = Missouri

MT = Montana

NV = Nevada

TN = Tennessee

TX = Texas

Two Words

DC = District of Columbia

NC = North Carolina

ND = North Dakota

NH = New Hampshire

NJ = New Jersey

NM = New Mexico

NY = New York


PR = Puerto Rico

RI = Rhode Island

SC = South Carolina

SD = South Dakota


VI = Virgin Islands

 **Note:** The abbreviation for the “United States” may be “US,” “U.S.,” “U.S.A.,” or “USA.”



127 Abbreviations: First Two Letters


You can refer to the Abbreviations introduction pages for the correct spelling of the state names.

 **DIRECTIONS:** Write out the full spelling for these abbreviations.

1. DE _____
2. MA _____
3. OH _____
4. MI _____
5. WA _____
6. AL _____
7. OK _____
8. FL _____
9. CO _____
10. OR _____
11. CA _____
12. WY _____
13. WI _____
14. UT _____
15. NE _____
16. IN _____

128 Abbreviations: First and Last Letters


You can refer to the Abbreviations introduction pages for the correct spelling of the state names.

 **DIRECTIONS:** Write out the full spelling for these abbreviations.

1. HI _____
2. LA _____
3. VT _____
4. MD _____
5. GA _____
6. KY _____
7. PA _____
8. KS _____
9. CT _____
10. VA _____
11. ME _____
12. IA _____

129 Abbreviations: First and Middle Letters

You can refer to the Abbreviations introduction pages for the correct spelling of the state names.

 **DIRECTIONS:** Write out the full spelling for these abbreviations.

1. AZ _____

2. MN _____

3. TX _____

4. MT _____

5. AK _____

6. TN _____

7. NV _____

8. MS _____

9. MO _____


10. TX _____

11. AZ _____

12. NV _____

130 Abbreviations: Two-Word State Names

You can refer to the Abbreviations introduction pages for the correct spelling of the state names.

 **DIRECTIONS:** Write out the full spelling for these abbreviations.



1. NH _____
2. WV _____
3. RI _____
4. NY _____
5. SC _____
6. VI _____
7. NM _____
8. SD _____
9. NJ _____
10. PR _____
11. ND _____
12. DC _____
13. NC _____

131 Abbreviations: Initializations

Initializations are a type of abbreviation that uses the first letter of several words. They are usually capitalized and spelled without a period.

PS = Post Script (Additional writing at the end of a letter)

TV = Television

ZIP = Zone Improvement Plan (The numbers used in a postal address)

UN = United Nations

VIP = Very Important Person

RV = Recreational Vehicle

NBC = National Broadcasting Corporation

SUV = Sport Utility Vehicle

UFO = Unidentified Flying Object

PC = Personal Computer

 **DIRECTIONS:** Write out the full words for the following initializations.

1. ZIP _____
2. PC _____
3. RV _____
4. UFO _____
5. SUV _____
6. UN _____
7. PS _____
8. NBC _____
9. VIP _____
10. TV _____

What are your initials? _____

132 Abbreviations: Days of the Week

Abbreviations for the days of the week are common and useful. They are most commonly spelled with the first three letters of the word and a period.

Sun. = Sunday

Mon. = Monday


Tue. or Tues. = Tuesday

Wed. or Weds. = Wednesday

Thu. or Thur. or Thurs. = Thursday

Fri. = Friday

Sat. = Saturday

 **DIRECTIONS:** Write the three-letter abbreviation for the following words.

1. Friday _____

2. Tuesday _____

3. Saturday _____

4. Monday _____

5. Sunday _____

6. Thursday _____

7. Wednesday _____

133 Abbreviations: Months of the Year

Here are the most used abbreviations for ten months of the year.

Jan. = January

Feb. = February

Mar. = March

Apr. = April

Jul. = July

Aug. = August

Sept. = September

Oct. = October

Nov. = November

Dec. = December

 **DIRECTIONS:** Write the abbreviations for each of these months.

1. November _____
2. October _____
3. April _____
4. January _____
5. March _____
6. December _____
7. August _____
8. February _____
9. July _____
10. September _____

134 Abbreviations: Streets

Here are the common abbreviations for streets and roads. These should always be used when writing an address.

Blvd. = Boulevard

Dr. = Drive

St. = Street


Pkwy. = Parkway

Rd. = Road

Hwy. = Highway

Ln. = Lane

Ave. = Avenue

 **DIRECTIONS:** Write the common abbreviation for the following words.

- | | |
|------------------|--------------------|
| 1. Street _____ | 5. Lane _____ |
| 2. Parkway _____ | 6. Boulevard _____ |
| 3. Road _____ | 7. Drive _____ |
| 4. Highway _____ | 8. Avenue _____ |

 **DIRECTIONS:** Write the full word for the following abbreviations.

- | | |
|----------------|----------------|
| 1. Hwy. _____ | 5. Pkwy. _____ |
| 2. Dr. _____ | 6. Rd. _____ |
| 3. Ln. _____ | 7. Ave. _____ |
| 4. Blvd. _____ | 8. St. _____ |

135 Abbreviations: Titles

Here are some common abbreviations for a title of a person. These are nearly always used in writing addresses, but are also commonly used in other writing.

Dr. = Doctor

Mrs. = Mistress

Pres. = President

Capt. = Captain

Supt. = Superintendent

Lt. = Lieutenant

Rev. = Reverend


Sgt. = Sergeant

Mr. = Mister

Prof. = Professor

 **DIRECTIONS:** Write the abbreviation for the following titles.

1. Mister _____
2. Lieutenant _____
3. Professor _____
4. President _____
5. Doctor _____
6. Superintendent _____
7. Reverend _____
8. Mistress _____
9. Mister _____
10. Sergeant _____

 **Note:** You can use “Ms.” for any woman, but “Miss” is used only for a girl or an unmarried woman and is not abbreviated.

136 Abbreviations: Time

Words related to time are frequently abbreviated; television schedules use A.M. and EST, and history books use A.D.

A.M., a.m. = ante meridiem (morning, before noon)

P.M., p.m. = post meridiem (afternoon/evening)

A.D. = Anno Domini (after Christ)

B.C. = Before Christ

hr. = hour

sec. = second

EST = Eastern Standard Time

PST = Pacific Standard Time


mo. = month

wk. = week

 **DIRECTIONS:** Write the abbreviation for the following times.

1. Before Christ _____
2. week _____
3. ante meridiem _____
4. second _____
5. Anno Domini _____
6. month _____
7. Eastern Standard Time _____
8. hour _____
9. Pacific Standard Time _____
10. post meridiem _____



 **Note:** The periods in some of these abbreviations are sometimes omitted.


137 Abbreviations: Various Fields

In the preceding lessons, there are abbreviations for words in various fields, such as Time, Months, and States. Once you become aware of abbreviations, you will see them used in nearly every field. The list below gives you some different areas that use abbreviations. They are used because they save time and effort for both the reader and the writer (speller).

Airlines (city codes).....LAX = Los Angeles airport
 Medical MS = multiple sclerosis
 Government CIA = Central Intelligence Agency
 Measurement in. = inch
 Education SAT = Scholastic Aptitude Test
 Addresses NY = New York
 Names JFK = John Fitzgerald Kennedy
 Books pg = page
 E-mail and Texting SYL = see you later
 Sports NFL = National Football League

 **DIRECTIONS:** Write out the full words for the following abbreviations.

1. MS _____
2. CIA _____
3. in. _____
4. JFK _____
5. NFL _____
6. SAT _____
7. pg _____
8. SYL _____

 **Note:** “Clipped words,” such as “limo” for “limousine,” are often used but are not considered abbreviations.

HOMOPHONE CONTRACTIONS

Contractions mean that one word stands for two words. For example, it's stands for "it is," as in "it's lost."

Spelled without the apostrophe, its is one word, a pronoun that shows possession. For example, "my cat lost its toy."

It's and *its* are homophones because they are pronounced the same but they have different meanings.

138 Homophone Contractions: "They're"

Watch out for the spelling of homophones of the contraction "they're."

they're = a contraction of "they are"


Example: "They're already home."

their = a word that shows possession

Example: "Students should bring their books."


there = a word that shows place

Example: "It is put over there."

