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## ABSTRACT

The activity book is designed to help children learn that writing messages and stories will help them see the value of learning to spell. The activity book's program is based on the ideas that accurate spelling contributes to the clarity of written messages; spelling accuracy shows attention to detail, sending a positive message to teachers and employers; and spelling becomes one part of learning to write real-life messages: directions, letters, invitations, and reports. It aims to help children learn to identify common, logical spelling patterns; graduate quickly to more complex words; and become a confident, independent speller and writer. The spelling program is organized over a 30-week period. (RS)

# Spelling for Writing

**BY**  
Reid Wright

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# Spelling for Writing

*Student Activity Book*

## Level 4

Reid Wright

**FAMILY  
LEARNING  
ASSOCIATION**



Clearinghouse on Reading,  
English, and Communication

## ***The Spelling for Writing Series***

A Guidebook for Parents and Teachers Level 1

A Guidebook for Parents and Teachers Level 2

A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1

Student Activity Book Level 2

Student Activity Book Level 3

Student Activity Book Level 4

Student Activity Book Level 5

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# How to Use this Book

Each week you will find four pages of activities.

1

*The First Page* contains a list of 15 Basic Words and 5 Challenge Words. These words fit spelling patterns that will help you remember how to spell them.

2

*The Second Page* gives you a chance to practice using the list words in sentences. Read each sentence and see which spelling word makes sense. This is the reason for learning to spell words correctly: to use them in sentences that readers can understand.

3

*The Third Page* offers a number of different activities that will show you how to use words as you write sentences and paragraphs and longer compositions.

4

*The Fourth Page* provides exercises in Word Study. Sometimes you will see words that are important in Science or Math or Social Studies or other subjects. Other activities help you understand how words are constructed.

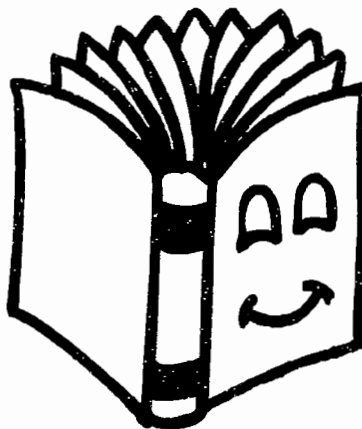
Always practice writing new words every chance you get. If some words need extra work, try this approach:

1. Look at the word and say it out loud.
2. Close your eyes and spell the word silently to yourself.
3. Look at the word and make sure you spelled it correctly.
4. Cover the word and write it on your own paper.
5. Look back at the word and make sure it is correct.



## Spelling for Writing

Don't forget the *reason* for spelling words correctly: *to help readers understand what you write*. Here are some of the ways you will learn to use words as you work through this book.



### Sentences and Paragraphs

After you have studied the words on the first page of each week's lesson, you will have a chance to use them in sentences on the second page. In addition, you will find activities on the third page that will help you learn how to use words in your own sentences. These activities also help you develop paragraphs, find mistakes, use the dictionary, and write letters and reports.

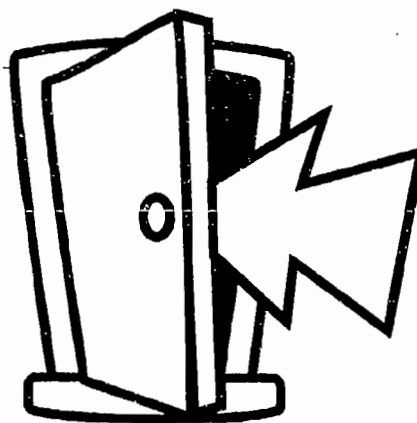
### Vocabulary Development

You already know a lot of words, and it is important to be sure you spell them correctly. In addition to the Basic Words in each list, you will find some Challenge Words added at the end. They will also be a bit longer or more difficult than the Basic Words. This is a good time to add them to your vocabulary, if you do not know them.

### Word Study

The activities on the last page of each week's lesson provide ways to study words that are important in various subject areas such as Science, Social Studies, Mathematics, and English.

Take advantage of the many kinds of practice activities you find through this book. As you go along, you will discover that spelling opens the door to a clearer understanding of everything you do when you use language.



7

## Pronunciation Guide

In Weeks 1-4 you will learn words that have short vowel sounds. Here is how these sounds are labeled:

short **a** in *cat*

short **i** in *big*

short **u** in *cup*

short **e** in *red* and *head*

short **o** in *hop*

In Weeks 5-9 you will learn words with long vowel sounds. As you see, each long vowel sound has more than one spelling.

long **a** in *make* and *say* and *wait*

long **e** in *me* and *see* and *team*

long **i** in *my* and *nice* and *night* and *wild*

long **o** in *no* and *hope* and *road*

long **u** in *use* and *huge*

In later weeks you will learn other vowel sounds that are represented by special symbols. These symbols are written inside diagonal lines // to show that they represent sounds.

the /oo/ sound in *room* and *rule*

the /uh/ sound in *put* and *book*

the /aw/ sound in *saw* and *haul*

the /ou/ sound in *out* and *now*

the /oi/ sound in *oil* and *toy*

the /ar/ sound in *car*

the /or/ sound in *for*

the /er/ sound in *her*, *sir*, *turn*, and *work*

the /air/ sound in *hair* and *care*

the /ear/ sound in *hear* and *deer*



Each word on this list has a short **a** sound or a short **e** sound. You hear the short **a** in *dash* and *shall*. Short **a** is usually spelled with the vowel letter *a*. You hear the short **e** in *deaf* and *shell*. Short **e** is usually spelled with the vowel letter *e*. A few words use *ea* to spell short **e**.

