Lesson 1: Letter Group 1

Write a whole row of the letter a in uppercase letters and a whole row in lowercase letters. Each time you write a letter, say the name and the sound: a, /a/; a, /a/.

A A

a a

A A

a a

Aa

The keyword for a is at.
The name of this letter is b. B is a consonant. The sound of b is /b/, as in bug.

Lesson 1: Letter Group 1

Write a whole row of the consonant b in uppercase letters and whole row in lowercase letters. Do the same for the vowel a. Say the names and sounds of the letters as you write them.

B B

b b

B b

A A

a a

When b and a are joined together, the sound is /ba/, as in bad. The arrow beneath the b and a is called a slide arrow. It’s a reminder to keep the sounds together. Always draw the slide arrow from left to right: ba

Write several ba slides, and mark each slide with a slide arrow. Say the sound of the ba slide each time you write it.

ba

ba
The name of this letter is \(f\). \(F\) is a consonant. The sound of \(f\) is /f/, as in \textit{fun}. The sound of the \textit{fa} slide is /fa/, as in \textit{fan}.

Lesson 1: Letter Group 1

Write a whole row of the consonant \(f\) in uppercase letters and whole row in lowercase letters. Say the name and sound of the letter each time you write it.

\[
\begin{align*}
F & \quad F \\
F & \quad F \\
F & \quad F \\
F & \quad F \\
\end{align*}
\]

Write several \textit{fa} slides. Mark each slide with a slide arrow. Say the sound of the \textit{fa} slide each time you write it.

\[
\begin{align*}
\text{fa} & \quad \text{fa} \\
\text{fa} & \quad \text{fa} \\
\end{align*}
\]
The name of this letter is d. D is a consonant. The sound of d is /d/, as in dug. The sound of the da slide is /da/, as in dad.

Lesson 1: Letter Group 1

Write a whole row of the consonant d in uppercase letters and whole row in lowercase letters. Say the name and sound of the letter each time you write it.

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<td>da</td>
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<tr>
<td>ba</td>
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</tr>
</tbody>
</table>
The name of this letter is g. G is a consonant. The sound of g is /g/, as in gum. The sound of the ga slide is /ga/, as in gas.

Lesson 1: Letter Group 1

Write a whole row of the consonant f in uppercase letters and whole row in lowercase letters. Say the name and sound of the letter each time you write it.

G G

g g

G G

g g

gg

g fa

fg
Lesson 1: Letter Group 1

Draw a picture of something that begins with the letter you see on the line. Write the letter three more times. The first letter has been done for you.

b b b b b

g

g

f

d
Lesson 2: Most Common Words List 1

Write each word three times. Then read each word.

the
of
and
a
to
in
is
you
that
it
Lesson 3: Building Words

Write each slide with the slide arrow. Write each word two times. Mark an x under the vowel in each word. Read the word.

ba → ---- → bad → x
ba → ---- → bag
fa → ---- → fad → x
fa → ---- → fad
da → ---- → dad → x
da → ---- → dab
ga → ---- → gag
ga → ---- → gab

Write the following sentence one more time. Then read the sentence.

Dad has a bag.
Lesson 4: Nonsense Words

Write, mark, and read each nonsense word three more times.

*faf

*bab

*gaf

*dag

If these were real words, what do you think a *daf and *gaf would be?

Draw a *daf.  Draw a *gaf.

Write and read the following sentence one more time.

Is that a daf or a gaf?
Every sentence must begin with an uppercase letter. The pronoun I, names of people and places, dates, and holidays all begin with an uppercase letter.

Lesson 5: Capitalization

For each sentence, circle any word that needs an uppercase letter. Then rewrite the sentence with the correct capitalization. Then read each sentence.

1. jan and meg had an egg.
2. i will help you.
3. may 23, 2013
4. i like thanksgiving.
5. jed lives in loa, utah.
The name of this letter is h. H is a consonant. The sound of h is /h/, as in hug. The ha slide says /ha/, as in had.

Lesson 6: Letter Group 2

Write a whole row of each letter and a whole row of each slide. Write each slide again. Then write and mark each word two times. Say the letters, slides, and words as you write them.

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<td>ha</td>
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<td>ha</td>
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<tr>
<td>ha</td>
</tr>
<tr>
<td>ga</td>
</tr>
<tr>
<td>ba</td>
</tr>
</tbody>
</table>

Write the following sentence one time. Then read the sentence.

Dad had a bag.
Lesson 6: Letter Group 2

Write a whole row of each letter and a whole row of each slide. Write each slide again. Then write and mark each word two times. Say the letters, slides, and words as you write them.

```
J  J
J  J
J  j
ja  
ja  
ja  
```

Write the following sentence one time. Then read the sentence.

Dad can jab at the bag.
The name of this letter is l. L is a consonant. The sound is /l/, as in lug. The la slide says /la/, as in lap.

Lesson 6: Letter Group 2
Write a whole row of each letter and a whole row of each slide. Write each slide again. Then write and mark each word two times. Say the letters, slides, and words as you write them.

L L
L l
L l
LA
LA
LA
LA
LA
LA
LA
Lab
Lab
Lab
Lab
Bag
Bag
Bag

Write the following sentence one time. Then read the sentence.
The bag is in the lab.
The name of this letter is \( m \). \( M \) is a consonant. The sound of \( m \) is /m/, as in \textit{mug}. The sound of the \textit{ma} slide is /ma/, as in \textit{man}.

Lesson 6: Letter Group 2

Write a whole row of each letter and a whole row of each slide. Write each slide again. Then write and mark each word two times. Say the letters, slides, and words as you write them.

\[ M M m m Mm ma ma ma ma ja ja ha \]

Write the following sentence one time. Then read the sentence.

\textit{Can I have jam with my ham?}
Lesson 6: Letter Group 2

Draw a picture of something that begins with the letter you see on the line. Write the letter three more times. The first letter has been done for you.

h h h h h h

j

l

m
Lesson 6: Letter Group 2

Write a whole row of uppercase e and a whole row of lowercase e. Read and write the vowel e slides three times. Put a slide arrow beneath each slide.

The name of this letter is e. E is a vowel. The sound for e is /e/, as in Ed.

The keyword for e is Ed.

Write the following sentence one time. Then read the sentence.

Do you have an egg in the bag, Ed?
Lesson 6: Letter Group 2

Read the slide and the word. Write the word in the space below the word, and mark the vowel with an x. The first word is done for you.

be   bed    he   hem

fe   fed    le   leg

ha    had    me   Meg

ga   gab    da   dad

ma   mad    ja   jam

This exercise provides practice reading, spelling, and marking slides and words containing vowels e and a.
Lesson 6: Letter Group 2

Write each sentence. Remember the uppercase letter at the beginning and the period (.) at the end! Then read each sentence.

Meg has a bad leg.

Put the egg in my bag.

Dad and I have jam.

I see Jed and Meg.
Lesson 6: Letter Group 2

Find and circle each letter that is the same as the letter in the box. Write a whole row of that letter. Say its name and sound as you write it. The first letter has been done for you.

\[
\begin{array}{cccccccccccc}
\text{m} & w & \text{m} & v & w & u & n & \text{m} & u & n & \text{m} \\
m & m & m & m & m & m & m & m & m & m & m \\
\end{array}
\]

\[
\begin{array}{cccccccccccc}
\text{j} & y & g & j & p & q & j & y & p & q & g & y & j \\
\text{j} \\
\end{array}
\]

\[
\begin{array}{cccccccccccc}
\text{h} & t & h & f & l & h & f & t & l & h & t & l & h & f \\
\text{h} \\
\end{array}
\]

\[
\begin{array}{cccccccccccc}
\text{e} & p & a & e & c & o & a & e & p & a & e & a \\
\text{e} \\
\end{array}
\]

\[
\begin{array}{cccccccccccc}
\text{d} & c & d & e & p & b & d & a & d & g & o & b & p \\
\text{d} \\
\end{array}
\]
Lesson 6: Letter Group 2

Read the following letters two times. First, read the letter names. Then say the letter sounds. Circle all of the uppercase letters: ☐. Put a box around all of the lowercase letters: □. The first two letters have been done for you.

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<thead>
<tr>
<th>J</th>
<th>e</th>
<th>H</th>
<th>L</th>
<th>j</th>
<th>m</th>
<th>l</th>
<th>h</th>
<th>M</th>
<th>b</th>
</tr>
</thead>
</table>

Read the slide and then the word. Write the word in the space below the word, and mark the vowel with an x.

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<tr>
<th>le</th>
<th>led</th>
<th>ja</th>
<th>jam</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>me</th>
<th>Meg</th>
<th>la</th>
<th>lab</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>be</th>
<th>bed</th>
<th>da</th>
<th>dad</th>
</tr>
</thead>
</table>
Lesson 7: Most Common Words List 2

Practice reading the sentences below. They contain many Most Common Words. Draw a line under each Most Common Word. Use the list from the box.

MCWs List 2: he, was, for, on, are, as, with, his, they, I

was  are  his
for   he   with

Are Meg and Jed with Dad at his lab?

The ham was for Dad.

The jam was for you.

Jed was in his bed. He had a bad leg.
The name of this letter is \( n \). \( N \) is a consonant. The sound of \( n \) is /n/, as in nut. The sound of the na slide is /na/, as in nap. The sound of the ne slide is /ne/, as in net.

Lesson 8: Letter Group 3

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides, as you write them. Then read each word.

\[
\begin{align*}
\text{N} & \quad \text{N} \\
\text{n} & \quad \text{n} \\
\text{na} & \\
\text{nag} & \\
\text{ne} & \\
\text{Ned} & \\
\end{align*}
\]

Write the following sentence one time. Then read the sentence.

\[
\text{Ned had a nap.}
\]
Lesson 8: Letter Group 3

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides, as you write them. Then read each word.

<table>
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<td>p</td>
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<td>pan</td>
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<td>pe</td>
<td>pe</td>
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<tr>
<td>pen</td>
<td>pen</td>
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</tbody>
</table>

Write a sentence that includes a word with the letter P/p. Then read the sentence.
Lesson 8: Letter Group 3

Read the slide and the word. Write the word in the space below the word, and mark the vowel with an x. The first word has been done for you.

le   leg    be     beg

ma  map    da     dad

la   lad    na     nap

Write a sentence that includes a few of the words on this page. Then read the sentence.

Write a sentence that includes a few of the words on this page. Then read the sentence.
Lesson 8: Letter Group 3

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

R R
r r
R r
ra
ra
rn
re
red

Write a sentence that includes a word with the letter R/r. Then read the sentence.
Lesson 8: Letter Group 3

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

---

S S
S
S
S
sa
Sam
sad

Read the sentences below.

Sam was in his den. His red pen was on his pad.
Are you sad and in bed? I have an egg and ham for you.
This exercise provides practice reading and writing sentences using letters from Letter Groups 1-3 that have been taught to this point.

Lesson 8: Letter Group 3

First, read each sentence. Then copy the sentences. Finally, read each sentence again.

Dad had ham and jam.

Meg and Sam had a nap.

Nan has a dog and a hen.
Lesson 8: Letter Group 3

Write a whole row of the letter o in uppercase letters and a whole row in lowercase letters. Each time you write a letter, say the name and the sound.

The keyword for o is on.

Write the following sentence one time. Then read the sentence.

The dog is on the bed.
Lesson 8: Letter Group 3

Read and write each slide and word two times. Then read the rhyme.

- bo      bog
- fo      fog
- ho      hog
- lo      log

Rhyme
In a bog,
In the fog,
On a log,
Is a hog!

On a separate piece of paper, write your own rhyme with the words in the box below.

- hog
- dog
- jog
- log
Lesson 9: Most Common Words List 3

Write each word three times. Then read each word.

**at**

**be**

**this**

**have**

**from**

**or**

**one**

**had**

**by**

**word**
Lesson 10: Letter Group 4

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

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<table>
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<table>
<thead>
<tr>
<th>Tom</th>
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</table>

Write a sentence that includes a word with the letter T/t. Then read the sentence.
The name of this letter is v. V is a consonant. The sound of v is /v/, as in van. The sound of the va slide is /va/, as in van. The sound of the ve slide says /ve/, as in vet.

Lesson 10: Letter Group 4

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

v v

v v

V v

va

van

ve

vet

Write a sentence that includes a word with the letter V/v. Then read the sentence.
Lesson 10: Letter Group 4

Read these words that begin with a vowel.

at
odd
off
on

Ed
and
am
an

Draw a picture of something that begins with the letter you see on the line. Write the letter three more times.

t
v
The name of this letter is w. W is a consonant. The sound of w is /w/, as in web. W is a strange letter. It causes some vowels to change their sounds. For now, we will not use the wa or wo slides. The we slide says /we/, as in wet.

Lesson 10: Letter Group 4

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

Write a sentence that includes a word with the letter W/w. Then read the sentence.
The name of this letter is x. X is a consonant. When x begins a word, it has the sound of z, so we will learn the *ending sound* of x first. At the end of a word, x says /ks/.

Lesson 10: Letter Group 4

Write two whole rows of the letter x. First write an uppercase X then write a lowercase x. Repeat. Write each slide and word two times. Read the letters and slides as you write them. Then read each word.

\[
\begin{align*}
X & \quad x \\
X & \quad x
\end{align*}
\]

\[
\begin{align*}
fo & \quad fox \\
bo & \quad box \\
\text{ta} & \quad tax
\end{align*}
\]

Write a sentence that includes a word with the letter X/x. Then read the sentence.
Lesson 10: Letter Group 4

Write a whole row of the letter y. First write an uppercase Y and then write a lowercase y. Repeat. Then write a whole row of uppercase Y, and a whole row of lowercase y. Write each slide and word two times. Read the letters and slides as you write them. Then read each word.

Write a sentence that includes a word with the letter Y/y. Then read the sentence.
Lesson 10: Letter Group 4

This activity provides a review of previously taught letters using slides.

Find and mark the slides shown below. The first slide has been done for you. The words can go up ↑, down ↓, or across →.