 **Note:** "There" is used in a lot of expressions, such as "There you go" and "There you are."

 **DIRECTIONS:** Use the correct homophone in each sentence.

1. _____ not coming.
2. I have never been _____.
3. _____ team might win.
4. What color is _____ flag?
5. It is cool in _____.
6. Do they know where _____ going?

 **Note:** Contractions are often used in writing dialogue (spoken words), and contractions are avoided in more formal writing.

139 Homophone Contractions: "You're"


Watch out for the spelling of "you're."

you're = a contraction of "you are"

Example: "You're not to leave this house."

your = an adjective that shows possession

Example: "Where are your books?"

 **DIRECTIONS:** Use the correct homophone in each sentence.

1. I know where _____ going.
2. Do _____ friends know where you are?
3. Where is _____ coat?
4. Now _____ in trouble.
5. _____ not supposed to be there.
6. _____ cap does not fit.

140 Homophone Contractions: "It's"

Watch out for the spelling of the homophone for "it's."

its = a pronoun used in place of a noun; it often refers to a previously used or understood word (shows possession)

Example: "Where is *its* dish?"

it's = a contraction of "it is"

Example: "It's hot today."

 **DIRECTIONS:** Use the correct homophone in each sentence.

1. My dog has lost _____ mind.
2. _____ in the cupboard.
3. _____ color is not good.
4. _____ not what I thought.
5. Where did you put _____ blanket?
6. _____ going to be OK.

141 Homophone Contractions: "Who's"

Watch out for the spelling of the homophone "who's."

who's = the contraction of "who is"

Example: "Who's going to the show?"

whose = a word that shows possession

Example: "Whose car are we taking?"

 **DIRECTIONS:** Use the correct homophone in each sentence.

1. _____ pen is this?
2. I know _____ laughing.
3. _____ the happiest?
4. _____ already finished?
5. _____ shoes are muddy?
6. _____ going to lunch early?

SILENT LETTERS

Introduction

Silent letters are a real spelling problem.

In writing this book, my inclination was to skip them. But several teacher reviewers of the manuscript and my editor said, “Oh, please include something on silent letters.” So please excuse this informal and abbreviated essay.

First, it helps to know some phonics if you want to be a good speller, but you need to know much more.

Silent Consonant Digraphs

GN = /n/ (initial)	gnat, gnome, gnarl, gnash
GN = /n/ (final)	sign, design, resign, foreign, reign
KN = /n/ (initial)	know, knee, knife, knot, kneel, knew, knight, knock, knit
WR = /r/	write, writing, wrote, wrist, wreck, wrong, wrench, wring, wrinkle

GH is the so-called Silent Blend, and it occurs in several letter clusters.

AUGHT = /o/	caught, daughter, taught, naughty
EIGH = /a/	sleigh, weigh
IGH = /i/	high, sigh, neighbor, straight
IGHT = /i/	bright, light, night, sight, height
OUGH = /f/	(final) cough, tough, rough, enough
OUGH = /o/	though, although, dough, doughnut
UGHT = /o/	fought, ough, thought, bought, brought

Silent Letter B

BT = /t/ debt, doubt
MB = /m/ crumb, dumb, thumb, lamb, tomb, climb, bomb, comb,
limb, numb

Letter C

silent The letter C has no sound of its own.
ca, co, cu C makes the /k/ sound before A, O, and U, as in “cat.”
ci, ce, cy C makes the /s/ sound before I, E, and Y, as in “city.”

Silent Letter D


DGE = /j/ badge, wedge, edge, hedge, fudge

Silent Letter E

silent The letter E at the end of a word is nearly always silent and it makes the preceding vowel long (the Final E Rule), as in “rode, side, cake.” In a few words it doesn’t affect the vowel, as in “come, some, carve, give, love.”
le, en The letter E is also silent in the digraphs LE and EN at the end of words like “principle” and “listen.”

Silent Letter H

H = /silent/ hour, honor, honest, Thomas, rhyme

 **Note:** Words beginning with WH may or may not sound the /h/. For example, “where” can be pronounced with or without the H as /hwɛr/ or /wɛr/, but “who” is always just /hō/.

Silent Letter L

LD = /d/ would, could, should
LF = /l/ half, calf



Silent Letter M

MN = /m/ autumn, column, hymn, damn, solemn

Silent Letter P

P = /silent/ corps, cupboard, receipt, raspberry, psychology, psalm

Silent Digraph PH

PH = /f/ phone, photograph, phonograph, pharmacy, phantom,
Philadelphia, philosophy, phrase, physical, orphan,
gopher, dolphin, hyphen

Note that P and H don't make their usual sounds.

Silent Letter Q(U)

Q = silent queen, quarter, quart, quality, quick, question, quit,
quiz

The letter Q is usually silent and occurs in the digraph QU to make the /k/ sound, as in "quick."

Silent Letter S

S = silent island, aisle, debris, Illinois

Silent Letter T

TCH = /ch/ match, catch, switch, watch, kitchen

TEN = /n/ listen, often, fasten, soften

TLE = /l/ castle, whistle, wrestle

Silent Letter U

U = silent guest, guess, guitar, guard, build, building, guilty, rogue,
rouge, tongue (Also silent in QU digraph words such
as "quick, quiet.")

Vowel Digraphs could be said to have a silent letter, as below.

ai = /ā/ as in “aid”

aw = /ä/ as in “saw”

ay = /ā/ as in “say”

ea = /ē/ as in “eat”

ee = /ē/ as in “see”

ew = /ō/ as in “new”

oa = /ō/ as in “oat”

oo = /ō/ as in “moon”


oo = /ö/ as in “look”

ow = /ō/ as in “own”

Odd Silent Letters

TH is silent in “asthma” and “clothes.”


D is silent in “Wednesday.”

 **Note:** There are a lot of silent letters in more difficult, seldom used, or technical words. Words imported into English from other languages often have silent letters. We see this in many last names (for example, Rousseau).

142 Silent Letters: WR

Note that these words all start with a silent W:

write, wrote, wrong, wreck, wrinkle, wrench, wring, wrist

 **DIRECTIONS:** Replace the silent letter and write a sentence using the word.

1. ___rite

2. ___reck

3. ___rong

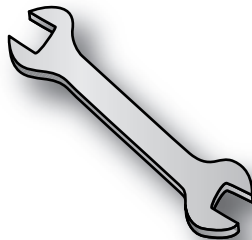
4. ___rinkle

5. ___ring

6. ___rench

7. ___rote


8. ___rist



143 Silent Letters: GN

Note that these words all start with a silent G:

gnat, gnome, gnarl, gnash, gnaw

 **DIRECTIONS:** Replace the silent letter and write a sentence using the word.

1. ____nat

2. ____nome

3. ____narl


4. ____nash

5. ____naw

144 Silent Letters: KN

Note that these words all start with a silent K:

know, knee, knife, knot, knack, knock, knob, knew

 **DIRECTIONS:** Replace the silent letter and write a sentence using the word.

1. ____now

2. ____nee

3. ____nife

4. ____not

5. ____nack


6. ____nock

7. ____nob

8. ____new

145 Silent Letters: Silent Blend GH

The letters GH are often called the “silent blend,” so they do not contribute to the sound of the word. But these words are badly misspelled if the “silent blend” is missing.

 **DIRECTIONS:** Add the silent blend GH to these words so that they will be spelled correctly, say the word, and write it in a sentence.

hi_____

rou_____

li_____t

wei_____

tou_____

nei_____bor

bou_____t

cau_____t

dou_____

dau_____ter

slei_____

strai_____t

ni_____t

hei_____t

cou_____

enou_____


althou_____

fou_____t



146 Silent Letters: Silent B and D

Several other letters are silent in some fairly common English words.

 **DIRECTIONS:** Fill in the missing letter in each of these words, say the word twice, and then write it in a sentence.

Silent B

dou____t _____

dum_____

lim_____

clim_____

com_____

bom_____

thum_____

de____t _____

Silent D

e____ge _____

ba____ge _____

fu____ge _____

he____ge _____

Review: Fill in the missing letter and say the word.


dum_____ he____ge

e____ge ba____ge

bom_____ clim_____

147 Silent Letters: Silent H and P

Several other letters are silent in some fairly common English words.