**BASIC**

*dash*  
*kept*  
*drag*  
*deaf*  
*past*  
*bread*  
*latch*  
*brass*  
*shell*  
*check*  
*shall*  
*fresh*  
*calf*  
*health*  
*blast*

Each **Basic Word** has a single vowel sound. In the middle of each Basic Word you find the vowel letter or letters that spell the short **a** or short **e** sound.

**Write the Basic Words that answer each question.**

1. Which short **a** words begin with a single consonant letter?

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2. Which short **a** words begin with two letters?

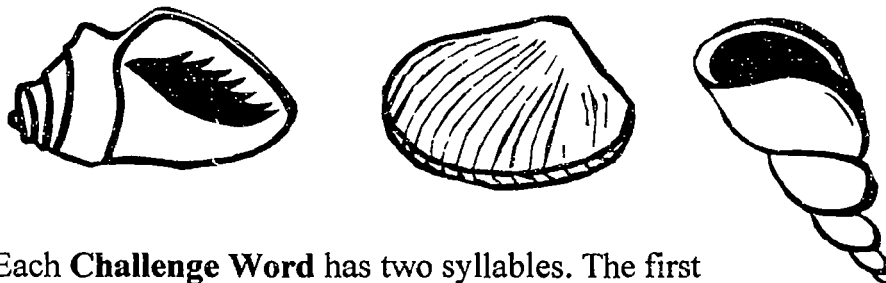
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3. Which short **e** words are spelled with *e*?

---

4. Which short **e** words are spelled with *ea*?

---



Each **Challenge Word** has two syllables. The first syllable is stressed and has a short vowel sound.

**CHALLENGE**

*dazzle*  
*method*  
*channel*  
*jealous*  
*pressure*

**Write the Challenge Words that answer each question.**

5. Which words are spelled with short **a**. Underline the letter that spells short **a** in each word.

---

6. Which words are spelled with short **e**? Underline the letter or letters that spell short **e** in each word.

---

**Basic Words**

If you're not sure of the meaning of some of the Basic Words, look them up now. Then write the Basic Word that fits in each sentence.

- 1. We need some more \_\_\_\_\_ for sandwiches.
- 2. Trumpets and horns are made of \_\_\_\_\_.
- 3. Has your mom \_\_\_\_\_ all baby clothes?
- 4. Make sure the \_\_\_\_\_ on the gate is closed.
- 5. Don't smear the \_\_\_\_\_ paint on your clothes.
- 6. A \_\_\_\_\_ of cold air blew through the door.
- 7. Be sure to \_\_\_\_\_ each word for spelling.
- 8. I found this beautiful \_\_\_\_\_ on the beach.
- 9. Can you \_\_\_\_\_ this big log out of the way?
- 10. The right food is important for good \_\_\_\_\_.



Make up your own sentences for the other Basic Words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Challenge Words**

If you don't know the meaning of some of the Challenge Words, look them up now. Then write the Challenge Word that fits each definition.

- 1. Feeling angry and resentful toward someone: \_\_\_\_\_
- 2. A careful way of doing something: \_\_\_\_\_
- 3. A deep waterway or narrow sea: \_\_\_\_\_
- 4. The effect of a strong force or weight: \_\_\_\_\_
- 5. To confuse someone with bright lights: \_\_\_\_\_

**Kinds of Sentences**

You know that each sentence should begin with a capital letter and end with a punctuation mark. Make sure you understand the four kinds of sentences and the end punctuation used in each one.

- ★ A **declarative sentence** makes a statement that gives information. The **period (.)** is used at the end.

*I know the answer to that one.*

- ★ An **interrogative sentence** asks a question. The **question mark (?)** is used at the end.

*How much farther do we have to go?*

- ★ An **exclamatory sentence** expresses surprise or strong feelings. The **exclamation mark (!)** is used at the end.

*That was the best game I ever saw!*

- ★ An **imperative sentence** tells or asks someone to do something. The **period (.)** is used at the end.

*Call me as soon as you get home.*

Write your own example of each kind of sentence. Include at least one spelling word in each sentence. Be sure to begin each sentence with a capital letter and end with the right punctuation mark.

*Declarative:* \_\_\_\_\_

\_\_\_\_\_

*Interrogative:* \_\_\_\_\_

\_\_\_\_\_

*Exclamatory:* \_\_\_\_\_

\_\_\_\_\_

*Imperative:* \_\_\_\_\_

\_\_\_\_\_

The words listed below may look easy, but you can get them mixed up if you're not careful. These pairs of words look or sound almost the same, but they are completely different. Say each pair of words and notice the difference in sound and spelling. Write each pair of words in the spaces provided.

*of* \_\_\_\_\_

*off* \_\_\_\_\_

*who* \_\_\_\_\_

*how* \_\_\_\_\_

*are* \_\_\_\_\_

*our* \_\_\_\_\_

*win* \_\_\_\_\_

*when* \_\_\_\_\_

*than* \_\_\_\_\_

*then* \_\_\_\_\_

*now* \_\_\_\_\_

*know* \_\_\_\_\_

Here are three words that can be confused with one another.

*were* \_\_\_\_\_ *wear* \_\_\_\_\_ *where* \_\_\_\_\_

**Exercise**

Read each sentence and look at the words given at the end. Then write the word that fits the blank space in each sentence.