<table>
<thead>
<tr>
<th>p</th>
<th>o</th>
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<th>v</th>
<th>t</th>
<th>r</th>
<th>a</th>
<th>x</th>
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<tbody>
<tr>
<td>y</td>
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<td>g</td>
<td>a</td>
<td>p</td>
<td>z</td>
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</table>

Find and mark the slide:

- po  ra  ma  ha
- re  fo  jo  de
- ne  do  le  ga
- ba  ro  sa  la
Name _____________________________

The name of this letter is u. U is a vowel. The sound for u is /u/, as in up.

Lesson 10: Letter Group 4

Write two whole rows of the letter u. First write an uppercase U, and then write a lowercase u. Repeat. Write each slide and word two times. Read the letters and slides as you write them. Then read each word.

U u U u su su sun sun

t u t u tub tub

ru ru run run

fu fu fun fun

The keyword for u is up.
Lesson 10: Letter Group 4

Find and circle each letter that is the same as the letter in the box. Write a whole row of that letter. Say its name and sound as you write it.

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<th>g</th>
<th>h</th>
<th>y</th>
<th>n</th>
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<th>g</th>
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</tbody>
</table>
```
Lesson 10: Letter Group 4

Read and write each slide and word two times.

Hu    ————  Hug    ————

Bu    ————  Bud    ————

Gu    ————  Gum    ————

Nu    ————  Nut    ————

Ru    ————  Rub    ————

Su    ————  Sun    ————

Write a sentence, using a word with the vowel U/u. Then read the sentence.

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Lesson 10: Letter Group 4

Choose an ending letter from the box to make a word. Draw a picture of the word you write.

- ngb
- nbm
- ru
- su
- dnp
- gnt
- ma
- pe
Lesson 11: Punctuation

Write four sentences. Use correct punctuation. Then read each sentence.

1. 

2. 

3. 

4. 

All sentences begin with a capital letter and end with a punctuation mark. Most sentences end with a period (.)
A sentence that shows excitement ends with an exclamation point (!)
A sentence asking a question ends with a question mark (?)
Lesson 12: Most Common Words List 4

Write each word below two times. Then read each word.

but
not
what
all
said

Copy the sentence. Then read the sentence.

Dad said we can not get in your van.
Lesson 12: Most Common Words List 4

Write each word below two times. Then read each word.

were

we

when

your

can

Copy the sentence. Then read the sentence.

All but one of the pigs were in the mud.
The name of this letter is q. Q is a consonant. Q has no sound when it stands alone. It must always stand with u. Because they must always be together, we join them with an arc. The sound of qu is /kw/, like k and w together.

Lesson 13: Letter Group 5

Write a whole row of each letter and a whole row of qu. Remember to join qu with an arc. Say the name of the letter and the sound of qu each time you write them.

Q
q
Q
q
qu

Copy the sentence below. Then read it.

Quit it, Tim!
The name of this letter is z. Z is a consonant. The sound of z is /z/, as in zip. The sound of the za slide is /za/, as in zap. The ze slide says /ze/, as in Zeb. The zi slide says /zi/, as in zip.

Lesson 13: Letter Group 5

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say the name of each letter and slide as you write them. Read each word.

Z Z

Z Z

Z e

Z a

Z a p

Write a sentence, using a word with the letter Z/z. Then read the sentence.
Lesson 13: Letter Group 5

Write a whole row of letter i. First write a row of uppercase I. Next, write a row of lowercase i. Then write a row with a mix of uppercase and lowercase i. Say the sound of i each time your write it. Read and write each slide and word two times.

The name of this letter is i. I is a vowel. The sound for i is /i/, as in it.

The key word for i is it.

Write a sentence, using a word with the vowel I/i. Then read the sentence.
Lesson 13: Letter Group 5

Practice reading these slides and words that include the vowel i. Write each slide and each word three times. Say the sound of each slide as you write it. Read each word.

- ti      tip
- si      sit
- ri      rib
- bi      big
- qui     quip
- pi      pin
- hi      hid
This activity provides practice identifying letters in Letter Group 5.

Lesson 13: Letter Group 5

Find and circle each letter that is the same as the letter in the box. Write a whole row of that letter. Say its name and sound as you write it.

- **i**
  - t i x i f t i j x z i t
  - i i i i i i i i i i i i i i i i

- **z**
  - x s w z x r w z s x z
  - z

- **q**
  - p g q h y t g p q t j q
  - q

- **c**
  - c o m r s o c m c o s
  - c

- **k**
  - t h k m k n h t n k t h
  - k

- **qu**
  - u p o q u g o q u p u g
  - qu
Lesson 13: Letter Group 5

Write a whole row of each letter. Say the sound of each letter as you write it.

C C

C C

K K

K K

Copy each word two times. Then read each word.

cat

kid

Write a sentence, using words with the letters c and k. Then read the sentence.
To decide whether to use c or k, listen for the vowel sound after /k/. Spelling with c and k depends on the vowel that follows. K takes i and e. C takes a, o, and u.

Lesson 14: Spelling with C and K

Write each slide and each word two times. Say the sound of each slide as you write it. Read each word.

can
co
cot
cup
kit
Ken

Remember:

K takes i and e.

C takes the other three: a, o, or u.
Lesson 14: Spelling with C and K

Write c or k at the beginning of each word. Then read each word. Remember: if the word is a name, it begins with a capital letter. The first word has been done for you.

kin  cub
_id  _eg
_op  _im
_ud  _ob
_en  _od
_at  _it
_ed  _up
Lesson 15: Most Common Words List 5

Write each word below two times. Then read each word.

an

do

each

how

if

Circle each Most Common Word in the following sentence. Use the list of words above.

How did she get there?
Lesson 15: Most Common Words List 5

Write each word below two times. Then read each word.

- she
- their
- there
- use
- which

Circle each Most Common Word in the following sentence. Use the list of words above.

Which pen can she use?
This activity provides practice organizing letters and names by alphabetical order.

Lesson 16: Alphabetical Order

Complete each sequence below with the correct uppercase or lowercase letter.

1. A, __, C, __, E, F
2. __, __, i, j, __, __
3. M, N, __, __
4. q, r, __, __, u
5. v, __, __, __, z

Write the names below in alphabetical order.

Todd
Ben
Pam
Lesson 17: Most Common Words List 6

Circle the correct spelling for each Most Common Word. Write the word in the space provided. Then read the word. The first word is done for you.

many

_ many_

tehor

_ other_

_ out_

about

_ batou_

up

_ pu_

ilwl

_ will_

tehn

_ then_

_ os_

_ so_

these

_ shete_

emth

_ them_
Lesson 18: L-Blends

Read and write each Blend slide and Blend word three times.

bla

blab

clo

clop

fli

flip

Write a sentence, using a word with an L-Blend. Then read the sentence.
Lesson 18: L-Blends

Read and write each Blend slide and Blend word three times.

- gla
- glad
- plo
- plot
- sle
- sled

Write a sentence, using a word with an L-Blend. Then read the sentence.
Lesson 18: *L*-Blends

Copy and read each *L*-Blend slide one time. Copy and read each *L*-Blend word two times.

<table>
<thead>
<tr>
<th><em>L</em>-Blend</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>blo</td>
<td>blot</td>
</tr>
<tr>
<td>cli</td>
<td>clip</td>
</tr>
<tr>
<td>sle</td>
<td>sled</td>
</tr>
<tr>
<td>plu</td>
<td>plum</td>
</tr>
<tr>
<td>gla</td>
<td>glad</td>
</tr>
<tr>
<td>fla</td>
<td>flat</td>
</tr>
</tbody>
</table>

Copy and read the following sentence. Then circle the *L*-Blend words.

Glen has a flat sled.
Lesson 18: L-Blends

Write each L-Blend slide. Choose one of the letters in the letter box for an ending sound. Add it to the slide to make a real word. Read the word you made. Is it a real word? Be sure to arc each Blend and mark the vowel in each word. The first word has been done for you.

<table>
<thead>
<tr>
<th>t</th>
<th>d</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>g</td>
<td>p</td>
</tr>
</tbody>
</table>

- **blob**
- **ogl**
- **sle**
- **bla**
- **pla**
- **cll**
- **fla**
Lesson 19: R-Blends

Copy and read each R-Blend slide one time. Copy and read each R-Blend word two times.

- bra
- fro
- dru
- cro
- tri

- brag
- frog
- drum
- crop
- trip

Write a sentence, using a word with an R-Blend. Then read the sentence.
Name ______________________ Practice building words with R-Blends.

Lesson 19: R-Blends

Write each R-Blend slide. Choose one of the letters in the letter box for an ending sound. Add it to the slide to make a real word. Read the word you made. Write the word two more times. Be sure to arc each Blend and mark the vowel in each word. The first word has been done for you.

```
p   g   b
```

```
dri  dri   drip  drip  drip
```
```
gra
gra
gra
gra
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gra
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fro
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tra
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Lesson 19: R-Blends

Color each of these seven boxes a different color.

```
  br  cr  dr  fr  gr  pr  tr
```

Now find at least 19 words (four-letter words and nonsense words) that begin with these Blends. The words can go up ↑, down ↓, across →, or diagonally ↘. Color each word to match the color of the Blend it begins with.

<table>
<thead>
<tr>
<th>D</th>
<th>R</th>
<th>U</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>X</td>
<td>Y</td>
<td>C</td>
</tr>
<tr>
<td>I</td>
<td>K</td>
<td>C</td>
<td>R</td>
</tr>
<tr>
<td>P</td>
<td>J</td>
<td>X</td>
<td>I</td>
</tr>
<tr>
<td>Y</td>
<td>B</td>
<td>Z</td>
<td>M</td>
</tr>
<tr>
<td>G</td>
<td>R</td>
<td>E</td>
<td>P</td>
</tr>
<tr>
<td>R</td>
<td>A</td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>U</td>
<td>G</td>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>B</td>
<td>R</td>
<td>A</td>
<td>M</td>
</tr>
</tbody>
</table>

```
  T  T  R  A  P
  R  I  B  Z  R
  O  P  R  H  O
  D  R  A  F  P
  K  A  T  R  C
  H  M  X  O  R
  E  D  Y  G  U
  I  P  P  R  D
  T  R  E  P  Z
```
There are eight two-letter S-Blends: sc, sk, sl, sm, sn, sp, st, and sw.

Note: The sc Blend takes the vowels a, o, and u, and the sk Blend takes i and e (remember the c/k rule).

Lesson 20: S-Blends

Read each Blend, slide, and word. Write and read each word two times.

<table>
<thead>
<tr>
<th>sc</th>
<th>sca</th>
<th>scat</th>
</tr>
</thead>
<tbody>
<tr>
<td>sk</td>
<td>ski</td>
<td>skip</td>
</tr>
<tr>
<td>sl</td>
<td>sle</td>
<td>sled</td>
</tr>
<tr>
<td>sm</td>
<td>smu</td>
<td>smug</td>
</tr>
<tr>
<td>sn</td>
<td>sna</td>
<td>snap</td>
</tr>
<tr>
<td>sp</td>
<td>spo</td>
<td>spot</td>
</tr>
<tr>
<td>st</td>
<td>ste</td>
<td>stem</td>
</tr>
<tr>
<td>sw</td>
<td>swi</td>
<td>swim</td>
</tr>
</tbody>
</table>

Write a sentence, using a word with an S-Blend. Then read the word.
Lesson 20: S-Blends

Write and mark each S-Blend word two times. Then read each word.

just

mask

past

crisp

blast

best

risk

S-Blends can come at the ends of words, too. Some words begin and end with a Blend.
Lesson 20: S-Blends

There are five three-letter S-Blends: scr, spr, str, spl, and squ. Arc all three letters of each Blend.

Read each three-letter Blend and slide. Write each word two more times. Read each word again.

- **scra**  scrap
- **spri**  sprig
- **stru**  strut
- **spla**  splat
- **squi**  squid
A comma (,) is a punctuation mark used within a sentence. A comma tells the reader to take a small pause in a sentence.

Lesson 21: Commas

Notice the comma(s) in each of the example sentences below.

1. A comma is used to separate a list of words in a sentence.
   Example: She can get the red, tan, and blue pants.

2. A comma is used to separate dates.
   Example: Monday, June 4, 2012

3. A comma is used in greetings and closings of letters.
   Examples: Dear Max, and Sincerely, Jon

4. A comma is used in addresses.
   Example: I live in Yuma, Arizona.

Add commas in the correct places in the letter below. Then read the letter.

Dear Ben

Will you get green, yellow, and red apples for Mom? She is going to take them to Aunt Jan’s house in Pampa, Texas. Mom leaves on Friday, August 17, 2012.

Thank you

Stan
Lesson 22: Two Extra Blends

Unscramble the following words. Use the clues below each word. Then write and read each word, and circle the Blend.

<table>
<thead>
<tr>
<th>tiwg</th>
<th>squdi</th>
</tr>
</thead>
<tbody>
<tr>
<td>a small branch</td>
<td>a sea animal with long arms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>samk</th>
<th>itqu</th>
</tr>
</thead>
<tbody>
<tr>
<td>you put it on your face</td>
<td>to stop doing something</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wsim</th>
<th>lagd</th>
</tr>
</thead>
<tbody>
<tr>
<td>you do this in water</td>
<td>another word for happy</td>
</tr>
</tbody>
</table>

Write a sentence, using one of the words above. Then read the sentence.
Most small, single-syllable words ending in the sounds of /s/, /f/, or /z/ will have the final letter doubled.

Lesson 23: Double S, F, and Z and Plurals

Copy and read each word below three times. Arc any Blends, and mark each vowel.

- class
- bluff
- buzz
- cliff
- miss
- jazz

Copy the sentence below. Then read the sentence.

Jeff left a mess on the grass for Buzz.
When there is more than one of something, we call it a plural and add an -s to the end of the word. If the word ends in s, z, or x, -Es is added to the end of the word to make it plural.