 **DIRECTIONS:** Fill in the missing letter in each of these words, say the word twice, and then write it in a sentence.

Silent H

____our _____

____onest _____

r____yme _____

____onor _____

Silent P

recei____t _____

ras____berry _____

cu____board _____

____sychology _____

Review: Fill in the missing letter and say the word.

____our r____yme


cu____board ____onest

____sychology recei____t

____onor ras____berry

148 Silent Letters: Silent PH and QU

Several other letters are silent in some fairly common English words.

 **DIRECTIONS:** Fill in the missing letters in each of these words, say the word twice, and then write it in a sentence.

PH = /f/ Sound

___one _____

___oto _____

go___er _____

___iladel___ia _____

hy___en _____

QU = /kw/ Sound

___een _____

___iz _____

___it _____

___arter _____

___ick _____

Review: Fill in the missing letters and say the word.

___one

___oto

___iz

___arter

___ick


___it

___een

___iladel___ia

149 Silent Letters: Silent T and U

Several other letters are silent in some fairly common English words.

 **DIRECTIONS:** Fill in the missing letter in each of these words, say the word twice, and then write it in a sentence.

Silent T

ma__ch _____

ca__ch _____

lis__en _____

of__en _____

cas__le _____

whis__le _____

Silent U

g__est _____

g__itar _____

b__ilding _____

tong__e _____

g__ess _____

g__ard _____

Review: Fill in the missing letter and say the word.

of__en lis__en

g__ess cas__le

b__ilding g__itar

DOUBLE LETTERS

There are only four consonants that are frequently doubled:

F as in off

L as in full


S as in less

Z as in jazz

The problem for the writer is that the single consonant sometimes makes the same sound, for example, boss and gas.

150 Double Letters: FF

The letter F is often doubled at the end of a word.

 **DIRECTIONS:** Fill in the missing letters in each of these words, say the word twice, and then write it in a sentence.

Double FF

1. cli_____
2. o_____
3. sta_____
4. blu_____
5. flu_____
6. pu_____
7. cu_____
8. stu_____
9. whi_____
10. sti_____
11. scu_____
12. sni_____

Review: Fill in the missing letters and say the word twice.

stu_____ cu_____


o_____ sti_____

cli_____ blu_____

flu_____ scu_____

151 Double Letters: LL

The letter L is often doubled at the end of a word.

 **DIRECTIONS:** Fill in the missing letters in each of these words, say the word twice, and then write it in a sentence.

Double LL

1. ba_____
2. du_____
3. a_____
4. be_____
5. fa_____
6. bu_____
7. to_____
8. ce_____
9. mi_____
10. ca_____

Review: Fill in the missing letters and say the word twice.

fa_____ to_____


be_____ ca_____

ce_____ a_____

ba_____ mi_____

152 Double Letters: SS

The letter S is often doubled at the end of a word.

 **DIRECTIONS:** Fill in the missing letters in each of these words, say the word twice, and then write it in a sentence.

1. cla_____

2. fu_____

3. ki_____

4. le_____

5. to_____

6. ba_____

7. ble_____

8. cro_____

9. bo_____

10. che_____

11. dre_____

12. gla_____

Review: Fill in the missing letters and say the word twice.

to_____ bo_____


che_____ ba_____

le_____ ki_____

fu_____ ble_____


153 Double Letters: ZZ

The letter Z is often doubled at the end of a word.

 **DIRECTIONS:** Fill in the missing letters in each of these words, say the word twice, and then write it in a sentence.

1. fi_____
2. ja_____
3. fu_____
4. bu_____

The letter Z is also doubled at the end of a syllable in some words.

 **DIRECTIONS:** Fill in the missing letters in each of these words, say the word twice, and then write it in a sentence.

1. da____le _____
2. pi____a _____
3. pu____le _____
4. dri____le _____
5. mu____le _____

Review: Fill in the missing letters and say the word twice.

ja_____	pu____le
mu____le	fi_____
da____le	dri____le
fu_____	bu_____

SUFFIXES

This section will concentrate on just one major spelling problem when adding suffixes: “When do you double the final consonant before adding the suffix?”

For example, which is correct when adding a suffix to run?

runing or running

runs or runns

The answer is in a rather complex spelling rule in Lessons 154 through 157. In fact it is so complex that you might not bother teaching it to younger children, so use your own judgment based on what you know about your students. But if you don't teach the rule, then you are stuck with a lot of individual words to teach.

154 Suffixes: Doubling Final Consonant


Suffixes can be a bit confusing, but here is the basic doubling rule: You double the final consonant when the word ends in a single consonant preceded by a single vowel and the suffix begins with a vowel.

For example, if you want to add the suffix ING to the word “run,” you double the final N to make the correct spelling RUNNING.

RUN + ING = RUNNING (Double letter.)

But if you want to add an S to RUN, you do not double the N because S is not a vowel.

RUN + S = RUNS (No double letter.)

 **DIRECTIONS:** Add ING or S to each of these words. Be careful to double the final consonant, but only if you need to.

Base Word

Adding ING

Adding S

Example: *run*

running

runs

1. cut

2. bat

3. plan

4. hug

5. ship

6. hop

7. get

8. wet


155 Suffixes: Doubling Two-Vowel Words

Here is the basic doubling rule again: You double the final consonant when the words end in a single consonant preceded by a *single* vowel and the suffix begins with a vowel. But you should watch out for a two-vowel word.

For example, if you want to add ING to READ: READ + ING = READING (No doubling because there are two vowels in the word.)

And if you want to add an S to READ, you do not double the D because S is not a vowel.

READ + S = READS (No double letter.)

 **DIRECTIONS:** Add ING or S to each of these words. Be careful to double the final consonant, but only if you need to.

Base Word

Adding ING

Adding S

Example: *read*

reading

reads

1. plan

2. rain

3. sleep

4. get

5. look

6. bat

7. paint

8. ship

156 Suffixes: Doubling Two Consonants at End

Here is the basic doubling rule again: You double the final consonant when the words end in a single consonant preceded by a single vowel and the suffix begins with a vowel.

Watch out for two consonants at the end of a word.

For example, if you want to add ING to SING:

SING + ING = SINGING (No doubling because SING has two consonants at the end.)

And if you want to add an S to SING, you do not double anything.

SING + S = SINGS (No double letter.)

👉 DIRECTIONS: Add ING or S to each of these words. Be careful to double the final consonant, but only if you need to.

Base Word	Adding ING	Adding S
Example: <i>sing</i>	<i>singing</i>	<i>sings</i>
1. find	_____	_____
2. plan	_____	_____
3. kick	_____	_____
4. hop	_____	_____
5. smart	_____	_____
6. get	_____	_____
7. paint	_____	_____
8. deal	_____	_____

157 Suffixes: Words Ending in E


Here is the basic doubling rule again: You double the final consonant when the words end in a single consonant preceded by a single vowel and the suffix begins with a vowel. But you should also watch out for words ending with the letter E.

For example, if you want to add ING to WRITE:

WRITE + ING = WRITING (No doubling, but you drop the E.)

But if you want to add the suffix S to a word ending in E, just add the S (don't drop the E.)

WRITE + S = WRITES

 **DIRECTIONS:** Add ING or S to each of these words. Be careful about whether or not you should drop the final E.

Base Word

Adding ING

Adding S

Example: *write*

writing

writes

1. give

2. live

3. bat

4. love

5. hug

6. race

7. trade

8. eye

COMPOUND WORDS

A compound word is a word spelled by putting two words together without a space between them. The compound word has a single meaning that might be a little different from the two words.

The problem for the speller is, “Is it a compound word or two words?”

The answer is, “When two words are very frequently used together, they become a compound word.”

However, many times even dictionaries disagree with each other on the ‘one word or two’ problem.

158 Compound Words


A compound word is a word spelled by putting two words together without a space between them. The compound word has a single meaning that might be a little different from the two words.

The problem for the speller is “Is it a compound word or two words?” For example, “Why is ‘sidewalk’ a compound word while ‘side dish’ is two words?”

The answer is “When two words are very frequently used together, they become a compound word.” However, many times even dictionaries disagree with each other on the ‘one word or two’ problem.

