

SPECTRUM®

GRADE

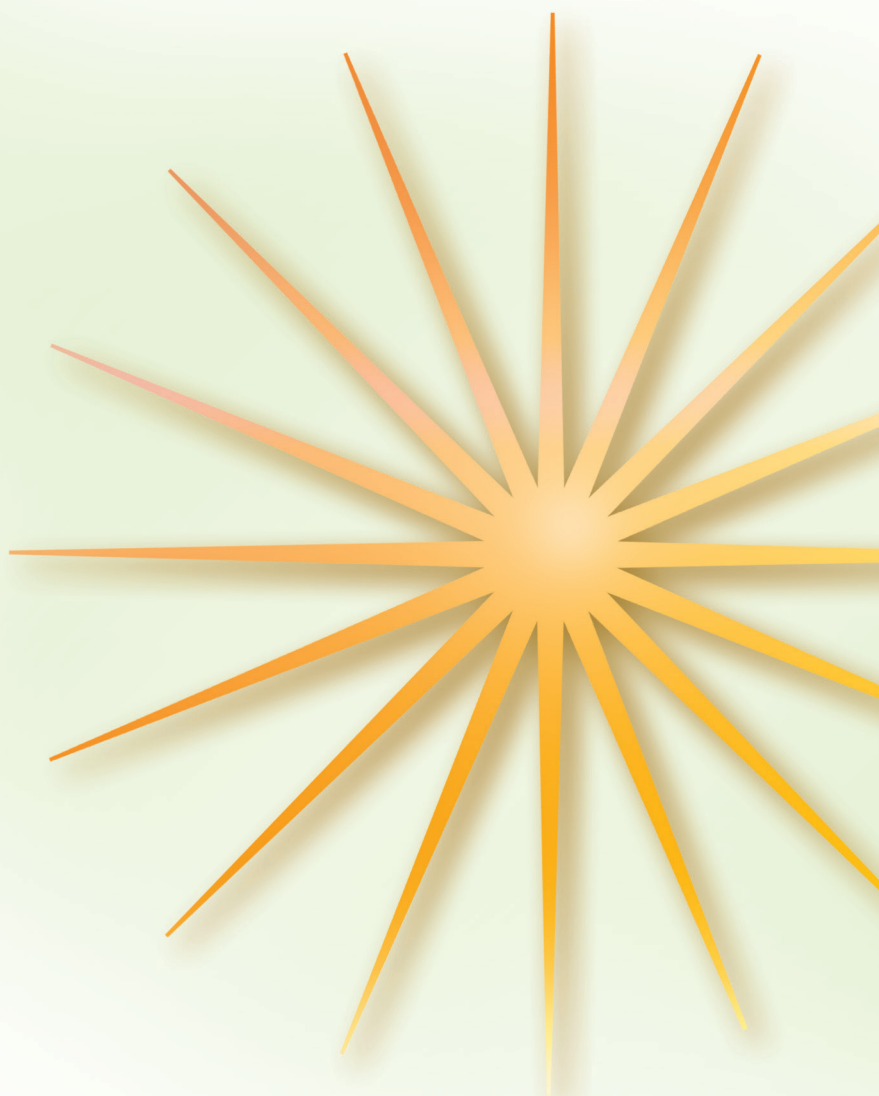
3

Word Study and Phonics








Focused Practice for Reading Independence

- Base word endings
- Prefixes and suffixes
- Synonyms and antonyms
- Figures of speech
- Dictionary skills
- Answer key

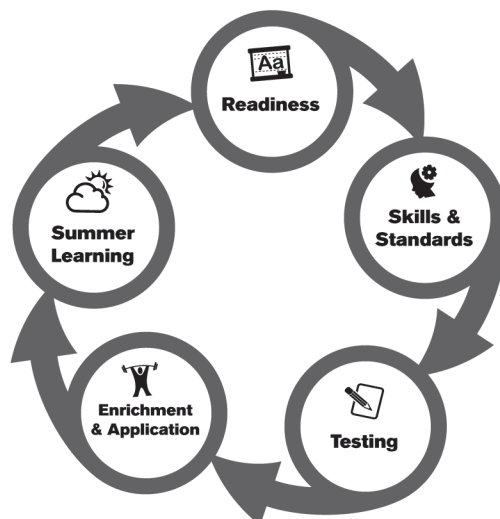


Support your child's educational journey throughout the year!

For over 40 years, Carson Dellosa has provided quality educational products that help children excel at school and home.

				
Readiness	Skills & Standards	Testing	Enrichment & Application	Summer Learning
Preparing your child for the upcoming school year	Supporting your child with subject- and skill-based practice	Providing your child with the essential skills and strategies for test-day success	Extending your child's learning with real-world applications	Keeping your child's skills sharp all summer long

**Carson Dellosa—your partner in education
from PreK through 8th grade**





Word Study and Phonics

Grade 3

Spectrum®

An imprint of Carson Dellosa Education
Greensboro, North Carolina

Spectrum®
An imprint of Carson Dellosa Education
P.O. Box 35665
Greensboro, NC 27425 USA

© 2015 Carson Dellosa Education. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced, stored, or distributed in any form or by any means (mechanically, electronically, recording, etc.) without the prior written consent of Carson Dellosa Education. Spectrum® is an imprint of Carson Dellosa Education.

ISBN 978-1-4838-1511-4

Table of Contents

Grade 3

Chapter 1 Phonics

Lesson 1.1 Beginning Consonants	6
Lesson 1.2 Ending Consonants	8
Lesson 1.3 Hard and Soft c and g	10
Review: Beginning and Ending Consonants	14
Review: Hard and Soft c and g	15
Lesson 1.4 Beginning Two-Letter Blends with s	16
Lesson 1.5 Beginning Two-Letter Blends with l	18
Lesson 1.6 Beginning Two-Letter Blends with r	20
Review: Two-Letter Blends	22
Lesson 1.7 Beginning Three-Letter Blends	24
Lesson 1.8 Ending Blends	26
Lesson 1.9 More Ending Blends	28
Review: Three-Letter Blends and Ending Blends	30
Lesson 1.10 Beginning Digraphs	32
Lesson 1.11 More Beginning Digraphs	34
Lesson 1.12 Ending Digraphs	36
Lesson 1.13 More Ending Digraphs	38
Lesson 1.14 Silent Consonants	40
Lesson 1.15 More Silent Consonants	42
Review: Digraphs and Silent Consonants	44
Lesson 1.16 Short Vowels	46
Lesson 1.17 Long Vowel Sounds	52
Review: Short and Long Vowel Sounds	58
Lesson 1.18 Vowel Sounds (ai , ay , ei)	60
Lesson 1.19 Vowel Sounds (ee , ea , ie)	62
Lesson 1.20 Vowel Sounds (ind , ild , igh)	64

Table of Contents, continued

Lesson 1.21 Vowel Sounds (oa , ow , old , ost)	66
Review: Vowel Sounds	68
Lesson 1.22 Vowel Sounds (oo , ew)	70
Lesson 1.23 Vowel Sounds (au , aw)	72
Lesson 1.24 Vowel Sounds (oi , oy)	74
Lesson 1.25 Vowel Sounds (ou , ow)	76
Review: More Vowel Sounds	78
Lesson 1.26 The Sounds of y	80
Lesson 1.27 R -Controlled Vowels (er , ir , ur)	82
Lesson 1.28 R -Controlled Vowels (ar , or)	84
Review: The Sounds of y and r -Controlled Vowels.	86

Chapter 2 Word Structure

Lesson 2.1 Base Words and Endings (-ed , -ing)	88
Lesson 2.2 Base Word Endings (-s , -es)	90
Lesson 2.3 Comparative Endings (-er , -est)	92
Review: Base Words and Endings.	94
Lesson 2.4 Plurals	96
Lesson 2.5 Irregular Plurals	98
Lesson 2.6 Possessives.	100
Review: Plurals and Possessives	104
Lesson 2.7 Compound Words	106
Lesson 2.8 Contractions	108
Review: Compound Words and Contractions	112
Lesson 2.9 Prefixes.	114
Lesson 2.10 Suffixes	118
Review: Prefixes and Suffixes.	122

Table of Contents, continued

Lesson 2.11 Syllables	124
Review: Syllables	128

Chapter 3 Vocabulary

Lesson 3.1 Synonyms	130
Lesson 3.2 Antonyms	132
Review: Synonyms and Antonyms	134
Lesson 3.3 Homophones	136
Lesson 3.4 Multiple-Meaning Words	138
Lesson 3.5 Figures of Speech	140
Review: Homophones, Multiple-Meaning Words, Figures of Speech	142

Chapter 4 Dictionary Skills

Lesson 4.1 Alphabetical Order	144
Lesson 4.2 Guide Words	146
Lesson 4.3 Entry Words	148
Review: ABC Order, Guide Words, and Entry Words . .	150

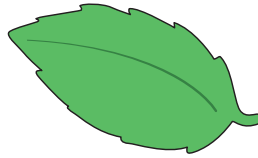
Answer Key	152
-----------------------------	------------

Lesson 1.1 Beginning Consonants

Look at the pictures below. On the line, write the first letter of the word that names each picture.



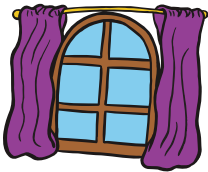
____iger



____eaf



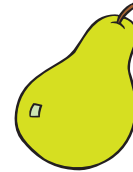
____ike



____indow



____urse



____ear

Read the clues below. Circle the word that matches each clue.

1. I blow air to keep people cool in the summer. What am I?

can

fan

pan

2. I am fun to read. I can tell a great story. What am I?

book

hook

look

3. I live in oceans and lakes. Some people keep me as a pet. What am I?

dish

fish

wish

4. I am a sweet birthday treat. Don't forget to blow out my candles!

What am I?

rake

bake

cake

5. You will find me at the beach. I can be hot to walk on. What am I?

sand

hand

band

6. I come to your house every day. Sometimes, I travel a long way.

What am I?

mail

rail

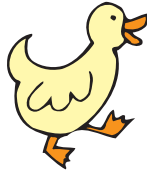
sail

Lesson 1.1 Beginning Consonants

Look at the pictures below. Circle the letter that stands for the first sound you hear in each picture name.



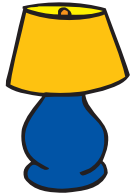
m n b



b d t



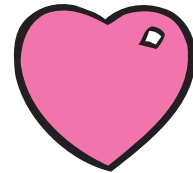
s v z



p l h



v w r



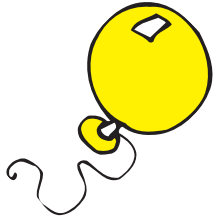
f b h

Read each sentence below. Then, read the pair of words that follow. On the line, write the word that best completes each sentence.

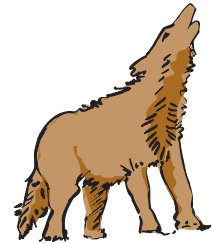
1. Sam's family has three _____. (dogs, logs)
2. It is Sam's job to _____ them after school. (talk, walk)
3. Sometimes, he takes them to the _____. (park, dark)
4. They _____ to swim in the pond and bark at the squirrels. (dove, love)
5. When Sam whistles, his dogs know it is _____ to go home. (time, dime)
6. When they are _____, Sam gives each one a treat. (wood, good)

Lesson 1.2 Ending Consonants

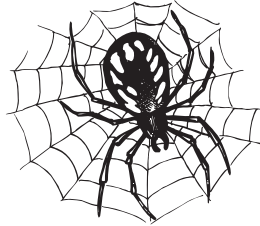
Look at the pictures below. On the line, write the last letter of the word that names each picture.

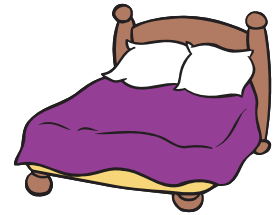












Read each word below. Change the last letter of the word to make a new word. Write the new word on the line. It should rhyme with the three words below it.

1. car _____
pat flat sat

5. sat _____
tag bag flag

2. skim _____
trip rip sip

6. shot _____
hop drop cop

3. bus _____
rug shrug tug

7. hit _____
slid rid lid

4. web _____
forget set jet

8. cob _____
rot hot trot

Lesson 1.2 Ending Consonants

When a word ends in a double letter, say the letter's sound only once.

kiss

doll

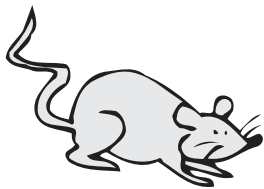
cliff

fizz

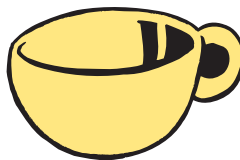
Read the sentences below. Some words are not complete. Add **ss**, **ll**, **ff**, or **zz** to form the word or words that best complete each sentence.

1. The Rileys' goats eat the gra_____ in their yard.
2. Mr. Riley calls them the "Three Billy Goats Gru_____."
3. Maggy Riley brought in one of the goats for show-and-te_____.
4. Her teacher thought the goat might sme_____ or make a me_____.
5. "He might sni_____ our stu_____," said Maggy. "But he won't make a me_____."
6. The goat tried to eat a piece of fu_____, a do_____, and a bow on a girl's dre_____.
7. "No more animals in cla_____, " Maggy's teacher said.

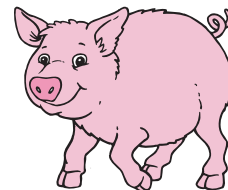
Read each set of words. Circle the word that names each picture.



rat
rag
ran
rap



cut
cup
cub
cuff



pin
pill
pig
pit

Lesson 1.3 Hard and Soft **c** and **g**

The letter **c** can make a hard sound, as in *car* and *across*. When **c** is followed by **e**, **i**, or **y**, it can make a soft sound, as in *city* and *fancy*.

The letter **g** can also make a hard sound, as in *gas* and *ago*. When **g** is followed by **e**, **i**, or **y**, it can make a soft sound, as in *gentle* and *age*.

Read the pairs of words below. Write **HC** on the line if they have a hard **c** sound. Write **SC** if they have a soft **c** sound.

1. _____ contest cabin
2. _____ rice pencil
3. _____ dancing cent
4. _____ second creek
5. _____ price center
6. _____ crab cute

Read the pairs of words below. Write **HG** on the line if they have a hard **g** sound. Write **SG** if they have a soft **g** sound.

1. _____ giraffe orange
2. _____ goldfish garden
3. _____ gem village
4. _____ signal frog
5. _____ gate dragon
6. _____ germ judge

Lesson 1.3 Hard and Soft **c** and **g**

Read the grocery list below. Circle the words that have a hard **c** or **g** sound. Underline the words that have a soft **c** or **g** sound.

Grocery List

grapes

celery

flour

cereal

clams

ice cream

carrots

oranges

sugar

gingerbread

milk

sliced bread

apples

lettuce

eggs

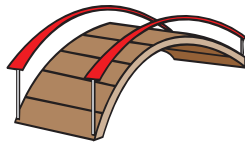
turkey

peanut butter

cat food

Look at each pair of pictures. Draw a line to match the hard or soft sound to each picture.

1.

soft **g**hard **g**

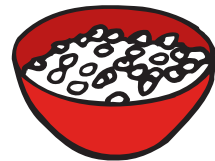
2.

hard **c**soft **c**

3.

hard **c**soft **g**

4.

soft **c**hard **g**

Lesson 1.3 Hard and Soft **c** and **g**

Read the paragraphs below. Look for words with the hard and soft **c** and **g** sounds. Then, write the words in the correct columns. You do not need to list the same word more than once. Hint: One word has both a hard and a soft **c** sound. List it in both columns.

Do you know anyone who collects marbles? Marbles are usually made of clay, glass, or plastic. Most marbles are about the size of a grape. There are a few huge marbles in museums. These giant marbles are about 12 feet tall!

People in many countries play games with marbles. In one game, the players draw a circle in the sand and place their marbles in the circle. They take turns using their marbles to push the other players' marbles out of the circle.

Some marbles are worth a lot of money. The price of a marble has to do with its color, age, and size. If you want to become a collector, join a club or read books to learn which ones are most valuable.

Hard **c**Soft **c**Hard **g**Soft **g**

Hard c	Soft c	Hard g	Soft g
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Lesson 1.3 Hard and Soft **c** and **g**

Read the clues below. On the line, write the word that matches each clue. Make sure that the word has the correct hard or soft **c** or **g** sound.

1. I live near ponds or creeks. I am green. I make a noise that sounds like *ribbit*. (hard **g**) _____
2. I come between first and third. I start with the letter **s**. (hard **c**) _____
3. I am a tool that is used for writing or drawing. I can be erased. I come in many colors. (soft **c**) _____
4. People use me when they bake sweet things. I can be brown or white. Some people sprinkle me on cereal or oatmeal. (hard **g**) _____
5. I am very cold. You can find me in the freezer. I am usually a cube. (soft **c**) _____
6. I live on a farm. I make milk. I make the sound *moo*. (hard **c**) _____
7. I am a bright color. I am also the name of a juicy fruit. I am the color of pumpkins. (soft **g**) _____
8. I come in a box. Lots of people eat me for breakfast. Usually, I am crunchy. (soft **c**) _____

Review Beginning and Ending Consonants

Look at each picture below. Say its name to yourself. Then, write the missing letter on the line.



ha_____



_____anana



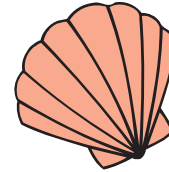
_____angaroo



gra_____



_____ool



she_____

Read each sentence below. Then, read the word beside it. Replace the bold letter to form a word that makes sense in the sentence. Write it on the line.

1. The puffin is a bird that lives _____ the sea. (**f**ear)
2. It has black and white feathers, but its _____ and legs are orange. (**b**ead)
3. The puffin uses its strong _____ to help it swim underwater. (**r**ings)
4. Puffins can _____ several fish in their bills at one time. (**c**old)
5. These seabirds _____ live to be about 25 years old. (**c**ap)
6. Puffins can fly very _____—about 50 miles per hour. (**l**ast)
7. Some people think puffins _____ a little like penguins. (**b**ook)

Review Hard and Soft c and g

Say each word to yourself. If it has a hard sound (like *car* or *gas*), circle *hard*. If it has a soft sound, like *city* or *gentle*, circle *soft*.

- | | | | | | |
|------------------|------|------|------------------|------|------|
| 1. garden | hard | soft | 5. danger | hard | soft |
| 2. gym | hard | soft | 6. slice | hard | soft |
| 3. attic | hard | soft | 7. egg | hard | soft |
| 4. case | hard | soft | 8. edge | hard | soft |

Read each bold word below. Decide whether it has a hard or soft sound. Then, circle the word beside it that has the same sound.

- | | | | |
|-------------------|---------|--------|---------|
| 1. guppy | gem | goat | age |
| 2. contest | price | cuddle | decide |
| 3. cent | ceiling | card | carrot |
| 4. guitar | judge | geese | change |
| 5. general | give | began | edge |
| 6. across | coat | cent | prince |
| 7. dragon | huge | gust | Georgia |
| 8. face | traffic | cider | cry |
| 9. giant | dog | gown | gel |
| 10. claw | crisp | mice | bounce |

Lesson 1.4 Beginning Two-Letter Blends with s

Some words begin with two consonants. When the sounds of the consonants are blended together, the two letters are called a **blend**.

Some blends are made with **s** plus another consonant. Each of the words below has an **s** blend.

scare **skate** **smooth** **snicker** **spell** **stamp** **sweat**

Say each picture name to yourself. Write the name of the picture on the line. Then, circle the **s** blend.













Read the sentences below. On each line, write an **s** blend from the pair in parentheses (). The word you form should make sense in the sentence.

1. Saturday afternoon was cold and _____owy. (sp, sn)
2. Carson and Samir decided to go _____ating on the frozen pond. (sk, sc)
3. Each boy wore a heavy jacket, a _____arf, and mittens. (sc, sw)
4. Carson and Samir _____ent all afternoon at the pond. (sn, sp)
5. They even _____arted a game of hockey with a few friends. (st, sk)
6. Samir was careful not to _____ill the cocoa as he poured it from the thermos. (sc, sp)
7. The cocoa was _____eet and hot. It was a great way to end a busy day. (sm, sw)

Lesson 1.4 Beginning Two-Letter Blends with **s**

Underline the **s** blend in each word below. Then, draw a line to match each word with another word that begins with the same **s** blend.

- | | |
|--------------|-------|
| 1. scar | snarl |
| 2. skunk | spy |
| 3. smear | skirt |
| 4. sneeze | stiff |
| 5. spaceship | swamp |
| 6. stare | scout |
| 7. sweep | smack |

Read the paragraphs below. On each line, write a word from the box that has an **s** blend. The words you choose should make sense in the sentences. You will use one word twice.

sky	smoke	skills	sniff	special	spark	stop	swiftly
-----	-------	--------	-------	---------	-------	------	---------

Wildfires can be very dangerous. It is the job of firefighters to _____ the fires from spreading. They wear _____ gear to protect them from _____. These brave men and women work hard to keep the fires under control. They _____ the air and scan the _____ above the forest for signs of _____. They must act _____. Even a single _____ from a campfire can start a wildfire. If the fire becomes very large, as many as 10,000 firefighters might have to work together!

Fighting a wildfire is hard, hot, and dangerous. But most firefighters love their jobs. They like the excitement, and they know that their _____ can save people's lives.

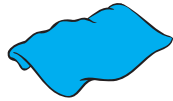
Lesson 1.5 Beginning Two-Letter Blends with l

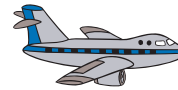
Some blends are made with **l** plus another consonant. Each of the words below has an **l** blend.

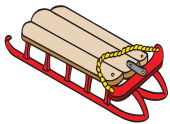
blank**clap****flash****glad****place****sleep**

Say each picture name to yourself. Write the name of the picture on the line. Then, circle the **l** blend.













Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

closet	slow	cloud	flea	blackboard	planets	glue
--------	------	-------	------	------------	---------	------

- _____ Mars, Jupiter, and Saturn are examples of this
- _____ the opposite of *quick*
- _____ a tiny insect that bites cats and dogs
- _____ a white liquid used to stick two things together
- _____ a puffy, white form in the sky
- _____ a teacher uses chalk to write on this in a classroom
- _____ a small room in which you keep your clothes

Lesson 1.5 Beginning Two-Letter Blends with l

Read the bold words below. Add **b**, **c**, **f**, **g**, **p**, or **s** to the beginning of each word to form as many new words as you can. Write the **l** blend words you formed on the lines.

lock**lip****low**

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Read the sentences below. Circle the word with an **l** blend in each sentence. Then, think of another word that starts with the same blend. Write it on the line.

1. Jessy, Lena, and Cesar have a clubhouse in Lena's backyard. _____
2. The three friends were glad when Lena's dad said he'd help them build it. _____
3. The house is blue with a yellow door and yellow shutters. _____
4. A cheerful striped rug covers the wooden floor inside. _____
5. Jessy and Cesar made a special flag that hangs outside the front door. _____
6. Jessy climbed to the top of a stepladder to hang it. _____
7. On Saturday nights, their parents let them sleep in the little house. _____
8. The member made a secret pledge. _____

Lesson 1.6 Beginning Two-Letter Blends with **r**

Some blends are made with **r** plus another consonant. Each of the words below has an **r** blend.

brake **craft** **dream** **free** **green** **press** **trick**

Read the paragraphs below. Circle the 12 words that begin with an **r** blend.

The California Gold Rush began in 1848. A man found a nugget of gold in a river. His find drew thousands of people to Gold Country. They came from all over the world to try their luck.

Many people dreamed of growing rich. All they needed was a shovel and a large pan. Miners dug up gravel from creeks, lakes, and rivers. They shook their pans and hoped to see a bit of bright, shiny gold at the bottom. Some riverbeds were rich with gold. A lucky miner might make 1,000 dollars in one day. Other miners worked for weeks without a profit. Would you have traveled across the country for the promise of gold?

Read the sentences below. On each line, write an **r** blend from the pair in parentheses (). The word you form should make sense in the sentence.

1. A nickname for the _____owds moving west was "49ers" because many left home in 1849. (fr, cr)
2. On the _____ail to California, water was hard to get. (tr, pr)
3. Some people _____ossing the desert paid 100 dollars for a cup of water! (fr, cr)
4. There was _____eat excitement each time someone struck it rich. (gr, dr)
5. Mining companies _____illed deep tunnels in the hills to search for gold. (dr, gr)
6. Today, you can pan for shiny _____ains of gold at parks all over the country. (gr, tr)

Lesson 1.6 Beginning Two-Letter Blends with **r**

Underline the **r** blend in each word below. Then, draw a line to match each word with another word that begins with the same **r** blend.

- | | |
|------------|----------|
| 1. graze | brain |
| 2. frost | truth |
| 3. brave | droop |
| 4. crow | grade |
| 5. tractor | craft |
| 6. drain | practice |
| 7. pretzel | Friday |

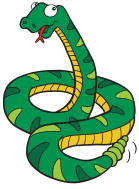
Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

principal	crawl	broom	grandfather	crib
price	trash	green	friend	breakfast

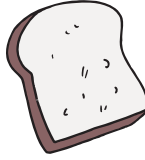
- _____ your mother's father
- _____ the amount something costs
- _____ the color of grass
- _____ a pal or buddy
- _____ something you use to sweep the floor
- _____ a baby's bed
- _____ the first meal you eat every day
- _____ the head of a school
- _____ garbage
- _____ to move around on your hands and knees

Review Two-Letter Blends

Look at the pictures and read the words. Circle the word that names each picture.



snake skate
slate brake



freed bleed
dread bread



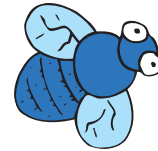
gloom swoop
spoon scoop



clam claw
gram draw



grump brim
club drum



sky fly
try sly

Read the words in the box. Then, write them under the correct heading.
Hint: Words that begin with **sl** can be placed under the **s-blend** and **l-blend** heading.

plum fruit pretty snail trunk smoky scooter slime
cry slipper drop blaze floppy bring skunk glass

s blend

l blend

r blend

Review Two-Letter Blends

Read the tongue twisters below. One blend is used several times in each tongue twister. Find the blend and circle it each time it is used. Then, think of another word that begins with that blend, and write it on the line.

1. Blackbirds like blueberries better than bluebirds like blackberries.

2. Mrs. Clump's class clapped when the clumsy clown climbed the cliff.

3. The French frog is friends with five fellows named *Frank*.

4. The skillful skunk knows how to ski, skate, skip, sketch, and skateboard.

5. The cricket and the crane crunched crispy crackers by the creek.

6. The speedy spider spun a sparkly web in space.

7. The train traveled through traffic with a troop of trucks and tractors.

Now, choose a beginning blend and write a tongue twister of your own.