**Lesson 23: Double S, F, and Z and Plurals**

Write each of the words below in its correct plural form. Write the words that need only -s at the end in the left column. Write the words that need -es at the end in the right column. Then underline each ending and read each word. The first two are done for you.

<table>
<thead>
<tr>
<th>hat</th>
<th>kiss</th>
<th>box</th>
<th>dog</th>
<th>dress</th>
</tr>
</thead>
<tbody>
<tr>
<td>buzz</td>
<td>pig</td>
<td>frog</td>
<td>class</td>
<td>cat</td>
</tr>
</tbody>
</table>

**Add S**

<table>
<thead>
<tr>
<th>hats</th>
</tr>
</thead>
</table>

**Add ES**

| kisses |
Lesson 23: Double S, F, and Z and Plurals

Read this page. Circle any words with plural endings. The first word has been done for you.

Can you do flips? All I can do is flop.

Ned has six cats, one dog, and many pigs.

Meg did not want kisses from the dogs.

Glen had boxes and boxes of lids.
Write and read the Most Common Words listed below.

<table>
<thead>
<tr>
<th>some</th>
<th>her</th>
<th>would</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td>him</td>
<td>make</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>time</td>
<td>into</td>
<td>has</td>
</tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>look</td>
<td></td>
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</tbody>
</table>

Read the story below. Then circle the Most Common Words from the words listed above.

Mom would like to make Cliff a gift. She has some red and tan cloth she can make into a top for him. It will not look bad. Cliff will thank her for this for a long time.
When "ll"s are doubled following a vowel, the three letters form a Special Vowel Combination. The vowel and the double ll are joined by an arc: all. In these Special Vowel Combinations, a and o have special sounds. A sounds like /ɔ/, as in tall. O sounds like /ɔ/, as in roll.

Lesson 25: Special Vowel Combinations

Write and mark each Special Vowel Combination below. Read and write each word two times.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
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</tbody>
</table>

Write a sentence, using an LL Special Vowel Combination. Then read the sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
<td></td>
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</tbody>
</table>
Lesson 25: Special Vowel Combinations

Choose letters from the box on the side, and write the letters in the blanks to make words that rhyme. Then read the word. The first word has been done for you.

- **f  ill**
- **f  ell**
- **f  all**
- **p  ill**
- **p  ell**
- **p  all**
- **b  ill**
- **b  ell**
- **b  all**
- **w  ill**
- **w  ell**
- **w  all**

Practice writing rhyming words with **LL** Special Vowel Combinations.
Some vowels change their sounds when the consonants *ng* or *nk* follow them. *A* has a long *a* sound, and *i* says long *e*.

**Lesson 25: Special Vowel Combinations**

Write each Special Vowel Combination one time. Write each word two times in the space provided. Then read the word. Remember to put an *x* under each vowel and arc the letters of each Special Vowel Combination together.

**NG**

*ang*  

*ong*  

*ung*  

*ing*  

**NK**

*ank*  

*onk*  

*unk*  

*ink*
Lesson 25: Special Vowel Combinations

Find and circle the words that contain Special Vowel Combinations in the word search below. The words can go up↑, down↓, across ←→, or diagonally ↗↓↓.

<table>
<thead>
<tr>
<th>bank</th>
<th>fall</th>
<th>wing</th>
<th>junk</th>
<th>long</th>
</tr>
</thead>
<tbody>
<tr>
<td>roll</td>
<td>sing</td>
<td>stink</td>
<td>stroll</td>
<td>pill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>S</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>T</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>T</td>
<td>R</td>
<td>M</td>
<td>I</td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>L</td>
<td>R</td>
<td>W</td>
<td>O</td>
<td>X</td>
<td>V</td>
<td>N</td>
</tr>
<tr>
<td>L</td>
<td>O</td>
<td>S</td>
<td>T</td>
<td>I</td>
<td>N</td>
<td>K</td>
</tr>
<tr>
<td>O</td>
<td>L</td>
<td>E</td>
<td>L</td>
<td>Q</td>
<td>K</td>
<td>B</td>
</tr>
<tr>
<td>N</td>
<td>L</td>
<td>L</td>
<td>W</td>
<td>I</td>
<td>N</td>
<td>G</td>
</tr>
<tr>
<td>G</td>
<td>A</td>
<td>J</td>
<td>U</td>
<td>N</td>
<td>K</td>
<td>C</td>
</tr>
<tr>
<td>F</td>
<td>X</td>
<td>Z</td>
<td>R</td>
<td>O</td>
<td>L</td>
<td>L</td>
</tr>
</tbody>
</table>
Lesson 26: Compound Words

Draw a line between the two words that make up each compound word. Read the two words that make up the compound word separately. Then read the words together. The first word has been done for you.

bedtime  sunset  softball
suntan   windmill yourself
pigpen   bankroll dropout
handbag  bullfrog grassland
sandbox  dustpan handcuff
liftoff  gumdrop
Lesson 27: Voiced and Voiceless and the TH Digraphs

Write and mark the th Digraphs below. Then mark and read the words that follow. The first two words have been done for you.

Write a sentence with one of the th Digraph words. The read the sentence.
Lesson 28: Digraphs CH, SH, WH, and PH

Write and mark each Digraph two times. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

- ch -
- ch -
- ch -
- ch -

chat
chest
much
lunch

- sh -
- sh -
- sh -
- sh -

shut
cash
brush
shaft

- wh -
- wh -
- wh -
- wh -

when
whiff
wham
which

- ph -
- ph -
- ph -
- ph -

graph

Digraphs are two consonants that make one sound. They are marked with an arc: ch (chat), sh (ship), wh (whip), and ph (graph).
Lesson 28: Digraphs CH, SH, WH, and PH

Using the words in the parentheses, choose and write the correct Digraph word for each blank in the following sentences. Then read each sentence.

I _______ you would come to the ________ with me. (shop, wish)

Do not ________ that ________ of plums. (crush, bunch)

Get a ________ of that ________ ! It smells bad! (fish, whiff)

I ________ Jeff can make you a ________ . (graph, think)

_______ cat is yours: the ________ one or the fat one? (which, thin)

Digraphs are two consonants that make one sound. They are marked with an arc: ch (chat), sh (ship), wh (whip), and ph (graph).
Lesson 29: Most Common Words List 8

Write and read the Most Common Words below.

<table>
<thead>
<tr>
<th>two</th>
<th>more</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>see</td>
<td>no</td>
</tr>
<tr>
<td>way</td>
<td>could</td>
<td>number</td>
</tr>
<tr>
<td></td>
<td>people</td>
<td></td>
</tr>
</tbody>
</table>

Read the story, then circle the Most Common Words from the list above.

There were a number of people at the mall. Jill and Sam could see two or more friends there. Jill and Sam want to go to the mall, but they have no way to get there. Jill will write Mom a note to tell her they want to go to the mall.
Contractions are two words that are combined to make one word. To make the contraction, some letters are removed and replaced with an apostrophe (‘).

Lesson 30: Contractions

Read each sentence. Then find the two words that are underlined in each sentence. Find the correct contraction in the box and write the it in the space next to the sentence.

Here’s  didn’t  I’ll
can’t  I’d  won’t

1. Fred did not write to his mom. __________

2. Here is your ring! ________________

3. If I can come, I will call you. __________

4. Tom will not be there until six. __________

5. I would love to have lunch with you. __________

6. Mel can not go with Dan to camp. __________
Contractions are two words that are combined to make one word. To make the contraction, some letters are removed and replaced with an apostrophe (’).

Lesson 30: Contractions

Read each sentence. Then find the two words that are underlined in each sentence. Find the correct contraction in the box and write the it in the space next to the sentence.

She will be here at 10:00. ____________

Sam will not help. ________________

The desk is not here. It is in here. ____________

Who would like to go into the shop? ________________

Val could not go to the mall. ________________
Lesson 31: Short and Long Vowels

Read these slides. They all have short vowel sounds.

bā  dē  jō  rǐ  nǔ

Read these slides. They all have long vowel sounds.

bā  dē  jō  rǐ  nū

Mark the vowel in each of these slides short (˘). Then read each slide.

ca  hu  ji  te  vo

Mark the vowel in each of these slides long (¯). Then read each slide.

ki  lo  ra  du  ne
Lesson 32: Phonetic Skill 1

1. Mark the vowel with an: ×.

2. Mark the guardian consonant with a guardian star: *.

3. If there is a guardian consonant and nothing else after it, the vowel is short. Mark the vowel short: ♦.

4. Read the word.

Practice marking these words to prove each vowel sound. The words follow Phonetic Skill 1. The first word has been done for you. Read each word after you have proved it.

*big*

run   gum   not
let   tin   van
hat   bug   tub

Write a sentence, using Phonetic Skill 1 words. Then read the sentence.
Lesson 32: Phonetic Skill 1

1. Mark, left to right, under the word. Identify the Blend and the vowel: \( \text{slam} \).

2. Mark the guardian: \( \text{slam} \).

3. Mark the vowel short: \( \text{slam} \).

4. Read the word.

Prove these words. They are Phonetic Skill 1 words, but they have Blends. Be sure to arc the Blend in each word. The first word has been done for you. Read each word after you have proved it.

\begin{align*}
\text{plug} & \quad \text{crib} & \quad \text{snap} \\
\text{glad} & \quad \text{smog} & \quad \text{stem} \\
\text{flag} & \quad \text{slid} & \quad \text{trip}
\end{align*}
This activity is a review of Phonetic Skill 1 words and plurals. Remember, plural means “more than one.”

**Lesson 32: Phonetic Skill 1**

Read each word. Draw a line to match the word with the correct picture. The first word has been done for you.

- dog → dogs
- cup → cups
- frog → frogs
- hat → hats

Copy the sentence below. Then read the sentence. Circle the word that is plural. Use a capital letter at the beginning and a period at the end of the sentence.

She can fill two more cups.
Lesson 33: Phonetic Skill 2

1. Mark, left to right, under the word. Watch for Blends. Identify the vowel: x.

2. Mark the guardian consonants: * *.

3. Mark the vowel short: ∨.

4. Read the word.

Prove the vowel sound by marking each word below. The first words have been done for you. Read each word after you have proved it.

hint  rent  lamp
just  gift  bump
help  best  stand
Lesson 33: Phonetic Skill 2

Prove these words. Some words have one guardian, and some have two. Don’t forget to arc any Blends. The first three words have been done for you. Read each word after you have proved it.

mělt  sǎd  pǎst
met  sent  yes
raft  dad  milk
mask  grass  had

Copy the sentence below. Then read the sentence.

Dad set the glass of milk on the grass.
Lesson 33: Phonetic Skill 2

Prove and read each of the words in the box. Write the words that follow Phonetic Skill 1 in the left column. Write the words that follow Phonetic Skill 2 in the right column. The first two words have been done for you.

<table>
<thead>
<tr>
<th>Skill 1  (cãt*)</th>
<th>Skill 2  (jũmp*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ramp</td>
<td>slap</td>
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<td></td>
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</tbody>
</table>
Lesson 34: Nouns

A common noun names people (sister, brother, teacher, etc.), places (a park, bedroom, store, etc.), and things (cat, dog, desk, etc.). Read each sentence then circle the common noun. Use the words in the box as clues.

hat  man  box  dog

The box is big.
The hat is red.
The dog is small.
The man is tall.

When the letter s is added to a noun, the word becomes a plural noun. Draw a line to match each plural noun to the correct picture below.

rugs  pigs  kids  desks
Name ____________________________

A noun names a person, place, or thing. When s or es is added to a noun, the word becomes a plural noun. A proper noun is the specific name for a person, place, or thing.

Lesson 34: Nouns

When a noun ends in s, z, x, ch, or sh, add -es to make it plural. Write each word below and add -es to make it plural. Read each word.

- dress ____________________
- fox ____________________
- dish ____________________
- lunch ____________________

When a common noun has a specific name, the noun is a proper noun and must begin with a capital letter. Write each of the following proper noun words with a capital letter.

- jon
- canada
- mr. smith

When a noun owns something, it is a possessive noun. An ’s is added to the noun to make a singular possessive noun. Make each underlined word possessive by adding ’s. Then read each sentence.

This is Pam’s hat.       Jon’s dog is small.
Lesson 34: Nouns

A noun names a person, place, or thing. When it names more than one, it is a plural noun. When a noun owns something, it is a possessive noun. Possessive nouns can be singular or plural.

To show that a single noun owns or has something, add an apostrophe and the letter s (’s) after that noun: Tom’s. Read each sentence below. Then write the singular possessive of each noun on the line.

Meg’s hat is big.  

The cat’s bed is red.

A plural noun that does not end with an s is made possessive by adding an apostrophe and an s (’s): men’s. Make each of these plural nouns possessive by adding an apostrophe s.

children  men  sheep  oxen

A plural word that ends in s is made possessive by adding just the apostrophe (’) after the plural word: cats’. Read each sentence below. Then circle the plural possessive word in each sentence.

The girls’ beds were messy.

I see the kids’ classes.
Lesson 35: Spelling with -CK

The Digraph *ck* has the sound of /k/. It comes only at the ends of words. When you hear a word with a short vowel sound followed by the /k/ sound, the /k/ is spelled -ck.

Copy, prove, and read the following words. (Remember, the -ck makes one consonant sound, so it has only one guardian star).

- Deck
- Snack
- Pick
- Truck
- Lock

Read the following sentences. Then circle the Digraph ck words.

Did you pick up your snack on the deck?

Lock the truck when you get out.
Lesson 36: Most Common Words List 9

Copy each Most Common Word below. Then read each word.

my          than          oil
now          call          who
find         been          first
water

Find and circle each Most Common Word in the word search. The words can go up↑, down↓, across → , or diagonally ↗ \↑ ↘ .

my          than          oil
now          call          who
find         been          first
water
When letters are added to the ending of a base word, it changes the meaning of the word. This group of letters is called a suffix.