1. These shoes are marked 20% \_\_\_\_\_. (of, off)
2. Do you know \_\_\_\_\_ is speaking today? (how, who)
3. I don't know \_\_\_\_\_ I left my gloves. (were, wear, where)
4. We lost \_\_\_\_\_ books on the bus. (our, are)
5. We must leave \_\_\_\_\_ if we're going to make it. (know, now)
6. I'm not sure \_\_\_\_\_ the next bus comes. (win, when)
7. Did you \_\_\_\_\_ your new hat today? (were, wear, where)
8. Do you know \_\_\_\_\_ the game turned out? (who, how)
9. This box is bigger \_\_\_\_\_ that one. (then, than)
10. I hope you \_\_\_\_\_ the answer. (now, know)



Each word on this list has a short vowel sound. The short *i* is spelled with the letter *i* in *still* and the short *o* is spelled with the letter *o* in *knot*. The short *u* is spelled with the letter *u* in *lump*. Notice the short vowel in each word.

**BASIC**

*click*  
*knot*  
*lump*  
*shift*  
*bluff*  
*crop*  
*brisk*  
*bond*  
*brush*  
*lodge*  
*still*  
*crumb*  
*hitch*  
*stock*  
*trust*

Each **Basic Word** begins with a consonant sound and ends with a consonant sound. Some consonant sounds are spelled with two or three letters. The short vowel comes in the middle of each word. This is the **Consonant-Vowel-Consonant** pattern, often called the **CVC** pattern.

**Write the Basic Words that answer each question.**

1. Which words have the short *i* sound?

---



---

2. Which words have the short *o* sound?

---



---

3. Which words have the short *u* sound?

---



---

4. Which words begin with a single consonant letter?

---



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Each **Challenge Word** has two syllables.

The first syllable is stressed and has a short vowel sound. The first syllable also fits the CVC pattern.

**Write the Challenge Words that answer each question.**

5. Which words are spelled with short *i*? Underline the letter that spells short *i* in each word.

---



---

6. Which words are spelled with short *o* or short *u*? Underline the letter that spells the short vowel in each word.

---



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**CHALLENGE**

*comic*  
*dizzy*  
*suffer*  
*dolphin*  
*brittle*

**Basic Words**

If you're not sure of the meaning of some of the Basic Words, look them up now. Then write the Basic Word that fits in each sentence.

1. The \_\_\_\_\_ of clay was molded into a statue.
2. The farmer harvested a large \_\_\_\_\_ of corn.
3. This rope has a big \_\_\_\_\_ in it.
4. Did you hear a \_\_\_\_\_ when the lock closed?
5. Not one \_\_\_\_\_ of cake was left.
6. A \_\_\_\_\_ wind is blowing today.
7. You can \_\_\_\_\_ her to tell the truth.
8. Does the store have any more gloves in \_\_\_\_\_?
9. Let's \_\_\_\_\_ the boxes from here to there.
10. Did you get the paint \_\_\_\_\_ clean?



Make up your own sentences for the other Basic Words.

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---

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**Challenge Words**

If you don't know the meaning of some of the Challenge Words, look them up now. Then write the Challenge Word that fits each definition.

1. Feeling like you're whirling around: \_\_\_\_\_
2. A small whale with a long nose: \_\_\_\_\_
3. To feel pain or endure a loss: \_\_\_\_\_
4. Causing laughter or amusement: \_\_\_\_\_
5. Easily broken or snapped: \_\_\_\_\_

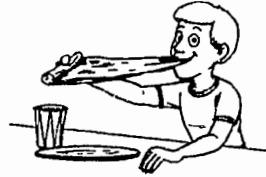


**The Subject of the Sentence**

Each sentence has two parts: a **subject** and a **predicate**. We will talk about the subject part of the sentence this week.

- ★ The **subject** of the sentence tells what the sentence is about. Often the subject tells who is doing something. The subject usually comes near the beginning of the sentence. In the following examples the subject is in **boldface**.

**John** plays baseball.  
**My best friend** likes pizza.  
**The dogs** ran in the park.



- ★ Each of these sentences contains a **simple subject**. The simple subject is the most important word in the subject part: *John*, *friend*, and *dogs*.

Write a sentence with a simple subject. Use at least one word from the spelling list.

---

- ★ Some sentences have **compound subjects**. This means that there are two or more simple subjects in the first part of the sentence. Usually these words are joined by the word *and*. The compound subject is in **boldface** in these sentences.

**Mary and Kim** play on the same team.  
**The dog and the cat** were looking out the window.  
**John and Wally and Bill** are good baseball players.

Now write a sentence with a compound subject. Use at least one word from the spelling list.

---

Underline the subject part of each sentence. At the end of the sentence, write **S** if there is a simple subject or **C** if there is a compound subject.

1. The storm blew down a lot of trees. \_\_\_\_\_
2. Cars and houses were damaged by the wind. \_\_\_\_\_
3. My friend and I helped clean up the tree limbs. \_\_\_\_\_
4. We had a lot of work to do. \_\_\_\_\_



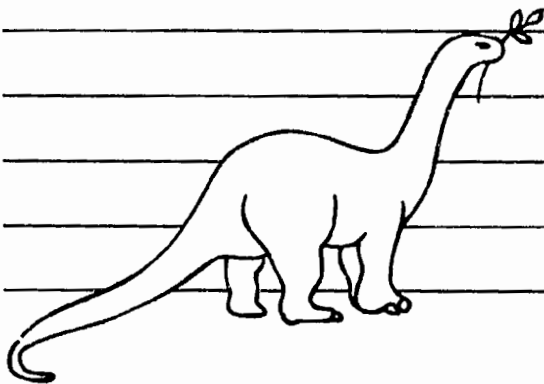
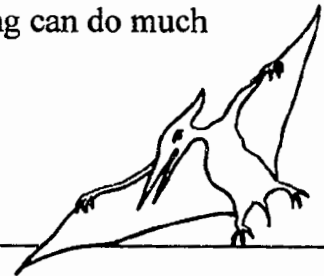
**Words Used in Science**

Here are some words you will see when you read about science. If you're not sure of the meaning of some of these words, look them up. Then write the word that fits in each sentence.