Lesson 1.7 Beginning Three-Letter Blends

Some words begin with three consonants. Blend the sounds of the consonants together when you say the words. Each of the words below starts with a three-letter blend.

scrape**split****spring****stripe**

Read each word in bold. Circle the three-letter blend. Then, underline the word beside it that has the same blend.

- | | | | |
|--------------------|---------|--------|----------|
| 1. screen | strike | scream | scold |
| 2. straight | stray | sprout | splinter |
| 3. spray | strong | scrape | spring |
| 4. split | spine | splash | streak |
| 5. stream | scratch | straw | sprain |
| 6. scrub | scrap | scoop | strain |

Read the paragraphs below. On each line, write a three-letter blend from the box. The word you form should make sense in the sentence.

scr

spl

spr

str

Addison and Luke Wallace found a _____ay cat in their yard. She had gray and white _____ipes and pretty green eyes. Mrs. Wallace helped them _____ub some old cat food dishes so they could feed her.

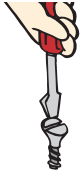
"She looks friendly," said Mrs. Wallace, "but she is still a _____ange cat. I want you both to be careful not to get _____atched."

The Wallaces made a cozy bed out of some fresh _____aw from the barn. They _____ead an old blanket over the straw. When Luke gave the cat some milk, she _____ashed in it with her paw. Then she licked the milk off her paw. Finally, she _____etched, curled up in a ball, and went to sleep.

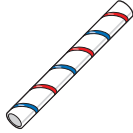
Addison laughed. "I guess she feels right at home here!"

Lesson 1.7 Beginning Three-Letter Blends

Look at each picture and the word below it. The word that names the picture will begin with a three-letter blend (**scr**, **spl**, **str**, or **spr**). It will rhyme with the word in bold. Write the word on the line.



drew



draw



drain



greet



crash



tub

Read the clues below. On the line, write the word that matches each clue. The number of letters in each word is in parentheses () at the end of the sentence. Remember, each word will start with one of these three-letter blends: **scr**, **spl**, **str**, or **spr**.

1. I'm used to water a lawn. Kids like to run through me on a hot day. (9 letters) _____
2. I am the season that comes between winter and summer. (6 letters) _____
3. I am another word for yell. (6 letters) _____
4. I am a sweet summer fruit. I am a red berry with tiny seeds and a green stem. Some people make jam out of me. (10 letters) _____
5. I am what you do when you have an itch. (7 letters) _____
6. I am powerful. I am a word that means the opposite of *weak*. (6 letters) _____
7. I am another word for *road*. Cars drive on me. (6 letters) _____

Lesson 1.8 Ending Blends

Some blends come at the ends of words. Blend the two consonants together when you say the words. Each of the words below has an ending blend.

craft

melt

ramp

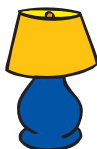
drink

bent

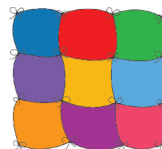
Look at the pictures below. On the Line, write the ending blend that completes each picture's name.



pai_____



la_____



qui_____



chipmu_____



gi_____



ju_____

Read the sentences below. Circle the ending blends (**ft**, **lt**, **mp**, **nk**, **nt**) you find in each sentence.

1. Mr. Flores is a scientist who works with a chimp named Moe.
2. Mr. Flores is trying to learn how animals think.
3. Moe cannot talk, but Mr. Flores spent a long time teaching him sign language.
4. Whenever Mr. Flores felt that Moe earned a reward, he gave him a plump banana.
5. Moe learned to make signs for words like drink, soft, sleep, want, and funny.
6. When Moe signs a word correctly, he jumps for joy.
7. "You're a champ, Moe," cheers Mr. Flores.

Lesson 1.8 Ending Blends

Read each sentence and the set of words that follows it. Choose the word that best completes the sentence and write it on the line. Then, circle the ending blend.

1. Next weekend, we are going to _____ at the Blue Spruce State Park. (camp, damp, colt)
2. We'll sleep in our new, three-room _____. (rent, tank, tent)
3. Dad said that we'll set up camp on a bed of _____ pine needles. (sift, soft, salt)
4. I can't wait to _____ down Spruce River. (raft, rank, craft)
5. My sister, Linh, is worried the raft will _____. (wink, sent, sink)
6. My uncle _____ us some lifejackets, so now Linh is excited too. (lent, tint, lamp)
7. At night, we'll _____ cocoa and roast marshmallows. (dunk, drink, drift)
8. I like my marshmallows _____ to a crisp on the outside. (bent, shift, burnt)
9. Last night, I _____ so excited I could hardly sleep. (felt, front, blink)
10. I just hope we don't get sprayed by a _____ like my grandpa did the last time he went camping! (slump, skunk, trunk)

Lesson 1.9 More Ending Blends

Some blends come at the ends of words. Blend the two consonants together when you say the words. Each of the words below has an ending blend.

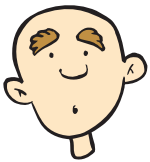
child

band

desk

best

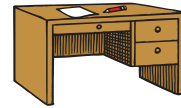
On the line, write the ending blend (**ld**, **nd**, **sk**, **st**) that completes each picture's name.



ba_____



sa_____



de_____



ca_____



ma_____



fi_____



ha_____

Find each picture name in the word search puzzle. Circle each word you find.



ne_____



shie_____

c	a	s	t	l	r	b	u	p
g	n	d	d	i	h	a	n	d
q	e	g	n	b	o	l	j	o
z	s	h	i	e	l	d	a	t
d	t	v	t	u	a	s	f	b
e	r	f	l	v	i	n	i	r
s	a	n	d	h	m	a	s	k
k	o	u	l	f	d	n	t	y

Lesson 1.9 More Ending Blends

Read each word in bold. Circle the ending blend. Then, underline the word beside it that has the same blend.

- | | | | |
|------------------|-------|-------|----------|
| 1. wrist | risk | roast | wild |
| 2. dusk | build | send | ask |
| 3. mold | field | blind | sound |
| 4. stand | child | grind | post |
| 5. just | task | east | sold |
| 6. unfold | held | hound | twist |
| 7. wand | trust | disk | and |
| 8. task | ask | wind | billfold |

Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

blend	cold	mask	band	dentist	toast	old	west	gold	disk
-------	------	------	------	---------	-------	-----	------	------	------

1. _____ a doctor who takes care of your teeth
2. _____ the direction that is the opposite of *east*
3. _____ something you put over your face as a costume
4. _____ a group of people who make music together
5. _____ to mix together
6. _____ the opposite of *young*
7. _____ a very valuable yellow metal
8. _____ a shiny, round piece of plastic used to store music or computer files
9. _____ chilly; not warm
10. _____ slices of lightly cooked bread

Review Three-Letter Blends and Ending Blends

Look at each picture below. On the first line, write the word that names the picture. Circle the ending blend. Now, choose a word from the box that has the same ending blend. Write it on the second line.

left	crust	amount	salt	honk	dump
------	-------	--------	------	------	------













Read the story below. Find the 14 words that begin with a three-letter blend (**scr**, **spl**, **spr**, **str**). Circle each word you find.

On Saturday night, we had strawberry shortcake for dessert. I split a big piece with my brother, Drew. The whole family sat outside on the screened porch. We watched people stroll down the street. All of a sudden, we heard something strange. There was a low, buzzing sound all around us. My brother sprang out of his chair, and his shortcake splattered on the ground.

"Mosquitoes!" screamed Drew, as he sprinted inside. Dozens of mosquitoes streamed in through a small tear in one of the screens. I started to scratch just looking at them.

"Everyone inside," said Mom. She scraped up the shortcake from the ground. "I guess we found out what mosquitoes like best for dessert," she said with a laugh.

Review Three-Letter Blends and Ending Blends

Read the paragraphs below. The words in bold are not complete. Complete the words by choosing an ending blend from the pair in parentheses () and writing it on the line. The words you form should make sense in the sentences.

Every autumn, you probably see hundreds of acorns on the **grou**_____ (nd, ld). Acorns are the fruit of oak trees. **Wi**_____ (mp, ld) animals, like birds, squirrels, bears, **a**_____ (sk, nd) deer, eat these little nuts. But did you ever **thi**_____ (nk, nt) that people could eat acorns too? Native Americans used acorns in many ways. They could **gri**_____ (ld, nd) the nuts to make acorn flour, or they could boil and **roa**_____ (st, sk) them. **Mo**_____ (lt, st) acorns are bitter, so they are not eaten raw.

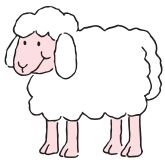
If you **wa**_____ (nt, nd) to prepare acorns at home, collect some **rou**_____ (nd, mp), **plu**_____ (st, mp) acorns. They should not be **so**_____ (lt, ft) or have any holes or cracks. Use a nutcracker to get the nut out of the shell. Put the nuts in a pot with water **a**_____ (nd, st) boil them. When the water turns **almo**_____ (st, ft) brown, change it. Keep doing this until the water doesn't change color. Then, bake the acorns at a low heat for about two hours. You can sprinkle **sa**_____ (lt, nk) on them **a**_____ (mp, nd) eat them for a tasty snack.

Lesson 1.10 Beginning Digraphs

A **digraph** is a combination of two letters that stand for one sound. You do not hear the sound of each letter in a digraph. Instead, the letters form a new sound.

- The digraph **sh** makes the sound you hear in *sheet*, *shop*, and *shy*.
- The digraph **ch** makes the sound you hear in *child*, *chin*, and *checkers*.

Look at each picture below. On the first line, write the word that names the picture. Circle the digraph. Now, think of another word that has the same digraph. Write it on the second line.













Read the clues below. On the line, write the word that matches each clue. Remember, each word will start with a digraph.

1. I am the opposite of *dull*. You need to be careful with me so you don't get cut. _____
2. I am an animal that lives in the ocean. I have a large fin on my back. Many people are afraid of me. _____
3. I am the opposite of *expensive*. _____
4. I am part of your face. You can find me below your mouth. _____

Lesson 1.10 Beginning Digraphs

Read the words below. One word in each set does not belong. Underline the digraph of the word that does not belong in the set.

- | | | |
|------------|---------|--------|
| 1. shallow | child | shave |
| 2. shine | charm | chime |
| 3. shin | shot | chip |
| 4. shawl | shelf | choose |
| 5. cherry | shower | chilly |
| 6. shade | checker | chant |

Read the sentences below. Complete each incomplete word with the digraph **sh** or **ch**.

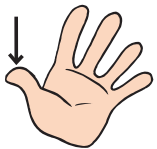
1. Devon loves to bake _____ocolate _____ip cookies with his grandma.
2. After school, Diana and her mom will go _____opping for new _____oes.
3. Please don't _____ange the _____annel until there is an ad.
4. "Did you see the _____ark?" _____outed Bridget.
5. _____ould we _____ovel the snow this afternoon?
6. Maria never _____eats when she plays _____ess.
7. I need to find the _____ampoo before I take a _____ower.
8. The baker made three _____erry _____eesecakes.
9. Would you like _____eese on your _____icken sandwich?
10. Deepak _____owed Leo how to float in the _____allow end of the pool.

Lesson 1.11 More Beginning Digraphs

Remember that a **digraph** is a combination of two letters that stand for one sound.

- The digraph **th** can make the sound you hear in **thorn** and **thing**. It can also make the sound you hear in **that** and **they**.
- The digraph **wh** can make the /hw/ sound you hear in **why** and **whisper**. It can also make the /h/ sound you hear in **who** and **whole**.
- The digraph **ph** makes the /f/ sound you hear in **phone** and **phonics**.

Look at each picture below. On the first line, write the word that names the picture. Circle the digraph. Now, think of another word that has the same digraph. Write it on the second line.







Read each word in bold. Circle the digraph. Then, circle the word beside it that has the same beginning sound. If you are not sure, say the words out loud. Hint: The sounds can be the same even when the spellings are different. (Example: *phase* and *fancy*)

- | | | | |
|--------------------|---------|---------|--------|
| 1. thirteen | them | thief | while |
| 2. that | third | phonics | these |
| 3. what | thought | wheat | thanks |
| 4. phew | photo | whip | poster |
| 5. thirsty | those | phony | thumb |
| 6. whisk | throw | water | whose |
| 7. whom | when | happy | thick |
| 8. phrase | fresh | thimble | pink |

Lesson 1.11 More Beginning Digraphs

Read the story below. Circle each word that begins with the digraph **th**. Underline words that begin with **wh**. Draw a box around words that begin with **ph**. Note: The name *Phoebe* is pronounced *fee bee*.

Philip was a handsome white whale. He weighed thousands of pounds, but he was still a graceful swimmer. As Philip swam in giant circles, he thought about what it would be like to have a friend. All the fish in the ocean thought that Philip was too big to play with. He was lonely.

One day, Philip was taking a nap in the sun when he heard a tiny whisper. "Who's there?" asked the whale, opening one huge eye. There were three tiny birds sitting on his forehead.

"I'm Theo," said one. "These are my sisters, Bella and Phoebe."

"How wonderful to have sisters!" said Philip. "Whatever you do, you always have two friends."

"We have three more sisters at home," said Theo. "I'd show you a photo, but it's a little wet here."

"I'm very glad to meet you, of course," said Philip. "But what are you doing in the middle of the ocean?"

"We're looking for adventure," said Phoebe. "We want to make friends and see the whole world. Do you think you might like to join us?"

Philip laughed. He thumped his giant whale tail. He whistled through his blowhole. "I can't think of anything I'd like better!"

Lesson 1.12 Ending Digraphs

Some digraphs, like **sh**, **ch**, **th**, and **ph** can also come at the ends of words.

push

beach

with

graph

Read each meaning below. Choose the word from the box that matches the meaning. Write the word on the line.

lunch teeth brush watch match north leash photograph

1. _____ a small clock you wear on your wrist
2. _____ what you do every day to your teeth and your hair
3. _____ a picture taken with a camera
4. _____ the meal between breakfast and dinner
5. _____ the opposite of south
6. _____ a long cord or strap used when walking a dog
7. _____ something used to light a candle or start a fire
8. _____ the white things in your mouth used for chewing

Read the sentences below. One ending digraph is used several times in each sentence. Find the digraph and circle it each time it is used. Then, think of another word that ends with that digraph and write it in the blank.

1. _____ Each of the kids ate a sandwich and a peach for lunch.
2. _____ I wish you would wash that dish before you mash the potatoes.
3. _____ Both of the Cohen boys are in the fifth grade and love math and hockey.

Lesson 1.12 Ending Digraphs

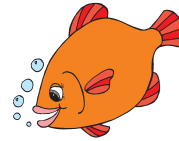
On the line, write the ending digraph that completes each picture's name.



wrea_____

th

digra_____



fi_____



wat_____



bu_____



pa_____



tableclo_____



autogra_____



ben_____

Find each picture name
in the word search puzzle.
Circle the words you find.

t	a	b	l	e	c	l	o	t	h
k	u	u	r	e	n	t	l	p	u
o	t	s	v	j	b	a	c	a	n
w	o	h	h	f	d	n	s	t	n
q	g	r	t	i	z	f	q	h	b
x	r	y	t	s	y	s	p	a	e
w	a	t	c	h	o	s	r	d	n
i	p	u	w	r	e	a	t	h	c
l	h	f	d	i	g	r	a	p	h

Lesson 1.13 More Ending Digraphs

Other digraphs, like **ck**, **ng**, and **gh**, can also come at the ends of words.

- The digraph **ck** makes the /k/ sound in *sack* and *thick*.
- The digraph **ng** makes the ending sound in *hang* and *young*.
- The digraph **gh** can make the /f/ sound in *tough* and *enough*.

Circle the word that names each picture below.



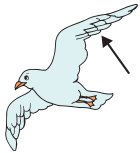
duck
dunk



sink
swing



laugh
lock



wick
wing



tough
truck



sock
song

Read the sentences below. Some words are not complete. Add **ck**, **ng**, or **gh** to form the word or words that best complete each sentence.

1. Next week, Alex is goi_____ to compete in a spelling bee.
2. He has made it to the finals, so he knows the words will be tou_____.
3. Before he leaves, Alex wants to che_____ his backpa_____ for his dictionary and flashcards.
4. He doesn't want to spell a word wro_____ because he didn't study hard enou_____.
5. Alex is you_____, but he has been traini_____ for a lo_____ time.
6. Sometimes, learni_____ the meani_____ of a word can help Alex spell it.
7. As Alex spells his words, he hears the ti_____ of the clo_____ and hopes the buzzer doesn't ri_____.

Lesson 1.13 More Ending Digraphs

Read the paragraphs below. Complete the words by choosing an ending digraph from the pair in parentheses () and writing it on the line. The words you form should make sense in the sentences.

Have you ever heard of a triathlon? It is a tou_____ (ck, gh) race of swimmi_____ (ng, ck), runni_____ (gh, ng), and biki_____ (ck, ng). The most famous race is called the Ironman Triathlon. It takes place in Hawaii. The athletes must swim more than 2 miles, bike 112 miles, and run 26 miles. Not all triathlons are this lo_____ (ng, gh). Even kids can compete in the Ironkids Triathlon.

Traini_____ (gh, ng) for a race can be harder than people expect. A little bit of lu_____ (ck, ng) isn't enou_____ (ck, gh). The athletes spend lots of time at the tra_____ (ng, ck), in the pool, and on bike trails. They are always racing against the clo_____ (ck, gh). Some belo_____ (gh, ng) to clubs. Others choose to blo_____ (ng, ck) everythi_____ (ng, ck) out and work on their own.

One thing is for sure: After finishi_____ (ng, ck) a race, the athletes know they can do anythi_____ (gh, ng)!

Now, write the words you completed on the lines beside the correct headings.

ck: _____

ng: _____

gh: _____

Lesson 1.14 Silent Consonants

In some consonant pairs, one letter is silent.

- The letters **kn** can make the /n/ sound you hear in **knot** and **knee**. The **k** is silent.
- The letters **wr** can make the /r/ sound you hear in **wrap** and **wrong**. The **w** is silent.
- The letters **sc** can make the /s/ sound you hear in **science** and **scene**. The **c** is silent.

Look at each picture, and read the word beside it. Change the letter or letters in bold to **kn**, **wr**, or **sc** so that the word names the picture. Write the new word on the line.



trot



twinkle



bright

Read each word in bold. Circle the word beside it that has the same beginning sound. If you are not sure, say the words out loud.

Hint: Two sounds can be the same even when the spellings are different.
(Example: *knit* and *nice*)

- | | | | |
|-------------------|---------|----------|-----------|
| 1. knock | kick | never | kid |
| 2. wrestle | wrinkle | west | Wednesday |
| 3. science | cute | scissors | shop |
| 4. knew | wren | king | knob |
| 5. scene | seven | scare | crumb |
| 6. wrist | wild | wrapper | whisper |
| 7. knead | nest | kiss | wreath |
| 8. wrote | wire | knock | rail |

Lesson 1.14 Silent Consonants

Read each sentence below. Then, read the pair of words that follow. On the line, write the word that best completes each sentence.

1. Amelia loves to read and hopes to be a _____ when she grows up. (writer, wrapper)
2. _____ the dough until it feels soft and stretchy. (Knit, Knead)
3. José's brother is on the _____ team. (wrestling, wrinkle)
4. I love the _____ of cinnamon and apples in the air when we bake a pie. (scent, science)
5. Carter _____ what time the bus will come. (kneel, knows)
6. Bakari's aunt is a _____ who works with dangerous materials. (scientist, scissors)
7. Grandma _____ me two sweaters for my birthday. (knew, knit)
8. The students in Ms. Hopple's class made autumn _____ out of dried leaves and branches. (wreaths, wrecks)

Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

knock	scent	wrong	wrap	scissors	knight
-------	-------	-------	------	----------	--------

1. _____ not correct; the opposite of *right*
2. _____ a smell
3. _____ a soldier from long ago who fought wearing heavy armor
4. _____ two blades that are used for cutting; they come in pairs
5. _____ to cover a gift with colorful paper

Lesson 1.15 More Silent Consonants

When two or three consonants appear together, one letter is sometimes silent.

- The letters **mb** can make the /m/ sound you hear in *thumb* and *limb*. The **b** is silent.
- The letters **tch** can make the /ch/ sound you hear in *hatch* and *pitch*. The **t** is silent.

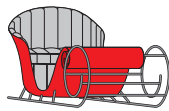
In some pairs, both letters are silent.

- The letters **gh** can be silent in the middle or end of a word, as in *light* and *weigh*.

Look at each picture. The letters beside the picture are scrambled. Unscramble them to form a word that matches the picture. Write the word on the line. Hint: Each word contains **mb**, **tch**, or **gh**.



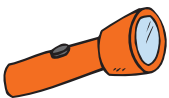
tcaheth



hesgli



cprtihe



laghftlshi



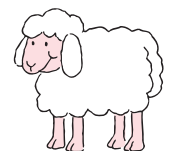
hesrtct



umthb



sthopcoch



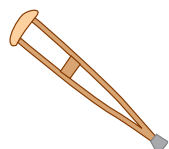
lbam



ihngt



bmoc



curcth



gstolipht

Lesson 1.15 More Silent Consonants

Read each word below. Find a rhyming word in the box and write it on the line. Then, cross out the letter or letters that are silent.

lamb scratch climb sleigh limb stitch straight comb flight thumb

- | | |
|-----------------|---------------|
| 1. _____ come | 6. _____ dome |
| 2. _____ way | 7. _____ dime |
| 3. _____ slim | 8. _____ hate |
| 4. _____ fright | 9. _____ rich |
| 5. _____ batch | 10. _____ Sam |

Choose the word from the box that best completes each sentence below. Write it on the line.

might crumbs sunlight sight limb sketch itches

1. Max will use his new colored pencils to _____ the birds in his yard.
2. First, he puts out some _____ to attract the birds.
3. He tries to stay out of _____ so that he does not scare them away.
4. Max _____ a bug bite and wishes the birds would snack on the backyard bugs.
5. If it weren't for the bugs, Max _____ stay outside and draw all day long.
6. The yard is filled with _____, and Max starts to draw two blue jays playing in the birdbath.
7. He stops for a minute to sketch a bright red cardinal sitting on a _____ of the cherry tree.

Review Digraphs and Silent Consonants

Remember, a **digraph** is a combination of two letters that stand for one sound. Together, the letters form a new sound. Some digraphs come at the beginnings of words. Others come at the ends of words. **Sh, th, ck, and ng** are examples of digraphs.

ship

thimble

stick

sing

Read each clue below. In the blank, write the word that matches the clue. Each word will begin or end with one of these digraphs: **sh, ch, th, wh, ph, ck, ng, gh**.

1. You hear me during a storm. I make loud booms and crashes in the sky. _____
2. I am the number that comes between twelve and fourteen.

3. People eat me for lunch. I am made with two slices of bread and some filling. _____
4. I am fluffy and white. Wool is made from my fur. I make this sound: *baaaaa*. _____
5. I wear a crown. A queen is my partner. _____
6. I am a dark color. I am the opposite of *white*. _____
7. I am what a person does when something is funny.

8. You can use me to call people. When you have a call, I make a ringing noise. _____

Review Digraphs and Silent Consonants

Read the paragraphs below. Complete the words by choosing letters from the pair in parentheses (). The words you form should make sense in the sentences.

Benjamin Franklin was a printer, an inventor, a _____iter (kn, wr), and a _____ientist (sh, sc). When he was you_____ (th, ng), Franklin owned his own printing _____op (wh, sh). He printed newspapers and a popular book called Poor Richard's Almanac_____ (ck, ng).

Ben Franklin loved books and helped set up the first public library in America. He was also known as one of the Foundi_____ (ng, ck) Fathers of our country. His autogra_____ (gh, ph) is on the Declaration of Independence and the Constitution. He fou_____t (gh, th) against things, like slavery, that he _____ew (kn, wr) were _____ong (wr, sc). Some people _____ink (sh, th) he was ahead of his time.

Franklin proved that li_____tning (gh, ph) is a form of electricity. Later, he invented the lightni_____ (ck, ng) rod. He also invented the wood stove, swim fins, and a new type of glasses that helped people with bad eyesi_____t (th, gh).

Franklin was an amazi_____ (ng, ck) person. _____at (Wh, Th) would you ask him if he were still alive today?

Did You Know? Some words change their spelling over time. Today, the word *almanac* ends with a **c**. In Ben Franklin's day, it was spelled with a **ck** (almanack). Do you know any old-fashioned spellings for other words?

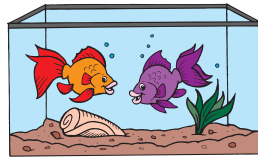
Lesson 1.16 Short Vowels

The letter **a** can make the short vowel sound you hear in words like *snap* and *tan*.

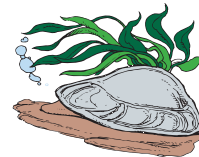
Look at the pictures and read the words below. Circle the word that names each picture.



trash wrap pan



last tank sang



sad raft clam



fact fan stack



cab lamp slap

$$4+6=10$$

rat bank math

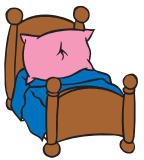
Read the sentences below. Underline each word that has a short **a** sound. The number at the end of the sentence will tell you how many short **a** words you should find.

1. Cass and Matt would like to get three fish tanks. (4)
2. They made a plan, and they saved some cash. (3)
3. Mrs. Grant drove Cass and Matt to the bank and the pet shop. (6)
4. The man at the shop held a scoop in his hand, and the Grants told him which fish to catch. (6)
5. He asked them if they needed a batch of plants and some fish food. (4)
6. Back at home, Cass and Matt found the perfect place for their new tank. (5)
7. They named the fish Dan, Sam, and Max. Wait till the fish find out the Grants own two cats! (6)

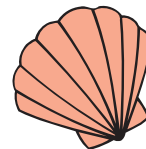
Lesson 1.16 Short Vowels

The letter **e** can make the short vowel sound you hear in words like *help* and *cent*.

Look at each picture below. On the line, write the word that names the picture.