Lesson 37: Adding Suffixes Phonetic Skills 1 and 2

Read, write, and mark each base word below to prove the vowel sound. Below that, write the word again and add the suffix. Then underline the suffix. Read the new word.

mop
- - - - - - - - - -
add -ing
- - - - - - - - - -
add -ed
- - - - - - - - - -

plant
- - - - - - - - - -
add -ing
- - - - - - - - - -
add -ed
- - - - - - - - - -

Read the sentence below. Then circle the words in the sentence that end with a suffix.

The hunter called his dog while setting up camp.
Lesson 37: Adding Suffixes Phonetic Skills 1 and 2

Read, write, and mark each base word below to prove the vowel sound. Below that, write the word again and add the suffix. Then underline the suffix. Read the new word.

spell
_________________________

add -ing
_________________________

add -ed
_________________________

add -er
_________________________

bank
_________________________

add -ing
_________________________

add -ed
_________________________

add -er
_________________________

Read the sentence below. Then circle the words in the sentence that end with a suffix.

People clapped for the fastest runner.
The suffix -ed has three sounds. The consonant sound that comes before the -ed suffix determines the sound if the suffix.

**Lesson 38: Three Sounds of -ED**

After voiceless consonants (f, k, p, s, x, ch, sh), -ed says /t/ ːːː: huffed, taxed, mashed.

After voiced consonants (n, m, b, g, l, v, z), -ed says /d/ ːːːːː: fanned, smelled, loved.

When the base word ends in the spelling of t or d, the -ed sound is /id/: planted, mended.

Read the following words. Then write each word in the correct -ed sound column. Underline the suffix -ed in each word. The first word has been done for you.

<table>
<thead>
<tr>
<th>bragged</th>
<th>mashed</th>
<th>tended</th>
<th>buzzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>kissed</td>
<td>robbed</td>
<td>frosted</td>
<td>fished</td>
</tr>
<tr>
<td>clapped</td>
<td>fixed</td>
<td>spelled</td>
<td>misted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/t/ ːːː</th>
<th>/d/ ːːːːː</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bragged</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Verbs can be past, present, or future tense. Sometimes, an s is added to a verb for subject-verb agreement.

Lesson 39: Verbs

Read the following sentences. Then circle the verbs (action words) in each sentence.

I jumped on the bed. Mom told me no. Now I will run on the grass.

Sometimes, an s is added to a verb if the noun that goes with it is singular. Adding the s makes the subject and verb “agree.” Add an s to the verbs in the following sentences. Then read each sentence.

Jan step___ on a bug. Brad jump___ on his bed.

Some verbs change in spelling when they become past tense. Circle the correct past tense verb in each pair of words below.

ran/runned  dranked/drunk  falled/fell
sent/sended  singed/sang  sat/sitted
Lesson 39: Verbs

Verbs can be present tense (happening now), past tense (happened some time ago), or future tense (will happen). If a verb is present tense, an s or -ing may be added. If the verb is past tense, -ed is added. If it is future tense, the word will will come before the verb.

Decide whether each verb listed below is present, past, or future tense. Then write the verb in the correct column. The first word has been done for you.

<table>
<thead>
<tr>
<th>jumps</th>
<th>will sleep</th>
<th>told</th>
<th>run</th>
</tr>
</thead>
<tbody>
<tr>
<td>will eat</td>
<td>skips</td>
<td>drink</td>
<td>sat</td>
</tr>
<tr>
<td>fall</td>
<td>sent</td>
<td>sang</td>
<td>will tell</td>
</tr>
<tr>
<td>ran</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>present tense</th>
<th>past tense</th>
<th>future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>jumps</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 40: Vowel Families *O* and *I*

Read each sentence. Then circle the words below that contain the Vowel Families *-old, -olt, -ost, -ild, or -ind*.

1. The small colt is wild! Did you see it bolt?
2. Set the cold box on the desk.
3. Look at that kind child.
4. Can you find my old, gold ring?
5. Jack is sad. His old dog is blind.
6. I will set up this tall post for the flag.

Write three words from the sentences above that rhyme with *told*.

________________________  ____________________________

Write three words from the sentences above that rhyme with *mind*.

________________________  ____________________________

In the Vowel Family *O* (*-old, -olt, -ost*) and the Vowel Family *I* (*-ild, -ind*), the vowel sounds are long.
Lesson 41: Most Common Words List 10

For each pair of words, circle the Most Common Word that is spelled correctly. Then read and write the Most Common Word.

- long/glom
- cemo/come
- did/ddi
- down/owdn
- yad/day
- ervo/over
- teg/get
- made/dmae
- tpra/part
- friend/freind
Phonetic Skill 3: The vowel is long because it stands alone.

Lesson 42: Phonetic Skill 3

1. Mark, left to right, under the word. Identify the vowel: x.

   go

2. Mark the vowel long: ⊗.

   go

3. Read the word.

   Prove the vowel sound by marking each word. Then read the word. The first word has been done for you.

   go

   hi

   ho

   we

   he

   me

   so

   no

   be

Write a sentence, using a Phonetic Skill 3 word. Then read the sentence.
Lesson 42: Phonetic Skill 3

Prove and read each word, using the first three Phonetic Skills. The first three have been done for you.

melt   soft   west

go    he    lad

zip    led    red

hand   pen    me

we    hi     rent

mop   lamp    tin

so    held    help
Lesson 42: Phonetic Skill 3

Read these sentences. Underline any Phonetic Skill 1 words. Box any Phonetic Skill 2 words. Circle any Phonetic Skill 3 words.

Let me go and have a nap.

Brad had the last jump from the ramp.

Help me get past the soft mud.
Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

Lesson 43: Phonetic Skill 4

1. Work, left to right, under the word, marking Blends and vowels: smile.

2. Mark the vowel e silent: smile.

3. Silent e causes the first vowel to be long. Mark the first vowel long: smile.

4. Read the word.

Prove and read these words, using Phonetic Skill 4. The first word has been done for you.

- stone
- bike
- hide
- brave
- cute
- kite
- vote
- flame
- bone

Write a sentence, using a Phonetic Skill 4 word. Then read the sentence.
Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

Lesson 43: Phonetic Skill 4

Prove and read these Phonetic Skill 1 words. Then write each word on the line and add a silent e. Write, prove, and read each new word two times. Remember, there are no guardians with silent e! The first word has been done for you.

fin

plan

hop

twin

slid

mad

dim

cap
Lesson 43: Phonetic Skill 4

Read the sentences below. Circle the words in each sentence that follow Phonetic Skill 4 (silent e). Draw a line to match the sentence to the correct picture. The first sentence is done for you.

As Dave and Mike came home, the twine on their kite broke.

Snakes slide and glide in the grass and shake their rattles.

We hope to ride the mule to the lake.

In spite of the hot flames, Dave stopped the fire.
Lesson 44: Adjectives

Adjectives are words that describe nouns. They describe the color, they number or the size, or how something looks or feels.

Read each sentence. Circle any adjectives.

1. My cat is soft.

2. Mike has three dogs.

3. Beth’s dad is tall.

4. There is a cold plum on the red desk.

5. The old man got on the big bus.

Lesson 45: Spelling with -KE

Add -ke after each vowel to make a word with a long vowel sound. Then prove and read the words. The first word has been done for you.

ca__k
li__
sha__
spo__
ma__
bi__
bra__
jo__
stro__

Can you find the words you just marked in this word search? The words can go up↑, down↓, across →, or diagonally ↘️.
**Lesson 45: Spelling with **-KE**

Prove and read these words, using Phonetic Skills 1-4. The first three words have been done for you.

<table>
<thead>
<tr>
<th>sled</th>
<th>kite</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>stone</td>
<td>brave</td>
</tr>
<tr>
<td>came</td>
<td>so</td>
<td>fast</td>
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<td>went</td>
<td>hand</td>
<td>hide</td>
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<td>no</td>
<td>crop</td>
<td>poke</td>
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<td>jug</td>
<td>spin</td>
<td>tint</td>
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<td>help</td>
<td>west</td>
<td>past</td>
</tr>
<tr>
<td>bone</td>
<td>grave</td>
<td>he</td>
</tr>
</tbody>
</table>

Phonetic Skill 1: ŋət
Phonetic Skill 2: bənt
Phonetic Skill 3: gə
Phonetic Skill 4: bəŋə
Lesson 46: Most Common Word List 11

Read the story. Then circle the Most Common Words from the words listed in the box.

<table>
<thead>
<tr>
<th>know</th>
<th>little</th>
<th>live</th>
<th>new</th>
<th>only</th>
</tr>
</thead>
<tbody>
<tr>
<td>sound</td>
<td>take</td>
<td>work</td>
<td>place</td>
<td>year</td>
</tr>
</tbody>
</table>

I know a place where you can have fun all year long. It will only take a little work to make it look brand new. You and a friend will want to live there. Does that sound fun to you?

Write the missing letters for each Most Common Word below. Then read each word.

- li_ e  y_ _r  ta_e  wor_
- k_o_  o_ly  n_w  p_ac_
- l_tt_e  s_un_
When c is followed by e or i, it says /s/. Mark the c and the vowel with a rainbow s.

Lesson 47: Another Sound for C and G

Prove and read these words. They all have a rainbow s. The first two words have been done for you.

ace    cent    race
rice    twice    price
cite    cell    lace
slice    mice    pace

Read the sentences below. Circle the words with rainbow s. There are four.

We can get a bag of rice for six cents. It was twice that price on my last trip!
Lesson 47: Another Sound for C and G

Prove and read these words. They all have a rainbow j. The first two words have been done for you.

stage  Gene  page

age  gem  cage

wage  fudge  cringe

Read the sentences below. Circle the words with rainbow j. There are four.

Gene put the dog in its cage.
He liked working at the pet shop.
He got a nice wage for his age.
Lesson 47: Another Sound for C and G

Prove and read these words. Each word has a rainbow and a silent e, with two guardian consonants in between the vowels. Then draw a line between words that rhyme. The first word has been done for you.

prince  dance
fudge     Spence
lunge  since
fence  singe
binge  smudge
France  plunge
Most words that end in the Digraph \textit{ch} have a silent \textit{t}. Most words that end in \textit{ge} will have a silent \textit{d}.

Lesson 47: Another Sound for \textit{C} and \textit{G}

Add the silent letter, and prove and read each word. The first two have been done for you.

\begin{itemize}
  \item \textit{match} \quad \textit{fudge}
  \item \textit{ju\_ge} \quad \textit{i\_ch}
  \item \textit{wi\_ch} \quad \textit{bri\_ge}
  \item \textit{e\_ge} \quad \textit{pi\_ch}
\end{itemize}

Copy this sentence that includes \textit{-tch} and \textit{-dge} words. Then read the sentence.

\textit{The witch does not like fudge.}
Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Prove and read the words below. Then rewrite each word two times, adding -ing. Underline the suffix and read the new word. The first word has been done for you.

rope  roping roping

fade

crate

time

rake

tape

Write a sentence with a Phonetic Skill 4 word to which you have added -ing. Then read the sentence.
Even though the silent e is dropped, the ci or gi combination still makes a rainbow sound.

Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Prove and read the words below. Then rewrite each word two times, adding -ing. Underline the suffix and read the new word. The first word has been done for you.

dance  dancing  dancing

age

fence

glance

plunge

gage

place
An adverb is a word that describes the verb in a sentence.

Lesson 49: Adverbs

Adverbs tell how or when an action takes place. Sometimes, the adverb ends with -ly.

Read the sentences below. Then circle the adverb in each sentence.

Jace quickly ran home.
You must ring the bell softly.
I can sing loudly.
Dad drove the van very fast!
Jack happily ate his ice cream.
Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

1. Work, left to right, under the word, marking Blends and vowels: speak

2. When vowels are adjacent, mark the second one silent: speak

3. Mark the first vowel long: speak

4. Read the word.

   Prove and read these words, using Phonetic Skill 5. The first two have been done for you.

   pain
   boat
   suit
   sweep
   brain
   steal
   green
   float
   glue
   street
   fruit
   snail
   train
   foam
   blue
Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

Prove and read these words. The first word has been done for you.

seen  glee  heal
eat   sprain  rain
faint  gray  plain
true  meat  beat
gloat  dream  sail
play  strain  leap
speak  Joe  tee
scream  groan  doe
Lesson 50: Phonetic Skill 5

To help remember beginning and middle adjacent vowel sounds, put an *i* next to the top and the bottom vowel and an *a* next to each of the two inside vowels. To help remember middle and ending adjacent vowel sounds, begin at the star and go up, adding an *e* after each of the bottom four vowels and a *y* at the top, next to the *a*. When you are finished, it should look like this:

Beginning/Middle Adjacent Vowels
- ai
- ea
- oa
- ui

Middle/Ending Adjacent Vowels
- ay
- ee
- oe
- ue
- ie

```
a _____
e _____
o _____
u _____
```
Lesson 50: Phonetic Skill 5

Each word on this page uses one of the five Phonetic Skills or a Special Vowel Combination. Prove and read each word.

stop  wall  dog
went  stay  go
me  hill  goat
bone  tell  meat
trail  crop  rain
stomp  west  feet
flame  stripe  stale
troll  seat  fruit
we  kite  toe
Lesson 50: Phonetic Skill 5

Prove and read the words at the bottom of the page. Write the word under “LONG” if the vowel has a long sound. Write the word under “SHORT” if the vowel a the short sound. The first word is done for you.

<table>
<thead>
<tr>
<th>LONG</th>
<th>SHORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>gum*</td>
<td>gum</td>
</tr>
<tr>
<td></td>
<td>tie</td>
</tr>
<tr>
<td></td>
<td>lamp</td>
</tr>
<tr>
<td></td>
<td>sail</td>
</tr>
<tr>
<td></td>
<td>trip</td>
</tr>
<tr>
<td></td>
<td>tree</td>
</tr>
<tr>
<td></td>
<td>frog</td>
</tr>
<tr>
<td></td>
<td>cake</td>
</tr>
<tr>
<td></td>
<td>desk</td>
</tr>
<tr>
<td></td>
<td>smoke</td>
</tr>
</tbody>
</table>

Published by Reading Horizons
Copyright © February 2014        ISBN 978-1-62382-100-5
Lesson 51: Most Common Words List 12

<table>
<thead>
<tr>
<th>after</th>
<th>back</th>
<th>give</th>
<th>good</th>
<th>just</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>me</td>
<td>most</td>
<td>name</td>
<td>our</td>
</tr>
<tr>
<td>say</td>
<td>thing</td>
<td>very</td>
<td>think</td>
<td>sentence</td>
</tr>
</tbody>
</table>

For each pair of words, circle, write, and read the correctly spelled Most Common Word. The first word has been done for you.