*dinosaur**climate**science**camera**electric**jungle*

1. This \_\_\_\_\_ can take pictures of objects far away.
2. No one knows why the \_\_\_\_\_ became extinct millions of years ago.
3. We study \_\_\_\_\_ to learn about the earth and all the things that exist on it.
4. The cool, dry air brought a definite change in \_\_\_\_\_.
5. The tropical plants in the \_\_\_\_\_ were large and thickly tangled.
6. The strong \_\_\_\_\_ charge from lightning can do much damage.

What other science words can you think of?





Each word on this list has two syllables. As you say each word, you hear that the first syllable is stressed: RAPid, LETTer, ROCKet. Also notice that many words have a doubled consonant in the middle (pebble). Pay attention to the spelling pattern in each stressed syllable.

**BASIC**

*rapid*  
*letter*  
*rocket*  
*visit*  
*butter*  
*habit*  
*bitter*  
*collar*  
*seven*  
*tumble*  
*cactus*  
*pebble*  
*ticket*  
*bottle*  
*sudden*

Each **Basic Word** has a short vowel in the first syllable. This is the same CVC pattern you saw in Weeks 1 and 2 in words with one syllable.

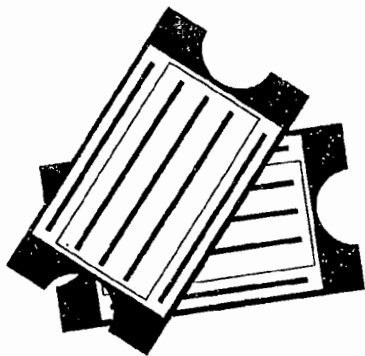
1. Which words have short **a** in the first syllable?

2. Which words have short **e** in the first syllable?

3. Which words have short **i** in the first syllable?

4. Which words have short **o** in the first syllable?

5. Which words have short **u** in the first syllable?



**CHALLENGE**

*contact*  
*publish*  
*baggage*  
*mischievous*  
*selfish*

Each **Challenge Word** also has a short vowel in the first syllable.

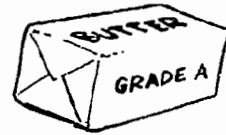
6. Which Challenge Words have short **a**, **e**, or **i**?

7. Which Challenge Words have short **o** or **u**?

**Basic Words**

Write the Basic Word that fits in each sentence.

- 1. I wrote a \_\_\_\_\_ to my grandmother.
- 2. A \_\_\_\_\_ can live with very little water.
- 3. Did you see the \_\_\_\_\_ blast off today?
- 4. Some \_\_\_\_\_ would taste good on this roll.
- 5. This shirt \_\_\_\_\_ is too tight.
- 6. Do you have your \_\_\_\_\_ for the movie?
- 7. The \_\_\_\_\_ of water is still on the table.
- 8. I got a \_\_\_\_\_ in my shoe.
- 9. I like to \_\_\_\_\_ my grandparents.
- 10. A \_\_\_\_\_ storm blew up out of nowhere.



Make up your own sentences for the other Basic Words.

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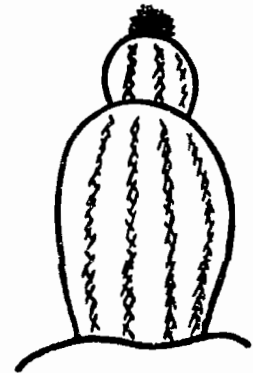
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**Challenge Words**

If you don't know the meaning of some of the Challenge Words, look them up now. Then write the Challenge Word that fits each sentence.

- 1. Did they \_\_\_\_\_ your story in the magazine?
- 2. My cat gets into a lot of \_\_\_\_\_.
- 3. We need to \_\_\_\_\_ the person in charge.
- 4. It is very \_\_\_\_\_ for you to keep all the donuts.
- 5. We had lots of \_\_\_\_\_ for our long trip.

**The Predicate of the Sentence**

Last week you saw that the **subject** of the sentence tells *who* or *what* is doing something. The **predicate** comes after the subject and tells what someone did. In the following examples the predicate is in **boldface**.

- John **plays baseball**.
- My best friend **likes pizza**.
- The dogs **ran in the park**.

- ★ The most important part of the predicate is the **verb**. This is the word that tells what someone or something is doing. In the sentences you just saw, the verbs are *plays*, *likes*, and *ran*.
- ★ When a sentence has a **simple predicate**, it has one main verb that tells what happened. Each of the sentences above has a simple predicate.

Write a sentence with a simple predicate. It should have one main verb that tells what the subject did. Use at least one spelling word.

---

- ★ When a sentence has a **compound predicate**, there are two or more verbs that tell what happened. The verbs are often joined by the word *and*.

- Evan **plays baseball and works** on his dad's farm.
- Susan **ran** to the store and **bought** some cookies.
- I **broke** the bag and **dropped** the jar and **spilled** the milk.

Now write a sentence with a compound predicate. Use at least one word from this week's spelling list.