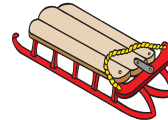












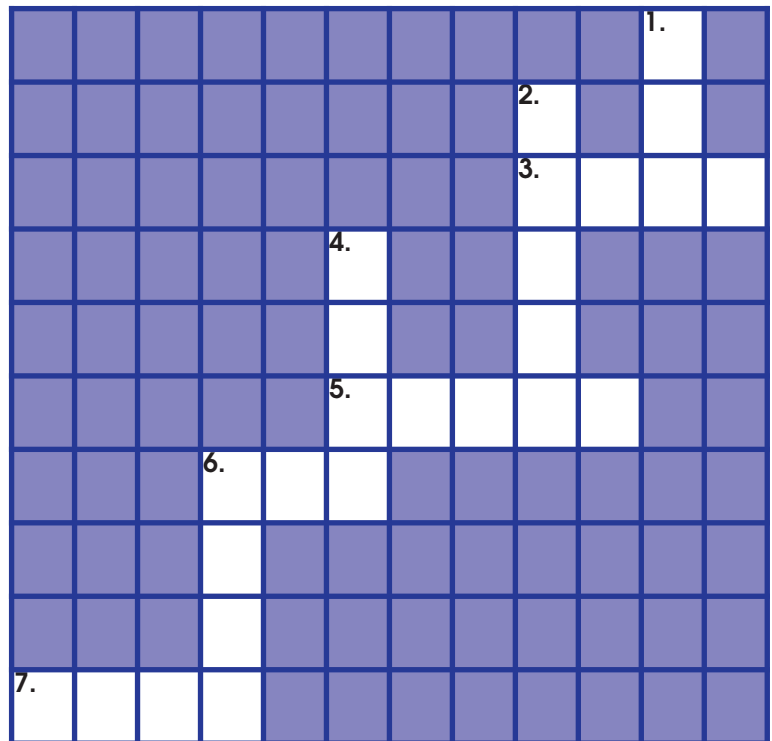
Read the clues below. Write the answers in the numbered spaces in the crossword puzzle. Each correct answer will have the short **e** sound.

Across

3. to fix something broken or torn; rhymes with *send*
5. a place to store your book; rhymes with *elf*
6. the opposite of *dry*
7. a piece of leather worn around the waist

Down

1. the number after *nine*
2. you use your nose to do this; it is one of the five senses
4. the place where birds lay their eggs
6. the opposite of *east*



Lesson 1.16 Short Vowels

The letter **i** can make the short vowel sound you hear in words like *chimp* and *fill*.

Look at each picture. Write the word that names the picture on the line. It will rhyme with the word in bold.



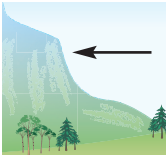
pick



rib



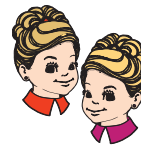
drip



sniff



spill



grins

Read the sentences below. On each line, write a word from the pair in parentheses (). The word you choose should make sense in the sentence.

1. _____ (Big, Bring) Ben is the name of a famous clock tower and bell in London.
2. The hour bell weighs almost 14 tons and fills the air with a loud _____ (limping, ringing) sound.
3. A team of 16 horses _____ (spilled, hitched) to a wagon pulled the bell to the tower in 1858.
4. The clock has been in many _____ (films, kicks).
5. The tower is _____ (thick, lit) up against London's night sky.
6. In October 2005, the hands of the clock were _____ (skid, still) for 33 hours.
7. Even with heavy _____ (wind, cliff), snow, and storms, the clock does not break down often.

Lesson 1.16 Short Vowels

The letter **o** can make the short vowel sound you hear in words like *chop* and *dog*.

Look at the pictures and read the words below. Circle the word that names each picture.



mop block jog



chomp nod knock



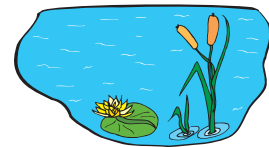
dot ox log



stop frog rob



lock soft stock



rock snob pond

Read the clues below. Circle the word that matches each clue.

1. I cover your feet, but I'm not a shoe. What am I?

sock

log

flop

2. I am another word for *jump*. Rabbits like to do this. What am I?

lock

hop

box

3. I am hard as stone. You might find me in the woods or by a river. What am I?

knob

nod

rock

4. I am the opposite of *bottom*. What am I?

cot

top

smog

5. I am a hair color. I can be the color of straw or gold. What am I?

sob

pot

blond

Lesson 1.16 Short Vowels

The letter **u** can make the short vowel sound you hear in words like *dug* and *plum*.

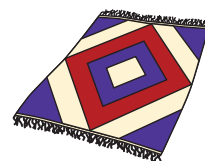
Look at the pictures and read the words below. On the line, write the word that names the picture. Then, circle the word that has the same short vowel sound.



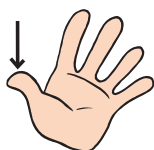
fluff Fred think



sat lunch left



ham thin junk



plot scrub kiss



mud job hip



dent part dust

Read the sentences below. Circle each word that has a short **u** sound. The number at the end of the sentence will tell you how many short **u** words you should find.

1. Dylan plays the drums in a band. (1)
2. Simon strums his guitar and hums along to the tune. (2)
3. Thalia thumps her hand in time with the drummer's beat. (2)
4. Pedro puffs into a shiny trumpet. (2)
5. Clara clutches her trusty clarinet. (2)
6. Chelsea chugs a cup of fruit punch and starts to sing. (3)
7. Shonda shuts the door, and Peter plugs in the speakers. (2)

Lesson 1.16 Short Vowels

Read the paragraphs below. Each of the words in bold has a short vowel sound. Listen to the vowel sound and write each word in bold under the correct heading. An example has been added below each heading to help you.

Have you ever heard of the author Eve Bunting? She **has** written more **than** 150 books for **kids**. She writes about many different **things** that are important to her in some way. Eve has written about animals, like **ducks** and **dogs**. She has written about mummies, the **Civil War**, and growing **up** in Ireland. She has even written a book about the great **ship** *Titanic*.

When Eve **visits** classes, students have **lots** of questions for her. Many of **them** want to know where she **gets** her ideas. Eve **tells** them that an idea might hit her anywhere. For example, she **got** the idea to write her **mummy** book after a **trip** to the museum.

Eve has said that she likes to write books **that** make children **ask** questions. If you think you might like to try an Eve Bunting book, **check** your library. It is sure to have many books by this popular writer.

short a*cap***short e***pet***short i***kick***short o***stop***short u***snug*

Lesson 1.17 Long Vowel Sounds

The letter **a** can make a long sound, as in *cake*, when it is followed by a consonant and silent **e**. Sometimes, this pattern is called VCe. That stands for *Vowel + Consonant + Silent e*. The silent **e** makes the vowel say its name.

The words in bold all have the short **a** sound. Add silent **e** to each word and write the new word on the line. Then, draw a line to match each new word to a rhyming word in the second column.

- | | |
|----------------------------|-------|
| 1. cap + e = _____ | sale |
| 2. sam + e = _____ | plane |
| 3. man + e = _____ | cage |
| 4. past + e = _____ | tape |
| 5. hat + e = _____ | came |
| 6. mad + e = _____ | fade |
| 7. pal + e = _____ | taste |
| 8. rag + e = _____ | rate |

Read each word in bold below. Underline the word beside that has the same long vowel sound.

- | | | | |
|-----------------|-------|-------|-------|
| 1. shade | sharp | wage | cast |
| 2. space | lamp | call | quake |
| 3. whale | vane | champ | saggy |
| 4. flake | dark | past | vase |
| 5. blame | band | cave | tax |
| 6. crate | waste | splat | crack |

Lesson 1.17 Long Vowel Sounds

The letter **i** can make a long sound, as in *hide*, when it is followed by a consonant and silent **e**.

Read the silly sentences below. Circle each word that has the long **i** sound spelled **i-consonant-e**.

1. The little mice use a lot of spice when they make white rice.
2. If you dive at low tide, you can see creatures with spines, spikes, and stripes.
3. We will dine on a nice slice of lime that's ripe from the vine.
4. If you are wise, you will hike nine miles to see the sun rise.
5. The swine will glide and slide in the slime each time the weather is fine.
6. Wipe and shine each side of the shoes in the pile twice.
7. Let us fly five fine kites tied with twine.
8. The bride will glide for five miles while she skydives.

Read the long **i** words in the box. Write some silly sentences of your own. You can use other long **i** words if you like, but they should have the **i-consonant-e** spelling. You may use the words in the box more than once.

nice	crime	hide	ride	spike	stripe	white
write	hike	kite	mice	drive	five	nine

1. _____
2. _____
3. _____
4. _____

Lesson 1.17 Long Vowel Sounds

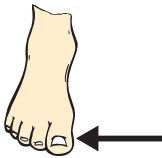
- The letter **o** can make a long sound, as in *rope*, when it is followed by a consonant and silent **e**.
- The letter **o** can also make a long sound when it is followed only by silent **e**, as in *Joe*.

Look at the pictures below. On the lines, write the words that name the pictures. Each picture name will have a long **o** sound.

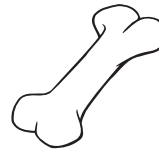












Read the meanings below. On the lines, write the words from the box that match the meanings.

whole	home	doe	joke	mole	rose	Rome
-------	------	-----	------	------	------	------

- _____ a female deer
- _____ a small animal that lives underground
- _____ a city in Italy
- _____ something funny you tell other people
- _____ another word for *house*
- _____ a type of flower
- _____ the opposite of *half*

Lesson 1.17 Long Vowel Sounds

- The letter **u** can make a long sound, as in *cute* or *rule*, when it is followed by a consonant and silent **e**.
- The letter **u** can also make a long sound when it is followed only by silent **e**, as in *due*.

Read each word in bold. Underline the word beside it that has the same long **u** sound. If you are not sure, say the words out loud.

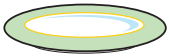
- | | | | |
|----------------|-------|------|-------|
| 1. use | dug | cube | cut |
| 2. tube | tub | run | rude |
| 3. June | plume | plum | truck |
| 4. glue | jump | tune | thump |
| 5. rule | dude | rug | hum |
| 6. fuse | shut | cute | just |
| 7. mute | must | fuse | much |

Read the sentences below. On the line, write a long **u** word from the pair in parentheses (). The word you choose should make sense in the sentence.

1. Every _____ (June, cube), _____ (tune, Sue) prunes the lilac bushes in her yard.
2. One _____ (fume, rule) at the library is that you return books when they are _____ (sun, due).
3. Play me a pretty _____ (clue, tune) on your _____ (flute, dude).
4. Hannah's _____ (cute, cut), gray _____ (huge, mule) has long, soft ears.
5. Sayako found all the _____ (clues, dust), and now she's looking for the prize.

Lesson 1.17 Long Vowel Sounds

Look at each picture below. On the first line, write the word that names the picture. Then, think of another word that has the same long vowel sound. Write it on the second line.



9















Find each picture name
in the word search puzzle.
Circle each word you find.

r	y	c	a	k	e	g	h	l	g
d	u	q	b	b	w	a	j	o	l
b	p	s	c	e	h	r	f	n	u
l	t	v	p	l	a	t	e	s	e
h	w	u	c	n	l	c	e	d	a
b	h	r	o	s	e	r	p	i	x
b	j	k	n	c	e	o	l	c	f
n	i	n	e	s	b	i	k	e	t
h	n	d	a	j	y	q	d	e	z

Lesson 1.17 Long Vowel Sounds

Read the paragraphs below. Each of the words in bold has a long vowel sound. Listen to the vowel sound and write each word in bold under the correct heading. An example has been added below each heading to help you.

Does your **state** have a nickname? The story of a state's nickname can be a **clue** to its history. It tells you what the people who live there think is important about their **home**.

Florida is called the Sunshine State because the sun **shines** there all year long. Kentucky is the Bluegrass State. Bluegrass is actually green, but the buds are **blue**. They can **make** fields of grass look blue. Maine is known as the **Pine** Tree State. It has more than 17 million acres of forest!

Maryland goes by the **name** Old **Line** State. Some people think George Washington named Maryland for its line troops during the Revolutionary War.

One of Michigan's names is the Great **Lake** State. Michigan is **close** to four of the Great Lakes. There are thousands of smaller lakes around the state too.

Texas is the **Lone** Star State. There are a few different ideas about how Texas got its name. One thing is for sure—a single star has been on the Texas flag since before it was even a state.

If you could **vote** on a new nickname for your state, what would it be?

long **a***take*long **i***ride*long **o***zone*long **u***due*

Review Short and Long Vowel Sounds

Read each word in bold below. Decide whether the vowel sound is long or short and circle your choice.

- | | | | | | |
|------------------|-------|------|-----------------|-------|------|
| 1. rug | short | long | 7. stomp | short | long |
| 2. shape | short | long | 8. made | short | long |
| 3. stripe | short | long | 9. patch | short | long |
| 4. huge | short | long | 10. rode | short | long |
| 5. slim | short | long | 11. dip | short | long |
| 6. pet | short | long | 12. up | short | long |

A “hink pink” is a type of word game. Read each clue. The correct answer will be a pair of rhyming words from the box. Write the words on the first line. On the second line, write the vowel sound you hear in the words. The first one is done for you.

cute flute	best nest	space place	hot pot
twin grin	whale sale	mad dad	

- a container of boiling water hot pot short o
- an angry father _____
- a location that is out of this world _____
- the number one bird’s home _____
- a good-looking instrument _____
- two smiles that are exactly the same _____

- a good price for huge underwater animals _____

Review Short and Long Vowel Sounds

Read the recipe below. On the line next to the words in bold, write the long or short vowel sound you hear. Example: **Mix** short i the ingredients together.

Banana Bread

2 cups flour	1 $\frac{1}{2}$ cups ripe _____ banana
$\frac{3}{4}$ teaspoon baking soda	$\frac{1}{3}$ cup yogurt
$\frac{1}{2}$ teaspoon salt	1 teaspoon vanilla
1 cup _____ sugar	$\frac{1}{2}$ teaspoon cinnamon
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ teaspoon cloves _____
2 eggs	$\frac{1}{2}$ cup nuts _____

- Heat the oven to 350°. Mix together the flour, baking soda, and salt. Stir **with** _____ a whisk. **Blend** _____ the sugar and butter in a large bowl. You can use a mixer, or you can do it by **hand** _____. Add the eggs, one at a **time** _____.
- Use a fork to **mash** _____ the bananas in another bowl. Add the bananas, yogurt, and **spices** _____. Mix well. **Then** _____, add the banana mixture to the flour mixture. Stir **just** _____ until moist.
- Coat a loaf **pan** _____ with butter or cooking spray. Put the batter in the pan. **Bake** _____ for one hour. If you insert a **pick** _____ into the center of the bread and it is clean, your bread is done. If it is gooey, the bread needs to keep baking.
- Cool the bread on a **wire** _____ **rack** _____. Serve it on a pretty **plate** _____ for breakfast or a snack.

Lesson 1.18 Vowel Sounds (**ai**, **ay**, **ei**)

- The letters **ai** can make the long **a** sound you hear in *ma**id*** and *bra**in***.
- The letters **ay** can make the long **a** sound you hear in *cl**ay*** and *spr**ay***.
- The letters **ei** can make the long **a** sound you hear in *we**igh*** and *sle**igh***.

Read the clues below. Underline the word that matches each clue.

1. People use me to catch fish, but I'm not a fishing pole. What am I?

play

bait

sleigh

2. I am the sound a horse makes. What am I?

vein

neigh

sway

3. There are 365 of me every year. I am 24 hours long. What am I?

vase

pain

day

4. I am a state in the Northeast. I am known for lobster. It gets very cold here in the winter. What am I?

stay

Maine

Spain

5. Brides often wear me. I am usually white, and I cover the bride's face. What am I?

veil

rain

tray

6. I am a type of bird. I am usually blue. I have a loud voice. What am I?

flame

jay

skate

7. I wear my house on my back. What am I?

gray

cape

snail

8. I am the number that comes between seven and nine. What am I?

eight

play

laid

Lesson 1.18 Vowel Sounds (ai, ay, ei)

Read the paragraphs below. On each line, write a word from the pair in parentheses (). The word you choose should make sense in the sentence.

A rail _____ (trail, hay) can be a great place to bike, walk, or ride horses. _____ (Veil, Rail) trails used to be _____ (train, wait) tracks. Trains were the best way to send _____ (mail, sleigh) and heavy _____ (freight, clay) across the country. Over time, people started using trucks more than trains. Lots of old tracks that were no longer being used _____ (swayed, remained). Cities and states _____ (paid, grain) for the land and the tracks. They wanted to turn these areas into greenspace.

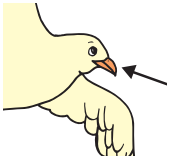
The first rail trail opened in Wisconsin in 1965. Since then, thousands of other trails have been _____ (rain, laid) from _____ (Maine, plain) to California. The longest one is in Missouri. It stretches about 200 miles!

People like rail trails because they are usually _____ (weigh, straight) and flat. Since they used to be train tracks, they are often near cities. If you would like to visit a rail trail near your home, you _____ (braid, may) want to check out this Web site: www.trailink.com. You'll find a great place to get _____ (away, pay) for the _____ (rain, day). Grab your bike, a friend, or the _____ (tray, reins) of a horse, and have fun.

Lesson 1.19 Vowel Sounds (ee, ea, ie)

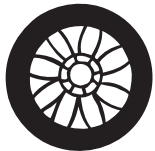
- The letters **ee** make the long **e** sound you hear in *keep* and *green*.
- The letters **ea** can make the long **e** sound you hear in *bead*.
- The letters **ie** can make the long **e** sound you hear in *chief*.

Look at the pictures below. On the line, write the word that names each picture. Each picture name will have a long **e** sound.









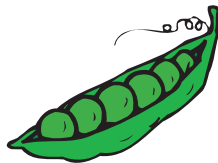




Look at each picture below. Write the name of the picture next to it. Then, write each word from the box under the heading that has the same long **e** spelling.

treat seed reach field three sea collie piece
sneeze niece beat creek chief plead speech







Lesson 1.19 Vowel Sounds (ee, ea, ie)

Read the sentences and the pairs of letters that follow. Write the correct long e spelling on the line.

1. At the end of the w_____k, Ellie's class went on a field trip. (ee, ie)
2. They went to a p_____ch orchard out in the country. (ie, ea)
3. There were all kinds of f_____lds and farms near the orchard. (ee, ie)
4. Looking out the windows of the bus, the students saw dozens of
wh_____t fields. (ea, ee)
5. They watched the stalks blow in the br_____ze. (ea, ee)
6. At the Gregors' farm, the peach tr_____s were full of fruit. (ie, ee)
7. Ellie and her friend, Omar, each picked thirt_____n peaches. (ee, ea)
8. The owner, Mrs. Gregor, said that a th_____f visits the orchard every
night. (ea, ie)
9. Ellie and Omar laughed when they found out that it is a raccoon who
st_____ls the fruit. (ie, ea)
10. When Mr. Zhou's class got back to school, they learned how to make
a r_____l peach pie. (ea, ee)
11. They had to kn_____d the dough for only a few minutes. (ie, ea)
12. Mr. Zhou's class ate the warm pie with vanilla b_____n ice cr_____m.
(ee, ea)
13. Everyone agr_____d it was the best field trip of the year. (ee, ie)

Lesson 1.20 Vowel Sounds (**ind, ild, igh**)

The vowel **i** can make a long sound when it is followed by the letters **nd, ld, or gh**.

find behind**wild** child**sigh** night

Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

blind flashlight wild tight thigh behind midnight kind child mind

1. _____ the opposite of *loose*
2. _____ the part of the leg that is above the knee
3. _____ not tame; out of control
4. _____ 12 o'clock in the evening
5. _____ not able to see
6. _____ nice; sweet
7. _____ a young person
8. _____ the opposite of *in front of*
9. _____ something held in the hand that can help you see at night
10. _____ another word for *brain*



Lesson 1.20 Vowel Sounds (ind, ild, igh)

Read each sentence below. Complete the sentence with a word that rhymes with the word in parentheses (). The word you choose should make sense in the sentence.

1. My sister is the last _____ in a family of eight. (mild)
2. Austin said to make a _____ turn at the stop sign. (knight)
3. Uncle David has to _____ the old grandfather clock every few weeks. (mind)
4. The Simons had to _____ the house with candles when they lost power during the storm. (bright)
5. Did you follow the clues and _____ the treasure? (bind)
6. The books on the top shelf are too _____, and Parker cannot reach them. (sigh)
7. A new year begins at _____ on January 1st. (flashlight)
8. Three _____ bunnies live in Grandma's backyard and snack on the lettuce. (child)

Read the words below. One word in each set does not belong. Circle the word that has a different vowel sound than the others.

- | | | | | | |
|----------|--------|-------|----------|--------|--------|
| 1. sigh | sing | right | 5. rind | flip | fright |
| 2. whip | grind | wild | 6. chin | child | flight |
| 3. mind | slight | sling | 7. blind | bright | bit |
| 4. tight | mild | trip | 8. fight | hint | hind |

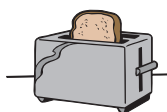
Lesson 1.21 Vowel Sounds (oa, ow, old, ost)

- The letters **oa** can make the **long o** sound you hear in *coat* and *roam*.
- The letters **ow** can make the **long o** sound you hear in *blow* and *row*.
- The vowel **o** can make a long sound when it is followed by the letters **ld** or **st**, as in *cold* and *post*.

Look at each picture. The letters beside the picture are scrambled. Unscramble them to form a word that matches the picture. Write the word on the line. Hint: Each word contains **oa**, **ow**, **old**, or **ost**.



dloc



oatts



wson

Read the sentences below. Choose the word from the pair in parentheses () that best completes the sentence. Write it on the line.

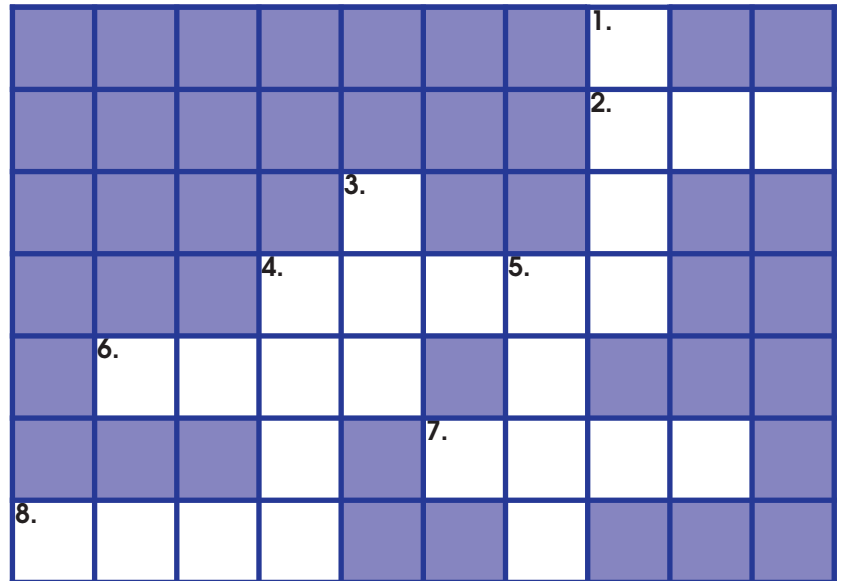
1. Ari's soccer team is going on the _____ (roast, road).
2. _____ (Coach, Goat) McKenna knows that her team has a good chance of winning the next game.
3. Ari hopes his team wins the _____ (gold, cold) medal at the end of the week.
4. Coach McKenna always tells the team that the _____ (most, show) important thing is that they have fun.
5. The first team they play is _____ (known, told) for being tough.
6. With only seconds left, Ari scores the winning _____ (goal, sold).

Lesson 1.21 Vowel Sounds (oa, ow, old, ost)

Read the clues below. Write the answers in the numbered spaces in the crossword puzzle. Each correct answer will have the long **o** sound spelled **oa**, **ow**, or **old**.

Across

2. the opposite of *young*
4. a slice of bread, lightly cooked
6. what you do to birthday candles
7. a green fuzz that grows on old food (rhymes with *bold*)
8. the past tense of the word *sell*



Down

1. what you wear when it's cold outside (rhymes with *goat*)
3. the opposite of *high*
4. an animal like a frog, except it has bumpy skin
5. white flakes that fall from the sky when it is cold

Read each word in **bold**. Then, circle the word beside it that has the same long vowel sound.

- | | | | |
|-----------------|-------|-------|------|
| 1. slow | sob | most | few |
| 2. fold | foam | fast | from |
| 3. post | row | rot | past |
| 4. croak | creek | scold | cost |
| 5. flow | coast | lost | cot |
| 6. coal | cast | mop | mow |

Review Vowel Sounds

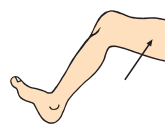
- **Ai, ay, and ei** can all make the long **a** sound, as in *snail*, *may*, and *vein*.
- **Ee, ea, and ie** can all make the long **e** sound, as in *jeep*, *meat*, and *niece*.
- **Oa and ow** can make the long **o** sound, as in *coat* and *grown*.
- The vowel **o** plus **ld** or **st** can make a long **o** sound, as in *told* and *post*.
- The vowel **i** plus **nd**, **ld**, or **gh** can make a long **i** sound, as in *find*, *child*, and *sigh*.

Look at the pictures below. On the first line, write the word that names each picture. Then, write the word from the box that rhymes with each picture name.

peach glow rail tray bold float weight sigh three

















8

Read the words below. One word in each set does not belong. Circle the word that has a different vowel sound than the others.

- | | | | | | |
|---------|--------|-------|---------|------|--------|
| 1. post | mold | sail | 3. wild | rip | flight |
| 2. bay | freeze | cheat | 4. flap | fail | stray |

Review Vowel Sounds

Read the paragraphs below. Each of the words in bold has a long vowel sound. Listen to the vowel sound and write each word in bold beside the correct heading.

The **sea** horse is a type of fish, but it probably looks different from any fish you've ever **seen**. Its head is shaped like a horse's head, which is how the sea horse got its name. Some people think the sea horse looks like a chess **piece** called a **knight**. Its body is covered with bony plates and small spines. The tip of its tail curls and can be used for clinging to plants.

Sea horses live in warm water. They are **weak** swimmers, so they don't usually go into **deep** water. Unlike most animals, the male is in charge of the eggs. He **keeps** them in his pouch until they are ready to hatch. Sea horses are also different from other fish because they swim **upright**.

Sea dragons are a member of the same family as sea horses. Sea dragons have long fins that flow around them. Some people think these fins look like **leaves**. The flowing fins help them hide in **fields** of seaweed that **sway** back and forth with the waves.