Study these examples: (read across)

Compound Word	Two Words
roommate	room clerk
someone	some fun
grandmother	grand master
inside	in between
downtown	down below

 **DIRECTIONS:** Decide whether these two words are a compound or two words, then write the correct word or words.

- pan + cake _____
- ticket + office _____
- down + stairs _____
- red + paint _____
- corn + bread _____
- round + trip _____
- some + thing _____
- low + rent _____
- ball + field _____
- front + door _____

PREFIXES

Most prefixes are simply short meaning units put at the beginning of a word, like “un” as in “unhappy” or “re” as in “rewrite.”

However, if the prefix is AD, or its many variations, you must double the first letter of the root. For example: account. See Lesson 159 for a better explanation.


Like the prefix AD, the first letter of the root must be doubled for a few other prefixes, such as CO. For example: correct.

159 Prefixes: Letter Doubling A-

Most prefixes are simply short meaning units put at the beginning of a word, like “un” as in “unhappy” or “re” as in “rewrite.”

Double Letters for Prefixes. Many times the prefix AD meaning “to” or “toward” changes its spelling to letter A plus the first letter of the root. This causes a double letter (geminate), which really introduces a silent letter. For example:

AC	accident, account, access, accurate
AD	address, add, addict
AF	affect, affirm, affluence, affix, afford, affront
AG	aggregate, aggrieved, aggressive
AL	alliance, allergy, alley, alligator, allow
AN	annual, annex, announce, annoy, annul
AP	applause, appeal, apparel, appear, appendix, appetite, apple
AR	arrest, arrive, arrange, arrears, arrow
AS	asset, associate, assemble, association, assign, assist
AT	attach, attack, attend, attempt, attorney, attractive, attic

 **DIRECTIONS:** Fill in the missing letter or letters for these words. Refer to the words above for help.

- | | |
|--------------|---------------|
| 1. ____rest | 6. a____dress |
| 2. a____nual | 7. at__ic |
| 3. a____ey | 8. a____ount |
| 4. a____le | 9. a____ear |
| 5. a____ist | 10. a____row |

160 Prefixes: Letter Doubling O- and CO-

Here are some other words in which the prefix uses a double letter:

office, officer, offer, offend, offense


oppose, opposite, opportunity

correct, corral, correspond, corrupt

collect, college, collar, collide

common, community, communicate, committees, commute

command, comment, commit, commerce, comma

 **DIRECTIONS:** Fill in the missing letter or letters for these words. Refer to the words above for help.

1. o____fice
2. co____rect
3. co____al
4. o____ose
5. co____ittee
6. col____ar
7. co____ege
8. op____osite
9. co____a
10. co____ect

ENDING SOUNDS

Ending sounds cause a lot of spelling errors. For example, is the ending sound /k/ spelled K or CK, as in back or cook?

This ending problem occurs with a lot of other words, such as the ending /r/ sound in doctor, collar, or faster.

There are not many rules to help you, except that the ER ending is always used in comparative adjectives.

Examples: big, *bigger*, biggest
cold, *colder*, coldest

161 Ending Sounds: LE = EL

The final sound /əl/ (or schwa plus /l/) causes a lot of spelling trouble because it can be spelled: LE as in “little” or EL as in “travel.”

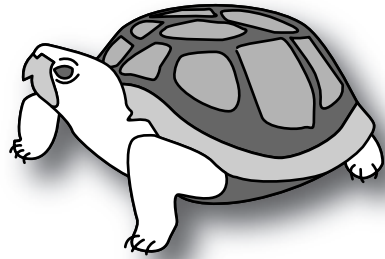
Unfortunately, there seems to be little reason why or when you use EL or LE, so you will just have to memorize the words. This lesson is just to make you more aware of the final /əl/ sound.

LE Words

angle
cattle
little
nibble
rattle
settle
table
turtle

EL Words

angel
bushel
gravel
level
model
motel
pretzel
travel



DIRECTIONS: Fill in the correct last two letters and say the word. Watch out! The final two words are pronounced differently to give a different meaning.

- | | | | |
|--------------|---------------|---------------|---------------|
| 1. tab_____ | 5. litt_____ | 9. sett_____ | 13. ratt_____ |
| 2. turt_____ | 6. bush_____ | 10. catt_____ | 14. lev_____ |
| 3. mot_____ | 7. trav_____ | 11. mod_____ | 15. ang_____ |
| 4. nibb_____ | 8. pretz_____ | 12. grav_____ | 16. ang_____ |

162 Ending Sounds: ER = AR = OR

The final sound /ər/ (or schwa plus /r/) causes a lot of spelling trouble because it can be spelled: ER as in “bigger,” AR as in “dollar,” or OR as in “actor.”

Unfortunately, there seems to be little reason why or when you use ER, AR, or OR, so you will just have to memorize the words. This lesson is just to make you more aware of the final /ər/ sound.

ER Words

bigger

blister

dreamer

faster

freezer

jogger

AR Words

burglar

collar

dollar

grammar

lunar

solar

OR Words

author

doctor

editor

flavor

motor

tractor

 **DIRECTIONS:** Fill in the missing letters and say the word.

1. bigg_____

5. fav_____

9. dream_____

13. edit_____

2. doct_____

6. fast_____

10. gramm_____

14. freez_____

3. doll_____

7. sol_____

11. lun_____

15. tract_____

4. coll_____

8. jogg_____

12. blist_____

16. auth_____

163 Ending Sounds: ER = AR = OR

The final sound /ər/ (or schwa plus /r/) causes a lot of spelling trouble because it can be spelled: ER as in “bigger,” AR as in “dollar,” or OR as in “actor.”

Unfortunately, there seems to be little reason why or when you use ER, AR, or OR, so you will just have to memorize the words. This lesson is just to make you more aware of the final /ər/ sound.

actor	steeper
beggar	sweeter
cheaper	teacher
director	thinner
gentler	trailer
river	voter
slower	waiter
smaller	worker
smarter	younger

 **DIRECTIONS:** Fill in the missing letters and say the word.

- | | | | |
|---------------|---------------|----------------|----------------|
| 1. teach_____ | 5. smart_____ | 9. cheap_____ | 13. thinn_____ |
| 2. gentl_____ | 6. steep_____ | 10. small_____ | 14. trail_____ |
| 3. slow_____ | 7. act_____ | 11. vot_____ | 15. begg_____ |
| 4. sweet_____ | 8. wait_____ | 12. work_____ | 16. riv_____ |

164 Ending Sounds: K and CK

How do you spell the /k/ sound at the end of a word? Here are some suggestions: The /k/ sound is spelled CK at the end of a short word (one syllable and short vowel word).

For example, *back, lock*

But at the end of a two-vowel letter word (vowel digraph), the /k/ sound is spelled with just the letter K.

For example, *seek, soak, took, beak*

/k/ Spelled CK (Single-Vowel Words)

back	duck	quick
buck	flock	rock
black	jack	sick
block	kick	sock
check	knock	stick
chick	lock	suck
clock	luck	tack
dock	neck	tick
deck	pick	

/k/ Spelled K (Double-Vowel Words)

break	peak	steak
book	peek	took
cook	seek	weak
creak	shook	week
cheek	shriek	
crook	sneak	
nook	soak	
oak	speak	

 **DIRECTIONS:** Fill in the missing letters. Watch the ending.

1. You get paid with a ch_____.
2. An old roof may l_____.
3. You like to eat a st_____.
4. Finding a dollar is good l_____.
5. The opposite of white is bl_____.
6. A group of birds is a fl_____.
7. If a glass falls, it may bre_____.
8. You may like to read a b_____.

165 Ending Sounds: KE and NK


Here are two other word ending sounds that use the letter K and contain the /k/ sound.

Ending Spelled KE

bake	like	spike
broke	take	spoke
cake	pike	stake
Coke	poke	strike
fake	quake	stroke
flake	rake	take
joke	shake	wake
lake	smoke	woke
make	snake	yoke

Ending Spelled NK

bank	hank	spank
blank	ink	stank
blink	junk	stink
brink	mink	sunk
chunk	monk	tank
clink	pink	thank
crank	rank	think
dank	shrink	trunk
drink	skunk	yank
frank	slink	

 **DIRECTIONS:** Fill in the missing letters.

1. On your birthday you might eat ca_____.
2. A large body of water may be a la_____.
3. When you are thirsty, you need a dri_____.
4. Keep your money in a ba_____.
5. Don't pick up a rattlesna_____.
6. Where there is fire, there is smo_____.
7. You can keep a lot of water in a ta_____.
8. You might not like the smell of a sku_____.