---



---

Underline the predicate part of each of the following sentences. At the end of the sentence, write **S** if there is a simple predicate with one verb. Write **C** if there is a compound predicate with two or more verbs.

1. The bottle fell off the table and broke into a million pieces. \_\_\_\_\_
2. My friend rode his bike in the parade. \_\_\_\_\_
3. The cactus grew very slowly. \_\_\_\_\_
4. We walked to the store and looked in the window. \_\_\_\_\_



**Words Used in Social Studies**

Here are some words you will see when you read about social studies. If you're not sure of the meaning of some of these words, look them up. Then write the word that fits in each sentence.

*desert*

*explore*

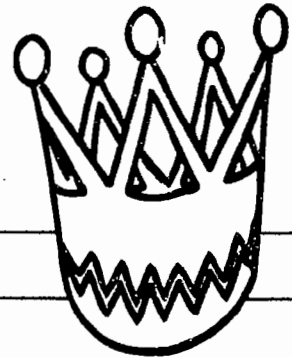
*museum*

*vote*

*crown*

*history*

1. This \_\_\_\_\_ has many rooms filled with dinosaur bones and other fossils.
2. The wind blew the hot sand across the \_\_\_\_\_.
3. Scientists want to \_\_\_\_\_ the cave more fully.
4. The king will receive his \_\_\_\_\_ in the ceremony.
5. We study \_\_\_\_\_ to learn about things that happened many years ago.
6. Each citizen should \_\_\_\_\_ in the next election.



What other social studies words can you think of?

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This week you will see the short e sound spelled *ea*. You will also see that the short i can be spelled with the letter *y* and the short u can be spelled with the letters *ou*.

**BASIC**

*spread*  
*symbol*  
*touch*  
*ready*  
*rough*  
*system*  
*dread*  
*couple*  
*healthy*  
*mystery*  
*breath*  
*cousin*  
*wealthy*  
*trouble*  
*rhythm*

**CHALLENGE**

*pleasant*  
*syllable*  
*enough*  
*symphony*  
*stealth*

Some of the **Basic Words** words have more than one syllable. You will always find the short vowel in the *first* syllable of the Basic Words on this list.

1. Which words have short e spelled *ea*?

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2. Which words have short i spelled *y*?

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3. Which words have short u spelled *ou*?

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Most of the **Challenge Words** also have the short vowel in the first syllable, which is stressed.

4. Watch for the word that has the stress on the *second* syllable. Where do you find the short vowel in that word?

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5. Which words have short e spelled *ea*?

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6. Which words have short i spelled *y* or short u spelled *ou*?

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**Basic Words**

If you're not sure of the meaning of some of the Basic Words, look them up now. Then write the Basic Word that fits in each sentence.

- 1. The dove is a \_\_\_\_\_ of peace.
- 2. Exercise will help you keep \_\_\_\_\_ .
- 3. My \_\_\_\_\_ is my uncle's son.
- 4. The surface of this sandpaper is very \_\_\_\_\_ .
- 5. I'm almost \_\_\_\_\_ for the big test.
- 6. Were the detectives able to solve the \_\_\_\_\_ ?
- 7. I \_\_\_\_\_ going to the dentist.
- 8. The drums played a steady \_\_\_\_\_ .
- 9. Did you \_\_\_\_\_ the towels out to dry?
- 10. We had a lot of \_\_\_\_\_ with the old car.

Make up your own sentences for the other Basic Words.

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**Challenge Words**

Look up any Challenge Words you don't know. Then write the word that fits each definition.

- 1. A sly and sneaky kind of movement: \_\_\_\_\_
- 2. The part of a word that has its own vowel: \_\_\_\_\_
- 3. Sufficient to meet your needs: \_\_\_\_\_
- 4. A large musical work for orchestra: \_\_\_\_\_
- 5. Agreeable; causing approval: \_\_\_\_\_

**Avoiding Sentence Fragments**

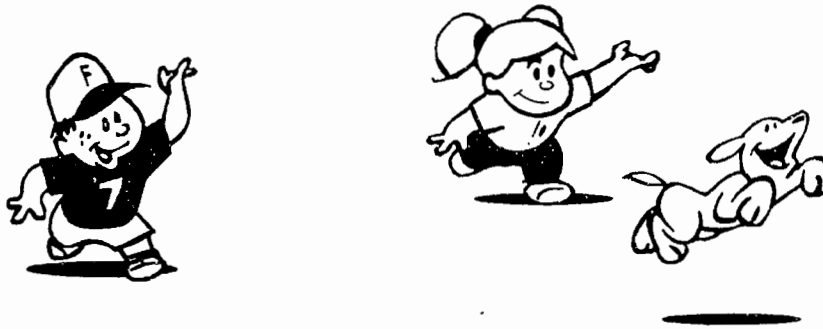
You already know that a sentence should contain a **subject** and a **predicate**. What is wrong with these two sentences?

- ① Bill and I the dog around the yard.
- ② wrote lots of interesting stories.

★ These aren't sentences at all. Instead, they are **sentence fragments**. A fragment is only part of something—it isn't complete. These two sentence fragments do not have everything they need to express a complete idea.

Example ① doesn't say *what* Bill and I did. The predicate is not complete. It needs to have a **verb** that tells what action the subject took.

Bill and I *chased* the dog around the yard.



Example ② starts right off with the verb. *Who* wrote the interesting stories? We don't know because there is no **subject**. Here is one way to correct it:

*The author* wrote lots of interesting stories.