Project Sea Horse is one group that **feels** sea horses **need** to be protected. They are often caught in the **wild** by fishermen. Sometimes, they are used in making medicine. Sometimes, they are sold as pets. Project Sea Horse wants to **teach** the world about these interesting creatures. They hope the sea horses will **stay** around for a long time to come.

long **e** as in **pea**: _____

long **e** as in **beep**: _____

long **e** as in **chief**: _____

long **i** as in **night**: _____

long **i** as in **child**: _____

long **a** as in **day**: _____

Lesson 1.22 Vowel Sounds (oo, ew)

- The letters **oo** can make the sound you hear in *boot* and *bloom*. They also make the sound you hear in *good* and *book*.
- The letters **ew** can make the sound you hear in *flew* and *news*.

Look at the pictures below. Write the word that names each picture on the first line. On the second line, write a rhyming word.







Read the paragraphs below. Circle the word from each pair that best completes the sentences.

You may not know who A. A. Milne is, but there is a (wood, good) chance you have read some of his (books, scoops). A (few, chew) of them have even been made into (spools, cartoons). Milne wrote the Winnie the (Pooh, Hood) books that children around the world know and love. He wrote the stories for his young son, Christopher. The characters in the books are based on Christopher's toys. Pooh was one of Christopher's stuffed bears. Kanga was a mother (moose, kangaroo), and Roo was her baby. Another character was a (moon, gloomy) donkey named *Eeyore*.

In most of the stories, Christopher Robin and his (goose, crew) of animal friends have adventures. Of course, the real Christopher Robin (few, grew) up over time. The Pooh stories end when the human boy goes to (school, mood) and becomes (new, too) old to play with his stuffed friends all day. No one (knew, noon) what a big hit A. A. Milne's nursery stories would be.

Lesson 1.22 Vowel Sounds (oo, ew)

Circle the two words in each set that have the same vowel sound.

- | | | | | | |
|----------|-------|-------|----------|-------|--------|
| 1. chew | stew | chop | 5. hoot | dew | hot |
| 2. zoo | brown | drool | 6. gloom | loop | crook |
| 3. fleck | spoon | flew | 7. foot | noon | hood |
| 4. stood | brook | new | 8. book | goose | snooze |

Read the paragraphs below. Pay careful attention to the sentences in bold. Circle the words in those sentences that have the **oo** or **ew** spelling.

The harvest moon can be seen around September 23 every year. It appears during the fall equinox. An equinox is the time of year when day and night are the same length.

The harvest moon looks bigger than other full moons. This is because it hangs low in the sky. **The moon is always the same size, but it just seems to loom bigger during the harvest moon.** It also rises not long after sunset.

The harvest moon got its name from farmers. **It took them a long time to harvest crops in the fall. It was good for the farmers to have the extra light. They knew they would have more time to harvest their crops, because the big, yellow moon lit up the fields.**

Did you know that the full moons of other months have names too? Naming moons is not a new idea. It is one way people kept track of time before today's calendars. **Some other moon names are Corn Moon, Wolf Moon, Hunter's Moon, Snow Moon, and Flower Moon.** Can you guess how they got their names?

Lesson 1.23 Vowel Sounds (au, aw)

- The letters **au** can make the sound you hear in ***sauce*** and ***caught***.
- The letters **aw** can make the sound you hear in ***draw*** and ***lawn***.

Read each word in bold. Circle the word beside it that has the same vowel sound.

- | | | | | | | | |
|------------------|--------|------|------|-----------------|------|--------|------|
| 1. claw | bawl | cast | bowl | 5. yawn | slaw | sail | wow |
| 2. taught | tank | law | wind | 6. straw | hay | launch | ant |
| 3. fault | caught | fat | fume | 7. auto | tame | gnaw | runt |
| 4. jaw | jail | cow | dawn | 8. shawl | shop | tan | raw |

Read each clue below. On the line, write the word from the box that matches the clue.

August straw yawn author paw fawn crawl auto saw lawn

- _____ the way babies move around
- _____ the green grassy area around a house
- _____ another word for *writer*
- _____ something you do when you feel sleepy
- _____ the month that comes between July and September
- _____ an animal's foot
- _____ another name for *car*
- _____ a sharp tool used for cutting wood
- _____ a young deer
- _____ a long, skinny tube that you put in a glass and drink from

Lesson 1.23 Vowel Sounds (au, aw)

Look at the pictures below. Fill in the blanks to complete each picture name.



cl_____



_____turn



h_____k



cr_____l



y_____n



l_____ndry

Read each sentence and the set of words that follows it. Choose the word that best completes the sentence and write it on the line.

- The scientists will _____ the rocket at 2:15.
sauce jaw launch
- What is your favorite book, and who is the _____?
author auto shawl
- Daniel's grandma _____ him how to count to ten in Spanish.
awful taught fawn
- We can't ride our bikes _____ it's raining.
because caution fault
- Habib put together a _____ puzzle with 150 pieces.
awful draw jigsaw
- Callie's favorite dish at the diner is _____ and pancakes.
slaw sausage drawn

Lesson 1.24 Vowel Sounds (oi, oy)

- The letters **oi** make the sound you hear in *boil* and *spoil*.
- The letters **oy** make the sound you hear in *boy* and *joy*.

Read each clue below. Write **oi** or **oy** on the line to form a word that matches the clue.

- | | |
|--|------------|
| 1. part of the king and queen's family | r____ _al |
| 2. things kids like to play with | t____ _s |
| 3. a long trip or journey | v____ _age |
| 4. the opposite of <i>girl</i> | b____ _ |
| 5. another word for <i>dirt</i> | s____ _l |
| 6. liquid that is so hot it begins to bubble | b____ _l |

Underline the words in the sentences below that have the /oi/ sound spelled **oi** or **oy**. The number in parentheses () will tell you how many words you should find in each sentence.

1. Roy and Troy McCoy are twin cowboys. (4)
2. Sometimes, they annoy each other, but the brothers are always loyal. (2)
3. One day, Roy joined his brother on a voyage across the prairie. (3)
4. Troy, who enjoys using a lasso, coiled some rope on his saddle. (3)
5. "Look, Troy," said Roy, pointing at a herd of wild buffalo. "An entire herd of buffalo can make a lot of noise!" (4)
6. After a long day on the prairie, the McCoy brothers ate some burgers they broiled in a fire pit. (2)
7. "There is nothing as good as boiled corn and sirloin cooked in foil over a campfire," agreed the cowboys. (4)

Lesson 1.24 Vowel Sounds (**oi**, **oy**)

Draw a line from each word in bold to a rhyming word beside it.

- | | | | |
|-----------------|-----------|------------------|---------|
| | royal | | soil |
| 1. oil | enjoy | 4. soy | choice |
| | ballpoint | | boy |
| | noise | | point |
| 2. coin | broiler | 5. joint | moist |
| | join | | foil |
| | joy | | poison |
| 3. loyal | spoil | 6. choice | voice |
| | avoid | | tinfoil |

Underline the word that best completes each sentence below.

- Molly likes the salty taste of (soy, toy) sauce on her food when she visits China Garden Restaurant.
- Ravi likes to collect (foil, coins) from different countries around the world.
- Dogs are known for being (loyal, annoy) to their masters.
- Sumiko has a beautiful (oyster, voice), so she will sing in the school play.
- There was so much (soil, noise) at the birthday party, Ms. Silva didn't hear the phone ring.
- Elliot hoped the storm wouldn't (spoil, joyful) his plan to go on a picnic.
- The (avoid, point) on this pencil isn't sharp at all.
- Chris (joined, boiled) the soccer club and the theater club at his new school.

Lesson 1.25 Vowel Sounds (ou, ow)

- The letters **ou** make the sound you hear in *proud* and *shout*.
- The letters **ow** make the sound you hear in *now* and *toown*.

Look at each picture below. On the line, write the word that names the picture. Then, circle the word that rhymes with the picture name.



proud now cod

count brown old

hunt how blouse

Read the sentences below. Choose the word from the pair in parentheses () that best completes each sentence. Write it on the line.

1. Charlie _____ is a popular character from the comic strip "Peanuts." (Brown, Flour)
2. The author of the comic, Charles Schultz, was _____ of the funny characters he created. (out loud, proud)
3. Charlie has terrible luck and seems to walk through life with a _____ hanging above his head. (count, cloud)
4. Charlie Brown has a clever _____ named *Snoopy*. (plow, hound)
5. Snoopy is known for sleeping on top of his _____. (doghouse, crown)
6. Charlie tries to kick the football. Lucy holds for him, but he usually ends up on the _____. (scout, ground)

Lesson 1.25 Vowel Sounds (ou, ow)

Read the clues below. Underline the word that matches each clue.

1. I am a word that describes someone who is grumpy or crabby.

couch

grouch

sprout

2. I am a sound that wolves make. Dogs can make this sound, too. What am I?

howl

mouse

ounce

3. I am a white or light brown powder used in baking. What am I?

down

ground

flour

4. I am the face people make when they are sad. What am I?

frown

sound

spout

5. I am a measurement of weight. What am I?

out

pound

loud

6. I am the opposite of sweet. I am the flavor of lemons. What am I?

town

sour

growl

7. I am what farmers must do to their fields before they plant. What am I?

pout

bounce

plow

Read the words below. Circle the word that has the same vowel sound as the word in bold.

- | | | | |
|------------------|-------|--------|-------|
| 1. now | trout | newt | sold |
| 2. spout | trust | scowl | mumps |
| 3. sound | sun | rude | pouch |
| 4. brow | gown | broil | gold |
| 5. crouch | must | crunch | hour |
| 6. south | booth | town | such |
| 7. cow | rob | cute | growl |

Review More Vowel Sounds

- The letters **oo** and **ew** can make the sound you hear in *goose* and *chew*. The letters **oo** can also make the sound you hear in *cook*.
- The letters **au** and **aw** can make the sound you hear in *caught* and *saw*.
- The letters **oi** and **oy** can make the sound you hear in *coin* and *toy*.
- The letters **ou** and **ow** can make the sound you hear in *pounce* and *growl*.

Read the clues in column 1. Draw a line to match each clue to its correct “hink pink” in column 2.

- | | |
|------------------------------------|-------------|
| 1. a cozy place for reading | mouse house |
| 2. a dog that eats too much | stew crew |
| 3. a fun place to swim | loose goose |
| 4. a group of people who make soup | round hound |
| 5. the nose of a fish | book nook |
| 6. a trusty queen | trout snout |
| 7. a home for a rodent | cool pool |
| 8. a bird that got away | loyal royal |

Read each sentence below. Circle the word that has the same vowel sound as the word in parentheses ().

1. Emily put on her straw hat and began picking vegetables. (sauce)
2. Marcus’s dad gave him several coins for his collection. (joy)
3. The tiny gray kittens pounce on the ball of string. (wow)
4. The geese flew over Desiree’s house as they headed south for the winter. (broom)
5. Tomás stood in front of the audience and bowed. (cook)

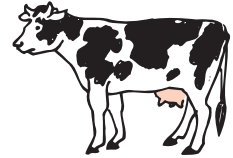
Review More Vowel Sounds

Write the word that names each picture below. Then, write the words from the box under the heading with the same vowel sound.

lawn	bounce	flew	caught	gown	boot
brew	prowl	draw	sauce	zoo	hour







Read the paragraphs below. Circle the word from each pair in parentheses () that best completes the sentence.

A raptor is a bird, like a (hawk, claw) or an eagle, that preys on other animals. The Carolina Raptor Center is a safe place for these birds when they have been hurt. The people at the center rescue raptors they have (found, proud) and help them heal. Many of the birds they've (sound, caught) are released into the wild once they feel better. Birds that can no longer survive in the wild (avoid, join) the family. There, they will always have a (good, goose) home and (wood, food) to eat.

People can (enjoy, saw) the nature trails and see the birds in large, airy mesh cages. Some birds travel to (blooms, schools) so that children can learn about their interesting habits. An (owl, auto) named *Omar* likes being around people so much, he gets depressed (without, now) them!

Lesson 1.26 The Sounds of y

- At the beginning of a word, the letter **y** can make the sound you hear in **y**ellow and **y**es.
- The letter **y** can make the long **i** sound, as in **sp**y and **cr**y.
- It can also make the long **e** sound, as in **bel**ly and **rust**y.

Read each set of words below. Write **y**, long **i**, or long **e** on the line to show what sound the letter **y** makes in all the words in the set.

- | | | | |
|----------|----------|---------|-------|
| 1. _____ | tiny | quickly | story |
| 2. _____ | fly | dry | my |
| 3. _____ | sixty | chilly | candy |
| 4. _____ | yet | yak | yolk |
| 5. _____ | cry | sky | spy |
| 6. _____ | carry | windy | messy |
| 7. _____ | yourself | yogurt | yank |

Read the clues below. On the line, write the word that matches each clue. Make sure that the word you choose has the correct sound of **y**.

1. I am the number that comes after thirty-nine.

(long **e**)

2. I am the opposite of *wet*. (long **i**)

3. People eat me on sandwiches with peanut butter. (long **e**)

4. I am the opposite of *old*. (**y**)

5. I am a coin worth one cent. (long **e**)

6. I am the color of lemons and the sun. (**y**)

Lesson 1.26 The Sounds of y

Read the paragraphs below. Each of the words in bold contains the letter **y**. Listen to the sound the **y** makes. Write each word in bold under the correct heading. An example has been added below each heading to help you.

Tyler got his first **yo-yo** when he was **only** four **years** old. It was a favor at a birthday **party**. Tyler liked the way the **shiny** red disks sparkled in the sun. When he picked it up, his hands knew just what to do.

Five years later, Tyler is one of the best yo-yo players in the **city**. Just ask him to **try** a new trick, and watch the yo-yo **fly** into the air. Tyler can make all kinds of **tricky** moves look **easy**. He has videos of some of the most famous young yo-yo players in the **country**. When they **yank** the string with a flick of the wrist, the yo-yo goes **exactly** where they want it.

Tyler hasn't gone to any competitions **yet**, but **lately** he has spent a lot of time practicing. He can do tricks like "hop the fence," "walk the dog," "rock the **baby**," and "over the falls." He might be **young**, but Tyler has all the makings of a true yo-yo champ.



long i

by

long e

thirsty

y

yard

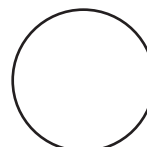
Lesson 1.27 R-Controlled Vowels (er, ir, ur)

When the letter **r** comes after a vowel, it can change the sound of the vowel. The letters **er**, **ir**, and **ur** can all make the same sound, as in *perch*, *firm*, and *surf*.

Look at the pictures below. Write the name of each picture on the line. Then, circle the pair of letters that make the /ur/ sound.













Read each word. Write the letter of its definition on the line.

- | | |
|-------------------|---|
| 1. _____ mother | a. the day of the year a person was born |
| 2. _____ circus | b. a part of speech that shows action |
| 3. _____ birthday | c. a cold, snowy season |
| 4. _____ purple | d. something very tiny that can make you sick |
| 5. _____ verb | e. a woman who has children |
| 6. _____ purr | f. the color that is a mix of red and blue |
| 7. _____ winter | g. the hair that covers an animal's body |
| 8. _____ germ | h. to mix or blend |
| 9. _____ fur | i. a show with clowns, animals, and the trapeze |
| 10. _____ stir | j. a noise cats make when they are happy |

Lesson 1.27 R-Controlled Vowels (er, ir, ur)

Read the sentences below. Write **ir**, **er**, or **ur** to complete the words. The words you form should make sense in the sentences.

1. The park near my house is quiet in wint_____.
2. The trees are bare, so I can see dozens of b_____ds p_____ched in the branches.
3. The wat_____ in the riv_____ doesn't freeze because it moves so quickly.
4. I love watching deer b_____st through the woods with their white tails bouncing along behind them.
5. Last Th_____sday, I saw a moth_____ deer and her baby come to the river to drink.
6. I've even seen a couple of t_____keys walking along the edge of a field.
7. When snowflakes start to tw_____l and wh_____l through the air, I know it's time to head for home.
8. Oth_____ people might prefer warm weath_____, but there's nothing like winter at the park for me.

Underline the letters that make the /ur/ sound in each word in bold below. Then, circle the word beside it that has the same sound.

- | | | | |
|--------------------|-------|-------|--------|
| 1. herd | shirt | head | red |
| 2. perk | peck | under | itch |
| 3. purse | must | girl | punch |
| 4. birthday | pig | wrist | fern |
| 5. curve | chirp | cut | rug |
| 6. dirty | mist | nest | person |

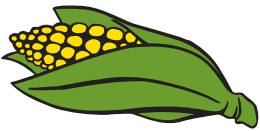
Lesson 1.28 R-Controlled Vowels (ar, or)

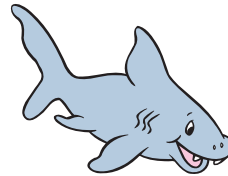
When the letter **r** comes after a vowel, it can change the sound of the vowel.

- The letters **ar** can make the sound you hear in *party* and *charm*.
- The letters **or** can make the sound you hear in *fork* and *sport*.

On the first line, write the word that names each picture below. Then, write the words from the box under the heading with the same vowel sound.

thorn arch cart sport scar tart porch cord





Read the definitions below. On the line, write the word from the box that matches each definition.

snore garden fork yarn large north

1. the opposite of *small* _____
2. an area where people grow flowers and plants _____
3. a piece of silverware used for spearing food _____
4. a type of thick thread or string used for knitting _____
5. a noise that some people make when they sleep _____
6. the opposite of *south* _____

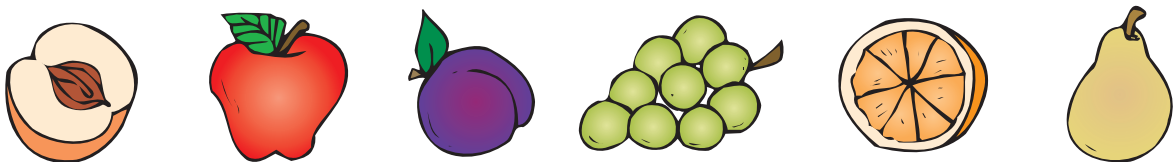
Lesson 1.28 R-Controlled Vowels (ar, or)

Read the paragraphs below. Underline the word from each pair in parentheses () that best completes the sentences.

Have you ever gone to a (farmers', marchers') market? They can be a great place to visit on a Saturday (porch, morning). Some are located near (cars, farms) in the country. Others are right in the middle of cities. One reason people enjoy shopping at (markets, scarves) instead of (sports, stores) is that everything they buy is so fresh. Sometimes, it is also less expensive. If you buy a tomato that had (far, for) to travel before it reached your grocery store, you will be (charged, formed) more (fort, for) it.

At a farmers' market, you can buy things that are in season and grown nearby. How about some (large, sharp), ripe peaches, crisp cucumbers, or sweet (cork, corn)? Many markets sell (more, sort) than just fruits and vegetables. For example, you may be able to buy organic meat, like (horn, pork) or chicken. *Organic* means that the animals ate only natural foods. (Organic, Morning) vegetables are not sprayed with chemicals. Other markets have (arts, marks) and crafts or baked goods for sale.

Do you have a (garden, harp) at home? If you live in a city, there may be a community garden nearby. If you grow more vegetables or flowers than you can use, think about taking your extras to a farmers' market. All you need is a (march, cart) or a stand. Your business may (yarn, start) out small and grow (larger, shorter) every week!



Review The Sounds of **y** and **r**-Controlled Vowels

Read the clues below. Circle the word that matches each clue.

1. I am a piece of clothing worn around the neck in cold weather. What am I?

skirt

scarf

sport

2. I am a person who doesn't like to be seen. Sometimes, I go undercover and secretly watch people. What am I?

happy

spy

shy

3. I am the opposite of the word *before*. What am I?

under

verb

after

4. I am an animal that people ride. I make the sound *neigh*. You can find me on a farm. What am I?

horse

bird

river

5. I am the group of people you are related to. What am I?

family

happy

quickly

6. I am like a sweet potato. I can be baked or mashed. What am I?

yacht

yellow

yam

7. I am usually made of glass. I can be used for storing things, like jam or sauce. What am I?

jar

stork

porch

8. I am something you might write to a friend. I usually begin with the word *dear*.

term

other

letter

9. I am the yellow part of an egg. What am I?

sunny

yolk

yogurt

10. I am a reptile. I carry my shell on my back for protection. What am I?

germ

fern

turtle

Review The Sounds of **y** and **r**-Controlled Vowels

Draw a line from each word in bold to the word beside it that has the same **r**-controlled vowel sound.

- | | | | |
|-----------------|-------|-----------------|-------|
| | verse | | torch |
| 1. third | shore | 5. chore | shop |
| | think | | jar |
| | dash | | mutt |
| 2. marsh | star | 6. curl | chart |
| | clerk | | germ |
| | cut | | fort |
| 3. curb | short | 7. spark | bag |
| | shirt | | dart |
| | mark | | cost |
| 4. torn | cork | 8. core | sword |
| | tug | | trust |

Read the sentences below. Circle words that contain the letter **y**. On the line, write the sound of **y** you hear (**y**, long **i**, or long **e**) in the words you circled.

- After I dry this pan, I'm going to fry the fish I caught with my dad. _____
- The baby bunny was lucky to find crisp lettuce in the pretty garden. _____
- Yesterday, Yoko yelled when she got stung by a yellow jacket. _____
- Aaron will fly his kite high in the sky at the park. _____

Lesson 2.1 Base Words and Endings (-ed, -ing)

A **base word** is a word without any endings added to it.

- If a base word has a short vowel sound and ends in a consonant, double the consonant before adding **ed** or **ing**.

rub rubbed rubbing

- If a base word ends with **e**, drop the **e** before adding **ed** or **ing**.

taste tasted tasting

- If a base word ends with **y**, change the **y** to **i** before adding **ed**. Do not change the **y** before adding **ing**.

cry cried crying

Fill in the blanks in the chart below.

Base Word	Add ed	Add ing
	chopped	
		hiking
bloom		
plan		
		spying
hope		
		humming
carry		
	suggested	
		clapping
try		
		acting
hug		

Lesson 2.1 Base Words and Endings (-ed, -ing)

Read the paragraphs below. Underline the word from the pair in parentheses () that correctly completes each sentence.

Ellis Island is (located, locateed) in New York Harbor. Immigrants, or people (moveing, moving) to the United States from other countries, usually passed through Ellis Island. They had to be (interviewed, interviewd) before they were (allowing, allowed) to enter the country. They also had to be (examined, examineed) by a doctor to make sure they were healthy. If relatives of yours came to America from Europe during the early 1900s, they probably (passed, passing) through Ellis Island.

People who were (traveled, traveling) by boat could see the Statue of Liberty as they made their way into New York Harbor. Some people (cried, cryed) when they first saw it. Ellis Island and the famous statue were both signs to immigrants that their new life was (started, starting). Today, there is a museum on Ellis Island. If you are interested in (seing, seeing) whether any relatives of yours (stopped, stoped) at Ellis Island, you can try checking the passenger list at www.ellisland.org.

Read the sentences below. Write the base word for each word in bold.

1. Elizabeth made a family tree when her class **studied** Ellis Island. _____
2. After **quizzing** her mom, she did some research on the Internet. _____
3. Elizabeth learned that her great-grandparents had **lived** in Ireland. _____
4. They were **married** when they were only 17 years old. _____

Lesson 2.2 Base Word Endings (-s, -es)

New words can be formed by adding **s** or **es** to base words.

- Just add **s** to the end of many action words to change their form.

Tim and Maya *smile*. Maya *smiles*.

- If an action word ends with **y**, change the **y** to **i** and add **es**.

Mom and Dad *worry*. Mom *worries*.

- If an action word ends with **s**, **sh**, **ch**, **x**, or **z**, add **es**.

They *search*. Mr. Fitz *searches*.

Read the sentences below. On the line, write the correct form of the base words in bold.

1. The excited beagles **bark**.

The excited beagle

_____.

2. We **coax** the kittens to eat.

Lee _____ the kittens to eat.

3. Gabby and Eric **study** for the quiz.

Gabby _____ for the quiz.

4. The teachers **ring** the bell.

Ms. Spitzer _____ the bell.

5. Cody and his brother **latch** the gate.

Cody _____ the gate.

6. Grandma and Grandpa **kiss** the babies.

Grandma _____ the babies.

7. We **empty** the bucket of water.

Lauren _____ the bucket of water.

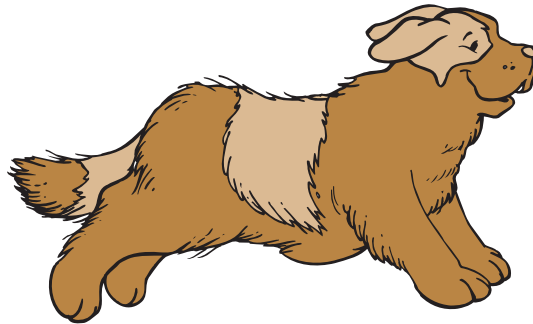
8. The boys **wax** the car.

Ethan _____ the car.

Lesson 2.2 Base Word Endings (-s, -es)

Read the sentences below. Circle the words that best complete the sentences.

1. Katie (tosses, toss's) the red squeaky toy across the backyard.
2. Buster (rushs, rushes) after it at full speed.
3. He (trys, tries) to stop and almost (crashes, crashs) into the fence.
4. "Slow down, Buster," (calls, calles) Katie, as she (watchs, watches) him skid.
5. Buster (wags, waggs) his tail and happily (bringes, brings) the squeaky toy back to his friend.
6. Katie (kiss's, kisses) Buster on his wet nose and (givs, gives) him a treat.
7. Buster (hurrys, hurries) to the far corner of the backyard where he (buries, burys) it.



Read each word below. On the line, write the base word.

- | | |
|-------------------|------------------|
| 1. mixes _____ | 7. claps _____ |
| 2. fries _____ | 8. cries _____ |
| 3. talks _____ | 9. hisses _____ |
| 4. crunches _____ | 10. dances _____ |
| 5. marries _____ | 11. washes _____ |
| 6. brushes _____ | 12. bakes _____ |

Lesson 2.3 Comparative Endings (-er, -est)

- The endings **-er** and **-est** can be added to base words to make a comparison.

Add **er** to mean *more*. louder**er** = more loud

Add **est** to mean *most*. loude**st** = most loud

- For words that end in **e**, drop the **e** and add **er** or **est**.

wise wiser wisest

- For words that end in a consonant and **y**, change the **y** to **i** before adding **er** or **est**.

funny funnier funniest

- For words that have a short vowel sound and end in a consonant, double the consonant before adding **er** or **est**.

big bigger biggest

Read the sentences below. On the line, write the comparative form of the words in parentheses ().