SPELLING PROBLEMS

Here are a few other common sources of spelling problems:

1. –ion vs. –ssion or –sion, as in education, mission, or mansion.
2. When does the letter C make the /s/ sound and when does it make the /k/ sound?
3. When is the Long E /ē/ sound spelled IE and when is it spelled EI? For example, chief or ceiling?
4. When do you use the –AIR and when do you use the –ARE ending? For example, chair or bare?

166 Spelling Problems: Letter C

The letter C has no sound of its own.

The letter C make the /s/ sound before letters E, I, and Y (some call it a soft C).


The letter C makes the /k/ sound before letters A, O, and U (some call it a hard C).

C = /s/

cent	pencil
cell	ice
cycle	fancy
city	acid
circus	face

C = /k/

can	score
come	second
car	become
cut	American
cold	because

 **DIRECTIONS:** In these words, write an S or a K to tell whether the letter C make the /s/ sound or the /k/ sound.

- | | | | |
|----------|-------|------------|-------|
| 1. cent | _____ | 7. acid | _____ |
| 2. cut | _____ | 8. come | _____ |
| 3. face | _____ | 9. because | _____ |
| 4. fancy | _____ | 10. pencil | _____ |
| 5. car | _____ | 11. can | _____ |
| 6. city | _____ | 12. second | _____ |

167 Spelling Problems: IE or EI?

Do you spell the Long E sound IE or EI?

The Long E /e/ sound is usually spelled IE, but it is spelled EI after the letter C. The old rule is "I before E except after C."

Usual Spelling IE

believe priest
brief shield
chief shriek
field thief
grief yield

Spelled EI after C

ceiling
conceited
deceit
receipt
receive



DIRECTIONS: Fill in EI or IE to complete the word, then write the completed whole word.


Examples: ch _____ f *chief*

- | | |
|---------------------|---------------------|
| 1. rec_____ve _____ | 7. br_____f _____ |
| 2. l_____sure _____ | 8. c_____ling _____ |
| 3. f_____ld _____ | 9. rec_____ve _____ |
| 4. sh_____ld _____ | 10. gr_____f _____ |
| 5. th_____f _____ | 11. ch_____f _____ |
| 6. bel_____ve _____ | 12. pr_____st _____ |

168 Spelling Problems: -TION vs. -SION

There are several ways to spell the /shun/ sound at the end of many words, so pay attention to it. By far the most common is "TION."

TION		SSION	SION
action	election	aggression	expansion
application	fiction	commission	explosion
auction	graduation	confession	extension
collection	location	mission	mansion
connection	lotion	passion	pension
donation	location	profession	tension
education	lotion	session	version

 **DIRECTIONS:** Fill in the TION, SSION, or SION, then write the complete whole word and say it.

Example: na__ nation

- | | | | |
|----------------|-------|----------------|-------|
| 1. ac_____ | _____ | 7. man_____ | _____ |
| 2. educa_____ | _____ | 8. auc_____ | _____ |
| 3. se_____ | _____ | 9. elec_____ | _____ |
| 4. profe_____ | _____ | 10. pa_____ | _____ |
| 5. loca_____ | _____ | 11. mi_____ | _____ |
| 6. collec_____ | _____ | 12. explo_____ | _____ |

169 Spelling Problems: -AIR vs. -ARE


Another source of spelling problems is the ending of words that end with AIR or ARE, since the ending sound is exactly the same.

-AIR

air
chair
fair
flair
glair
hair
lair
pair
stair

-ARE

bare
blare
dare
fare
flare
glare
hare
mare
pare
rare
scare
share
snare
spare
square
stare
ware

 **DIRECTIONS:** Fill in the AIR or ARE, then write the complete whole word and say it.

Example: p_____ pair

- | | |
|------------|--------------|
| 1. sc_____ | 7. fl_____ |
| 2. st_____ | 8. b_____ |
| 3. ch_____ | 9. sh_____ |
| 4. r_____ | 10. squ_____ |
| 5. gl_____ | 11. l_____ |
| 6. h_____ | 12. sc_____ |

HOMOPHONE LOOK-UP DRILLS

Introduction

These last lessons are to give you practice quickly looking up the spelling and meaning of many homophones in the Homophone Master List in the Appendix. Use the Guide Words at the top of every Master List page. Guide Words are the first and last words on a page. Many dictionaries and other alphabetized reference books have Guide Words because they save you time. If the word you are looking up is not between the two Guide Words, it is not on that page.

For example, if you want to find the homophone for “away” it will be on the first page, because the Guide Words on that page go from “acts” to “bawl.”

But you won’t find “jam” because “jam” is not alphabetically between the Guide Words “acts” to “bawl.”

In listing the homophone pairs in the Master List, the more common word is listed first.

The Master List has a very brief meaning, meaning clue, or synonym for every word in parentheses following the homophone word. If you need a fuller definition or more multiple meanings, use a dictionary.

👉 Note: Teachers, you can occasionally add interest to these Look-Up drills by having students compete to see who can correctly finish the lesson page first.

170 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

ball homophone: bawl meaning: to cry
 (round object)
 sentence: Some babies bawl when hungry.



Base Word

1. ad homophone: _____ meaning: _____
 (advertisement)
 sentence: _____

2. boy homophone: _____ meaning: _____
 (male child)
 sentence: _____

3. cash homophone: _____ meaning: _____
 (money)
 sentence: _____

4. principle homophone: _____ meaning: _____
 (rule)
 sentence: _____

5. lesson homophone: _____ meaning: _____
 (instruction)
 sentence: _____

6. load homophone: _____ meaning: _____
 (burden)
 sentence: _____

171 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

overseas homophone: oversees meaning: supervises
(abroad)

sentence: The manager of the company oversees his employees.

Base Word

1. **mall** homophone: _____ meaning: _____
(courtyard; group of shops)
sentence: _____.

2. **eve** homophone: _____ meaning: _____
(evening)
sentence: _____.

3. **fawn** homophone: _____ meaning: _____
(baby deer)
sentence: _____.

4. **jam** homophone: _____ meaning: _____
(fruit jelly)
sentence: _____.

5. **in** homophone: _____ meaning: _____
(opposite of *out*)
sentence: _____.

6. **wait** homophone: _____ meaning: _____
(linger)
sentence: _____.



172 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

cue homophone: queue meaning: line up

(prompt)

sentence: The queue to buy tickets at the movie theater was very long.

Base Word

1. who's homophone: _____ meaning: _____

(who is)

sentence: _____

2. real homophone: _____ meaning: _____

(genuine)

sentence: _____

3. hoard homophone: _____ meaning: _____

(hidden supply)

sentence: _____

4. chews homophone: _____ meaning: _____

(bites)

sentence: _____

5. chilly homophone: _____ meaning: _____

(cold)

sentence: _____

6. kernel homophone: _____ meaning: _____

(grain of wheat or corn)

sentence: _____

173 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

mall homophone: maul meaning: attack
 (courtyard; group of shops)
 sentence: Bears will only maul humans if provoked.

Base Word

1. **sail** homophone: _____ meaning: _____
 (travel by boat)
 sentence: _____

2. **beach** homophone: _____ meaning: _____
 (shore)
 sentence: _____

3. **click** homophone: _____ meaning: _____
 (small sound)
 sentence: _____

4. **earn** homophone: _____ meaning: _____
 (work for money)
 sentence: _____

5. **have** homophone: _____ meaning: _____
 (possess)
 sentence: _____

6. **mat** homophone: _____ meaning: _____
 (floor covering)
 sentence: _____



174 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

need homophone: knead meaning: mix with hands
(require)

sentence: The baker kneaded the bread dough until it was smooth.