Look at the sentence fragments given below. Decide what is missing and then add the words needed to make a complete sentence. Write your complete sentence on the blank line.

- 1. all the wild animals in the zoo.

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- 2. My dad and I a lot of fun at the fair.

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- 3. the mountains on our vacation.

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- 4. Everyone in my class a trip to the park.

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**Words Used in Math**

Here are some words you will read when you study math. Look up any words you aren't sure of. Then write the word that fits in each sentence.

*divide**area**angle**thousand**multiply**parallel*

1. Our yard covers an \_\_\_\_\_ of 500 square feet.
2. Ten times a hundred is a \_\_\_\_\_.
3. \_\_\_\_\_ lines are always the same distance apart.
4. Can you \_\_\_\_\_ three apples among four people?
5. This hill rises at a sharp \_\_\_\_\_.
6. If you \_\_\_\_\_ 3 times 15, you get 45.

What other math words do you know?





The words on this week's list all have the long a sound. This sound is often spelled with the vowel letter *a* followed by a consonant and a final *e* as in *age* and *cane*. This is called the VCe pattern: Vowel-Consonant-e. Long a can also be spelled with *ai* in *claim* and *ay* in *gray*.

**BASIC**

*cane*  
*gray*  
*snail*  
*drape*  
*claim*  
*stray*  
*stale*  
*praise*  
*delay*  
*skate*  
*daily*  
*behave*  
*display*  
*complain*  
*mistake*

Some of the **Basic Words** have two syllables. Look for the *stressed* syllable in each word. This is the syllable that has the long a sound.

1. Which words have the long a spelled with the VCe pattern?

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2. Which words have the long a spelled with the letters *ai*?

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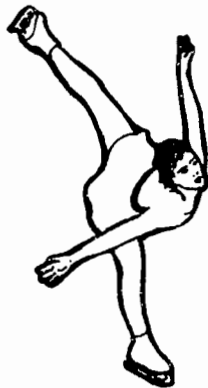
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3. Which words have the long a spelled with the letters *ay*?

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**CHALLENGE**

*debate*  
*contain*  
*decay*  
*obtain*  
*erase*

The **Challenge Words** all have two syllables. The second syllable is stressed in each word. Look for the spelling pattern you see in the second syllable.

4. Which words end with the VCe pattern for long a?

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5. Which words have long a spelled *ai* or *ay*?

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**Basic Words**

Look up the meaning of any Basic Words you don't already know. Then write the word that fits in each sentence.

1. This old bread is really \_\_\_\_\_.
2. The sky is cloudy and \_\_\_\_\_ today.
3. The \_\_\_\_\_ crawled slowly through the grass.
4. My cat doesn't \_\_\_\_\_ very well.
5. We received lots of \_\_\_\_\_ for winning the game.
6. There was a long \_\_\_\_\_ because of bad weather.
7. I like to \_\_\_\_\_ when the pond is frozen.
8. Did you \_\_\_\_\_ about the bad food?
9. Let's \_\_\_\_\_ this cover over the couch.
10. You can \_\_\_\_\_ your work on the board.

Make up your own sentences for the other Basic Words.

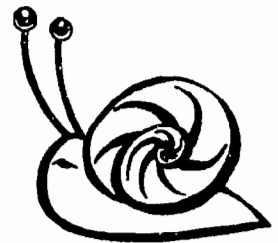
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**Challenge Words**

Look up any Challenge Words you don't know. Then write the word that fits in each sentence.

1. The dead leaves will \_\_\_\_\_ over time.
2. Be sure to \_\_\_\_\_ all the words from the board.
3. How much cereal does this box \_\_\_\_\_?
4. The candidates will \_\_\_\_\_ the issues.
5. How can I \_\_\_\_\_ a copy of your book?

**Avoiding Run-on Sentences**

Last week you saw some **sentence fragments** that lacked a subject or a verb. This week you will see another kind of problem. What’s wrong with this sentence?

We had a lot of fun at the beach I went swimming with my brother  
we got knocked down by a wave the sand was really hot do you  
think we can go back soon

★ This isn’t really one sentence at all. It’s a **run-on sentence** made up of a group of short sentences strung together without any way to tell them apart. Each sentence does have a subject and a verb; we just can’t tell where one stops and the other starts. We must use capital letters at the beginning and the correct punctuation at the end of each sentence.

We had a lot of fun at the beach. **I** went swimming with my  
brother. **We** got knocked down by a wave. **The** sand was really hot.  
**D**o you think we can go back soon?

**Marking Mistakes in Sentences**

When you find mistakes, you can use these symbols to show what needs to be done:

≡	capitalize
^	add something
℘	take out something

Here is how these symbols are used to mark mistakes in a run-on sentence. The corrected version is given below the incorrect one.

We went the beache last sumer where did you go

We went **to** the beach last summer. **Where** did you go?

Here is another run-on sentence that needs to be corrected. Use the symbols to mark the mistakes, and then write the corrected version on the lines below.

Did you have a good tim on youre vaction I hop you did please  
send me a leter as soon as you can

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**Words Used in Language Study**

Here are some words you will encounter when you study language. Look up any words you don't know. Then write the word that fits each sentence.

*subject*

*declarative*

*predicate*

*punctuate*

*sentence*

*interrogative*

1. A \_\_\_\_\_ is a group of words that states a complete thought or idea.
2. It is important to \_\_\_\_\_ each sentence with a period or a question mark or an exclamation mark at the end.
3. The \_\_\_\_\_ of the sentence tells what the sentence is about or who is doing something.
4. The \_\_\_\_\_ of the sentence tells more about the subject or tells what someone did.
5. A \_\_\_\_\_ sentence makes a statement or gives information.
6. An \_\_\_\_\_ sentence asks a question.