- after / trafe
- most / stom
- em / me
- say / ysa
- stuj / just
- geiv / give
- good / dogo
- rou / our
- ghint / thing
- name / mean
- yerv / very
- hinth / think
- back / kabc
- nam / man
- sentence / tennesce
Lesson 52: Spelling with -K

Silent e words end in \textit{ke}. Prove and read the following words. The first word is done for you.

\begin{itemize}
  \item \textit{rake}
  \item \textit{brake}
\end{itemize}

\begin{itemize}
  \item \textit{like}
  \item \textit{smoke}
\end{itemize}

\begin{itemize}
  \item \textit{snake}
  \item \textit{Mike}
\end{itemize}

Adjacent vowel words end in just \textit{k}. Prove and read the following words. The first word is done for you.

\begin{itemize}
  \item \textit{week}
  \item \textit{freak}
\end{itemize}

\begin{itemize}
  \item \textit{speak}
  \item \textit{beak}
\end{itemize}

\begin{itemize}
  \item \textit{leak}
  \item \textit{meek}
\end{itemize}

Single-syllable words that have an \textit{nk} Special Vowel Combination or have \textit{l} as an additional guardian end in \textit{k}. Prove and read these words. The first two have been done for you.

\begin{itemize}
  \item \textit{pink}
  \item \textit{hunk}
\end{itemize}

\begin{itemize}
  \item \textit{milk}
  \item \textit{drink}
\end{itemize}

\begin{itemize}
  \item \textit{trunk}
  \item \textit{silk}
\end{itemize}
Lesson 52: Spelling with -K

There are many ways to spell words with the ending sound /k/. Here are two ways: *ke* and *k*.

Each of the words below ends in a /k/ sound. Finish the words by adding *k* or *ke*. Read the words. **Underline** adjacent vowel words. **Circle** silent *e* words. Put a **box** around words with a Special Vowel Combination. Be sure to mark all of the words. The first three words have been done for you.

- *joke*
- *sink*
- *meek*
- *win_*
- *fā_*
- *spea_*
- *trun_*
- *strea_*
- *quā_*

Write a sentence, using either a word ending in *k* or *ke*. Then read the sentence.
Lesson 53: Digraph Blends

Prove and read the words below. The nonsense words may sound like real words.

Digraph Blends

| shr = shr | shrimp     | shrub     |
| thr = thr | thrust     | throne    |
| phl = fl  | phlox      | *phlun    |
| phr = fr  | phrase     | *phrate   |
| chl = cl  | *chlock    | *chlod    |
| chr = cr  | chrome     | *chrum    |
| sch = sc  | scheme     | *schat    |
Lesson 53: Digraph Blends

Color each of these Blend boxes a different color.

thr  shr  phr  phl  sch  chr

Prove and read each word below. Then underline it with the color used above for that Digraph Blend. The first three words have been proved for you.

throat  shred  phrase
phlox  throne  scheme
shrug  thrust  three
shrimp  chrome  shrine
trash  shrub
Lesson 54: Sentence Structure

A complete sentence has two parts: the naming part (subject) and the telling part (predicate).

A simple sentence has two parts: the naming part and the telling part. Circle the naming part and underline the telling part in each sentence below. The first one has been done for you.

1. Pete \(\textcircled{\text{likes}}\) to play games.

2. I like to drink milk.

3. Ralph’s dog has fleas.

A compound sentence contains two simple sentences joined into one sentence by adding a comma and one of the following words: for, and, nor, but, or, yet, or so. (Example: Jon likes to read, and Sue likes to dance.)

Make a compound sentence by joining the following pairs of sentences. Remember to add a conjunction to each compound sentence.

Thad is at home. Josh went shopping.

Sal went fishing. Lil went home.
Lesson 54: Sentence Structure

A declarative sentence ends with a period (.).

An interrogative sentence begins with a question word (who, what, when, where, why, how, do, can) and ends with a question mark (?).

An exclamatory sentence expresses strong emotion and ends with an exclamation point (!).

An imperative sentence gives a command and ends with either a period (.) or an exclamation point (!).

Read each sentence. Then write the correct punctuation at the end of each sentence below.

1. You must water my plants
2. Did you call the vet about Jon’s cat
3. Ray did not like getting wet
4. You are the best
5. Don’t open the gate
6. Who did you see at the game
7. You didn’t wait for me at lunch
To add a suffix to words containing adjacent vowels (Phonetic Skill 5 words), simply add -ing.

Lesson 55: Adding Suffixes to Phonetic Skill 5

Prove and read the words below. Write each word two times, adding -ing. Underline each suffix. The first word has been done for you.

rain  raining  raining

leap

speak

paint

sail

dream

scream

sweep
Lesson 55: Adding Suffixes to Phonetic Skill 5

Prove each word below. Then write the word, adding the suffix -ing. Underline the suffix. The first words has been done for you.

hit        hitting
joke
seek

Prove each word below. Then write the word, adding the suffix -ed. Underline the suffix.

hum
stripe

Prove each word below. Then write the word two times. Add the suffix -er to the first word you write, and add -est to the second word you write. Underline each suffix.

big
small
Lesson 56: Most Common Words List 13

<table>
<thead>
<tr>
<th>great</th>
<th>where</th>
<th>help</th>
<th>much</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>line</td>
<td>right</td>
<td>too</td>
<td>mean</td>
</tr>
<tr>
<td>old</td>
<td>any</td>
<td>same</td>
<td>tell</td>
<td>boy</td>
</tr>
</tbody>
</table>

Read each sentence below. Then circle the Most Common Words listed in the box above. (Not all words will be used.)

Class Rules

1. Be a great help to each other. You can never be too nice.
2. You need to stand in the right line.
3. Raise your hand before you leave your desk.
4. Do not tell on other people.
5. Be kind. Do not be mean. Treat any boy or girl the same.
6. Go through the new doors, not the old ones.
This exercise provides practice identifying the sounds of gh in words.

Lesson 57: Sounds of GH, IGH, and IGHT

When gh comes at the beginning of a word, it has the sound /g/, as in ghost.

When gh comes at the end of a word, it sometimes has the sound /f/, as in laugh.

In most words, gh is silent. When i comes before gh, the i has the long sound, as in sigh and sight.

Prove and read the gh words below.

bright   sigh
flight   ghost
light   night

Circle the gh words in the road signs below.
Lesson 58: Most Common Words List 14

also around came does following
end form put set another
show small three want well

Find and circle the Most Common Words in the word search below. The words can go up↑, down↓, across →, or diagonally ↖ ↙ .
Lesson 59: Many Jobs of Y

Job 1: Y is a consonant when it begins a word. Prove and read the following words.

- yes
- yell

Job 2: Y can have the sound of short i when it follows Phonetic Skill 1 or 2. Prove and read the following words.

- hymn
- Lynn

When y follows c or g, it makes a rainbow. Prove and read these rainbow words containing y.

- cyst
- gym
Lesson 59: Many Jobs of Y

Jobs 3 and 4: Y can have the sound of long i when it follows Phonetic Skill 3 or 4.

Read each word. Circle the Phonetic Skill 3 words below. Underline Phonetic Skill 4 words below. Then prove the words. The first two words have been done for you.

*y* fly

*i* type

dry

*styne

style

my

sly

*ghy

Clyde

sty

fry

*gyle

Job 5: Y is silent when it is an adjacent vowel. Prove and read the words below. The first word has been done for you.

*stay

clay

tray

*brey

key

stray

play

*smay
Lesson 59: Many Jobs of Y

Prove the sound of y in the following words. Then read each word. The first three words have been done for you.

yes  yell  gray
spray  myth  hymn
dry  pry  yam
nymph  crypt  fly
pay  yoke  yes
style  try  gym
key  cyst  tray
Lesson 59: Many Jobs of Y

Choose the correct word from the following list to complete each sentence. The first sentence has been done for you.

play  my  pay  fly
by  day  stay  Try

1. Can you come to my home?
2. Will you ______ 10 cents for some gum?
3. The plane can ______ fast.
4. I can ______ at Cyd’s house.
5. The bright sun made it a very hot ______.
6. You must ______ in your seat.
7. ______ to hit the ball.
8. I will go ______ the pet shop on my way home.
Name

Lesson 60: Most Common Words List 15

<table>
<thead>
<tr>
<th>ask</th>
<th>because</th>
<th>big</th>
<th>even</th>
<th>here</th>
<th>land</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>men</td>
<td>must</td>
<td>need</td>
<td>read</td>
<td>such</td>
</tr>
<tr>
<td>turn</td>
<td>went</td>
<td>why</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read each sentence below. Then circle the Most Common Words listed in the box above.

1. Did you ask Cyd for such a big slice of cake?
2. Grace will not need to come home now because no one is there.
3. Why must we turn right at the light when Ray went to the left?
4. Those men are holding very large rocks!
5. Did Pete read the new rules? I read them last week.
6. Even here in Twin Falls, the land is rich and green.
Lesson 61: Decoding Skill 1

1. Mark under the word.  
   motel  

2. Go back to the first vowel.  
   motel  

3. How many guardian consonants follow the vowel o? Just one, t, so it moves or goes on to the next syllable. Box in the first syllable.  
   motel  

4. Will the vowel o be long or short? (Long, because it stands alone.) Mark the vowel long.  
   motel  

5. Will the vowel in the second syllable be long or short? (Short, because it still has a guardian. We no longer need to mark guardians with a star.) Mark the vowel e short.  
   motel  

6. Box the final syllable.  
   motel  

Prove and read the following words. The first word has been done for you.

nomad  decide  program  
robot  delay  climax  
began  minus  protect
Lesson 62: The Schwa

A word that has more than one syllable will often have an unstressed syllable or unstressed vowel sound called the schwa. The schwa is represented by an upside-down e (ə). The vowel a is often associated with the schwa sound if it acts as a word in a sentence (I have a dog) or if a word begins or ends with the spelling of a (agree, sofa). All vowels can take the schwa sound.

Prove and read the words below, using Decoding Skill 1 and the schwa. You may draw either boxes or lines to divide the syllables.

Examples: open ə ə gə

bacon  human  even
silent  adopt  private
label  sofa  neglect
agree  evil  final
Determiners are the little words used before a noun to tell whether you are referring to something specific or not specific.

Lesson 63: Determiners

Articles can be definite or indefinite. These articles are: the, a, and an. The is used to specifically define the noun. In “The boy is small,” we know which boy is small. A and an are indefinite articles and are not specific regarding the noun. A is used before a noun that begins with a consonant sound (Greg has a peach), and an is used when the noun begins with a vowel sound (Greg has an apple). Remember: When a noun begins with a long u sound, the a article is used (a unicorn.) If a noun begins with a silent h, the an article is used (an hour).

Add the correct article, a or an, before each noun:

__ boat  __ ant
__ mop  __ cape
__ egg  __ ox
__ pencil  __ aphid

Write the correct articles in the sentences below. Use the, a, or an. Then read the sentences.

___ aphid is ___ type of bug.
Set ___ milk jug on the desk.
Dad hit ___ blue golf ball.
___ egg is in ___ bird nest.
Determiners are the little words used before a noun to tell whether you are referring to something specific or not specific.

Lesson 63: Determiners

Some determiners are demonstrative; they demonstrate or show something about nouns in a sentence. The words *this*, *that*, *these*, and *those* are demonstrative determiners.

- *This* and *that* are used with singular nouns.
- *These* and *those* are used with plural nouns.
- *This* shows the noun is near; *that* shows the noun is far.
- *These* shows the nouns are near; *those* shows the nouns are far.

Write the correct determiner in each sentence below (*this*, *that*, *these*, or *those*). Then read each sentence.

1. I don’t like ____ bed. I like ____ bed over there.
2. _____ dogs are bigger than _____.
3. _____ old eggs don’t smell very good. I think _____ eggs look fresh!
4. ____ man standing by the fence over there looks sad.
5. ____ boy next to me is my age.
Lesson 64: Last Job of Y

Mark both vowels in the words below. Divide each word into syllables, using Decoding Skill 1, and determine the sound of the vowel in the first syllable. Since y is at the end of the word, and there is a working vowel that comes before it, put a small e above the y, and mark the e long. Then read each word. The first word has been done for you.

hazy baby lady
pony Tony tidy

Read the following thank you note. Then circle the Last Job of Y words.

Dear Amy,

Thank you so much for the baby gift. That navy dress is so cute and tiny. I can’t wait to put it on her. I hope I will be a good mom like you and not get lazy, even when I am sleepy. Please come to see us anytime.

Your crazy friend,

Suzy
Lesson 64: Last Job of Y

Prove and read the words below.

- python
- shady
- lazy
- migrate
- revenge
- decide
- delay
- refrain
- agree

Exception to y at the end of a word: When y comes at the end of a verb, and after the letters n, f, or l, the y will say the long i sound.

Prove and read the following words. The first word has been done for you.

- deny
- defy
- rely

Read the sentence below. Then circle the words that are exceptions to y at the end of a word.

I can’t deny that when I didn’t get a reply from Jacob, I felt that he might defy Rob’s request.
Lesson 65: Most Common Words List 16

<table>
<thead>
<tr>
<th>hand</th>
<th>picture</th>
<th>air</th>
<th>try</th>
<th>different</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>again</td>
<td>move</td>
<td>home</td>
<td>away</td>
</tr>
<tr>
<td>kind</td>
<td>change</td>
<td>off</td>
<td>spell</td>
<td>animal</td>
</tr>
</tbody>
</table>

Write the Most Common Words from the list above in ABC order. Then read each word.