Base Word

1. shake homophone: _____ meaning: _____
(move from side to side)
sentence: _____

2. shoot homophone: _____ meaning: _____
(use a gun)
sentence: _____

3. side homophone: _____ meaning: _____
(flank)
sentence: _____

4. steak homophone: _____ meaning: _____
(meat)
sentence: _____

5. lay homophone: _____ meaning: _____
(recline)
sentence: _____

6. aid homophone: _____ meaning: _____
(assistance)
sentence: _____


175 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

seller homophone: cellar meaning: underground room
 (one who sells)
 sentence: Some people keep their old furniture stored in the
cellar.

 **Note:** Some words have a second homophone.

Base Word

1. aisle homophone: _____ meaning: _____
 (path)

sentence: _____.

 homophone: _____ meaning: _____

sentence: _____.

2. doe homophone: _____ meaning: _____
 (female deer)

sentence: _____.

 homophone: _____ meaning: _____

sentence: _____.



176 Homophone Look-Up Drill

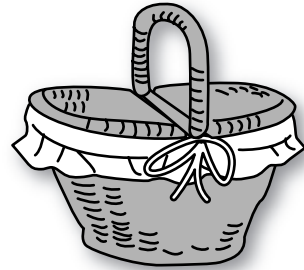
DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

fur homophone: fir meaning: tree
(animal covering)

sentence: We had a picnic under the shade of a tall fir.



Base Word

1. bell homophone: _____ meaning: _____
(something you ring)
sentence: _____

2. locks homophone: _____ meaning: _____
(plural of lock)
sentence: _____

3. lamb homophone: _____ meaning: _____
(baby sheep)
sentence: _____

4. shoot homophone: _____ meaning: _____
(use a gun)
sentence: _____

5. rumor homophone: _____ meaning: _____
(gossip)
sentence: _____

6. seen homophone: _____ meaning: _____
(viewed)
sentence: _____

177 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

great homophone: grate meaning: grind
 (large)
 sentence: I grated carrots for the coleslaw.

Base Word

1. **pray** homophone: _____ meaning: _____
 (worship)
 sentence: _____.

2. **profit** homophone: _____ meaning: _____
 (benefit)
 sentence: _____.

3. **massed** homophone: _____ meaning: _____
 (grouped)
 sentence: _____.

4. **minor** homophone: _____ meaning: _____
 (juvenile)
 sentence: _____.

5. **Lou** homophone: _____ meaning: _____
 (name)
 sentence: _____.

6. **hay** homophone: _____ meaning: _____
 (dried grass)
 sentence: _____.

178 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

ring homophone: wring meaning: squeeze
 (circular band)
 sentence: I had to wring out the mop after cleaning the floor.

Base Word

1. grown homophone: _____ meaning: _____
 (cultivated)
 sentence: _____

2. foul homophone: _____ meaning: _____
 (bad)
 sentence: _____

3. allowed homophone: _____ meaning: _____
 (permitted)
 sentence: _____

4. bolder homophone: _____ meaning: _____
 (more bold)
 sentence: _____

5. bored homophone: _____ meaning: _____
 (past tense of *bore*)
 sentence: _____

6. ceiling homophone: _____ meaning: _____
 (top of a room)
 sentence: _____

179 Homophone Look-Up Drill

DIRECTIONS:


1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

rap homophone: wrap meaning: cover

(hit; talk)

sentence: You can wrap yourself in my scarf if you get cold.

 **Note:** Some words have a second homophone.

Base Word

1. for homophone: _____ meaning: _____

(in favor of)

sentence: _____

homophone: _____ meaning: _____

sentence: _____

2. anti homophone: _____ meaning: _____

(against)

sentence: _____

homophone: _____ meaning: _____

sentence: _____

180 Homophone Look-Up Drill

DIRECTIONS:

1. Look up the base word using the Master List in the Appendix.
2. Write down the homophone.
3. Write the short meaning of the homophone.
4. Use it in a sentence.

Example:

weak homophone: week meaning: seven days
 (not strong)
 sentence: The teacher gave the students a week to complete their homework assignment.

Base Word

1. disk homophone: _____ meaning: _____
 (flat circular object)
 sentence: _____.

2. cursor homophone: _____ meaning: _____
 (moving pointer)
 sentence: _____.

3. feet homophone: _____ meaning: _____
 (plural of *foot*)
 sentence: _____.

4. its homophone: _____ meaning: _____
 (possessive pronoun)
 sentence: _____.

5. manner homophone: _____ meaning: _____
 (style)
 sentence: _____.

6. pain homophone: _____ meaning: _____
 (discomfort)
 sentence: _____.

APPENDIX: HOMOPHONE MASTER LIST

acts–bawl

A

acts (deeds)

ax (tool)

ad (advertisement)

add (addition)

ads (advertisements)

adz (axe-like tool)

aid (assistance)

aide (a helper)

ail (be sick)

ale (beverage)

air (oxygen)

heir (successor)

aisle (path)

I'll (I will)

isle (island)

all (everything)

awl (a tool)

all together (in a group)

altogether (completely)

allowed (permitted)

aloud (audible)

already (previous)

all ready (all are ready)

alter (change)

altar (in a church)

ant (insect)

aunt (relative)

anti (against)

ante (before)

auntie (informal of *aunt*)

ark (boat)

arc (part of a circle)

ascent (climb)

assent (agree)

assistance (help)

assistants (those who help)

attendance (presence)

attendants (escorts)

away (gone)

aweigh (clear anchor)

awful (terrible)

offal (entrails)

B

bail (throw water out)

bale (bundle)

bait (lure)

bate (to decrease)

bald (no hair)

bawled (cried)

ball (round object)

bawl (cry)

band-boarder

band (plays music)

banned (forbidden)

barred (having bars)

bard (poet)

basil (an herb)

basal (fundamental)

baring (uncovering)

bearing (manner, machine)

bark (dog's sound)

barque (ship)

barren (no fruit)

baron (nobleman)

base (lower part)

bass (deep tone)

based (at a base)

baste (cover with liquid)

bases (plural of *base*)

basis (foundation)

bask (warm feeling)

Basque (country)

be (exist)

bee (insect)

beach (shore)

beech (tree)

bear (animal)

bare (nude)

beat (whip)

beet (vegetable)

been (past participle of *be*)

bin (box)

beer (drink)

bier (coffin)

beetle (insect)

Beadle (parish officer)

bell (something you ring)

belle (pretty woman)

berry (fruit)

bury (put in ground)

better (more good)

bettor (one who bets)

birth (born)

berth (bunk)

bite (chew)

byte (computer unit)

bight (slack part of rope)

bizarre (odd)

bazaar (market)

block (cube; obstruct)

bloc (group)

blue (color)

blew (did blow)

bolder (more bold)

boulder (big stone)

border (boundary)

boarder (one who boards)



bore (drill; be tiresome)

boar (hog)

bored (past tense of *bore*)

board (piece of wood)

born (delivered at birth)

borne (carried)

ourn (ending point)

bouillon (clear broth)

bullion (uncoined gold or silver)

bow (decorative knot)

beau (boyfriend)

bow (of a ship)

bough (of a tree)

bowl (dish; game)

boll (cotton pod)

boy (male child)

buoy (floating marker)

bread (food)

bred (cultivated)

break (smash)

brake (stop)

brewed (steeped)

brood (flock)

bridal (relating to a bride)

bridle (headgear for a horse)

Britain (country)

Briton (Englishperson)

brooch (pin)

broach (bring up)

brows (hairlines above eyes)

browse (to look through)

bruise (an injury)

brews (steeps)

build (construct)

billed (did bill)

bunt (bat gently in baseball)

bundt (ring-shaped cake)

burrow (dig)

burro (donkey)

borough (town)

but (except)

butt (end)

buy (purchase)

by (near)

bye (farewell)

C

cache (hiding place)

cash (money)

callus (hard tissue)

callous (unfeeling)

cannon (big gun)

canon (law)

can't (not able to)

cant (insincere statement)

canvas–complement

canvas (cloth)

canvass (survey)

capital (money; city)