1. The _____ place in the world that people live is Dallol, Ethiopia. It can be 145 degrees in the sun! (most hot)
2. Aswan, Egypt, is the _____ place in the world, with only $\frac{2}{100}$ of an inch of rain each year. (most dry)
3. Mt. Waialeale, Hawaii, is the _____ place in the United States. It gets about 460 inches of rain per year. (most wet)
4. Mt. Waialeale is _____ than Mt. Washington, New Hampshire. (more wet)
5. It is _____ in Yuma, Arizona, than in Las Vegas, Nevada. (more sunny)
6. Resolute, Canada, is one of the _____ places people live. Only about 200 people stay there all year long. (most cold)

Lesson 2.3 Comparative Endings (-er, -est)

Fill in the blanks with the correct form of the comparative word.

Base Word	Add er	Add est
	safer	
thin		
sweet		sweetest
		warmest
strange		
busy		

Read the sentences below. Underline the word in each pair that correctly completes the sentence.

1. The Boxley family has six cats. Brady is the (friendliest, friendlier).
2. Besty is (quietest, quieter) than Blossom and Bridget.
3. Benjamin is the (largest, largest) cat.
4. Blaze is (gentler, gentlest) than his brothers and sisters.
5. Blossom has bright orange fur and is definitely the (fluffiest, fluffiest) cat.
6. Bridget is a picky eater, so she is (thinner, thinner) than the others.
7. Mrs. Boxley thinks Blaze is (smarter, smartest) than Brady and Benjamin.

Phonics Connection

Write beginning **l** blend and **r** blend words from the sentences above.

l blend: _____

r blend: _____

Review Base Words and Endings

Here are some reminders about adding endings to base words.

- If a base word ends with **e**, drop the **e** before adding the endings **-ed**, **-ing**, **-er**, or **-est**. skate skated skating
- For words that have a short vowel sound and end in a consonant, double the consonant before adding the endings **-ed**, **-ing**, **-er**, or **-est**. hot hotter hottest
- For words that end in a consonant and **y**, change the **y** to **i** before adding the endings **-ed**, **-es**, **-er**, or **-est**. (Do not change the **y** before adding **ing**.) cry cried cries crying
- If a word ends with **s**, **sh**, **ch**, **x**, or **z**, add **es**. rush rushes
- When making a comparison, add **er** to mean *more*. Add **est** to mean *most*. softer = more soft softest = most soft

Fill in the blanks to complete the chart below.

Base Word	Add s or es	Add ed	Add ing
watch			
		tasted	
	finishes		
skip			
			missing
relax			
		laughed	
	tries		
			jumping
explore			
		fussed	
	drips		
			worrying

Review Base Words and Endings

Solve each problem below. Be sure to remember the rules for adding endings. Then, write a sentence using your answer.

1. small + er = _____

2. strange + est = _____

3. funny + est = _____

4. big + est = _____

Read the paragraphs below. Underline the word from the pair in parentheses () that correctly completes each sentence.

Clara Barton always (likd, liked) helping others. When the Civil War began, she made bandages for the war effort. Clara wanted to make a (bigger, biger) difference, though. She began (worked, working) near the front lines. She was one of the (gentlest, gentler) volunteers there. Clara was (braver, bravest) than many people who were close to the battlefield. Even when she was in danger, she never thought of (quiting, quitting).

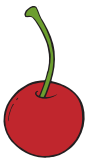
After spending time in Europe, Clara saw the good work that the Red Cross was doing. By (talked, talking) to important people and (makeing, making) speeches, Clara got some attention. In 1881, Clara Barton (founded, foundes) the American Red Cross. She would be (pleasing, pleased) to know that the group she organized still (touches, touchs) many lives today.

Lesson 2.4 Plurals

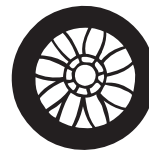
The word **plural** means *more than one*.

- To make most words plural, just add **s**. book **books** bell **bells**
- If a noun ends in **sh**, **ch**, **s**, or **x**, add **es**. fox **foxes** bush **bushes**
- If a noun ends with a consonant and **y**, drop the **y** and add **ies**.
fly **flies** city **cities**
- For some words that end in **f** or **fe**, change the **f** or **fe** to **v** and add **es**. wolf **wolves** loaf **loaves**

Look at the pictures below. On the first line, write the word that names each picture. On the second line, write the plural form of the word.













Read the sentences below. On the line, write the correct plural form of the word in parentheses ().

1. The park was filled with the _____ of Little League players. (family)
2. Each of the _____ gave their teams a few last words of advice. (coach)
3. Alex, the Cougars' pitcher, wound up and nodded at his _____ (teammate)
4. Clare hit the ball and ran two _____ before she was tagged out. (base)

Lesson 2.4 Plurals

Write the word from the box that matches each clue below. Then, find the plural form of each word in the puzzle. Circle the words you find.

spoon class leaf diary party thief peach pony dolphin

1. _____ an event where people get together to celebrate
2. _____ someone who steals things
3. _____ a piece of silverware used for eating soup
4. _____ a small horse
5. _____ a sweet, pale-orange summer fruit
6. _____ a friendly gray mammal that lives in the ocean
7. _____
a group of children
who go to the same
school and have the
same teacher
8. _____
a book in which people
record the things that
happen to them
9. _____
the small, flat green
part of a plant or tree

t	h	i	e	v	e	s	j	x	s
h	e	p	e	a	c	h	e	s	a
n	d	o	l	p	h	i	n	s	u
r	i	n	e	t	h	x	c	q	a
c	a	i	g	a	t	o	l	r	k
b	r	e	u	d	n	y	a	a	s
o	i	s	p	o	o	n	s	t	t
f	e	k	t	f	p	j	s	o	b
y	s	r	l	e	a	v	e	s	v
w	p	a	r	t	i	e	s	d	l

Lesson 2.5 Irregular Plurals

Some plural words are **irregular**. They do not follow the rules, so you must memorize their plural forms.

child	children	foot	feet	mouse	mice	goose	geese
woman	women	man	men	ox	oxen	die	dice

The singular and plural forms of some words are the same.

deer	fish	moose	sheep	trout	series	species
------	------	-------	-------	-------	--------	---------


Read each word below. Choose the correct plural form from the words beside it and circle it.

- | | | | |
|-----------------|--------|----------|---------|
| 1. child | childs | children | childes |
| 2. sheep | sheep | sheeps | sheepes |
| 3. woman | womans | womens | women |
| 4. moose | meese | moose | mooses |
| 5. goose | gooses | geeses | geese |

Use the pictures to help you fill in the blanks in the math problems below.

1. one  + one  = two _____

2. one  + two _____ = three geese

3. one  + one _____ = two _____

4. three  - one man = two _____

Lesson 2.5 Irregular Plurals

Complete each sentence below with a word from the box. On the line at the end of the sentence, write **S** if the singular form of the word is used. Write **P** if the plural form is used.

series	oxen	feet	moose	die	trout	children
--------	------	------	-------	-----	-------	----------

1. The large, brown _____ stood at the edge of the forest and shook his antlers. _____
2. Last weekend, Grandpa and I caught three _____ in the mountain stream. _____
3. How many _____ will be going on the field trip? _____
4. If your _____ are cold, put on a thicker pair of socks. _____
5. Is that book part of your favorite _____? _____
6. Roll the _____ and move your piece clockwise around the game board. _____

Read each pair of sentences below. Circle the letter of the sentence in which the word in bold is used correctly.

1. **a.** Three of the **mans** take the subway to work.
b. Three of the **men** take the subway to work.
2. **a.** Maureen named the **mice** *Harold* and *Cupcake*.
b. Maureen named the **mouses** *Harold* and *Cupcake*.
3. **a.** You can see 19 **species** of frogs at the Woodlake Nature Center.
b. You can see 19 **specieases** of frogs at the Woodlake Nature Center.
4. **a.** What types of **fishes** did you see at the aquarium?
b. What types of **fish** did you see at the aquarium?

Lesson 2.6 Possessives

A **possessive** is a word that shows ownership. Adding an apostrophe (') plus **s** to a word makes it possessive.

Dante's jacket Mr. Fargo's mail the shirt's collar

Even when a singular word ends in **s**, add 's to form the possessive.

the boss's desk Tess's backpack Dr. Jones's office

Read each phrase below. On the line, write the possessive form.

1. the homework of Will _____
2. the tail of the squirrel _____
3. the keyboard of the computer _____
4. the gym of the school _____
5. the eyes of Charles _____
6. the actors of the movie _____
7. the books of the library _____
8. the smile of Malika _____
9. the colors of the dress _____

Read the sentences below. If the word in bold is plural, write **PL** on the line. If it is possessive, write **PO**.

1. _____ The trapeze **artists** flew through the air.
2. _____ The **lion's** roar shook the seats in the circus tent.
3. _____ The elephants ate **peanuts** from their trainer's hand.
4. _____ The **clown's** nose was round and red.
5. _____ The **ringmaster's** routine made the fans laugh.

Lesson 2.6 Possessives

Add an apostrophe (') to the end of a plural word to form a **plural possessive**.

the girls' books the monkeys' food the teachers' classrooms

If a plural word does not end in **s**, add an apostrophe plus **s** (**'s**).

the children's lunch the people's votes the men's ideas

Read each phrase below. On the line, write the plural possessive.

1. the tents of the campers _____
2. the sleeping bags of the boys _____
3. the flames of the campfires _____
4. the chirping of the crickets _____
5. the singing of the children _____
6. the zippers of the backpacks _____
7. the beams of the flashlights _____
8. the smells of the food _____

Phonics Connection

In the exercise above, five words contain digraphs. Write the words on the lines below and circle the digraphs.

Lesson 2.6 Possessives

Read each phrase below. If it is plural, write **PL** on the line. If it is singular possessive, write **SP**. If it is plural possessive, write **PP**.

- _____ Jack's canary
- _____ the cats' water bowl
- _____ the baby gerbils
- _____ Akiko's guinea pig
- _____ the Stosaks' turtles
- _____ the lizards' cage
- _____ the barking sheepdogs
- _____ the rabbit's foot

Read the sentences below. Circle the letter of the word that correctly completes each sentence.

1. Eliza is watching the _____ pets while they are out of town.
a. Howells' **b.** Howells's
2. _____ job is to feed the goldfish and the hamsters, Harriet and Hank.
a. Elizas **b.** Eliza's
3. The _____ cage is filled with cedar chips.
a. hamster's **b.** hamsters
4. Eliza drops flakes of food into the _____ tank.
a. goldfish's **b.** goldfishes's

Phonics Connection

In the first exercise above, three words begin with hard **c**. One word begins with hard **g** and one begins with soft **g**. List the words below.

Hard c: _____

Hard g: _____

Soft g: _____

Lesson 2.6 Possessives

Rewrite each sentence, replacing the words in bold with a possessive.

1. The **teacher of the sisters** is Mrs. Huong.

2. The **schedule for the bus** is posted on the bulletin board.

3. The lyrics are on the inside of **the case of the CD**.

4. **A friend of Antoine** will be here at noon.

5. The **pieces of the game** are still inside the box.

6. The **wings of the butterflies** seem to shimmer in the sunlight.

7. Be careful not to let go of **the strings of the balloons**.

8. The **frame of the painting** is cracked.

9. The **jackets of the skaters** were warm and cozy.

10. The **ring of the alarm clock** is loud and shrill.

Review Plurals and Possessives

Fill in the blanks to complete the chart below. The first row is done for you.

Singular	Plural	Singular Possessive	Plural Possessive
book	books	book's	books'
woman			women's
	wolves	wolf's	
egg			eggs'
library		library's	
sheep		sheep's	
	mice		mice's
dish			dishes'
		city's	cities'

On the first line, write the plural form of each word. On the second line, write a phrase using the plural possessive form.

Example: bike bikes bikes' tires

- school _____ _____
- bus _____ _____
- leaf _____ _____
- beach _____ _____
- country _____ _____
- computer _____ _____
- story _____ _____
- fox _____ _____

Review Plurals and Possessives

Read the paragraph below. If the word in bold is plural, write **PL** on the line. If it is singular possessive, write **SP**. If it is plural possessive, write **PP**.

The highest waterfalls _____ in North America are in California's _____ Yosemite National Park. The falls _____ are 2,425 feet tall. That is about 13 times as tall as Niagara Falls. Yosemite is near the Sierra Nevada Mountains. In the spring, the mountains' _____ snow begins to melt. The melted snow fills the rivers _____ and feeds the waterfalls. By the end of summer, most of the park's _____ falls are pretty dry.

Read the sentences below. Underline the word that correctly completes each sentence.









1. John (Muir's, Muirs') dream was to preserve Yosemite as a national park.
2. Grizzly bears used to live in Yosemite, but no (grizzlys, grizzlies) are found there today.
3. Native American (tribes', tribes) lived in the area before explorers arrived.
4. The sequoia (trees', trees) trunks reach hundreds of feet into the air.
5. There are more than 250 (species, specieses) of animals at Yosemite.
6. (Grasses, Grass') in the meadows provide food for many animals.
7. (Hikeres, Hikers) can enjoy more than 800 miles of trails.
8. Thousands of (familys, families) visit the park every year.
9. It is not unusual to see (deers, deer), skunks, beavers, and raccoons.
10. Some lucky visitors even spot black bears or (wolves, wolfs).
11. The (rangers', rangeres) job is to watch over the park, the animals, and the visitors.

Lesson 2.7 Compound Words

A **compound word** is made by joining two shorter words.

out + side = outside sea + shell = seashell sun + burn = sunburn

Use the pictures to help you fill in the blanks in the problems below.

1.  + nail = _____
2. pop +  = _____
3.  + fish = _____
4. door +  = _____
5.  + ball = _____
6.  + back = _____
7.  + flower = _____
8.  + chair = _____

On the lines below, write the two words that form each compound word.

1. _____ + _____ = notebook
2. _____ + _____ = backyard
3. _____ + _____ = sandbox
4. _____ + _____ = snowball
5. _____ + _____ = teaspoon
6. _____ + _____ = newspaper

Lesson 2.7 Compound Words

Form a common compound word by drawing a line to match each word in column 1 to a word in column 2. Write the compound word on the line.

- | | | |
|----------|-------|-------|
| 1. ear | food | _____ |
| 2. lawn | mill | _____ |
| 3. light | work | _____ |
| 4. sea | mower | _____ |
| 5. scare | crow | _____ |
| 6. home | ring | _____ |
| 7. wind | set | _____ |
| 8. sun | house | _____ |

Read the clues below. Choose the words from the box that match the clues, and write them on the lines.

sailboat	pinecone	newspaper	lunchroom
washcloth	nightgown	spaceship	

- | | |
|---|-------|
| 1. a room in which people eat lunch | _____ |
| 2. a cone from a pine tree | _____ |
| 3. a gown that is worn at night | _____ |
| 4. a cloth used for washing | _____ |
| 5. a paper filled with news | _____ |
| 6. a boat used for sailing | _____ |
| 7. a ship used for traveling into space | _____ |

Lesson 2.8 Contractions

A **contraction** is a short way of writing two words. When the words are combined, an apostrophe (') takes the place of the missing letters.

I am = I'm he will = he'll we have = we've is not = isn't

The words *will* and *not* form the contraction *won't*.

Draw a line to match the words on the left with their contractions.

- | | |
|-------------|---------|
| 1. he would | I'll |
| 2. I will | she's |
| 3. did not | you've |
| 4. have not | haven't |
| 5. she is | he'd |
| 6. they are | weren't |
| 7. were not | didn't |
| 8. you have | they're |

Read each sentence below. On the line, write the contraction for the words in bold.

1. Julia **has not** left the house in a week. _____
2. **She is** getting over the chicken pox. _____
3. Julia's case of the chicken pox **was not** as bad as Max's was. _____
4. **He will** be back in school next week, too. _____
5. Julia's mom told her she **should not** scratch too hard. _____
6. "**That is** easier said than done!" replied Julia. _____

Lesson 2.8 Contractions

Fill in the blanks to complete the problems below. Some problems have more than one correct answer. For example, 'd can stand for *had* or *would*.

1. we + _____ = we're
2. _____ + not = won't
3. I + am = _____
4. they + _____ = they'd
5. she + has = _____
6. it + _____ = it's
7. _____ + not = couldn't
8. I + have = _____
9. you + _____ = you're
10. _____ + is = he's

Read the riddles below. Circle the contraction in each riddle. Then, write the two words that form the contraction.

1. **Q:** What did one eye say to the other?

A: Don't look down, but something smells.

2. **Q:** What runs around a house but doesn't move?

A: A fence. _____

3. **Q:** Why do hens lay eggs?

A: Because if they dropped them, they'd break.

4. **Q:** What kind of bird can't swim, fly, or catch a fish?

A: A peli-can't. _____

5. **Q:** What's the capital in France?

A: F. _____

Lesson 2.8 Contractions

Read the sentences below. On the line, write the contraction from the box that best completes each sentence.

haven't	We've	won't	I'm	they're	He'll	It's
---------	-------	-------	-----	---------	-------	------

- _____ going to the movies on Saturday night with my best friend, Eduardo.
- _____ ride his bike to my house on Saturday afternoon.
- We _____ ever been to a drive-in movie before.
- My mom says _____ much more fun than regular movies.
- _____ packed a bag with snacks and drinks.
- _____ going to be a double feature.
- We _____ get home until almost midnight!

In each sentence below, there are two words that can be combined to form a contraction. Circle the words and write the contraction on the line.

- Who is your favorite actor? _____
- We will meet you outside the theater at 3:00. _____
- I can not remember the name of the movie. _____
- Izzy has not seen the movie yet. _____
- She has been going to at least one movie a week for as long as she can remember. _____
- Taylor doesn't like scary movies, so he would not like *The Mystery of the Missing Hand*. _____

Lesson 2.8 Contractions

Read the contractions below. On the first line, write the two words that form the contraction. On the second line, write the letters replaced by the apostrophe.

- | | |
|------------------|--------------------|
| 1. they've _____ | 6. that's _____ |
| 2. what's _____ | 7. I'm _____ |
| 3. we're _____ | 8. shouldn't _____ |
| 4. didn't _____ | 9. she'll _____ |
| 5. let's _____ | 10. would've _____ |

Read the silly sentences below. On each line, write the contraction for the words in parentheses.

- Sheila _____ share sugar cookies with Shane and Shawn. (should not)
- _____ wild, wacky, and weird on Wednesdays. (We are)
- _____ eaten ice cream in the igloo with Ida and Isaac. (I have)
- Willy and Wendy _____ worry when we whisper. (will not)
- _____ dip the dumplings in the dumpling dip, Donna. (do not)
- Cassidy _____ kept the carpet clean with caution and care. (could have)

Phonics Connection

What are the three digraphs used in the first exercise above?

Review Compound Words and Contractions

Look at the pictures below. Choose the compound word from the box that names each picture, and write it on the line.

rainbow	bedroom	teacup	anteater	waterfall
cupcake	airplane	motorcycle	backpack	



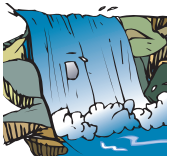
















Combine each word in bold with as many of the words in the box as you can to create compound words. Write the words on the lines. Hint: The words in bold will be the first part of each compound.

works	flake	brush	bath	seat	shine	yard	burn
paste	fly	cage	bone	place	rise	storm	seed

1. **back** _____

2. **bird** _____

3. **fire** _____

4. **sun** _____

5. **snow** _____

6. **tooth** _____

Review Compound Words and Contractions

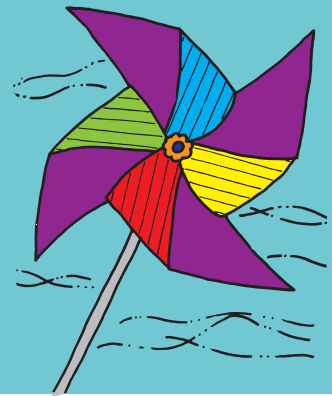
Read the instructions below. Circle the six contractions. Underline the six different compound words.

Make a Homemade Windmill

Here's what you will need:

- a pencil with an eraser
- a ruler
- a square sheet of paper
- scissors
- a thumbtack

1. Draw a circle about two inches wide in the center of the piece of paper. Make a dot in the center of the circle.
2. Cut a straight line from each corner of the paper to the circle. Don't cut into the circle.
3. Bend every other point to the dot you drew in the center of the circle. It's important that the paper doesn't get folded when you bend it.
4. Hold the points together. Have a grownup stick the thumbtack through the points of paper and the center of the circle.
5. Push the tip of the thumbtack into the pencil eraser. The tack shouldn't be pushed all the way into the eraser.
6. When you blow gently on your windmill, it'll turn. Can you think of something other than wind that might be able to power a mill outside?



Lesson 2.9 Prefixes

A **prefix** can be added to the beginning of some words. Adding a prefix changes the meaning of a word.

- The prefixes **un-** and **dis-** both mean *not*.

uneven = not even

dishonest = not honest

Add the prefix in parentheses () to each base word below. Write the new word on the first line. On the second line, write the definition of the word.

- (un) able _____

- (dis) agree _____

- (dis) like _____

- (un) sure _____

- (un) equal _____

- (dis) trust _____

Add a prefix to each word below. Write the new word on the line. Then, write a sentence using the word you formed.

- un + pack = _____

- dis + appear = _____

- un + plug = _____

- dis + obey = _____

Lesson 2.9 Prefixes

- The prefixes **in-** and **im-** can mean *not*.

indirect = not direct**imperfect** = not perfect

Draw a line to match each word in column 1 with its definition in column 2.

- | | |
|----------------|---------------|
| 1. impolite | not patient |
| 2. incorrect | not complete |
| 3. invisible | not correct |
| 4. impatient | not possible |
| 5. inexpensive | not polite |
| 6. impossible | not exact |
| 7. incomplete | not expensive |
| 8. inexact | not visible |

Read the sentences below. On the line, write a word from the box that best completes the sentence.

impolite indoors impossible incorrect indirect impure

1. Our plant needs _____ light, so don't put it directly in the sun.
2. It is _____ not to thank someone who holds a door open.
3. The scientist cannot use water that is _____ in her experiments.
4. Only one of your answers on the test was _____.
5. Please do not roller-skate _____!
6. If you believe in yourself, nothing in the world is _____.

Lesson 2.9 Prefixes

- The prefix **re-** can mean *again*.
redo = do again **repaint** = paint again
- The prefix **pre-** means *before*.
preheat = heat before **prepay** = pay before
- The prefix **mis-** means *wrongly* or *badly*.
mismatch = match wrongly **mislead** = lead badly

Read each definition below. Think of a matching word with the prefix **re-**, **pre-**, or **mis-** and write it on the line.

1. order before = _____
2. pack again = _____
3. read wrongly = _____
4. wash before = _____
5. check again = _____
6. mix before = _____
7. judge wrongly = _____

Add a prefix to each base word below. Write the new word on the first line. On the second line, write the definition of the word.

1. re + count = _____

2. pre + dawn = _____

3. mis + connect = _____

4. pre + cook = _____

5. re + sell = _____

6. mis + name = _____

Lesson 2.9 Prefixes

- The prefix **over-** means *too much*.
overpay = pay too much **overflow** = flow too much
- The prefix **under-** means *too little* or *below*.
undercook = cook too little **undershirt** = shirt worn below

Read the clues below. Each answer will contain the prefix **over-** or **under-**. Write your answer on the line.

1. The opposite of *undercharge* is _____.
2. The opposite of *overweight* is _____.
3. The opposite of *overdress* is _____.
4. The opposite of *undercook* is _____.
5. The opposite of *overrate* is _____.
6. The opposite of *undersize* is _____.

Read each sentence below. On the line, write a word from the box to take the place of the words in bold.

overslept underground overthink overrated underwater underline

1. Can you open your eyes **below the water**? _____
2. The last book I read was **rated too high**. _____
3. Put a **line below** each compound word. _____
4. Do not **think too much** about your answer. _____
5. Brandon's alarm did not go off, so he **slept too much**. _____
6. The mole burrowed into its hole **below the ground**. _____

Lesson 2.10 Suffixes

Suffixes can be added to the ends of some words. A suffix changes the meaning of the word to which it is added.

- The suffix **-ly** means *in a way*. If a base word ends in **y**, change the **y** to **i** before adding **ly**.

slow**ly** = in a slow way happy → happi**ly** = in a happy way

- The suffix **-y** means *being or having*. If a base word ends in **e**, drop the **e** before adding **y**.

thirsty = having thirst slime → slim**y** = having slime

Add the suffix in parentheses () to each base word below. Use the new word in a sentence.

1. mess (y) _____

2. quick (ly) _____

3. bounce (y) _____

4. soft (ly) _____

5. easy (ly) _____

6. luck (y) _____

Read the definitions below. On the line, write the word that matches each definition.

1. in a strong way _____ 4. having tricks _____

2. having rust _____ 5. having steam _____

3. in a safe way _____ 6. in a noisy way _____

Lesson 2.10 Suffixes

- The suffixes **-er** and **-or** can mean *a person who*.

writer = a person who writes actor = a person who acts

Read the sentences below. On the line, write a word with the suffix **-er** or **-or** to take the place of the words in bold.

1. When Carmen grows up, she hopes to be
a person who teaches. _____
2. Jill loves art class and knows that she will
be **a person who paints.** _____
3. Bailey lives near the ocean and plans to
become **a person who sails.** _____
4. Amina has hundreds of ideas for new things to
make, so she wants to be **a person who invents.** _____
5. Oliver's family has lived on a farm for 90 years,
so he will be **a person who farms.** _____
6. Andy dreams of being **a person who governs.** _____

Write the meaning of each word on the line beside it.

1. sculptor = _____
2. collector = _____
3. gardener = _____
4. builder = _____
5. runner = _____

Lesson 2.10 Suffixes

- The suffix **-ful** means *full of*. If a base word ends in **y**, change the **y** to **i** before adding **ful**.

room**ful** = a room full of beautiful = full of beauty

- The suffix **-less** means *without*.

color**less** = without color end**less** = without end

Read the clues below. Choose the word from the box that matches each clue. Write the answers in the numbered spaces in the crossword puzzle.