1. ________  6. ________  11. ________
2. ________  7. ________  12. ________
3. ________  8. ________  13. ________
4. ________  9. ________  14. ________
5. ________ 10. ________ 15. ________
Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to separate words into syllables. This is Decoding Skill 2.

**Lesson 66: Decoding Skill 2**

1. Mark under the word. campus
2. Go back to the first vowel. campus
3. Look at the first vowel, a. How many guardian consonants follow a? Two. Two guardian consonants will SPLIT! M will stay in the first syllable; p will move on to the next. Box the first syllable.

   campus

4. Will a be long or short? It still has a guardian, so mark it short. It’s not necessary to star guardians now; just think them!

   campus

5. Is the vowel u long or short? Short, because it has a guardian. Mark the u short.

   campus

6. Box in the last syllable.

   campus

Prove and read the following words. The first word has been done for you.

submit napkin contact
candy contest dictate
splendid fancy compel
Lesson 66: Decoding Skill 2

Decoding Skill 1 – “One must run.”

Decoding Skill 2 – “Two will split.”

Prove and read the following words:

gentry  textile  cyclone

lacy  dentist  repel

easy  hotel  scuba

Tyson  daisy  complain

jumbo  Sunday  gymnast
Lesson 66: Decoding Skill 2

Prove and read the words below. The first two have been done for you.

locate unclean became
provide indeed decide
invite donate proceed
sixteen migrate retake
athlete between delay
exclaim vacate reptile
concave rampage sentence
Lesson 67: Conjunctions

Conjunctions are used to connect words, phrases, and sentences together. These are coordinating conjunctions or the “fan boys” conjunction: for, and, nor, but, or, yet, so.

<table>
<thead>
<tr>
<th>for</th>
<th>but</th>
<th>and</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>nor</td>
<td>yet</td>
<td>so</td>
<td></td>
</tr>
</tbody>
</table>

Read each sentence below. Then circle the conjunction word in each sentence. Use the words listed in the box above.

1. It is a small kitchen, but it is clean.
2. Should we go to my home, or should we go to yours?
3. Stacy will not eat meat, nor will she eat gravy.
4. Ashton must learn to read and write, for he intends to teach.
5. I am sleepy, yet I must get out of bed.
6. Nathan did his homework, so he can go out and play.
Lesson 68: Double Consonants

When two of the same consonants are together in a word, only one consonant sound is heard. When the consonant c is doubled in a word, sometimes there are two consonant sounds.

When a consonant is doubled, you hear only one consonant sound. Apply Decoding Skill 2 to split the double consonants. Then draw a line through the first of the double consonants to make it silent.

Examples: bonné t  fúnny

Prove and read the following words:

fluffy  appeal  coffee
office  immense  cabbage

Sometimes the consonant c is doubled in a word. If the second consonant c is followed by the vowels a, o, or u, there is only one /k/ sound. The first c is silent. If the second c is followed by i or e, the first c says /k/, and the second c says /s/.

Examples: accusë  access

Prove and read the following words:

accept  accrue  acclaim
accede  accent
Words that end in -le have the sound /ul/, as in bubble. Put a small schwa between the l and the consonant before it. There is no working vowel — only a vowel sound — in the last syllable.

Lesson 69: -LE at the End of a Word

Prove and read the words below. Remember: bl, fl, and pl are Blends. Mark them. The first two words have been done for you.

<table>
<thead>
<tr>
<th>table</th>
<th>simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>rattle</td>
<td>puddle</td>
</tr>
<tr>
<td>raffle</td>
<td>tremble</td>
</tr>
<tr>
<td>bubble</td>
<td>middle</td>
</tr>
<tr>
<td>humble</td>
<td>maple</td>
</tr>
</tbody>
</table>
Lesson 70: Most Common Words List 17

<table>
<thead>
<tr>
<th>America</th>
<th>every</th>
<th>answer</th>
<th>found</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>learn</td>
<td>letter</td>
<td>mother</td>
<td>page</td>
</tr>
<tr>
<td>point</td>
<td>should</td>
<td>still</td>
<td>study</td>
<td>world</td>
</tr>
</tbody>
</table>

For each pair of words, circle, write, and read the correctly spelled Most Common Word. The first word is done for you.

- answer
- mother
- page
- point
- world
- shuold
- amnial
- learn
- stydu
- house
- still
- found
- high
- America
Lesson 71: Adding Suffixes to Words Ending in Y

1. When a word ends in an adjacent vowel with y, just add an s to make the word plural: days.

Add the s to the following words. Then read each word.

key_ way_ delay_

2. When y follows a consonant, change the y to an i, and add -es, -ed, or -est. Example: dry  dries  dried  driest

Add -es, -ed, or -est as shown. Then read each word.

pony+ies=__________
tidy+ied= __________

3. When -ing is added to a word ending in y, leave the y, and add -ing. Example: fly+ing=flying

Add -ing to the following words. Then read the words.

dry+ing=__________
supply+ing= ______________

Some of the words in the sentence below ended in y before a suffix was added. Read each sentence. Then circle those words.

The tiniest ponies are happiest when they are prancing.
Lesson 72: Antonyms, Synonyms, and More

Antonyms: two words that mean the opposite of each other (fat/skinny, short/tall)

Read each word. Then draw a line to match the words that are antonyms.

bad    awake    big    go

happy    sad    hot    small

asleep    good    come    cold

Synonyms: two words that are alike in meaning (infant/baby, happy/glad)

Read each word. Then draw a line to match the words that are synonyms.

small    quick    street    bag

ill    tiny    sniff    road

fast    sick    sack    smell
Lesson 72: Antonyms, Synonyms, and More

Homophones: words that SOUND the same but have different meanings. Homophones can be spelled the same OR differently (to/too/two).

Read each word. Then draw a line to match the words that are homophones.

bee jeans steal tea
poll be cell sell
genes pole tee steel

Heteronyms: words that are spelled the same but are pronounced differently and have different meanings (wound/wound, tear/tear). Read each sentence below, using the correct pronunciation.

(wind/wind) The wind is strong. I must wind my watch.

(read/read) I read the book last night. Will you read the book to me?

(lead/lead) I will lead the dog out of the street. Pencils are made of lead.

Palindromes: words or phrases that are the same whether you read them forward or backward. Read these words.

Bob/bob radar/radar mom/Mom dad/Dad kayak/kayak wow/wow Eve/eve
Lesson 73: Decoding Two-Syllable Words

Let’s review Decoding Skills 1 and 2 with the skills we have learned to this point.

Prove and read the words listed under each skill. The first word of each skill has been done for you.

<table>
<thead>
<tr>
<th>Jobs of Y</th>
<th>Schwa</th>
<th>Double Consonant</th>
<th>Words Ending with -LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>crâ(\text{z}y)</td>
<td>Cypress</td>
<td>dâ(\text{d})dy</td>
<td>apple</td>
</tr>
<tr>
<td>Tony</td>
<td>stolen</td>
<td>lettuce</td>
<td>handle</td>
</tr>
<tr>
<td>cyclone</td>
<td>gymnast</td>
<td>funnel</td>
<td>bugle</td>
</tr>
<tr>
<td>python</td>
<td>oven</td>
<td>sloppy</td>
<td>noble</td>
</tr>
<tr>
<td>gentry</td>
<td>canvas</td>
<td>diffuse</td>
<td>nozzle</td>
</tr>
</tbody>
</table>
Lesson 74: Spelling with -C

Most of the time when there is a multi-syllabic word ending with the /k/ sound, the end sound is spelled with a c. Exception: attack.

Prove and read the following words. The first word has been done for you.

attic  picnic  traffic
hectic  music  tunic

When the suffix -ing or -ed is added to a word ending in c, a k must be added before the suffix. Otherwise, the word would have the rainbow s sound.

picnic  picnicking  picnicked

Prove each word below. Write the word again, first with the suffix -ing and then with the suffix -ed. Underline just the suffix each time. Read each word.

traffic  *
*crobic
Lesson 75: Most Common Words List 18

<table>
<thead>
<tr>
<th>add</th>
<th>below</th>
<th>between</th>
<th>city</th>
<th>country</th>
</tr>
</thead>
<tbody>
<tr>
<td>earth</td>
<td>father</td>
<td>food</td>
<td>keep</td>
<td>last</td>
</tr>
<tr>
<td>light</td>
<td>near</td>
<td>never</td>
<td>own</td>
<td>thought</td>
</tr>
<tr>
<td>eye</td>
<td>plant</td>
<td>school</td>
<td>start</td>
<td>tree</td>
</tr>
</tbody>
</table>

Read each sentence below. Then circle the Most Common Words from the words listed above.

1. Food must be kept fresh in the fridge above 45 degrees or between 45 and 55 degrees. If the fridge is set below 36 degrees, the food will freeze.

2. Father must keep an eye on us every time we go out to play. We must stay near the house and never cross the street.

3. Every Earth Day, we plant a new tree at our school. We like to add new trees to the land around the school.

4. Tanya and Tony own a house in the country, and their uncle lives in the city.

5. Cindy didn’t turn the front light off last night. She must start doing that, or the electric bill will be high!
When an r follows a vowel, it changes the sound of that vowel. The combination is called a Murmur Diphthong. The sound of the ar Murmur Diphthong is /ar/. It sounds like the name of the letter r.

Lesson 76: Murmur Diphthong AR

Mark the rest of the first row of ar Murmur Diphthongs. Then write and mark a whole new row of ar Murmur Diphthongs. Say the sound of each Murmur Diphthong as you write it.

Prove and read these ar Murmur Diphthong words. The first word has been done for you.

<table>
<thead>
<tr>
<th>carp</th>
<th>scarf</th>
<th>sharp</th>
</tr>
</thead>
<tbody>
<tr>
<td>star</td>
<td>tart</td>
<td>lard</td>
</tr>
<tr>
<td>cart</td>
<td>harp</td>
<td>smart</td>
</tr>
<tr>
<td>start</td>
<td>harm</td>
<td>farm</td>
</tr>
</tbody>
</table>
Lesson 76: Murmur Diphthong AR

Prove and read each word listed at the left. Write it again two times to the right, adding -ing. Underline the suffix. Then read the new word.

park   parking   parking
star
mark
harm
start

Copy the sentence below. Then read the sentence.

--Will Mark start parking the car?--

Write a sentence, using another Murmur Diphthong ar word with a suffix added to it. Then read the sentence.
Lesson 76: Murmur Diphthong AR

Read each sentence. Choose the correct word to write in the space to make the sentence complete. The first sentence has been done for you.

Where did Jeff **park** his car?

The cat is in the _______.

I put the box in the _______.

Joan made a nice _______ for her mom.

Does the tree have a _______ on top?

The _______ was filled with plants and trees.
Lesson 77: Murmur Diphthong OR

Mark the rest of the first row of or Murmur Diphthongs. Then write and mark a new row of or Murmur Diphthongs. Say the sound of each Murmur Diphthong as you write it.

- or - or - or - or - or - or - or -

Mark the rest of the first row of or Murmur Diphthongs. Then write and mark a new row of or Murmur Diphthongs. Say the sound of each Murmur Diphthong as you write it.

Prove and read these or Murmur Diphthong words. The first word has been done for you.

storm  stork  torn
horn  cord  pork
corn  born  dorm

Write a sentence with an or Murmur Diphthong word. Then read the sentence.

Write a sentence with an or Murmur Diphthong word. Then read the sentence.
Lesson 77: Murmur Diphthong OR

Read each sentence. Choose the correct word to write in the space to make the sentence complete. The first sentence has been done for you.

Bess was in a bad storm.

Use a _______ to eat the roast.

Where were you _______?

Dad cuts his _______ off the cob.

Honk the _______! It’s time to leave!

A _______ has big wings.
The Murmur Diphthongs er, ur, and ir all have the same sound. They all say /er/, as in her, fur, and sir.

Lesson 78: Murmur Diphthongs ER, UR, and IR

Mark the rest of the first row of er, ur, and ir Murmur Diphthongs. Then write and mark a whole new row of them. Say the sound of each Murmur Diphthong as you write it.

Prove and read these Murmur Diphthong words. The first word has been done for you.

verb stern turn
clerk herd burst
curb burn dirt
skirt first twirl

Write a sentence with an er, ur, or ir Murmur Diphthong word. Then read the sentence.
Lesson 78: Murmur Diphthongs ER, UR, and IR

Prove and read the following words. Each word contains one of the five Murmur Diphthongs. The first word has been done for you.

storm  born  flirt

girl  burst  corn

star  cart  smart

perk  fur  Bert

hurt  cord  stir

Write a sentence, using any of the Murmur Diphthong words. Then read the sentence.
A root/base word is a word without any affixes. An affix is either a prefix or suffix that is added to the root word to change the meaning of the word.

Lesson 79: Root Words, Prefixes, and Suffixes

A prefix is one or more letters added to the beginning of a word that change the meaning of the word: untie, refill, dislike, nonstop. Here is a list of common prefixes:

- un- (opposite; not)
- mis- (bad; incorrect)
- de- (reverse)
- pre- (before)
- re- (again)
- over- (too much)
- anti- (against)
- semi- (half)
- dis- (not)
- non- (not)
- im- (not)
- sub- (below)

Read each word. Then underline the prefix in each word. The first word is done for you.

- nonfat
- overcast
- dislike
- misbehave
- predict
- repay
- impolite
- derail
- unimportant

Add the correct prefix to each word below. Use the clue in the parentheses to help you describe which prefix to pick. Then read each word.