Capitol (U.S. Congress building)

carrot (vegetable)

carat (weight of precious stone)

caret (proofreader's mark)

carol (song)

carrel (study space at library)

cast (throw; list of actors)

caste (social class)

cause (origin)

caws (crow calls)

ceiling (top of a room)

sealing (closing)

ensor (ban)

sensor (detection device)

censer (incense container)

cent (penny)

scent (odor)

sent (did send)

cents (pennies)

sense (clear thinking)

cereal (relating to grain)

serial (of a series)

chance (luck)

chants (songs)

chased (did chase)

chaste (modest)

cheap (inexpensive)

cheep (bird call)

chews (bites)

choose (select)

chic (style)

sheik (Arab chief)

chilly (cold)

chili (hot pepper)

choir (singers)

quire (amount of paper)

claws (nails on animal's feet)

clause (part of a sentence)

click (small sound)

clique (small exclusive group)

climb (ascend)

clime (climate)

close (shut)

clothes (clothing)

cloze (test)

clue (evidence; hint)

clew (ball of thread, yarn)

coal (fuel)

cole (cabbage)

coarse (rough)

course (school subject; path)

compliment (praise)

complement (complete set)



coop (chicken pen)

coupe (car)

coral (reef)

choral (music)

cord (string)

chord (musical notes)

core (center)

corps (army group)

corral (pen for livestock)

chorale (chorus)

correspondence (letters)

correspondents (writers)

council (legislative body)

counsel (advise)

cousin (relative)

cozen (deceive)

creak (grating noise)

creek (stream)

cruel (hurting)

crewel (stitching)

cruise (sail)

crews (groups of workers)

cruse (small pot)

cue (prompt)

queue (line up)

current (recent; part of stream)

currant (small raisin)

cursor (moving pointer)

curser (one who curses)

D

dam (wall to hold back water)

damn (to condemn or curse)

days (plural of day)

daze (in a foggy condition)

dear (greeting; loved one)

deer (animal)

dessert (follows main meal)

desert (abandon)

die (expire)

dye (color)

dine (eat)

dyne (unit of force)

discreet (unobtrusive)

discrete (noncontinuous)

disk (flat circular object)

disc (flat circular object)

disperse (scatter)

disburse (pay out)

doe (female deer)

dough (baking mixture)

do (musical note)

do (to perform or carry out)

due (something owed)

dew (drops of moisture)

done-fowl

done (finished)
dun (demand for payment)
ducked (did duck)
duct (tube)
duel (formal combat)
dual (two)

E

earn (work for money)
urn (container)
eight (number 8)
ate (did eat)
epic (great size; long poem)
epoch (period of time)
eve (evening)
eave (overhang on roof edge)
eye (organ of sight)
I (pronoun)
aye (yes)

F

faint (weak)
feint (pretend attack)
fair (honest; bazaar)
fare (cost of transportation)
fawn (baby deer)
faun (mythical creature)
faze (upset)
phase (stage)

feet (plural of *foot*)
feat (accomplishment)
feign (pretend)
fain (gladly)
find (discover)
fined (penalty of money)
flare (flaming signal)
flair (talent)
flea (insect)
flee (run away)
flew (did fly)
flu (influenza)
flue (shaft)
flow (moving along smoothly)
floe (sheets of floating ice)
flower (bloom)
flour (milled grain)
for (in favor of)
four (number 4)
fore (front part)
forward (front part)
foreword (preface)
fort (protective building)
forte (part of a sword)
fourth (after third)
forth (forward)
foul (bad)
fowl (bird)



frank (honest)
franc (French money)
freeze (cold)
frees (to free)
frieze (sculptured border)
fryer (frying chicken)
friar (brother in religious order)
fur (animal covering)
fir (tree)

G

gamble (to risk money)
gambol (to skip about)
gate (fence opening)
gait (foot movement)
gorilla (animal)
guerrilla (irregular soldier)
great (large)
grate (grind)
grown (cultivated)
groan (moan)
guessed (surmised)
guest (company)
guilt (opposite of innocence)
gilt (golden)

H

hail (ice; salute)
hale (healthy)

hair (strand-like growth on skin)
hare (rabbit)
hall (passage)
haul (carry)
handsome (attractive)
hansom (carriage)
hanger (to hang things on)
hangar (storage building)
have (possess)
halve (cut in half)
hay (dried grass)
hey (said to get attention)
hear (listen)
here (this place)
heard (listened)
herd (group of animals)
heart (body organ)
hart (male deer)
he'd (he would)
heed (pay attention)
heel (back part of foot)
he'll (he will)
heal (make well)
hi (hello)
high (opposite of *low*)
hie (to move quickly)
higher (above)
hire (employ)

him-lain

him (pronoun)

hymn (religious song)

hoard (hidden supply)

horde (crowd)

hole (opening)

whole (complete)

holy (sacred)

holey (full of holes)

wholly (all)

horse (animal)

hoarse (husky voice)

hostile (unfriendly)

hostel (lodging for youth)

hour (sixty minutes)

our (possessive pronoun)

hurdle (jump over)

hurtle (throw)

hurts (pain)

hertz (unit of wave frequency)

hue (color)

hew (carve)

I

idle (lazy)

idol (god)

idyll (charming scene)

in (opposite of *out*)

inn (small hotel)

insight (self knowledge)

incite (cause)

instance (example)

instants (short periods of time)

insure (protect against loss)

ensure (make sure)

intense (extreme)

intents (aims)

islet (very small island)

eyelet (small hole for thread)

its (possessive pronoun)

it's (it is)

J

jam (fruit jelly)

jamb (window part)

jean (cotton cloth for pants)

gene (part of chromosome)

K

kernel (grain of wheat or corn)

colonel (military rank)

knit (weave with yarn)

nit (louse egg)

L

lamb (baby sheep)

lam (hiding)

lane (narrow way)

lain (past participle of *lie*)



lay (recline)
lei (necklace of flowers)
lead (metal)
led (guided)
leak (escaping through a crack)
leek (vegetable)
lean (incline; slender)
lien (claim)
least (smallest)
leased (rented)
lesson (instruction)
lessen (make less)
levee (embankment)
levy (funds collected by force)
liar (untruthful)
lyre (musical instrument)
lie (falsehood)
lye (alkaline solution)
liken (compare)
lichen (fungus)
lightning (occurs with thunder)
lightening (become light)
load (burden)
lode (vein or ore)
loan (something borrowed)
lone (single)
locks (plural of *lock*)
lox (smoked salmon)

loot (steal)
lute (musical instrument)
Lou (name)
lieu (instead of)
low (not high; cattle sound)
lo (interjection)

M

made (manufactured)
maid (servant)
mail (send by post)
male (masculine)
main (most important)
Maine (state)
mane (hair)
mall (courtyard; group of shops)
maul (attack)
manner (style)
manor (estate)
mantel (over fireplace)
mantle (cloak)
marry (join together)
merry (happy, joyful)
Mary (name)
marshal (law officer)
martial (militant)
massed (grouped)
mast (support)

mat-overdue

mat (fibrous floor covering)

matte (dull surface)

maybe (perhaps, adj.)

may be (is possible, v.)

maze (network of passages)

maize (Indian corn)

meat (beef)

meet (make contact with)

mete (distribute equally)

medal (award)

meddle (interfere)

might (may; strength)

mite (small insect)

minor (juvenile)

miner (coal digger)

missed (failed to attain)

mist (fog)

moan (groan)

mown (cut down)

morn (morning, early day)

mourn (grieve)

morning (early day)

mourning (process of grieving)

mowed (cut down)

mode (fashion)

muscle (fibrous body tissue)

mussel (shellfish)

N

navel (depression on abdomen)

naval (nautical)

need (require)

knead (mix with hands)

neigh (whinny of horse)

nay (no)

new (not old)

knew (past tense of *know*)

gnu (animal)

night (evening)

knight (feudal warrior)

no (negative)

know (familiar with)

none (not any)

nun (religious sister)

not (in no manner)

knot (tangle)

O

one (number 1)

won (triumphed)

or (conjunction)

oar (paddle for a boat)

ore (mineral deposit)

oral (by mouth)

aural (by ear)

overdo (go to extremes)

overdue (past due)



overseas-principle

overseas (abroad)
oversees (supervises)

owe (be indebted)
oh (exclamation)

owed (did owe)
ode (poem)