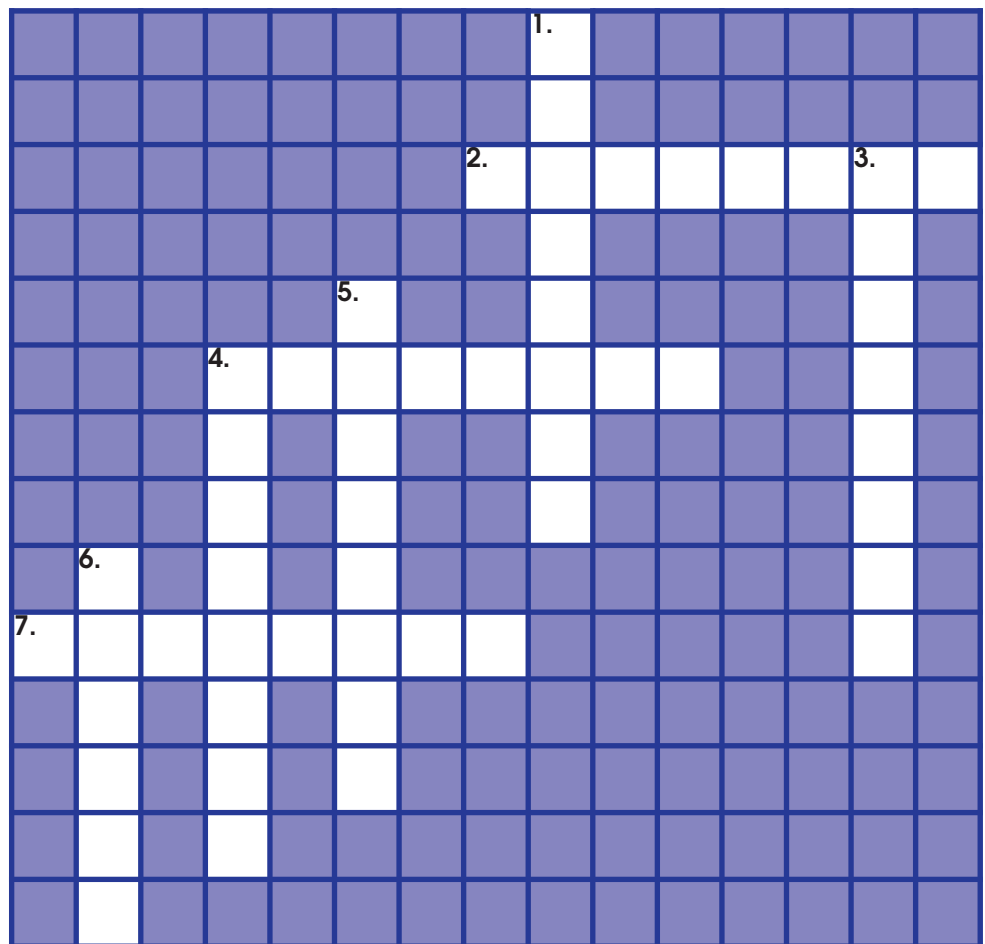
tasteful hopeless joyful careless peaceful spotless painless thankful

Across

- without pain
- full of thanks
- without hope

Down

- full of peace
- without spots
- full of taste
- without care
- full of joy



Lesson 2.10 Suffixes

- The suffix **-able** means *can be* or *able to be*. If a base word ends in **e**, drop the **e** before adding **able**.

enjoy**able** = able to be enjoyed use → us**able** = able to be used

- The suffix **-en** means *made of* or *to make*. If a base word ends in **e**, drop the **e** before adding **en**. For words that have a short vowel sound and end in a consonant, double the consonant before adding **en**.

bright**en** = to make bright

loose → loos**en** = to make loose

mad → madd**en** = to make mad

Read the sentences below. Add the suffix **-able** or **-en** to each word in parentheses () so that it correctly completes the sentence.

1. The toy is made of soft plastic, so it is _____. (bend)
2. Be careful! Those plates are _____. (break)
3. Did Kayla find the _____ coins? (hid)
4. Doing pushups every day will _____ your muscles. (strength)
5. The _____ CD is on the desk. (broke)

Add a suffix to each base word below. Write the new word on the first line. On the second line, write the definition of the word.

1. hard + en = _____

2. love + able = _____

3. wash + able = _____

4. wide + en = _____

5. sharp + en = _____

Review Prefixes and Suffixes

Adding a **prefix** to the beginning of a word can change the word's meaning.

- **un-**, **dis-**, **in-**, **im-** = not (**unsure**)
- **re-** = again (**restart**)
- **pre-** = before (**preschool**)
- **mis-** = wrongly or badly (**misread**)
- **over-** = too much (**overcook**)
- **under-** = too little (**undercook**)

Beside each word, write the letter of its definition.

- | | |
|---------------------|--------------------|
| 1. _____ invisible | a. charge too much |
| 2. _____ overcharge | b. not even |
| 3. _____ uneven | c. order before |
| 4. _____ refill | d. not agree |
| 5. _____ preorder | e. not visible |
| 6. _____ disagree | f. fill again |

Read the sentences below. Circle the word from the pair in parentheses () that best completes each sentence.

1. The explorer Roald Amundsen was (undone, unafraid) of new challenges.
2. At first, he planned to explore the North Pole. He (removed, rethought) his plan when others got there first.
3. Amundsen (premixed, prearranged) a group of people who would travel with him.
4. The explorers packed everything they would need. They were careful not to (overload, overflow) themselves.
5. They were (unsure, unhealthy) if they would be first to reach the South Pole.
6. Amundsen was careful not to (mislead, misname) his group.

Review Prefixes and Suffixes

Adding a **suffix** to the end of a word can change the meaning of the word. Remember, sometimes the spelling of words that end in **y** or **e** must change before the suffix can be added.

- **-ly** = in a way (quick**ly**)
- **-y** = being or having (mess**y**)
- **-er, -or** = a person who (writ**er**)
- **-ful** = full of (cheer**ful**)
- **-less** = without (harm**less**)
- **-able** = able to be (break**able**)
- **-en** = made of or to make (soft**en**)

Add a suffix to each word below. Write the new word on the line. Then, write a sentence using the word you formed.

1. act + or = _____

2. storm + y = _____

3. beauty + ful = _____

4. value + able = _____

Read the definitions below. Write the word that matches each definition.

1. in a sleepy way

2. without end

3. to make dark

4. able to be fixed

5. a person who leads

Lesson 2.11 Syllables

A **syllable** is part of a word and has one vowel sound. As you say a word, listen to the number of vowel sounds. This is the number of syllables the word has.

book = 1 vowel sound = 1 syllable

pic·ture = 2 vowel sounds = 2 syllables

for·ev·er = 3 vowel sounds = 3 syllables

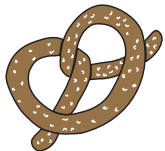
Look at each picture below. Choose the word from the box that names the picture and write it on the first line. On the second line, write the number of vowel sounds you hear when you say the word out loud.

bicycle	monkey	tree
kangaroo	pretzel	balloon













Phonics Connection

1. Which two picture names have the vowel sound you hear in *goose*?

2. Which two picture names begin with a two-letter blend?

Circle the blend.

Lesson 2.11 Syllables

Compound words can be divided into syllables between the two parts of the compound.

cup·cake book·case

A word that has two consonants between two vowels (like *basket*) can be divided between the consonants.

pen·cil nap·kin

A word that has a prefix can be divided between the prefix and the base word.

pre·wash mis·count

Read each word below. Say it to yourself and listen for the vowel sounds. Draw a slash (/) to divide each word into syllables.

- | | |
|-------------|------------|
| 1. airplane | 6. bathtub |
| 2. dislike | 7. beehive |
| 3. picture | 8. preheat |
| 4. cookbook | 9. lumber |
| 5. refill | 10. undo |

Read the sentences below. Use slashes to divide the words in bold into syllables.

1. On **Monday**, Cal went to the **dentist** because he had a **toothache**.
2. It was **winter**, so Cal could see his **footprints** in the snow on the **sidewalk**.
3. The **sunlight** was bright, and Cal was eager to get **indoors**.
4. “**Welcome** to Dr. Garcia’s office,” **someone** said.
5. Cal **untied** his boots and left them in the **hallway**.
6. He **disliked** cavities, but he loved going to Dr. Garcia’s **office**.

Lesson 2.11 Syllables

Read the words in the box. Write each word below the correct heading. Then, draw slashes (/) to divide the words into syllables.

cucumber wind seashore unlock wonderful bench
 popular shrimp table fish star terrible
 ladder breeze adventure silent homesick elephant

1 syllable

2 syllables

3 syllables

Read each word in bold. Circle the word beside it that has the same number of syllables.

- | | | | |
|---------------------|----------|-----------|-----------|
| 1. grassy | sniff | mitten | however |
| 2. difficult | vacation | puzzle | jolly |
| 3. whale | railroad | monster | sled |
| 4. pocket | bush | before | bike |
| 5. multiply | flavor | drive | factory |
| 6. cry | pinch | different | fastest |
| 7. pumpkin | paper | banana | climb |
| 8. water | multiply | closed | hammer |
| 9. stomp | trying | loose | crocodile |

Lesson 2.11 Syllables

Read the sentences below. The words in parentheses () will tell you which words to underline in the sentences.

1. When Hurricane Katrina hit the U.S. in 2005, it did a lot of damage. (3-syllable words)
2. Many people around the world wanted to help. (2-syllable words)
3. Three sisters in Maryland thought of a very special way to make a difference. (3-syllable words)
4. They started Project Backpack. (2-syllable words)
5. Jackie, Melissa, and Jenna Kantor collected backpacks full of things that kids along the Gulf Coast might need. (2-syllable words)
6. They quickly reached their goal of 1,000 backpacks. (1-syllable words)
7. Kids around the country heard about the project. (2-syllable words)
8. They collected backpacks in their own cities, too. (1-syllable words)
9. In two months, 50,000 backpacks were sent to kids who lived in the areas Katrina hit! (3-syllable words)
10. Even though the Kantor sisters were only 14, 11, and 8, they helped thousands of kids they had never even met. (2-syllable words)

Phonics Connection

1. Which word in number 2 has a **y** that makes the long **e** sound? _____
2. Which word in number 5 has the same vowel sound as *blow*? _____
3. Which word in number 6 has the hard **g** sound? _____

Review Syllables

Choose the word from the box that names each picture below and write it on the first line. On the second line, write the number of vowel sounds you hear when you say the word out loud.

mosquito banana mailbox pear snowflake wink














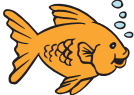



Read the words below and fill in the blanks in the chart.

	Vowel Sounds Heard	Number of Syllables
rosebush		
crash		
misjudge		
redraw		
difficult		
washcloth		
crocodile		
plate		
pretzel		
corner		

Review Syllables

On the line, write the word that names the picture. Then, circle the word beside it that has the same number of syllables.

1.  _____ curious insect book
2.  _____ rug water valley
3.  _____ plug notebook listening
4.  _____ tiger bowl area
5.  _____ forever fastest ring

Read the paragraphs below. Use slashes (/) to divide the words in bold into syllables.

A **cactus** is a type of plant. It grows **mostly** in desert **areas** of the Americas. Cacti (the plural of cactus) are one of few plants that can live in the harsh **conditions** of deserts. **Unlike** most plants, cacti do not have leaves. **Instead**, they have sharp spines. The spines **protect** cacti from **desert animals**. Since plants usually lose **water** through their leaves, the spines help cacti save their water. Cacti also have thick, **fleshy** stems where they can store water. Their roots do not go deep **into** the ground like **other** plants. Instead, they spread out **over** a large space so they can get water from a **wider** area when it rains.

There are **about** 1,700 **species** of cacti. One of the most interesting may be the saguaro cactus. It lives in the **Southwest** and in **Mexico** and can grow to be 50 feet tall!

Lesson 3.1 Synonyms

A **synonym** is a word that has the same or almost the same meaning as another word.

like, enjoy

dad, father

quick, fast

insect, bug

Look at each picture and label below. Find the word in the box that is a synonym for the picture name, and write it on the line.

rabbit

present

rip

pail

hat

smile



bucket



grin



gift



bunny



cap



tear

Read each clue and the choices below it. Circle the word that best matches the clue.

1. I am another word for *great* or *wonderful*.

awful

terrific

old

2. I am another word for *tired*.

sleepy

worried

joyful

3. I am another word for *huge* or *enormous*.

tiny

slippery

giant

4. I am another word for *wreck*.

move

push

destroy

5. I am another word for *laugh*.

giggle

sigh

scream

Lesson 3.1 Synonyms

Draw a line to match each word in column 1 to its synonym in column 2.

- | | |
|-----------|-----------|
| 1. end | beautiful |
| 2. easy | mend |
| 3. shut | near |
| 4. pretty | finish |
| 5. throw | simple |
| 6. glad | close |
| 7. jump | hop |
| 8. close | toss |
| 9. fix | happy |

Read each sentence below. Find a synonym in the box for the word in bold and write it on the line.

see quiet pick broke small stop scream keep tug

- | | |
|---|-------|
| 1. Choose your three favorite flavors. | _____ |
| 2. Tell Marissa to pull on the rope. | _____ |
| 3. The house is silent in the middle of the night. | _____ |
| 4. When did you quit taking ballet lessons? | _____ |
| 5. The plate shattered when it hit the floor. | _____ |
| 6. When Olivia walks we'll shout "Surprise!" | _____ |
| 7. The sliver was so tiny I could barely see it. | _____ |
| 8. Did you watch the game on TV last night? | _____ |
| 9. Let's save the rest of the brownies for later. | _____ |

Lesson 3.2 Antonyms

An **antonym** is a word that means the opposite of another word.

hard, soft

loud, quiet

new, old

right, wrong

Read the clues below. Fill in the blanks to complete the answer. Then, look for each answer in the word search puzzle. Circle the words you find.

- the opposite of *top* b_____
- the opposite of *black* wh_____
- the opposite of *enemy* fr_____
- the opposite of *evening* m_____
- the opposite of *up* d_____
- the opposite of *love* h_____
- the opposite of *over*
u_____

Phonics Connection

- Which puzzle word contains a digraph?

- Which puzzle word has a beginning blend?

n	m	r	u	n	d	e	r	v	a
q	d	b	b	j	a	r	h	p	l
b	o	t	t	o	m	c	a	z	x
o	w	p	l	y	o	e	t	g	i
j	n	u	n	f	r	i	e	n	d
s	d	r	t	n	n	q	o	a	p
d	g	m	w	h	i	t	e	w	n
r	z	t	t	w	n	o	u	n	h
e	g	c	f	e	g	r	h	n	e

Lesson 3.2 Antonyms

Read the paragraphs below. Choose an antonym from the box for each word in bold. Write it on the line beside the word.

slower	less	finished	bad	lost	easy
weaker	woman	short	smaller	fake	boring

American **tall** _____ tales were begun by pioneers of the Old West. Tall tales were a **good** _____ form of entertainment. TV did not exist, and books were **hard** _____ to get. Tall tales could be told to a group and passed from one person to the next. The main character of a tall tale is often someone who is **larger** _____ than life. The character is superhuman in some way and has wild adventures. In the story, he or she may be **stronger** _____, **faster** _____, smarter, or tougher than anyone else.

For example, have you ever heard the tale of John Henry? He could hammer railroad spikes faster than any **man** _____. He was **more** _____ than eight feet tall when he was born. He **started** _____ working on the railways when he was only three weeks old. When he raced against a machine, John Henry **won** _____. The tall tale is funnier and more interesting than the **real** _____ story could ever be.

Paul Bunyan, Annie Oakley, and Johnny Appleseed are other tall tale heroes you might know. What details make their stories so **exciting** _____?

Review Synonyms and Antonyms

Read each pair of words below. If the words are synonyms, write **S** on the line. If they are antonyms, write **A**.

- | | |
|------------------------|---------------------------|
| 1. _____ yell, whisper | 7. _____ funny, serious |
| 2. _____ shout, scream | 8. _____ boat, ship |
| 3. _____ easy, simple | 9. _____ tired, sleepy |
| 4. _____ heavy, light | 10. _____ inside, outside |
| 5. _____ like, enjoy | 11. _____ city, town |
| 6. _____ wide, narrow | 12. _____ summer, winter |

The word in parentheses () will tell you to find a synonym or an antonym for each word below. Choose your answer from the box and write it on the line.

noisy full smooth lost west wrong infant find messy ill

1. neat (antonym) _____
2. empty (antonym) _____
3. missing (synonym) _____
4. sick (synonym) _____
5. right (antonym) _____
6. baby (synonym) _____
7. east (antonym) _____
8. loud (synonym) _____
9. locate (synonym) _____
10. rough (antonym) _____

Review Synonyms and Antonyms

Read the paragraphs below. Then, answer the questions that follow.

Have you ever visited a corn maze? The largest corn maze in the country is at the Richardson Farm in Spring Grove, Illinois. Every year, the family picks a new theme. An artist makes a drawing that goes with the theme. Then, the picture gets scanned into a computer. The lines of the picture are turned into the maze. When the corn on the farm is ten inches tall, the maze is cut into the fields. It's easier to cut the corn before it grows too tall.

In autumn, the Richardsons are ready for their first visitors to the maze. In 2004, the maze had pictures from Lewis and Clark's journey. In ten miles of trails, there were pictures of prairie dogs, bison (or buffaloes), and a traveler in a boat. Even though the trails are about ten miles long, you only have to walk about $\frac{1}{3}$ of a mile to solve a maze. What happens if you get lost? Don't worry, you'll be able to bring a map with you. You can also bring a cell phone to call the Richardsons for help if you get stuck.

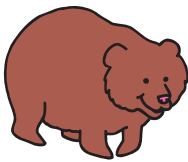
1. Find an antonym for *smallest* in paragraph 1. _____
2. Find a synonym for *nation* in paragraph 1. _____
3. Find an antonym for *old* in paragraph 1. _____
4. Find a synonym for *creates* in paragraph 1. _____
5. Find an antonym for *harder* in paragraph 1. _____
6. Find an antonym for *shrinks* in paragraph 1. _____
7. Find a synonym for *fall* in paragraph 2. _____
8. Find an antonym for *last* in paragraph 2. _____
9. Find an antonym for *short* in paragraph 2. _____
10. Find an antonym for *found* in paragraph 2. _____

Lesson 3.3 Homophones

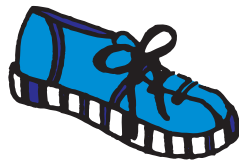
A **homophone** is a word that sounds the same as another word but has a different spelling and meaning.

It takes an *hour* to get there. Our team won the game!
Tom will *be* late. The *bee* landed on the pink flower.

Circle the word below each picture that correctly names it. Use a dictionary if you are not sure which homophone to choose.



bear bare



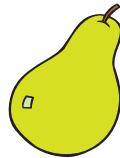
shoo shoe



I eye



eight ate



pear pair



son sun



knight night



flour flower



ant aunt

Phonics Connection

There are three words in the exercise above that have a silent consonant pair. Write the words on the lines and circle the consonant pair in each word.

Lesson 3.3 Homophones

Read each sentence below. The word in parentheses () is a homophone for the word in bold. Write a sentence of your own using the homophone.

Example: Did Courtney **write** a story?

(right) Make a right turn at the light.

1. I **sent** Grandma an e-mail last week.

(cent) _____

2. What kind of **clothes** are you wearing to the party?

(close) _____

3. Alejandro will **meet** you at the park at noon.

(meat) _____

4. **Here** is the book I borrowed from you.

(hear) _____

Read the clues below. On the first line, write the word from box 1 that matches the clue. Then, find its homophone in box 2 and write it on the second line.

road by they're high four

hi there buy for rode

1. I am what people say when they are leaving.

2. I am the number that comes after three. _____

3. I am the opposite of *low*. _____

4. I am another name for *street*. _____

5. I am a contraction for *they are*. _____

Lesson 3.4 Multiple-Meaning Words

A **multiple-meaning word** (also called a **homograph**) is a word that has more than one meaning.

Can you help us?

George bought a *can* of tuna.

Mia won the doll at the *fair*.

It's not *fair* that you have to go

Read each sentence below. On the line, write a sentence using another meaning of the word in bold. If you cannot think of another meaning, use a dictionary.

1. Did you drive or **fly** to Chicago?

2. The **bat** eats hundreds of mosquitoes every night.

3. The owl's wings are almost the same color as the **bark** of the tree.

4. On their first **date**, Abby's parents went to the movies.

5. Mrs. Kay needs one **yard** of fabric to make the costume.

6. We were late for school because we got stuck in a traffic **jam**.

7. How many pigs did you count in the **pen**?

8. Darren's dad works in a three-**story** building.

Lesson 3.4 Multiple-Meaning Words

Read each sentence and the definitions that follow. Circle the letter of the definition that matches the word in bold.

- Nicholas and Matthew bought their dad a **watch** for his birthday.
 - to look at
 - a small clock worn on the wrist
- There is a **pitcher** of lemonade on the counter.
 - a container that holds liquid
 - the person who pitches
- Sanj's cold is gone and she feels **fine**.
 - well; in good health
 - money paid for breaking a law
- The dentist gave Eric a pack of sugar-free **gum**.
 - the flesh around your teeth
 - a type of rubbery candy
- The **kind** woman works at an animal shelter.
 - nice; gentle; helpful
 - a type or sort
- A huge gust of **wind** knocked over the sign.
 - to tighten by turning
 - blowing air
- How **close** is your school to your home?
 - to shut
 - near
- Gabby came in **second** in the race.
 - number two
 - a measurement of time

Phonics Connection

Use the words in bold above to answer the following questions.

1. Which two words have the long i sound?
- _____
2. Which two words have a silent consonant? Circle the consonant.

Lesson 3.5 Figures of Speech

A **simile** is a comparison of two unlike things using the words *like* or *as*.
Lydia's cheeks were as red as cherries.

The sea sparkled like jewels in the morning sun.

A **metaphor** is a comparison of two unlike things without using *like* or *as*.

Alexander's heart was a steady drum beating in his chest.

Read each sentence below. If it contains a simile, write **S** on the line. If it contains a metaphor, write **M**.

1. _____ By dinnertime, Katsu will be as hungry as a bear.
2. _____ The tornado was a roaring train that sped across the field.
3. _____ Charlotte was a dolphin, diving and playing in the waves.
4. _____ Annie's new ideas were a breath of fresh air.
5. _____ The windows were like eyes that peered out from the front of the house.
6. _____ Jake's dry hands were as rough as sandpaper.
7. _____ The fog was a blanket that covered the sleeping city.
8. _____ The water felt like ice to C. J. as he dove into the pool.

Use your imagination to complete each simile below.

1. Kelsey's eyes are as green as _____.
2. The lemon juice stung like _____ on Iman's paper cut.
3. The raspberries from the garden were as sweet as _____.
4. The pebbles were as smooth as _____ in Xavier's hand.

Lesson 3.5 Figures of Speech

Read the paragraphs below. Underline the four similes. Circle the two metaphors.

Fiona and Nora walked down the sandy path to the beach. It was the middle of the day, and the sand felt like hot coals under their bare feet. They walked faster, trying not to let their feet touch the sand for long. The water was a blue carpet stretching out toward the sky. It looked cool and inviting from the hot beach.

"It's beautiful here, isn't it?" said Nora. She turned her face to the sun that hung like a fat, yellow grapefruit in the sky. Nora sniffed the salty breeze. "The ocean air smells as fresh as clean laundry."

The girls found their parents and spread out their towels. They were careful not to wake their dad, who slept like a baby under a large umbrella. Suddenly, Fiona spotted a pelican. It was a missile zooming toward the water. A moment later, it flew away with a wriggling fish sticking out of its beak. "There's always something going on at the beach!" laughed Fiona.

Read the metaphors below. On the lines, tell which two things are being compared.

1. The 175-year-old house was a dinosaur.

2. The stomachs of the teenage boys were bottomless pits.

3. Marcus's legs were rubber as he walked onstage.

Review Homophones, Multiple-Meaning Words, Figures of Speech

Circle the word below each picture that correctly names it. Use a dictionary if you are not sure which homophone to choose.



hair hare



hoarse horse



be bee



dear deer



ring wring



mussel muscle

Read each sentence below. Circle the homophone that correctly completes the sentence.

1. The department store is having a (sail, sale) on kids' clothes this week.
2. (Meat, Meet) me at the car in one (hour, our).
3. The mountain (peak, peek) is 1,700 feet above sea level.
4. (Your, You're) book report is really interesting.

Read the pairs of homophones below. Use each one in a sentence.

1. (wood, would) _____

2. (one, won) _____

3. (plain, plane) _____

Review Homophones, Multiple-Meaning Words, Figures of Speech

Read the definitions and the sentences below. Make a check mark beside the sentence that uses the word in bold the same way as the definition.

1. **tear** = liquid that comes out of the eyes when crying

___ A **tear** rolled down the girl's cheek. ___ Did you **tear** your shirt?

2. **seal** = a mammal that lives in the ocean and has flippers

___ **Seal** each letter before you mail it. ___ The **seal** has thick, gray fur.

3. **rest** = to take a break or relax

___ Where are the **rest** of the children? ___ **Rest** quietly until lunch.

4. **well** = a hole dug in the ground to get to water

___ We never use the old **well** in the yard. ___ **Well**, I'm ready to go.

5. **box** = a square container

___ My uncle likes to **box** at the gym. ___ What's inside the **box**?

Read each sentence below. Circle the two things that are being compared. Write **S** on the line if the comparison is a simile. Write **M** if it is a metaphor.

1. _____ The rain sounded like tiny footsteps racing across the roof.
2. _____ "Britta is the apple of my eye," said Grandpa proudly.
3. _____ The snow was a thick, white blanket on the rooftop.
4. _____ The heavy meal sat like a rock in Mr. Bloomberg's stomach.
5. _____ The children were quiet as mice as they waited.

Phonics Connection

Which three words in exercise 2 have the long **e** sound spelled **y**?

Lesson 4.1 Alphabetical Order

Being able to place words in **alphabetical order**, or **ABC order**, can help you find what you are looking for in a dictionary, an encyclopedia, an index, or at the library.

When two words start with the same letter, use the second letter to decide the order. If the first two letters of the words are the same, use the third letter.

habit jeep lamb pasta pest pie darling dash date

Read each set of words. On the lines, number the words in ABC order.

- | | | |
|----------------|---------------|----------------|
| 1. _____ train | 3. _____ ear | 5. _____ list |
| _____ uncle | _____ explain | _____ kitten |
| _____ piano | _____ ever | _____ king |
| 2. _____ paste | 4. _____ hem | 6. _____ mimic |
| _____ pass | _____ hey | _____ mint |
| _____ phase | _____ herd | _____ milk |

Rewrite each list below so the words are in ABC order.

- minnow, line, hers, mile _____
- sloth, skunk, sleigh, sled _____
- news, net, niece, nibble _____

Phonics Connection

- Which word in exercise 1 begins with a digraph? _____
- Which three words in exercise 2 begin with an l blend?