- _____happy (not happy)
- _____try (try again)
- _____agree (do not agree)
- _____circle (half circle)
Lesson 79: Prefixes, Root Words, and Suffixes

A suffix is one or more letters added to the ending of a word that change the meaning of the word: planting, runner, joyful, fearless. Here is a list of common suffixes:

- able (can be done)  - ed (happened in the past)  - en (made of)
- er (one who)  - ly (characteristic of)  - less (without)
- ness (condition of)  - ing (happening now)  - ful (full of)
- s, - es (more than one)

Read each word. Then underline the suffix in each word. The first word is done for you.

hopping  quickly  liked
restful  careless  taxes
kindness  soften  darker

Read each of the following sentences. The circle the words with suffixes.

Carson quickly picked up the paper.
Lara was careless with her new dress!
Did you see Jolene running to the store?
When a vowel does not follow a phonics skill, it is called an exception. Silent e, adjacent vowels, and w are exceptions when paired with a Murmur Diphthong in a word.

Lesson 80: Exceptions to Murmur Diphthongs

**Silent E:** If a silent e is next to a Murmur Diphthong in a word, the silent e rules (cure). Do not mark the Murmur Diphthong. Prove and read these words containing silent e.

- fire
- care
- here
- pure
- more
- tire
- glare
- lure
- store

**Adjacent Vowels:** When an adjacent vowel is next to a Murmur Diphthong in a word, the adjacent vowel rules (dear). Do not mark the Murmur Diphthong. Prove and read these words containing adjacent vowels.

- fear
- steer
- fair
- tear
- stair
- deer
- air
- clear
- chair
Lesson 80: Exceptions to Murmur Diphthongs

Crazy W: When w comes before a in a word, the a has the sound of short o (\(\text{w}a\text{n}\)).

\[ \begin{align*}
\text{want} & \quad \text{wander} \quad \text{waffle} \\
\text{water} \quad \text{swan} & \\
\end{align*} \]

w+ar: When w is next to the Murmur Diphthong ar in a word, the ar says /or/ (\(\text{w}\text{a}r\)). Prove and read these words containing w and the ar Murmur Diphthong.

\[ \begin{align*}
\text{ward} & \quad \text{dwarf} \quad \text{warm} \\
\text{wart} \quad \text{warp} \quad \text{wharf} & \\
\end{align*} \]

w+or: When w is next to the Murmur Diphthong or in a word, the or says /er/ (\(\text{w}o\text{r}\)). Prove and read these words containing w and the or Murmur Diphthong.

\[ \begin{align*}
\text{word} & \quad \text{world} \quad \text{worm} \\
\text{worst} \quad \text{work} & \\
\end{align*} \]
**Lesson 81: Most Common Words List 19**

<table>
<thead>
<tr>
<th>along</th>
<th>beginning</th>
<th>close</th>
<th>don’t</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>hard</td>
<td>head</td>
<td>left</td>
<td>life</td>
</tr>
<tr>
<td>might</td>
<td>next</td>
<td>open</td>
<td>saw</td>
<td>seem</td>
</tr>
<tr>
<td>something</td>
<td>story</td>
<td>always</td>
<td>under</td>
<td>while</td>
</tr>
</tbody>
</table>

Find and circle the Most Common Words in the word search below. The words can go up ↑, down ↓, across →, or diagonally ↗ ↖.

```
M I G H T Z G T Y G
N V F Y T E H M N N
W H E A D G J I Q I
S A W L U W N G O H
E R G O U N D E R T
E D H N I A J I L E
M T C G M J Z C K M
E Q E X A M P L E O
L B J H Y S P O G S
A D Z R F P N S R Y
S J O W H I L E C Y
E T P N J B I W X M
S V E L T U F J K T
B T N N O L E F T Q
```
Lesson 82: Decoding Multi-Syllabic Words

Prove and read each of the following multi-syllabic words. The first one has been done for you.

hibernate  styrofoam  cucumber
September  ambulance  equipment
chimpanzee  October  nursery
passenger  emergency  November
squadron  worship  remember
surrender  turpentine  contemplate
Lesson 83: More Digraphs

Copy and mark the Digraphs below. Say their sounds as you write them. Then prove and read the words under the Digraphs. The first word for each Digraph has been done for you.

\[ \text{Ph}, \text{ gn}, \text{ and kn are three more Digraphs. They are not part of the 42 Sounds. These Digraphs have the same sounds as the consonants f and n.} \]

Write a sentence with one of the Digraph words listed above. Then read the sentence.
Lesson 83: More Digraphs

Copy and mark the Digraphs below. Say their sounds as you write them. Then prove and read the words under the Digraphs. The first word for each Digraph has been done for you. Remember, the Digraph *ck* is used only at the end of a word.

\[
\begin{array}{cc}
\text{wr} & \text{ck} \\
\text{wrap} & \text{block} \\
\text{write} & \text{truck} \\
\text{wreck} & \text{pack} \\
\text{wrong} & \text{check}
\end{array}
\]

Write a sentence with one of the Digraph words listed above. Then read the sentence.
Lesson 83: More Digraphs

Select one of the Digraphs in the box for each blank. Read the words you build. The first word for each Digraph has been done for you.

<table>
<thead>
<tr>
<th>th</th>
<th>ch</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>shi__</td>
<td>___</td>
<td>in</td>
</tr>
<tr>
<td>___</td>
<td>in</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ck</th>
</tr>
</thead>
<tbody>
<tr>
<td>stack</td>
</tr>
<tr>
<td>bla__</td>
</tr>
<tr>
<td>ra__</td>
</tr>
<tr>
<td>Ja__</td>
</tr>
<tr>
<td>sa__</td>
</tr>
<tr>
<td>tra__</td>
</tr>
<tr>
<td>References</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ch</th>
</tr>
</thead>
<tbody>
<tr>
<td>munch</td>
</tr>
<tr>
<td>bun__</td>
</tr>
<tr>
<td>pun__</td>
</tr>
<tr>
<td>lun__</td>
</tr>
<tr>
<td>cat__</td>
</tr>
<tr>
<td>lat__</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sh</th>
<th>wh</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>chip</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ip</td>
</tr>
<tr>
<td>___ip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>clo__</th>
</tr>
</thead>
<tbody>
<tr>
<td>blo__</td>
</tr>
<tr>
<td>flo__</td>
</tr>
</tbody>
</table>

Select one of the Digraphs in the box for each blank.
Lesson 83: More Digraphs

Each word below uses one of the ten Digraphs. Prove and read each word. The first three words have been done for you.

- cash
- white
- chill
- sharp
- beach
- gnome
- this
- thumb
- charm
- share
- wrench
- thick
- charge
- phase
- rock
- phone
- knife
- such
- whip
- shine
- when

Write a sentence with one of the Digraph words listed above. Then read the sentence.
Lesson 84: Digraph Words with Plural Endings and Multi-Syllabic Words with Digraphs

To make words that end in the *ch* or *sh* Digraph plural, add *-es* (*benches, dishes*). Make the following words plural. Then read each word.

- church
- wish
- lunch
- pinch
- itch
- sash

Prove and read the following words.

- shelter
- phantom
- approach
- Thursday
- shimmer
- photograph

Read each of the following sentences. Then circle any Digraph words.

1. Matt saw some gophers eating peaches under a bench.
2. I would like to have a knockwurst sandwich for lunch.
Lesson 84: Digraph Words with Plural Endings and Multi-Syllabic Words with Digraphs

Add -s or -es to make each word below plural. Read the words. If you have trouble with any word, prove it before adding the plural ending. The first three words have been done for you.

classes  pots  beaches
fox__  frog__  shell__
church__  trail__  pan__
wish__  itch__  rope__
chime__  box__  sash__
nail__  glass__  thrill__
Most Common Words List 20: those, both, paper, together, got, group, often, run, important, until, children, side, feet, car, mile, night, walk, white, sea, began

<table>
<thead>
<tr>
<th>paper</th>
<th>began</th>
<th>walk</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>feet</td>
<td>car</td>
<td>night</td>
<td>white</td>
<td>together</td>
</tr>
<tr>
<td>got</td>
<td>mile</td>
<td>group</td>
<td>both</td>
<td>children</td>
</tr>
<tr>
<td>those</td>
<td>until</td>
<td>sea</td>
<td>side</td>
<td>often</td>
</tr>
</tbody>
</table>

Write the Most Common Words from the list above in alphabetical order. Then read each word.

1. _______  8. _______
2. _______  9. _______ 15. _______
3. _______ 10. _______ 16. _______
4. _______ 11. _______ 17. _______
5. _______ 12. _______ 18. _______
6. _______ 13. _______ 19. _______
7. _______ 14. _______ 20. _______
Lesson 86: Special Vowel Sounds AU/AW

Find the Special Vowel Sound of each word in the first column. Write and mark the Special Vowel Sound in the second column. Say the sound as you write it. Write and prove the whole word in the third column. Then read the word. The first word is done for you.

<table>
<thead>
<tr>
<th>jaw</th>
<th>aw</th>
<th>jaw</th>
</tr>
</thead>
<tbody>
<tr>
<td>haul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>launch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vault</td>
<td></td>
<td></td>
</tr>
<tr>
<td>raw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>haunt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name

Lesson 86: Special Vowel Sounds AU/AW

This exercise provides practice proving and reading words with the Special Vowel Sounds AU/AW.

Prove and read each of the following words. The first four are done for you.

<table>
<thead>
<tr>
<th>gawk</th>
<th>dawn</th>
<th>shawl</th>
<th>flaw</th>
</tr>
</thead>
<tbody>
<tr>
<td>saw</td>
<td>crawl</td>
<td>sauce</td>
<td>squawk</td>
</tr>
<tr>
<td>haul</td>
<td>straw</td>
<td>haunt</td>
<td>slaw</td>
</tr>
<tr>
<td>jaw</td>
<td>draw</td>
<td>pawn</td>
<td>launch</td>
</tr>
<tr>
<td>vault</td>
<td>Paul</td>
<td>claw</td>
<td>fraud</td>
</tr>
<tr>
<td>raw</td>
<td>lawn</td>
<td>fault</td>
<td>flaunt</td>
</tr>
<tr>
<td>fawn</td>
<td>thaw</td>
<td>taunt</td>
<td>hawk</td>
</tr>
</tbody>
</table>

Published by Reading Horizons
Copyright © February 2014        ISBN 978-1-62382-100-5

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Lesson 86: Special Vowel Sounds AU/AW

Use these words to fill in the blanks to complete the sentences below. Then read each sentence. The first sentence has been done for you.

raw draw fault
fawn crawl
claws straw

1. Put a long straw in the cup.
2. The hawk has a fine set of _________.
3. He broke the glass. It is his _________.
4. A baby deer is called a _________.
5. The meat is not cooked. It is _________.
6. I can _________ a dog and a bird.
7. My brother can _________ to me.
Lesson 86: Special Vowel Sounds AU/AW

Prove and read each of the words below. The first four words have been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>phone</td>
<td>them</td>
<td>no</td>
</tr>
<tr>
<td>stir</td>
<td>go</td>
<td>bleed</td>
<td>wren</td>
</tr>
<tr>
<td>scone</td>
<td>small</td>
<td>thorn</td>
<td>check</td>
</tr>
<tr>
<td>fawn</td>
<td>chat</td>
<td>shirt</td>
<td>jump</td>
</tr>
<tr>
<td>gnome</td>
<td>law</td>
<td>blank</td>
<td>knock</td>
</tr>
<tr>
<td>junk</td>
<td>star</td>
<td>fault</td>
<td>full</td>
</tr>
<tr>
<td>vault</td>
<td>wing</td>
<td>brick</td>
<td>white</td>
</tr>
</tbody>
</table>
Lesson 87: Special Vowel Sounds OU/OW

Find the Special Vowel Sound for each word in the first column. Write and mark the Special Vowel Sound of the word in the second column. Say the sound as you write it. Write and prove the whole word in the third column. Then read the word. The first two words have been done for you.

- clown
- know
- how
- foul
- ground
- snow
- ouch
- scout
- brown

The second set of Special Vowel Sounds is ou and ow. They both say /ow/. Sometimes, ow will say ō.
Lesson 87: Special Vowel Sounds **OU/OW**

Prove and read each word below. Watch for *ows* that say ō! The first three words have been done for you.

- how
- own
- house
- foul
- ground
- flow
- owl
- ouch
- brown
- clown
- know
- south
- throw
- prowl
- mouth
- show
- pout
- town
- our
- out
- found
- gown
- low
- fowl

Write a sentence with one of the Special Vowel Sound words listed above. Then read the sentence.
Lesson 87: Special Vowel Sounds **OU/OW**

Use these words to fill in the blanks to complete the sentences below. The first sentence has been done for you.

```
row    house    blow    our

cow    gown    pound
```

1. The bride wore a **gown**.

2. Let's go to ____________ house.

3. The man will ____________ in the nail.

4. The ____________ gives fresh milk.

5. She can ____________ a boat.

6. The___________ is made of brick.

7. The wind can ____________ very hard.

Lesson 87: Special Vowel Sounds OU/OW

Read the story below. Then circle any ou and ow words. Write each word you circle in the correct list. Words from the first sentence have been printed for you.

A smart dog found a brown mouse in the dog house. He chased it around and in and out. He barked at the mouse.

The smart mouse ran down the spout, raced past the hound, and ran to town. He was so proud! The hound dog frowned and howled.

<table>
<thead>
<tr>
<th>found</th>
<th>ou</th>
<th>brown</th>
<th>ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>house</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 88: Special Vowel Sounds OI/OY

Find the Special Vowel Sound for each word in the first column. Write and mark the Special Vowel Sound of the word in the second column. Say the sound as you write it. Write and prove the whole word in the third column. Then read the word. The first word has been done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Special Vowel Sound</th>
<th>Proven Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td>oi</td>
<td>soil</td>
</tr>
<tr>
<td>toy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spoil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>joy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 88: Special Vowel Sounds OI/OY

In this word puzzle, find and color words containing the vowel sounds listed below. The words can go up ↑, down ↓, across ← →, or diagonally ↘. When you’ve found all of the words, you’ll have only xs and zs left uncolored.