P

pail (bucket)
pale (without much color)

pain (discomfort)
pane (window glass)

pair (two of a kind)
pear (fruit)
pare (peel)

palate (roof of mouth)
palette (board for paint)
pallet (tool)

passed (went by)
past (former)

patience (composure)
patients (sick persons)

pause (brief stop)
paws (feet of animals)

peace (tranquility)
piece (part)

peak (mountaintop)
peek (quick look)
pique (to be upset)

peal (burst of noise, to ring)
peel (remove skin or rind)

pearl (jewel)
purl (knitting stitch)

pedal (ride a bike)
peddle (sell)

pie (kind of dessert)
pi (Greek letter)

pier (dock)
peer (equal)

plain (simple)
plane (airplane; flat surface)

plate (dish)
plait (braid)

please (to be agreeable)
pleas (plural of *plea*)

plum (fruit)
plumb (lead weight)

pole (stick)
poll (opinions; voting place)

pour (flow freely)
pore (skin gland, n; ponder, v.)

pray (worship)
prey (victim)

presents (gifts)
presence (appearance)

principal (chief)
principle (rule)

profit-wry

profit (benefit)

prophet (seer)

purr (cat sound)

per (for each)

R

rack (framework, shelf)

wrack (ruin)

rain (precipitation)

reign (royal authority)

rein (harness)

raise (put up)

rays (of sun)

raze (tear down)

rap (hit; talk)

wrap (cover)

read (peruse)

reed (plant)

read (perused)

red (color)

real (genuine)

reel (spool)

reek (give off strong odor)

wreak (inflict)

rest (relax)

wrest (force)

review (look back)

revue (musical)

rhyme (same end sound)

rime (ice covering; rhyme)

right (correct)

write (inscribe)

rite (ceremony)

ring (circular band)

wring (squeeze)

road (street)

rode (transported)

rowed (used oars)

roll (turn over; bread)

role (actor's character)

root (part of a plant)

route (highway)

rose (flower)

rows (lines)

rough (uneven, crude)

ruff (16th-/17th-century collar)

row (line, n.; use oars, v.)

roe (fish eggs)

rude (impolite)

rued (was sorry)

rumor (gossip)

roomer (renter)

rung (past tense of *ring*;

ladder step)

wrung (squeezed)

rye (grain)

wry (ironic humor; twisted)



S

- sack** (bag)
sac (baglike object)
sail (travel by boat)
sale (bargain)
sea (ocean)
see (visualize)
sear (singe)
seer (prophet)
seed (part of a plant)
cede (grant)
seem (appear to be)
seam (joining mark)
seen (viewed)
scene (setting)
sell (receive money for merchandise)
cell (small room in prison; tiny part of living organism)
seller (one who sells)
cellar (underground room)
session (meeting)
cession (yield)
sew (mend)
so (in order that)
sow (plant)
shake (move from side to side)
sheik (Arab chief)
- sheer** (transparent)
shear (cut)
shoe (foot covering)
shoo (drive away)
shoot (use a gun)
chute (trough; slide)
shown (exhibited)
shone (beamed)
side (flank)
sighed (audible breath)
sight (see)
site (location)
cite (summon to court)
sign (signal)
sine (trigonometric function)
skull (head bones)
scull (boat; row)
slay (kill)
sleigh (sled)
slew (killed)
slue (swamp)
slight (slender)
sleight (dexterity)
some (portion)
sum (total)
son (male offspring)
sun (star)

sore-through

sore (painful)

soar (fly)

soul (spirit; essential part)

sole (one; bottom of foot/shoe)

stair (step)

stare (look intently)

stationery (paper)

stationary (fixed)

stayed (remained)

staid (proper)

steak (meat)

stake (post)

steal (rob)

steel (metal)

step (walk)

steppe (grassland prairie without trees, usually of Europe or Asia)

straight (not crooked)

strait (channel of water)

style (fashion)

stile (gate)

surf (waves)

serf (feudal servant)

surge (sudden increase)

serge (fabric)

sweet (sugary)

suite (connected rooms)

symbol (sign)

cymbal (percussion instrument)

T

tail (animal's appendage)

tale (story)

taper (to diminish)

tapir (animal)

taught (did teach)

taut (tight)

tax (assess; burden)

tacks (plural of *tack*)

tea (drink)

tee (holder for golf ball)

team (crew)

teem (be full)

tear (cry)

tier (level)

tear (rip apart)

tare (weight deduction)

tease (mock)

teas (plural of *tea*)

there (at that place)

their (possessive pronoun)

they're (they are)

there's (there is)

theirs (possessive pronoun)

threw (tossed)

through (finished)



thrown (tossed)
throne (royal's seat)
tick (insect; sound of clock)
tic (twitch)
tied (bound)
tide (ebb and flow of ocean)
time (duration)
thyme (herb)
to (toward)
too (also)
two (number 2)
toe (digit on foot)
tow (pull)
told (informed)
tolled (rang)
tool (helps you do a job)
tulle (silk net for veils)
towed (pulled)
toad (frog, usually in a dry habitat)
tray (used to carry things)
trey (domino or die with three dots)
troop (company, group of people)
troupe (group of performers)
trust (confidence)
trussed (tied)
turn (rotate)
tern (sea bird)

V
veil (face covering)
vale (valley)
vein (blood vessel)
vain (conceited)
vane (wind indicator)
very (absolutely)
vary (change)
vice (bad habit)
vise (clamp)
vile (disgusting)
vial (small bottle)

W
waist (middle of the body)
waste (trash)
wait (linger)
weight (heaviness)
want (desire)
wont (custom)
wave (moving swell of water)
waive (forgive or forego)
way (road)
weigh (measure heaviness)
whhey (watery part of milk)
we (pronoun)
wee (small)
weak (not strong)
week (seven days)

wear-you're

wear (have on)

where (what place)

ware (items for sale)

weather (state of atmosphere)

whether (if)

weave (interlace)

we've (we have)

we'd (we would)

weed (plant)

weighed (measured heaviness)

wade (walk in water)

weighs (heaviness)

ways (plural of way)

we'll (we will)

wheel (circular frame)

weal (prosperity)

we're (we are)

weir (dam)

wet (moist)

whet (sharpen)

whale (sea mammal)

wail (cry)

which (what one)

witch (sorceress)

while (during)

wile (deceiving in a cunning way)

whine (complaining sound)

wine (drink made from grapes)

who's (who is)

whose (possessive of *who*)

wood (beneath bark of tree)

would (is willing to)

worst (most bad)

wurst (sausage)

Y

yolk (center of an egg)

yoke (harness)

you (pronoun)

ewe (female sheep)

yew (evergreen tree)

you'll (you will)

yule (Christmas)

your (possessive pronoun)

you're (you are)





The Spelling Teacher's Lesson-a-Day

180 Reproducible Activities to Teach Spelling, Phonics, and Vocabulary

The Spelling Teacher's Lesson-a-Day gives teachers 180 engaging and ready-to-use lessons—one for each day of the school year. These instructive and fun-filled lessons are designed to boost spelling skills in students in grades 3-8 or be used as remedial for older students.

Teachers can apply the lessons in a variety of ways. For example, they can be used as “sponge” or “hook” activities (five-minute lessons to start off each school day). To add variety to the daily curriculum, teachers can pick and choose activities from within the book for the occasional spelling lesson. Written by educational expert Edward B. Fry, this easy-to-use resource offers helpful suggestions for teaching spelling patterns by contrasting homophones (like-sounding words). This method has proven to help students recognize these spelling patterns in more complex words. The techniques and suggestions presented here can enhance students' spelling skills by demystifying contractions, abbreviations, capitalization, silent letters, suffixes and prefixes, and much more.

The Spelling Teacher's Lesson-a-Day is presented in a lay-flat format for easy photocopying and can be used by classroom teachers, homeschoolers, tutors, and parents.

Praise for Edward B. Fry

“The Reading Teacher's Book of Lists should be on the bookshelf of every reading teacher in the English-speaking world! It is a tremendous resource that I have used over and over again throughout my career.”

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—**James Hoffman**, former president, National Reading Conference, and professor of language and literacy studies, University of Texas at Austin



EDWARD B. FRY, Ph.D., is professor emeritus of education at Rutgers University in New Brunswick, New Jersey. He is the bestselling author of numerous books including *The Reading Teacher's Book of Lists* from Jossey-Bass. He is the former director of Rutgers's Reading Center and is recognized internationally for his Readability Graph which is used by teachers, publishers, and others to judge the reading difficulty of books and other materials.

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