Lesson 4.1 Alphabetical Order

Erica and Jamal are going to the library. They have a list of books to find. Fill in the blanks on their list with titles from the box. Make sure that the list stays in ABC order. Hint: Ignore the word *the* at the beginning of book titles.



Squids Will Be Squids

The House of Wisdom

High as a Hawk

Piggins

Coming on Home Soon

Superfudge

Bloomers!

The Bears on Hemlock Mountain

Charlie and the Chocolate Factory

Coyote Steals the Blanket

Exploring the Deep, Dark Sea

Fantastic Mr. Fox

The Gadget War

How to Eat Fried Worms

If a Bus Could Talk: The Story of Rosa Parks

Leonardo's Horse

The Pirate's Handbook

Ramona Quimby, Age 8

Sarah, Plain and Tall

Stuart Little

Zathura

Lesson 4.2 Guide Words

Guide words are words that appear at the top of a dictionary page. They tell you the first and last word on that page of the dictionary. If the word you are searching for comes between the guide words in ABC order, it will be on that page of the dictionary.

For example, *bagel* would be on the page with the guide words *badly* and *bail* because it comes between them in ABC order.

Read each set of guide words below. Circle the word that would appear on a dictionary page with them.

- | | | | |
|---------------------|---------|---------|----------|
| 1. forgave • format | forty | fork | frail |
| 2. dial • different | dice | dig | dinosaur |
| 3. pillow • pipe | pilgrim | plaid | pink |
| 4. hero • hickory | heather | herself | hello |
| 5. window • wise | wing | wish | willow |

Look up each of the following words in a dictionary. On the line, write the guide words from the page on which you found the word.

- | | | |
|--------------|-------|-------|
| 1. blink | _____ | _____ |
| 2. soccer | _____ | _____ |
| 3. coin | _____ | _____ |
| 4. avenue | _____ | _____ |
| 5. horseshoe | _____ | _____ |

Phonics Connection

Which five words in exercise 1 have the /or/ sound spelled **or**?

Lesson 4.2 Guide Words

Each heading below is a set of guide words from a dictionary page. Write the words from the box under the correct headings.

 blame ballet base balloon black blade barrel bamboo
 barn band blanket balmy batch blast basket

ball • bandage

bark • bath

bit • blaze

Read each word below. Use the pair of guide words to decide on which dictionary page you would find the word. Write the page number on the line.

 dash • deal
 page 84

 dear • decoy
 page 85

 pick • pill
 page 220

 pinto • pizza
 page 222

1. picnic _____

7. dawn _____

13. dead _____

2. date _____

8. pitcher _____

14. pirate _____

3. decode _____

9. decide _____

15. pie _____

4. pita _____

10. pity _____

16. daze _____

5. deck _____

11. pierce _____

17. decay _____

6. pigtail _____

12. debt _____

18. pioneer _____

Lesson 4.3 Entry Words

When you look up a word in a dictionary, you are looking up an **entry word**. An entry word is usually printed in bold. Most entry words appear with listed endings. For example, you would look up the word *country*, not *countries*; *stop*, not *stopping*; and *smile*, not *smiled*.

entry word	pronunciation & syllables	part of speech	meaning
freckle	(frek' ul)	<i>noun</i>	a small brown dot on the skin, often the face

Read each word below. On the line beside it, write the entry word you would look for in a dictionary.

- | | |
|---------------------|--------------------|
| 1. lessons _____ | 7. foxes _____ |
| 2. hiding _____ | 8. tripped _____ |
| 3. activities _____ | 9. carries _____ |
| 4. wrapped _____ | 10. laughing _____ |
| 5. scolds _____ | 11. thinner _____ |
| 6. hungrily _____ | 12. washed _____ |

Use the dictionary entry below to answer the questions.

pupil (pyoo pul) 1. *noun* a student; a young person taught in a school
2. *noun* the eye opening that allows light to enter

- How many syllables does pupil have? _____
- Can pupil be more than one part of speech? _____
- Which definition of pupil is used in this sentence? Your **pupils** grow bigger when you are in a dark room. _____

Lesson 4.3 Entry Words

Read the paragraphs below. Write the entry word on the line beside each word in bold.

Julius Lester was born in Missouri in 1939. Julius's degree was in English, but he also **enjoyed** _____ music. He **recorded** _____ two albums, and he wrote a book about folk music. Later on, Julius wrote other **books** _____ for **adults** _____. They were not the books that would bring him great fame, though.

In the late 1960s, he **published** _____ two **children's** _____ books. One was called *To Be a Slave* and won an important award **called** _____ the Newbery Honor Medal. The other book was called *Black Folktales* _____. These two books were the start of an important **writing** _____ career for Julius Lester. By the end of his life, he had **written** _____ 31 books for **kids** _____. Most of his **stories** _____ deal with African-American history and folklore. Some of his books are *The Tales* _____ of *Uncle Remus*, *John Henry*, *Sam and the Tigers* _____, and *How Many Spots* _____. *Does a Leopard Have and Other Tales*.

Phonics Connection

Which two words in paragraph 1 have the same vowel sound as *sport*?

Review ABC Order, Guide Words, and Entry Words

Rewrite the following list of authors' names in ABC order.

Cleary, Beverly _____

Lasky, Kathryn _____

Lowry, Lois _____

White, E. B. _____

Christopher, Matt _____

Babbitt, Natalie _____

Pinkney, Jerry _____

Banks, Lynne Reid _____

Byars, Betsy _____

Dahl, Roald _____

Wallace, Bill _____

On the line, write the word that names the picture. Circle the set of guide words that you would find on the same dictionary page as the picture name.

1.  _____ giggle * give glad * globe
glow * gold

2.  _____ floppy * flute flutter * folk
follow * foot

3.  _____ spur * sprint spicy * spit
sponge * sprout

Review ABC Order, Guide Words, and Entry Words

Use the dictionary entries below to answer the questions.

story (stor' ee) pl. *stories* **1.** *noun* a made-up tale that entertains people

2. *noun* a floor or level of a building

spaniel (span' yul) *noun* a breed of dog that has droopy ears and silky fur

sparkle (spar' kul) *verb* to glitter or give off light

1. Put the entry words above in ABC order.

2. What is the plural form of *story*?

3. What entry word would you use to find the definition of *sparkling*?

4. Which of the words above would you find on a dictionary page with the guide words *stopwatch* and *straw*?

5. Which word is a verb?

6. Which definition of *story* is used in this sentence?
Paco read his sister a story before bed.

Rewrite the following words in ABC order.

1. recycle, rag, reflect, rain _____

2. cry, beach, slide, fling _____

3. feast, fan, father, fast _____

4. invite, ladybug, island, lamp _____

Answer Key

page 6

t; l; b
w; n; p

- fan
- book
- fish
- cake
- sand
- mail

page 7



- dogs
- walk
- park
- love
- time
- good

page 8

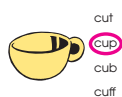
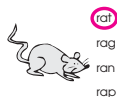
n; m; f
t; r; d

- cat
- skip
- bug
- wet
- sag
- shop
- hid
- cot

page 9

- ss
- ff
- ll
- ll; ss

- ff; ff; ss
- zz; ll; ss
- ss



page 10

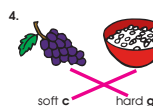
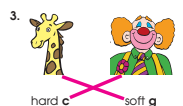
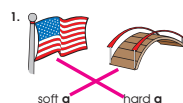
- HC
- SC
- SC
- HC
- SC
- HC

- SG
- HG
- SG
- HG
- HG
- SG

page 11

Grocerylist		
grapes	celery	flour
cereal	clams	ice cream
carrots	oranges	sugar
gingerbread	milk	sliced bread
apples	lettuce	eggs
turkey	peanut butter	cat food

Look at each pair of pictures. Draw a line to match the hard or soft sound to each picture.



page 12

Hard C
collects
clay
plastic
countries

Soft C
circle
place
price

circle
color
become
collector
club

Hard G
glass
grape
games

Soft G
huge
giants
age

page 13

- frog
- second
- pencil
- sugar
- ice
- cow
- orange
- cereal

page 14

t; b; k
ss; p; ll

- near
- beak
- wings
- hold
- can
- fast
- look

page 15

- | | | | | | |
|-----------|------|------|-----------|------|------|
| 1. garden | hard | soft | 5. danger | hard | soft |
| 2. gym | hard | soft | 6. slice | hard | soft |
| 3. attic | hard | soft | 7. egg | hard | soft |
| 4. case | hard | soft | 8. edge | hard | soft |

- goat
- cuddle
- ceiling
- geese
- edge

Answer Key

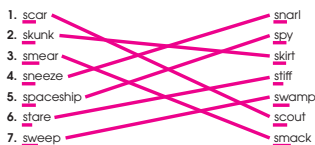
6. coat
7. gust
8. cider
9. gel
10. crisp

page 16



1. sn
2. sk
3. sc
4. sp
5. st
6. sp
7. sw

page 17



stop; special; smoke; sniff;
sky; smoke; swiftly; spark;
skills

page 18



1. planets
2. slow
3. flea
4. glue
5. cloud
6. blackboard
7. closet

page 19

lock	lip	low
block	blip	blow
clock	clip	flow
flock	flip	glow
	slip	plow
		slow

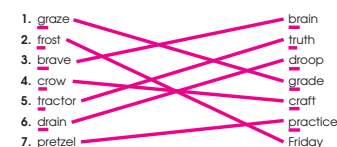
1. clubhouse; Answers will vary.
2. glad; Answers will vary.
3. blue; Answers will vary.
4. floor; Answers will vary.
5. flag; Answers will vary.
6. climbed; Answers will vary.
7. sleep; Answers will vary.
8. pledge; Answers will vary.

page 20

drew; from; try; dreamed;
growing; gravel; from;
creeks; bright; profit;
traveled; promise

1. cr
2. tr
3. cr
4. gr
5. dr
6. gr

page 21



1. grandfather
2. price
3. green
4. friend
5. broom
6. crib

7. breakfast
8. principal
9. trash
10. crawl

page 22

snake; bread; spoon
claw; drum; fly

s blend	l blend	r blend
snail	plum	fruit
smoky	slime	pretty
scooter	slipper	trunk
slime	blaze	cry
slipper	floppy	drop
skunk	glass	bring

page 23

Answers will vary.

1. Blackbirds like blueberries better than blueberries like blackberries. Answers will vary.
2. Mrs. Clump's class clapped when the clumsy clown climbed the cliff. Answers will vary.
3. The Franching is friends with five fellows named Frank. Answers will vary.
4. The skittish skunk knows how to skate, skip, sketch, and skateboard. Answers will vary.
5. The cricket and the crane crunched crispy crackers by the creek. Answers will vary.
6. The speedy spider spun a sparkly web in space. Answers will vary.
7. The train traveled through traffic with a troop of trucks and tractors. Answers will vary.

page 24

str; str; scr; str; scr; str; spr;
spl; str

1. screen	strike	scream	scold
2. straight	stray	sprout	splinter
3. spray	strong	scrape	spring
4. spill	spine	splash	streak
5. stream	scratch	straw	sprain
6. scrub	scrap	scoop	strain

page 25

screw; straw
sprain; street
splash; scrub

1. sprinkler
2. spring
3. scream
4. strawberry

Answer Key

2. spring
3. scream
4. strawberry
5. scratch
6. strong
7. street

page 26

nt; mp; lt
nk; ft; mp

1. Mr. Flores is a scientist who works with a **chimp** named Moe.
2. Mr. Flores is trying to learn how animals **think**.
3. Moe cannot talk, but Mr. Flores **spent** a long time teaching him sign language.
4. Whenever Mr. Flores **felt** that Moe earned a reward, he gave him a **plum** banana.
5. Moe learned to make signs for words like **drink**, **soft**, **want**, and **funny**.
6. When Moe signs a word correctly, he **jumps** for joy.
7. "You're a **champ**, Moe," cheers Mr. Flores.

page 27

1. Next weekend, we are going to **camp** at the Blue Spruce State Park. (camp, damp, colt)
2. We'll sleep in our new, three-room **tent**. (rent, tank, tent)
3. Dad said that we'll set up camp on a bed of **soft** pine needles. (sift, soft, salt)
4. I can't wait to **raft** down Spruce River. (raft, rank, craft)
5. My sister, Linh, is worried the raft will **sink**. (wink, sent, sink)
6. My uncle **lent** us some lifejackets, so now Linh is excited too. (lent, tint, lamp)
7. At night, we'll **drink** cocoa and roast marshmallows. (dunk, drink, drift)
8. I like my marshmallows **burnt** to a crisp on the outside. (bent, shift, burnt)
9. Last night, I **felt** so excited I could hardly sleep. (felt, front, blink)
10. I just hope we don't get sprayed by a **skunk** like my grandpa did the last time he went camping! (slump, skunk, trunk)

page 28

ld; nd; sk
st; sk; st
nd; st; ld

C	a	s	t	i	r	b	u	p
g	n	d	d	i	h	a	n	d
q	e	g	n	b	o	i	j	o
z	s	h	i	e	i	d	a	t
d	i	v	t	u	a	s	f	b
e	r	f	i	v	i	n	i	r
s	a	n	d	h	m	a	s	k
k	o	u	i	f	d	n	t	y

page 29

- | | | | |
|------------------|--------------|--------------|------------|
| 1. wrist | risk | roast | wild |
| 2. dusk | build | send | ask |
| 3. maid | field | blind | sound |
| 4. stand | child | grind | post |
| 5. just | task | east | sold |
| 6. unfold | held | hound | twist |
| 7. wend | trust | disk | and |
| 8. task | ask | wind | billfold |

1. dentist
2. west
3. mask
4. band
5. blend
6. old
7. gold
8. disk
9. cold
10. toast

page 30



strawberry; split; screened;
stroll; street; strange;
sprang; splattered;
screamed; sprinted;
streamed; screens; scratch;
scraped

page 31

nd; ld; nd; nk; nd; st; st; nt;
nd; mp; ft; nd; st; lt; nd

page 32



1. sharp
2. shark
3. cheap
4. chin

page 33

1. **child**
2. **shine**
3. **chip**
4. **choose**
5. **shower**
6. **shade**

1. ch
2. sh
3. ch
4. sh
5. sh
6. ch
7. sh
8. ch
9. ch
10. sh

page 34



Read each word in bold. Circle the digraph. Then, circle the word beside it that has the same beginning sound. If you are not sure, say the words out loud. Hint: The sounds can be the same even when the spellings are different. (Example: phase and fancy)

- | | | | |
|--------------------|--------------|--------------|--------------|
| 1. thirteen | them | thief | while |
| 2. that | third | phonics | these |
| 3. what | thought | wheat | thanks |
| 4. phew | photo | whip | poster |
| 5. thirsty | those | phony | thumb |
| 6. whisk | throw | water | whose |
| 7. whom | when | happy | thick |
| 8. phase | fresh | thimble | pink |

page 35

Philip was a handsome white **whale**. He weighed **thousands** of pounds, but he was still a graceful swimmer. As **Philip** swam in giant circles, he **thought** about what it would be like to have a friend. All the fish in the ocean **thought** that **Philip** was too big to play with. He was lonely.

One day **Philip** was taking a nap in the sun **when** he heard a tiny whisper. "Who **there**?" asked the whale, opening one huge eye. **There** were three tiny birds sitting on his forehead.

"I'm **theo** said one. **These** are my sisters, Bella and **Phoebe**."

"How wonderful to have sisters!" said **Philip**. "Whatever you do, you always have two friends."

"We have **three** more sisters at home," said **theo**. "I'd show you a **photo** but it's a little wet here."

"I'm very glad to meet you, of course," said **Philip**. "But **what** are you doing in the middle of the ocean?"

"We're looking for adventure," said **Phoebe**. "We want to make friends and see the **whole** world. Do you **think** you might like to join us?"

Philip laughed. He **thumped** his giant **whale** tail. He **whistled** through his blowhole. "I can't **think** of anything I'd like better!"

Answer Key

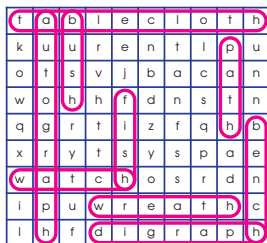
page 36

1. watch
2. brush
3. photograph
4. lunch
5. north
6. leash
7. match
8. teeth

1. ch, Answers will vary
2. sh, Answers will vary
3. th, Answers will vary

page 37

th; ph; sh
ch; sh; th
th; ph; ch



page 38

duck; swing; laugh
wing; truck; sock

1. ng
2. gh
3. ck; ck
4. ng; gh
5. ng; ng; ng
6. ng; ng
7. ck; ck; ng

page 39

gh; ng; ng; ng; ng; ng; ck;
gh; ck, ck; ng; ck; ng; ng;
ng

ck

luck
track
clock
block

gh

tough
enough

page 40

knot; wrinkle; knight

1. never
2. wrinkle
3. scissors
4. knob
5. seven
6. wrapper
7. nest
8. rail

page 41

1. writer
2. Knead
3. wrestling
4. scent
5. knows
6. scientist
7. knit
8. wreaths

1. wrong
2. scent
3. knight
4. scissors
5. wrap

page 42

hatchet; sleigh; pitcher
flashlight; stretch; thumb
hopscotch; lamb; night

ng

swimming
running
biking
long
training
belong
everything
finishing
anything

comb; crutch; stoplight

page 43

1. ~~thumb~~ come
2. ~~sleight~~ way
3. ~~limb~~ slim
4. ~~flight~~ fright
5. ~~scratch~~ batch
6. ~~comb~~ dome
7. ~~climb~~ dime
8. ~~straight~~ hate
9. ~~stitch~~ rich
10. ~~lamb~~ Sam

1. sketch
2. crumbs
3. sight
4. itches
5. might
6. sunlight
7. limb

page 44

1. thunder
2. thirteen
3. sandwich
4. sheep
5. king
6. black
7. laugh
8. phone

page 45

wr; sc; ng; sh; ck
ng; ph; gh; kn, wr, th
gh, ng, gh
ng, Wh

page 46

trash; tank; clam
fan; cab; math

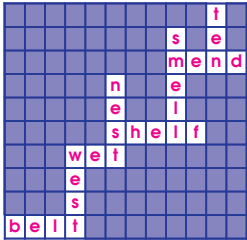
1. Cass, and, Matt, tanks
2. plan, and, cash
3. Grant, Cass, and, Matt,
bank, and
4. man, at, hand, and,
Grants, catch
5. asked, batch, plants, and
6. back, at, Cass, and, Matt

Answer Key

7. Dan, Sam, and, Max,
Grants, cats

page 47

bed; neck; shell
tent; dress; sled



page 48

sick; bib; ship
cliff; grill; twins

1. Big
2. ringing
3. hitched
4. films
5. lit
6. still
7. wind

page 49

mop; knock; ox
frog; lock; pond

1. sock
2. hop
3. rock
4. top
5. blond

page 50

jump, fluff; sun, lunch; rug,
junk; thumb, scrub; truck,
mud; skunk, dust

1. drums
2. strums, hums

3. thumps, drummer's
4. puffs, trumpet
5. clutches, trusty
6. chugs, cup, punch
7. shuts, plugs

page 51

short a

has
than
that
ask

short e

them
gets
tells
check

short i

kids
things
Civil
ship
visits
trip

short o

dogs
lots
got

short u

ducks
up
mummy

page 52

- | | | |
|---------------|-------|--|
| 1. cap + e = | cape | |
| 2. sam + e = | same | |
| 3. man + e = | mane | |
| 4. past + e = | paste | |
| 5. hat + e = | hate | |
| 6. mad + e = | made | |
| 7. pal + e = | pale | |
| 8. rag + e = | rage | |

1. wage
2. quake
3. vane
4. vase
5. cave
6. waste

page 53

1. mice, spice, white, rice.
2. dive, tide, spines, spikes, stripes
3. dine, nice, slice, lime, ripe, vine
4. wise, hike, nine, miles, rise
5. swine, glide, slide, slime, time, fine
6. Wipe, shine, side, pile,

twice

7. five, fine, kites, twine
8. bride, glide, five, miles, while, skydives

1–4. Answers will vary but should include long **i** words with the **i-consonant-e** spelling.

page 54

nose; rope; smoke
toe; globe; bone

1. doe
2. mole
3. Rome
4. joke
5. home
6. rose
7. whole

page 55

1. cube
2. rude
3. plume
4. tune
5. dude
6. cute
7. fuse

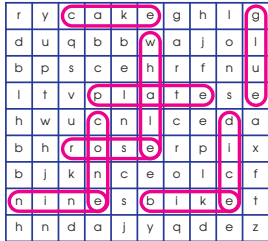
1. June; Sue
2. rule; due
3. tune; flute
4. cute; mule
5. clues

page 56

plate, Answers will vary.;
nine, Answers will vary.;
cone, Answers will vary.;
glue, Answers will vary.;
dice, Answers will vary.;

Answer Key

cake, Answers will vary.
bike, Answers will vary.;
rose, Answers will vary.;
whale, Answers will vary.



page 57

long a

state
make
name
Lake

long i

shines
Pine
Line

long o

home
close
Lone
vote

long u

clue
blue

page 58

1. short
2. long
3. long
4. long
5. short
6. short
7. short
8. long
9. short
10. long
11. short
12. short

1. hot pot; short o
2. mad dad; short a
3. space place; long a
4. best nest; short e
5. cute flute; long u
6. twin grin; short i
7. whale sale; long a

page 59

long i; short u; long o;
short u; short i; shirt e;
short a; long i; short a;
long i; short e; short u;
short a; long a; short i;
long i; short a; long a

page 60

1. bait
2. neigh
3. day
4. Maine
5. veil
6. jay
7. snail
8. eight

page 61

trail; Rail; train; mail; freight;
remained; paid; laid;
Maine; straight; may; away;
day; reins

page 62

beak; bee; movie
wheel; thief; peach

tree

seed
three
sneeze
creek
speech

pea

treat
reach
sea
beat
plead

shield

field
collie
piece
niece
chief

page 63

1. ee
2. ea
3. ie
4. ea
5. ee
6. ee
7. ee
8. ie
9. ea
10. ea
11. ea
12. ea; ea
13. ee

page 64

1. tight
2. thigh
3. wild
4. midnight
5. blind
6. kind
7. child
8. behind
9. flashlight
10. mind

page 65

1. child
2. right
3. wind
4. light
5. find
6. high
7. midnight
8. wild

1. sing
2. whip
3. sling
4. trip
5. flip
6. chin
7. bit
8. hint

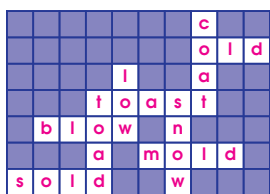
Answer Key

page 66

cold; toast; snow

1. road
2. Coach
3. gold
4. most
5. known
6. goal

page 67



1. most
2. foam
3. row
4. scold
5. coast
6. mow

page 68

beach; peach
goat; float
thigh; sigh
hay; tray
knee; three
cold; bold
tail; rail
snow; glow
eight; weight

1. sail
2. bay
3. rip
4. flap

page 69

long **e** as in *pea*: sea;
weak; leaves; teach

long **e** as in *beep*:

seen; deep; keeps; feels;
need

long **e** as in *chief*: piece;
fields

long **i** as in *night*: knight;
upright

long **i** as in *child*: wild

long **a** as in *day*: sway; stay

page 70

moose; Answers will vary.
screw; Answers will vary.
hook; Answers will vary.

good; books; few;

cartoons; Pooh; kangaroo;

gloomy; crew; grew;

school; too; knew

page 71

1. chew stew
2. zoo drool
3. spoon flew
4. stood brook
5. hoot dew
6. gloom loop
7. foot hood
8. goose snooze

moon; moon; looks; moons;

moon; loom; moon; took;

good; knew; moon; moons;

too; moons; new; moon;

Moon; Moon; Moon; Moon;
Moon;

page 72

1. bawl
2. law
3. caught
4. dawn
5. slaw

6. launch

7. gnaw

8. raw

1. crawl

2. lawn

3. author

4. yawn

5. August

6. paw

7. auto

8. saw

9. fawn

10. straw

page 73

aw au aw

aw aw au

1. launch

2. author

3. taught

4. because

5. jigsaw

6. sausage

page 74

1. oy

2. oy

3. oy

4. oy

5. oi

6. oi

1. Roy, Troy, McCoy,
cowboys

2. annoy, loyal

3. Roy, joined, voyage

4. Troy, enjoys, coiled

5. Troy, Roy, pointing, noise

6. McCoy, broiled

7. boiled, sirloin, foil,
cowboys

Answer Key

page 75

1. oil — royal
enjoy
ballpoint
2. coin — noise
broiler
join
3. loyal — joy
spoil
avoid
4. soy — soil
choice
boy
5. joint — point
moist
foil
6. choice — poison
voice
tinfoil

- soy
- coins
- loyal
- voice
- noise
- spoil
- point
- joined

page 76

cloud, proud; clown,
brown; house, blouse

- Brown
- proud
- cloud
- hound
- doghouse
- ground

page 77

- grouch
- howl
- flour
- frown
- pound
- sour
- plow

- trout
- scowl
- pouch
- gown
- hour
- town
- growl

page 78

- a cozy place for reading — mouse house
- a dog that eats too much — stew crew
- a fun place to swim — loose goose
- a group of people who make soup — round hound
- the nose of a fish — book nook
- a trusty queen — trout snout
- a home for a rodent — cool pool
- a bird that got away — loyal royal

- straw
- coins
- pounce
- flew
- stood

page 79

- | | | |
|-------|--------|--------|
| spoon | saw | cow |
| flew | lawn | bounce |
| boot | caught | gown |
| brew | sauce | prowl |
| zoo | draw | hour |

hawk, found, caught, join,
good, food, enjoy, schools,
owl, without

page 80

- long e
- long i
- long e
- y
- long i
- long e
- y

- forty
- dry
- jelly
- young
- penny
- yellow

page 81

- | | | |
|--------|--------|-------|
| long i | long e | y |
| Tyler | only | yo-yo |
| try | party | years |
| fly | shiny | yank |

city
tricky
easy
country
exactly
lately
baby

yet
young

page 82

- e
- i



- a
- f
- b
- j
- c
- d
- g
- h

page 83

- er
- ir; er
- er; er
- ur
- ur; er
- ur
- ir; ir
- er; er

- herd, shirt
- perk, under
- purse, girl
- birthday, fern
- curve, chirp
- dirty, person

page 84

- | | |
|-------|-------|
| corn | shark |
| thorn | arch |

Answer Key

sport porch cord
cart scar tart

1. large
2. garden
3. fork
4. yarn
5. snore
6. north

page 85

farmers'; morning; farms;
markets; stores; far;
charged; for; large; corn;
more; pork; Organic; arts;
garden; cart; start; larger

page 86

1. scarf
2. spy
3. after
4. horse
5. family
6. yam
7. jar
8. letter
9. yolk
10. turtle

page 87

- | | |
|---|---|
| 1. third — verse
shore
think | 5. chore — torch
shop
jar |
| 2. marsh — dash
star
clerk | 6. curl — mutt
chart
germ |
| 3. curb — cut
short
shirt | 7. spark — fort
bag
dart |
| 4. torn — mark
cork
tug | 8. core — cost
sword
trust |