- Color Special Vowel Combinations blue: all, ell, oll, ull, ill; ang, ong, ung, ing; ank, onk, unk, ink.
- Color Murmur Diphthongs green: ar, or, er, ur, ir.
- Color Special Vowel Sounds red: au/aw, ou/ow, oi/oy.
The last two Special Vowel Sounds are double os. They look the same, but they have different sounds. One says /oo/, as in zoo. All the words on this page have the zoo sound.

Lesson 89: Special Vowel Sounds OO and OO

Write the Special Vowel Sound on each line. Draw “zoo bars” through each o to remember that the words on this page have the Special Vowel Sound of “zoo.” Then write, prove, and read each word. The first word has been done for you.

- boo
- noon
- tooth
- boot
- soon
- broom

Write a sentence with one of the Special Vowel Sound words listed above. Then read the sentence.
Lesson 89: Special Vowel Sounds OO and OO

Use these words to fill in the blanks of the sentences below. Then read each sentence. The first sentence has been done for you.

room  food  broom
school  tooth  pool
cool  noon  stool

1. The roof of the school is black.
2. I will be in my ____________ reading.
3. Paul swept with a ____________.
4. Tom swam in the ____________.
5. Jack lost his ____________.
6. I like to eat the ____________ my mom makes.
7. The lake felt ____________ on my skin.
8. Pete sat on the ____________.
9. We eat lunch at ____________.
Lesson 89: Special Vowel Sounds OO and OO

The other sound of oo is /oo/, as in look. All of the words on this page have the look sound of /oo/.

Write the Special Vowel Sound on each line. Draw “eyes” inside each o to remember that the words on this page have the Special Vowel Sound of “look.” Then write, prove, and read each word in the third column. The first word has been done for you.

<table>
<thead>
<tr>
<th>book</th>
<th>oo</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>shook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wood</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence with one of the Special Vowel Sound words listed above. Then read the sentence.
The other sound of oo is /oo/, as in look. All of the words on this page have the look sound of /oo/.

**Lesson 89: Special Vowel Sounds OO and OO**

Use these words to fill in the blanks of the sentences below. Then read each sentence. The first sentence has been done for you.

<table>
<thead>
<tr>
<th>book</th>
<th>stood</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>hood</td>
<td>look</td>
</tr>
<tr>
<td>wood</td>
<td>foot</td>
<td></td>
</tr>
</tbody>
</table>

1. We **stood** on the hill.
2. We had a ____________ day.
3. Please read the whole ____________. 
4. I will put the bait on my ____________. 
5. Put the ____________ up on your coat. 
6. If you get lost, we’ll have to ____________ for you. 
7. I hurt my left ____________ while I was running. 
8. On the farm, we saw a big pile of ____________. 

The /k/ sound at the end of a word can be spelled four different ways: -ke, -ck, -k, and -c.

Lesson 90: Spelling with -KE, -CK, -K, and -C

-KE: In a one-syllable word, if the vowel sound is long right before the ending /k/ sound, there are two ways to spell /k/. The first is -ke, the silent e rule. Prove and read the following words. The first word has been done for you.

spoke strike brake fluke Duke

-CK: In a one-syllable word, if the vowel sound is short and no other consonant is heard, the ending /k/ spelling is -ck (back.) Prove and read the following words. The first word has been done for you.

pick deck slack truck lock

-K: In a one-syllable word, if the vowel sound is long or you hear a Murmur Diphthong or Special Vowel Sound right before the ending /k/ sound, the word is spelled with a -k. Prove the following words. The first word has been done for you.

peek hawk look beak park

If the consonant l, n, or s is heard right before the /k/ ending sound, the word is spelled with a -k (milk, honk, ask). Prove and read the following words. The first word has been done for you.

silk bank hunk elk dusk

-C: Words that have more than one syllable and end in the sound /k/ are spelled with a -c (traffic). **Exception: attack. Prove and read the following words. The first word has been done for you.

picnic garlic arctic frantic lilac

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The /k/ sound at the end of a word can be spelled four different ways: -ke, -ck, -k, and -c.

Lesson 90: Spelling with -KE, -CK, -K, and -C

Read each of the following words. Then write each word in the column with the correct spelling for the ending /k/ sound.

<table>
<thead>
<tr>
<th>traffic</th>
<th>basic</th>
<th>flake</th>
<th>seek</th>
<th>click</th>
<th>crook</th>
<th>cask</th>
<th>tactic</th>
<th>joke</th>
<th>cork</th>
<th>pink</th>
<th>hawk</th>
<th>knock</th>
<th>smirk</th>
<th>phobic</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>-ck</th>
<th>-ke</th>
<th>-k</th>
<th>-c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 91: Decoding Exceptions

Prove and read these exception words. The first word has been done for you.

proper    shiver    visit
never    habit    study
cabin    rapid    robin
clever    method    sliver
river    shadow    magic
Lesson 92: Most Common Words List 21
For each pair of words, circle the correct spelling for the Most Common Word. Then write the word in the space provided. Read each word.

beang/began  
---began---  
later/letar  
---later---  
face/feac  
---face---  
eat/tae  
---eat---  
second/sonecd  
---second---  
carry/yarcr  
---carry---  
hear/haer  
---hear---

book/koob  
---book---  
wacth/watch  
---wacth---  
fuor/four  
---fuor---  
psot/stop  
---psot---  
rowg/grow  
---rowg---  
ocne/once  
---ocne---

isms/miss  
---isms---  
koot/took  
---koot---  
outwith/without  
---outwith---  
state/steta  
---state---  
idea/edia  
---idea---  
ervir/river  
---ervir---

Most Common Words List 21:  
grow, took, river, four, carry, state, once, book, hear, stop, without, second, later, miss, idea, enough, eat, face, watch, far
The suffix -tion has the sound /shun/, as in vacation. It is almost always at the end of a word, and it always makes its own syllable. It is marked with an x below and between the vowels, and the whole combination is joined with an arc.

Lesson 93: Other Suffixes: -TION, -SION, and -OUS

Prove and read the words below. The first word has been done for you.

location carnation
vacation portion
station nation
description

If the letter i come before -tion, the i will be short. Prove and read the words below. The first word has been done for you.

addition condition
ambition position
Lesson 93: Other Suffixes: -TION, -SION, and -OUS

Prove and read the following words. The first word has been done for you.

**mission**          **impression**
**permission**       **expansion**
**extension**        **percussion**

Following a vowel or Murmur Diphthong, the sound of -sion, /shun/, changes to /zhun/. Remember, i is short before -tion or -sion. Prove and read the following words.

**abrasion**          **explosion**
**decision**          **conversion**
**incision**          **submersion**

The suffix -sion also has the sound /shun/ when it follows s, n, or l. When it follows a vowel or a Murmur Diphthong, its sound changes to /zhun/.
Lesson 93: Other Suffixes: -TION, -SION, and -OUS

Words ending in -ous are usually adjectives. The suffix -ous is marked with an x and an arc. Prove and read the following words. The first one has been done for you.

famous nervous fabulous

When the vowel i comes right before -ous, the i will usually sound like a long e.

obvious glorious previous

Words that end in the spelling -us are usually nouns. In these words, mark the u in -us with an x.

campus circus bonus

Words that end in -ist are usually nouns.

dentist optimist activist

Words that end in -est are usually adjectives. Remember to underline the -est.

saddest clearest coldest
Lesson 94: Letter Combinations That Split

Read the following sentences. Circle any words in which the Blends split. Write and prove those words in the spaces provided. The first sentence has been done for you.

1. Hey mister! Is that your basket? mīستر  bāسكټ
2. Please use your whisper voice. We don’t want to disturb others. _______  _______
3. That was a fantastic dinner! Where do we dispose of the paper plates? _______  _______
4. Where is the fire escape at the hospital? _______  _______

Read the sentences below. Circle any words in which the Special Vowel Combinations split. Write and prove those words in the spaces provided.

1. There is a lot of fungus growing down in that valley. fungûس  vælî
2. Don’t tangle the swings, or it will make me angry. _______  _______
3. Janice twisted her ankle on a rock in that shallow pond. _______  _______
4. Did the Tooth Fairy sprinkle fairy dust on my pillow? _______  _______
Lesson 95: Other Sounds for EA and IE/EI

The adjacent vowel ea has more than one sound.
1. EA says long e, as in Phonetic Skill 5.  
   - cream  meal

2. EA says long a. Reverse the markings.  
   - great  steak

3. EA says short e. Mark under each vowel, and put an arc over both vowels with a short e on top of the arc.  
   - deaf  thread

4. Sometimes, e and a will each have its own sound in a syllable. Mark under each vowel with a dot, and put the sound it says above the vowel. Divide ea into syllables.  
   - create  theater

Read each of the following words. Then write each of the ea words in the column that shows the correct sound.

| bread | stream | heavy | idea | Korea |
| break | beach   | yea   |

<table>
<thead>
<tr>
<th>long e</th>
<th>long a</th>
<th>short e</th>
<th>own syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 95: Other Sounds for EA and IE/EI

The adjacent vowel ie has more than one sound. Sometimes, the vowels are reversed in spelling and can take on a new sound.

1. IE says long i, as in Phonetic Skill 5: pie

2. IE often reverses in marking. The i is silent, and the e is long: chief

3. I comes before e EXCEPT after c. Reverse the letters: deceit

4. Sometimes, when there is no c before it, the ei says long a. Mark both vowels, and place an arc above them, with a long a on top of the arc: veil. When ei is followed by a gh, the gh is silent: sleigh

5. The i and e can each have a vowel sound in their own syllables. Mark under each vowel with a dot, divide ie into syllables, and put the sound you hear above each vowel: diet

Prove and read each word below.

tie die niece yield

rein receive eight quiet

Write a sentence with an ie/ei word. Then read the sentence.
Lesson 96: Reversed Vowels

ai/ia  oe/eo  oa/ao  ui/iu  au/ua  oi/io

Prove and read the words. Remember to put a dot under each reversed vowel. The first word for each reversed vowel has been done for you.

ai/ia: The i will either say long i or long e, and the a will either be short a or a schwa.

giant  dial  piano  diagram

oe/eo: The e will be long, and the o will either be short or long o or a schwa.

video  neon  rodeo  stereo

oa/ao: The a will say long a, and the o will either be long or short o.

chaos  chaotic  aorta  Naomi

ui/iu: The i will sound like long e, and the u will be short.

calcium  radius  medium  helium

au/ua: The u will say its name, and the a can be long, short, a schwa, or the /aw/ sound.

truant  annual  dual  insinuate
Lesson 96: Reversed Vowels

When vowels are reversed, they no longer work as adjacent vowels or Special Vowel Sounds. Each vowel has a sound and must be separated from the other vowel.

oi/io: The i will say its name or long e, and the o can be a schwa or long o.

lion Ohio audio violet cardiogram

Read each word below. Then circle the correct sound for the underlined reversed vowel. The first word for each reversed vowel has been done for you.

dial  ā  ā  ə
neon  ō  ō  ə
premium  ū  ū  /oo/
situate  ā  ā  ə
radio  ō  ō  ə
Lesson 96: Reversed Vowels

Identify the reversed vowels in the words below. Prove and read each word, placing a dot below each reversed vowel. The first word has been done for you.

leotard     diary
manual     radio
pioneer    gymnasium

Read each of the following words. Does the vowel combination ea say long e, long a, or short e? Write the sound the vowels make in the blank following each word.

steak a    thread ___
smear ___   treat ___
great ___    weather ___

Read each of the following words. What is the sound made by ie or ei? Write the sound in the blank following each word.

grief e  tie __   eight __
chief __  vein __   niece __
Eu and ew each share two sounds. Eu is not used at the ends of words.

Lesson 97: Sounds of EU and EW

Eu and ew each have two sounds. They can both have the sound of long u (feud and few) and /oo/ (neutral and new). The eu spelling is not used at the end of a word, where as the ew is.

Prove and read the eu and ew words below.

chew  sleuth  pewter

grew  neutron  knew

threw  Eugene  neutral
curfew

Use the clues to write the correct words in the crossword boxes.

Clues
Across:
  2. A detective
  3. Means two
  5. A bench in a church

Down:
  1. A fight
  4. Time to be home

curfew
pew
deuce
sleuth
feud
Lesson 98: Most Common Words List 22

above  afternoon  almost  begin  color
cut    family    far    girl    leave
let    list     mountain  music

Find and circle the Most Common Words in the word search below. The words can go up ↑, down ↓, across →, or diagonally ↘️.  

```
L W M E K A B O V E I N
C U T P H S E C O L O R
S M U S I C G A C O D Z
N Q O V T H I U N Y M J
R N J U V F N R W N Y M
A W K C N B E H O T O Y
L U P L R T T E R S M J
M V M E F M A S J I P A
O D S A Y X G I R L K V
S P I V W D F R N L W G
T V L E T V A G R D S A
G D L N S F A M I L Y T
```
Lesson 99: Practicing with Multi-Syllabic Words

Use all of the decoding skills to prove these longer words! Then read each word.

independence  understand
superintendent  pharmacy
prescription  vacation
employment  explanation
instruction  ingredient

Using the words from the list above, unscramble the word at the end of each sentence to complete the definition.

1. A place to get prescriptions ______________ ampyarch
2. A single thing in a recipe ______________ tingdreien
3. To explain something ______________ lenpanaitox
Lesson 100: Spelling with -SS, -CE, or -SE

There are several different spellings for /s/ at the end of a word.

Prove and read the words under each section. The first word in each section has been done for you. One-syllable, short vowel words ending in the /s/ sound usually end in -ss.

-dress* -grass -class -miss -fuss

One-syllable, long vowel words ending in the /s/ sound usually end in -ce.

-grace* -lice -truce -rice -face

Most one-syllable, short vowel words with a consonant preceding the /s/ sound at the end usually end in -ce.

-France* -glance -since -fence -prince

Some one-syllable words containing adjacent vowels, Murmur Diphthongs, and Special Vowel Sounds can end in -se (geese) or -ce (peace).

-choice* -horse -ounce -piece -mouse

Most words with the -se spelling have the /z/ sound.

-cheese* -surprise -compose