What other words do you know that are used when you study language?

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The long e can be spelled with *ee*, with *ea*, or with *ie*. In Weeks 1 and 4 you saw some short e words spelled with *ea*, but *ea* is actually used more often for long e.

**BASIC**

*sweet*  
*easy*  
*piece*  
*teeth*  
*dream*  
*grief*  
*queen*  
*steam*  
*squeeze*  
*cheap*  
*relief*  
*between*  
*repeat*  
*breathe*  
*believe*

Some of the **Basic Words** have two syllables. In these words, the *stressed* syllable always has the long e spelling pattern.

1. Which words have long e spelled with the letters *ee*?

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2. Which words have long e spelled with the letters *ea*?

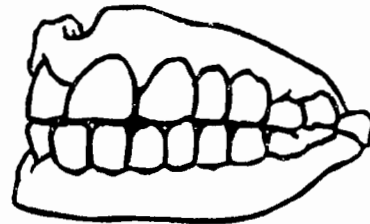
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3. Which words have long e spelled with the letters *ie*?

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**CHALLENGE**

*proceed*  
*release*  
*achieve*  
*disease*  
*grieve*

Most of the **Challenge Words** have two syllables. Notice the spelling pattern in the stressed syllable.

4. Which words have long e spelled *ea*?

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5. Which words have long e spelled *ee* or *ie*?

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**Basic Words**

Write the spelling word that fits in each sentence.

1. I bought lots of stuff because it was \_\_\_\_\_.
2. Would you like another \_\_\_\_\_ of cake?
3. Brush your \_\_\_\_\_ after every meal.
4. That test was very \_\_\_\_\_.
5. I can't choose \_\_\_\_\_ this one and that one.
6. It was a \_\_\_\_\_ to get out of the storm.
7. This honey is very \_\_\_\_\_.
8. You must \_\_\_\_\_ deeply to get plenty of air.
9. Can you \_\_\_\_\_ any more glue from this tube?
10. I don't \_\_\_\_\_ anything he said.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any Challenge Words you don't know. Then write the word that fits in each sentence.

1. He works hard to \_\_\_\_\_ his goals.
2. People need to \_\_\_\_\_ after the loss of a pet.
3. We should \_\_\_\_\_ the birds from the cage.
4. Plan carefully before you \_\_\_\_\_ to the next step.
5. The flu is a \_\_\_\_\_ that many people catch.

**Using Commas**

Use the **comma** (,) to separate groups of words that might be confusing. This helps the reader understand your sentences.

- ★ The comma sets off a person’s name at the beginning or end of a sentence. This is done when you speak directly to someone.

Bill, we have to leave now.  
Did you hear me, Ellen?

- ★ A comma can also set off words such as *well* or *yes* or *no* at the beginning of a sentence.

Well, this is another fine mess!  
Yes, I heard what you said.  
No, we can’t leave yet.

- ★ The comma is used to separate three or more nouns or pronouns. It is also used to separate three or more verbs in the predicate of a sentence.

Ron, Sam, and I walked home from school.  
The cat, the dog, and the pig all ran through the yard.  
Everyone giggled, laughed, and groaned at his jokes.  
She can sing, dance, and act.

- ★ The comma separates the name of a city and a state. It also separates the day, month, and year when you write a date.

My friend was born on November 30, 1990.  
He grew up in Cleveland, Ohio.  
We will leave on Monday, October 2, 1999.  
They went to Detroit, Michigan.



**Exercise**

Add commas where they are needed in each sentence.

1. Kim Evan and Joan are in the same class.
2. We will leave on Tuesday May 11 1999.
3. Yes I know where the bananas are.
4. What is the answer to this question David?
5. My grandparents live in Toledo Ohio.
6. I spoke to Kate Bill Joan and Fred about the problem.
7. No I don’t think we can get there on time.
8. We must sweep the floor dust the furniture and wash the dishes.

**Words Used in Science**

Here are some words you will encounter when you study science. Look up any words you don't know. Then write the word that fits each sentence.

*cocoon*  
*artery*

*centipede*  
*erosion*

*fossil*  
*mineral*

1. A \_\_\_\_\_ has a long body with two legs in each segment.
2. The rocks were worn smooth by constant \_\_\_\_\_ caused by wind and water.
3. The \_\_\_\_\_ of the sea creature was millions of years old.
4. The caterpillar lived in a \_\_\_\_\_ until it was ready to come out.
5. Each \_\_\_\_\_ carries blood away from the heart.
6. Gold is a valuable \_\_\_\_\_ that is brought out from underground mines.

What other words do you know that are used when you study science? Use them in sentences.

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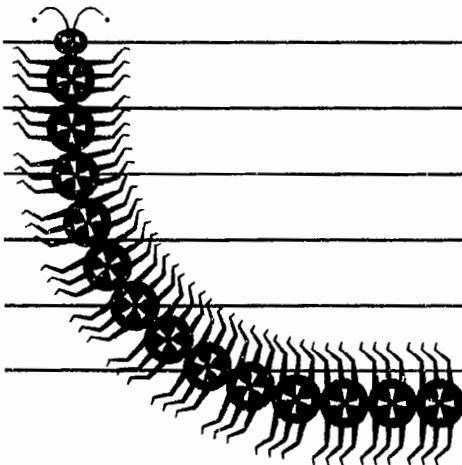
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The long i is often spelled with the VCe pattern (Vowel-Consonant-final e) as in *pride*. Long i is also found in patterns that combine three or four letters: *-ind* in *grind*, *-ild* in *child*, and *-ight* in *light*.