1. dry, fry, my, long **i**
2. baby, bunny, lucky, pretty,
long **e**
3. Yesterday, Yoko, yelled,
yellow, **y**
4. fly, sky, long **i**

page 88

Base Word	Add ed	Add ing
chop	chopped	chopping
hike	hiked	hiking
bloom	bloomed	blooming
plan	planned	planning
spy	spied	spying
hope	hoped	hoping
hum	hummed	humming
carry	carried	carrying
suggest	suggested	suggesting
clap	clapped	clapping
try	tried	trying
act	acted	acting
hug	hugged	hugging

4. calls, watches
5. wags, brings
6. kisses, gives
7. hurries, buries

1. mix
2. fry
3. talk
4. crunch
5. marry
6. brush
7. clap
8. cry
9. hiss
10. dance
11. wash
12. bake

page 89

located; moving;
interviewed; allowed;
examined; passed;
traveling; cried; starting;
seeing; stopped

1. study
2. quiz
3. live
4. marry

page 90

1. barks
2. coaxes
3. studies
4. rings
5. latches
6. kisses
7. empties
8. waxes

page 91

1. tosses
2. rushes
3. tries, crashes

page 92

1. hottest
2. driest
3. wettest
4. wetter
5. sunnier
6. coldest

page 93

Base Word	Add er	Add est
safe	safer	safest
thin	thinner	thinnest
sweet	sweeter	sweetest
warm	warmer	warmest
strange	stranger	strangest
busy	busier	busiest

1. friendliest
2. quieter
3. largest
4. gentler
5. fluffiest
6. thinner
7. smarter

I blend: Blossom; Blaze;
fluffiest

Answer Key

r blend: Brady; friendliest;
friendlier; Bridget; brothers;
bright

page 94

Base Word	Add s or es	Add ed	Add ing
watch	watches	watched	watching
taste	tastes	tasted	tasting
finish	finishes	finished	finishing
skip	skips	skipped	skipping
miss	misses	missed	missing
relax	relaxes	relaxed	relaxing
laugh	laughs	laughed	laughing
try	tries	tried	trying
jump	jumps	jumped	jumping
explore	explores	explored	exploring
fuss	fusses	fussed	fussing
drip	drips	dripped	dripping
worry	worries	worried	worrying

page 95

- smaller
Answers will vary.
- strangest
Answers will vary.
- funniest
Answers will vary.
- biggest
Answers will vary.

liked; bigger; working;
gentlest; braver; quitting;
talking; making; founded;
pleased; touches

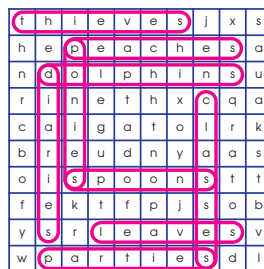
page 96

cherry; cherries
dress; dresses
wheel; wheels
ball; balls
baby; babies
knife; knives

- families
- coaches
- teammates
- bases

page 97

- party
- thief
- spoon
- pony
- peach
- dolphin
- class
- diary
- leaf



page 98

- children
 - sheep
 - women
 - moose
 - geese
- sheep
 - geese
 - mouse; mice
 - men

page 99

- moose; S
 - trout; P
 - children; P
 - feet; P
 - series; S
 - die; S
dice; P
- b
 - a
 - a

- b

page 100

- Will's homework
- the squirrel's tale
- the computer's keyboard
- the school's gym
- Charles's eyes
- the movie's actors
- the library's books
- Malika's smile
- the dress's colors

- PL
- PO
- PL
- PO
- PO

page 101

- the campers' tents
- the boys' sleeping bags
- the campfires' flames
- the crickets' chirping
- the children's singing
- the backpacks' zippers
- the flashlights' beams
- the food's smells



page 102

- SP
- PP
- PL
- SP
- PP
- PP
- PL
- SP

Answer Key

1. a
2. b
3. a
4. a

canary, cats', cage
guinea
gerbils

page 103

1. The sisters' teacher is Mrs. Huong.
2. The bus's schedule is posted on the bulletin board.
3. The lyrics are on the inside of the CD's case.
4. Antoine's friend will be here at noon.
5. The game's pieces are still inside the box.
6. The butterflies' wings seem to shimmer in the sunlight.
7. Be careful not to let go of the balloons' strings.
8. The painting's frame is cracked.
9. The skaters' jackets were warm and cozy.
10. The alarm clock's ring is loud and shrill.

page 104

Singular	Plural	Singular Possessive	Plural Possessive
book	books	book's	books'
woman	women	woman's	women's
wolf	wolves	wolf's	wolves'
egg	eggs	egg's	eggs'
library	libraries	library's	libraries'
sheep	sheep	sheep's	sheep's
mouse	mice	mouse's	mice's
dish	dishes	dish's	dishes'
city	cities	city's	cities'

1. schools; Answers will vary.
2. buses; Answers will vary.

3. leaves; Answers will vary.
4. beaches; Answers will vary.
5. countries; Answers will vary.
6. computers; Answers will vary.
7. stories; Answers will vary.
8. foxes; Answers will vary.

page 105

PL; SP; PL; PP; PL, SP

1. Muir's
2. grizzlies
3. tribes
4. trees'
5. species
6. Grasses
7. Hikers
8. families
9. deer
10. wolves
11. rangers'

page 106

1. fingernail
2. popcorn
3. starfish
4. doorbell
5. football
6. horseback
7. sunflower
8. wheelchair

1. note, book
2. back, yard
3. sand, box
4. snow, ball
5. tea, spoon
6. news, paper

page 107

1. ear
2. lawn
3. light
4. sea
5. scare
6. home
7. wind
8. sun

- food
- mill
- work
- mower
- crow
- ring
- set
- house

- earring
- lawnmower
- lighthouse
- seafood
- scarecrow
- homework
- windmill
- sunset

1. lunchroom
2. pinecone
3. nightgown
4. washcloth
5. newspaper
6. sailboat
7. spaceship

page 108

1. he would
2. I will
3. did not
4. have not
5. she is
6. they are
7. were not
8. you have

- I'll
- she's
- you've
- haven't
- he'd
- weren't
- didn't
- they're

1. hasn't
2. She's
3. wasn't
4. He'll
5. shouldn't
6. That's

page 109

1. are
2. will
3. I'm
4. would/had
5. she's
6. is/has
7. could
8. I've
9. are
10. he

1. don't; do not
2. doesn't; does not
3. they'd; they would

Answer Key

4. can't; can not
5. What's; What is

page 110

1. I'm
2. He'll
3. haven't
4. they're
5. We've
6. It's
7. won't

1. Who is; Who's
2. We will; We'll
3. can not; can't
4. has not; hasn't
5. She has; She's
6. would not; wouldn't

page 111

1. they have; **ha**
2. what is; **i**
3. we are; **a**
4. did not; **o**
5. let us; **u**
6. that is; **i**
7. I am; **a**
8. should not; **o**
9. she will; **wi**
10. would have; **ha**

1. shouldn't
2. We're
3. I've
4. won't
5. Don't
6. could've

th; wh; sh

page 112

cupcake; bedroom;
motorcycle; anteater;

rainbow;
backpack; waterfall;
teacup; airplane

1. backseat; backyard;
backbone
2. birdbath; birdcage;
birdseed
3. fireworks; firefly;
fireplace; firestorm
4. sunshine; sunburn;
sunrise; sunbath
5. snowflake; snowstorm
6. toothbrush; toothpaste


page 113

Make a Homemade Windmill

Here's what you will need:

- a pencil with an eraser
- a ruler
- a square sheet of paper
- scissors
- a thumbtack

1. Draw a circle about two inches wide in the center of the piece of paper. Make a dot in the center of the circle.
2. Cut a straight line from each corner of the paper to the circle. **Don't** cut into the circle.
3. Bend every other point to the dot you drew in the center of the circle. **It's** important that the paper **doesn't** get folded when you bend it.
4. Hold the points together. Have a grownup stick the thumbtack through the points of paper and the center of the circle.
5. Push the tip of the thumbtack into the pencil eraser. The tack **shouldn't** be pushed all the way into the eraser.
6. When you blow gently on your windmill, **it'll** turn. Can you think of **something** other than wind that might be able to power a mill **outside**?



page 114

1. unable; not able
 2. disagree; not agree
 3. dislike; not like
 4. unsure; not sure
 5. unequal; not equal
 6. distrust; not trust
1. unpack; Answers will vary.
 2. disappear; Answers will vary.
 3. unplug; Answers will vary.
 4. disobey; Answers will vary.

page 115

- | | |
|----------------|---------------|
| 1. impolite | not patient |
| 2. incorrect | not complete |
| 3. invisible | not correct |
| 4. impatient | not possible |
| 5. inexpensive | not polite |
| 6. impossible | not exact |
| 7. incomplete | not expensive |
| 8. inexact | not visible |

1. indirect
2. impolite
3. impure
4. incorrect
5. indoors
6. impossible

page 116

1. preorder
2. repack
3. misread
4. prewash
5. recheck
6. premix
7. misjudge

1. recount; to count again
2. predawn; before dawn
3. misconnect; connect badly
4. precook; cook before
5. resell; to sell again
6. misname; to name wrongly

page 117

1. overcharge
2. underweight
3. underdress
4. overcook
5. underrate
6. oversize

1. underwater
2. overrated
3. underline
4. overthink

Answer Key

5. overslept
6. underground

page 118

1. messy; Answers will vary.
2. quickly; Answers will vary.
3. bouncy; Answers will vary.
4. softly; Answers will vary.
5. easily; Answers will vary.
6. lucky; Answers will vary.

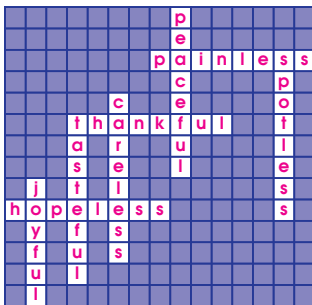
1. strongly
2. rusty
3. safely
4. tricky
5. steamy
6. noisily

page 119

1. teacher
2. painter
3. sailor
4. inventor
5. farmer
6. governor

1. a person who sculpts
2. a person who collects
3. a person who gardens
4. a person who builds
5. a person who runs

page 120



page 121

1. bendable
2. breakable
3. hidden
4. strengthen
5. broken

1. harden; to make hard
2. lovable; able to be loved
3. washable; able to be washed
4. widen; to make wider
5. sharpen; to make sharp

page 122

1. e
2. a
3. b
4. f
5. c
6. d

1. unafraid
2. rethought
3. prearranged
4. overload
5. unsure
6. mislead

page 123

1. actor; Answers will vary.
2. stormy; Answers will vary.
3. beautiful; Answers will vary.
4. valuable; Answers will vary.

1. sleepily
2. endless
3. darken
4. fixable
5. leader

page 124

- balloon, 2; tree, 1;
- kangaroo, 3
- pretzel, 2; bicycle, 3;
- monkey, 2

1. Which two picture names have the vowel sound you hear in goose?

balloon

kangaroo

2. Which two picture names begin with a two-letter blend? Circle the blend.

tree

pretzel

page 125

1. air/plane
2. dis/like
3. pic/ture
4. cook/book
5. re/fill
6. bath/tub
7. bee/hive
8. pre/heat
9. lum/ber
10. un/do

1. Mon/day, den/tist, tooth/ache
2. win/ter, foot/prints, side/walk
3. sun/light, in/doors
4. Wel/come, some/one
5. un/tied, hall/way
6. dis/like, of/fice

page 126

1 syllable

- wind
bench
shrimp
fish
star
breeze

2 syllables

- sea/shore
un/lock
ta/ble
lad/der
si/lent
home/sick

3 syllables

- cu/cum/ber
won/der/ful

Answer Key

pop/u/lar
ter/ri/ble
ad/ven/ture
el/e/phant

1. mitten
2. vacation
3. sled
4. before
5. factory
6. pinch
7. paper
8. hammer
9. loose

page 127

1. Hurricane, Katrina
2. Many, people, around, wanted
3. Maryland, difference
4. started, Project, Backpack
5. Jackie, Jenna, Kantor, backpacks, along
6. They, reached, their, goal, of
7. around, country, about, project
8. They, in, their, own, too
9. areas, Katrina
10. Even, Kantor, sisters, only, thousands, never, even

1. many
2. Coast
3. goal

page 128

wink, 1; mailbox, 2;
banana, 3; mosquito, 3;
snowflake, 2; pear, 1

2; 2

- 1; 1
- 2; 2
- 2; 2
- 3; 3
- 2; 2
- 3; 3
- 1; 1
- 2; 2
- 2; 2

page 129

1. puzzle; insect
2. snake; rug
3. pumpkin; notebook
4. fish; bowl
5. butterfly; forever

cac/tus; most/ly; ar/e/as;
con/di/tions; Un/like;
In/stead; pro/tect; des/ert;
an/i/mals; wa/ter; flesh/y;
in/to; o/ther; o/ver; wi/der
a/bout; spe/cies;
South/west; Mex/i/co

page 130

pail; smile; present
rabbit; hat; rip

1. terrific
2. sleepy
3. giant
4. destroy
5. giggle

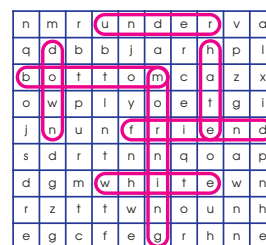
page 131

- | | |
|-----------|-----------|
| 1. end | beautiful |
| 2. easy | mend |
| 3. shut | near |
| 4. pretty | finish |
| 5. throw | simple |
| 6. glad | close |
| 7. jump | hop |
| 8. close | toss |
| 9. fix | happy |

1. pick
2. tug
3. quiet
4. stop
5. broke
6. scream
7. small
8. see
9. keep

page 132

1. bottom
2. white
3. friend
4. morning
5. down
6. hate
7. under



1. white
2. friend

page 133

short; bad; easy; smaller;
weaker; slower; woman;
less; finished; lost; fake;
boring

page 134

1. A
2. S
3. S
4. A
5. S
6. A
7. A

Answer Key

8. S
9. S
10. A
11. S
12. A

1. messy
2. full
3. lost
4. ill
5. wrong
6. infant
7. west
8. noisy
9. find
10. smooth

page 135

1. largest
2. country
3. new
4. makes
5. easier
6. grows
7. autumn
8. first
9. long
10. lost

page 136

eight night knight

bear; shoe; eye
eight; pear; sun
night; flower; ant

page 137

1. Answers will vary but should include the correct use of *cent*.
2. Answers will vary but should include the correct use of *close*.

3. Answers will vary but should include the correct use of *meat*.
4. Answers will vary but should include the correct use of *hear*.

1. bye; buy
2. four; for
3. high; hi
4. road; rode
5. they're; there

page 138

1. Answers will vary. Possible answer: A fly is sitting on the picnic table.
2. Answers will vary. Possible answer: Casey is up to bat next.
3. Answers will vary. Possible answer: Daisy has a loud bark.
4. Answers will vary. Possible answer: What is today's date?
5. Answers will vary. Possible answer: The bikes are in the yard.
6. Answers will vary. Possible answer: Strawberry jam is my favorite.
7. Answers will vary. Possible answer: That pen leaked ink on my shirt!
8. Answers will vary. Possible answer: Tell me a story, Mom.

page 139

1. b
2. a
3. a
4. b

5. a
6. b
7. b
8. a

1. Which two words have the long i sound?

fine kind

2. Which two words have a silent consonant? Circle the consonant.

pother watch

page 140

1. S
2. M
3. M
4. M
5. S
6. S
7. M
8. S

1. Answers will vary. Possible answer: a cat's.
2. Answers will vary. Possible answer: a hundred bees.
3. Answers will vary. Possible answer: honey.
4. Answers will vary. Possible answer: marbles.

page 141

Fiona and Nora walked down the sandy path to the beach. It was the middle of the day, and the sand felt like hot coals under their bare feet. They walked faster, trying not to let their feet touch the sand for long. The water was a blue carpet stretching out toward the sky. It looked cool and inviting from the hot beach.

"It's beautiful here, isn't it?" said Nora. She turned her face to the sun that hung like a fat, yellow grapefruit in the sky. Nora sniffed the salty breeze. "The ocean air smells as fresh as clean laundry."

The girls found their parents and spread out their towels. They were careful not to wake their dad, who slept like a baby under a large umbrella. Suddenly, Fiona spotted a pelican. It was a missile zooming toward the water. A moment later, it flew away with a wriggling fish sticking out of its beak. "There's always something going on at the beach!" laughed Fiona.

1. house; dinosaur
2. stomachs; bottomless pits
3. Marcus's legs; rubber

Answer Key

page 142

hair; horse; bee
deer; ring; muscle

1. sale
2. Meet, hour
3. peak
4. Your

Answers will vary. Possible answers shown.

1. Dad chopped some wood for the fire.
Would you like to go to my softball game?
2. There is only one apple left.
Quinn won the first game of checkers.
3. I like my pizza plain.
The plane landed two hours late.

page 143

1. A tear rolled down the girl's cheek.
2. The seal has thick, gray fur.
3. Rest quietly until lunch.
4. We never use the old well in the yard.
5. What's inside the box?

1. S; rain, tiny footsteps
2. M; Britta, apple of my eye
3. M; snow, a thick, white blanket
4. S; heavy meal, a rock
5. S; children, mice

tiny; proudly; heavy

page 144

1. 2, 3, 1
2. 2, 1, 3
3. 1, 3, 2
4. 1, 3, 2
5. 3, 2, 1
6. 2, 3, 1

1. hers, line, mile, minnow
2. skunk, sled, sleigh, sloth
3. net, news, nibble, niece

1. phase
2. sloth, sleigh, sled

page 145

Bloomers!
Coming on Home Soon
High as a Hawk
The House of Wisdom
Piggins
Squids Will Be Squids
Superfudge

page 146

1. fork
2. dice
3. pink
4. herself
5. wing

1-5. Answers will vary.

forgave, format, forty, fork, hickory

page 147

ball * bandage

ballet
balloon
bamboo
band
balmy

bark * bath

base
barrel
barn
batch
basket

1. 220

2. 84

3. 85

4. 222

5. 85

6. 220

7. 84

8. 222

9. 85

10. 222

11. 220

12. 85

13. 84

14. 222

15. 220

16. 84

17. 85

18. 222

page 148

1. lesson
2. hide
3. activity
4. wrap
5. scold
6. hungry
7. fox
8. trip
9. carry
10. laugh
11. thin
12. wash

1. 2

2. no

3. 2

bit * blaze

blame
black
blade
blanket
blast

Answer Key

page 149

enjoy; record; book; adult;
publish; children; call;
folktale; write; write; kid;
story; tale; tiger; spot

born; recorded

page 150

Babbitt, Natalie
Banks, Lynne Reid
Byars, Betsy
Christopher, Matt
Cleary, Beverly
Dahl, Roald
Lasky, Kathryn
Lowry, Lois
Pinkney, Jerry
Wallace, Bill
White, E. B.

1. glasses; glad • globe
2. flower; floppy • flute
3. spoon; sponge • sprout

page 151

1. spaniel, sparkle, story
2. stories
3. sparkle
4. story
5. sparkle
6. 1

1. rag, rain, recycle, reflect
2. beach, cry, fling, slide
3. fan, fast, father, feast
4. invite, island, ladybug,
lamp

Stop the summer slide. Start Summer Bridge Activities®.

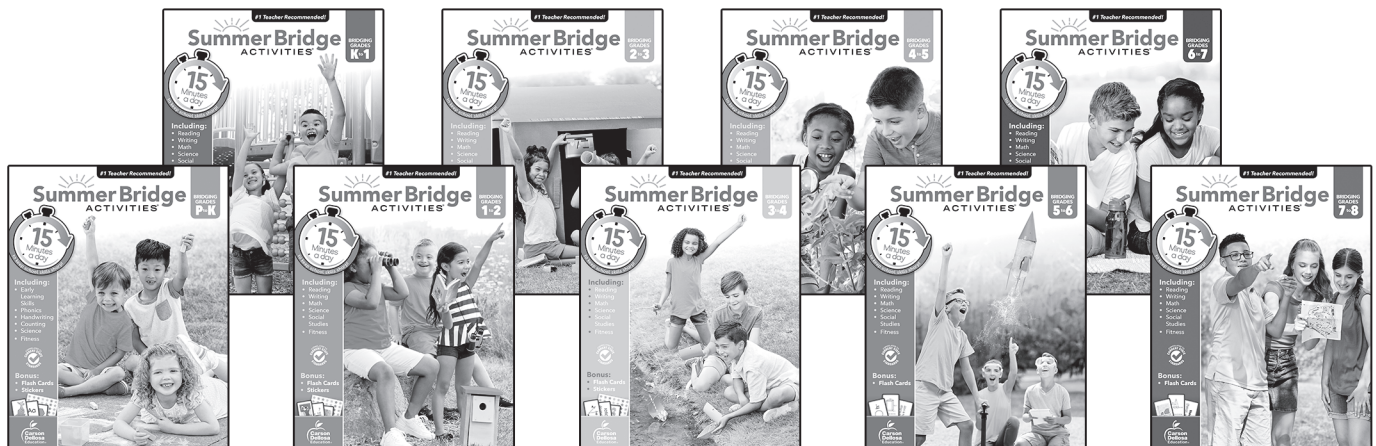
You've probably heard of "summer learning loss," or the "summer slide." Studies have shown that children can *lose up to 2.5 months of learning* over the summer. But did you know that summer learning loss could have a cumulative effect with a long-term impact on children's skills and success?

Summer Bridge Activities® are an easy, effective, and fun way to keep your child's mind sharp all summer long.

Inside each book you'll find:

- ✱ Essential math, language arts, reading, social studies, science, and character development skills
- ✱ Encouraging stickers and certificates to keep kids motivated
- ✱ Outdoor fitness activities to keep them moving
- ✱ Free access to the **Summer Bridge Activities®** online companion site

With **Summer Bridge Activities®**, your child will be on track for a terrific school year, and beyond. That's why we say; ***just 15 minutes a day goes a long way!***



Newly updated, **Summer Bridge Activities®** books align to state learning standards.

Word Study and Phonics

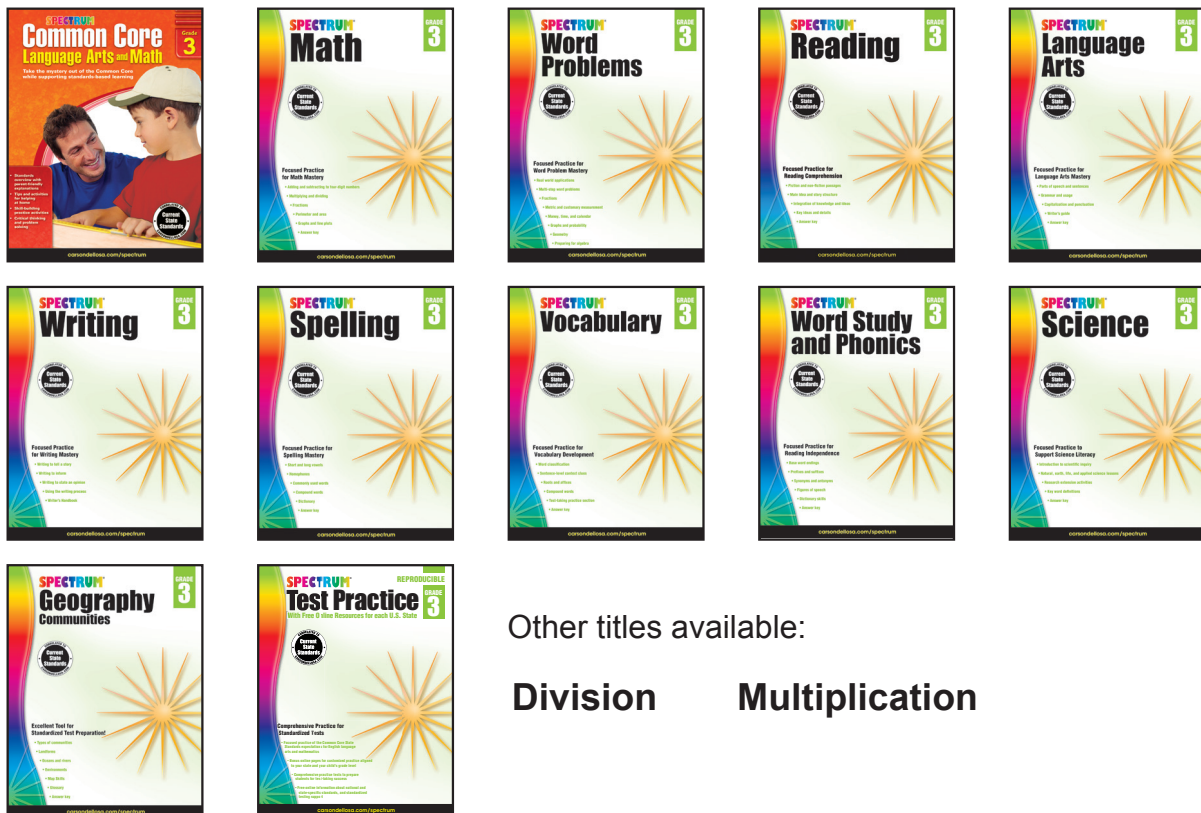
Supporting your child's educational journey every step of the way.

Spectrum® provides specific support in the skills and standards that your child is learning in today's classroom.

- Comprehensive, grade-specific titles to prepare for the year ahead
- Subject-specific practice to reinforce classroom learning
- Skill-specific titles to enrich and enhance educational concepts
- Test preparation titles to support test-taking skills

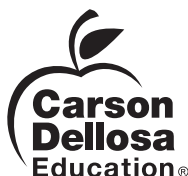
No matter your need, *Spectrum* is with you every step of the way.

Spectrum is available in these titles for third grade success:



Other titles available:

Division Multiplication



carsondellosa.com