**BASIC**

*advice*  
*grind*  
*mild*  
*light*  
*pride*  
*remind*  
*bright*  
*child*  
*combine*  
*blind*  
*wild*  
*slight*  
*knife*  
*behind*  
*delight*

The **Basic Words** show four spelling patterns that can all be used for the long i sound. As always, look for the *stressed* syllable in two-syllable words. This is the syllable that will have the spelling pattern for long i.

1. Which words have the VCe pattern (i-Consonant-final e)?

2. Which words end with the *-ild* pattern?

3. Which words end with the *-ind* pattern?

4. Which words end with the *-ight* pattern?



**CHALLENGE**

*mighty*  
*recite*  
*frightful*  
*define*  
*unwind*

The **Challenge Words** all have two syllables. Look for the long i spelling pattern in the stressed syllable of each word.

5. Which words have the *-ight* pattern?

6. Which words are spelled with the VCe pattern or with *-ind*?

**Basic Words**

Write the Basic Word that fits in each sentence.

1. This machine can \_\_\_\_\_ stones into dust.
2. Let's \_\_\_\_\_ the eggs and milk in this bowl.
3. The weather has been very \_\_\_\_\_ and calm today.
4. Shine that \_\_\_\_\_ into this dark corner.
5. Did you \_\_\_\_\_ them to bring their books to class?
6. He gave me some good \_\_\_\_\_ about playing ball.
7. Lions and tigers are \_\_\_\_\_ animals in Africa.
8. The sun is unusually \_\_\_\_\_ today.
9. Most of the runners were far \_\_\_\_\_ the leader.
10. This \_\_\_\_\_ is too dull to cut anything.

Make up your own sentences for the other Basic Words.

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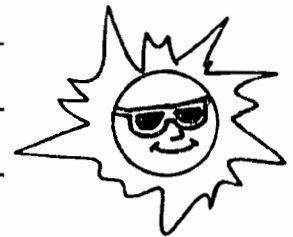
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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. Can you \_\_\_\_\_ the poem from memory?
2. Let's \_\_\_\_\_ this big ball of string.
3. The elephant let out a \_\_\_\_\_ blast of sound.
4. The damage from the storm was truly \_\_\_\_\_.
5. Can you \_\_\_\_\_ each word in this sentence?

**Combining Short Sentences**

Sometimes you may write several short sentences that deal with the same topic.

Bill went to the movie.  
Ron went to the movie.

- ★ Since both boys did the same thing, you can use a **compound subject** to write a single sentence. Use the word *and* to join the two simple subjects. Then you don't have to repeat the predicate.

Bill **and** Ron went to the movie.

Other short sentences may tell about one subject that does two or more things.

Ellen woke up early.  
Ellen got dressed.  
Ellen ran downstairs.

- ★ Since Ellen is doing all these things one after another, you can use a **compound predicate** to write a single sentence. Use commas and the word *and* to write this compound predicate.

Ellen woke up early, got dressed, **and** ran downstairs.

**Exercise**

Look at the following short sentences. Rewrite each one as a single sentence with a compound subject or compound predicate.

1. Kim ran to meet me. John ran to meet me.

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2. I studied hard. I got a good grade.

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3. Bill went to the game. Evan went to the game. Ed went to the game.

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4. Susan got lost. Ellen got lost. I got lost.

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**Words Used in Social Studies**

Here are some words you will read in Social Studies. Look up any words you don't know. Then write the word that fits in each sentence.

*pioneer*  
*compass*

*carnival*  
*monument*

*license*  
*border*

1. In our town we have a \_\_\_\_\_ to celebrate spring.
2. A large \_\_\_\_\_ was built to honor the veterans of the war.
3. Ship captains use a \_\_\_\_\_ to locate the direction of magnetic north.
4. My big brother got his driver's \_\_\_\_\_ last week.
5. Many \_\_\_\_\_ families traveled west in nineteenth-century America.
6. Canada shares a long \_\_\_\_\_ with the northern part of the United States.

What other Social Studies words do you know? Use them in sentences.

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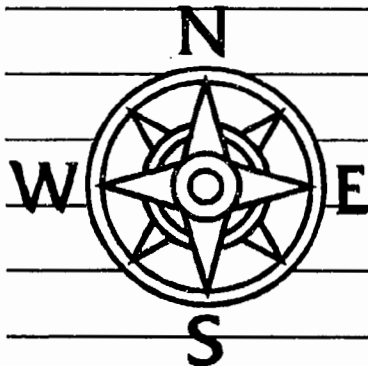
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The long o sound is often spelled with the VCe pattern, as in *note*. It can also be spelled with *oa*, as in *coal*. Long o can also be spelled with the letter o followed by other consonants, as in *grown* and *motor*.

**BASIC**

*phone*  
*coal*  
*blow*  
*broke*  
*grown*  
*goal*  
*chose*  
*motor*  
*clothes*  
*coast*  
*below*  
*throne*  
*explode*  
*loan*  
*poster*

**CHALLENGE**

*approach*  
*motion*  
*gripe*  
*patrol*  
*decode*

The **Basic Words** show several spelling patterns that can be used for the long o sound. Look for the *stressed* syllable in two-syllable words. This is the syllable that will have the spelling pattern for long o.

1. Which words have the VCe pattern (o-Consonant-final e)?

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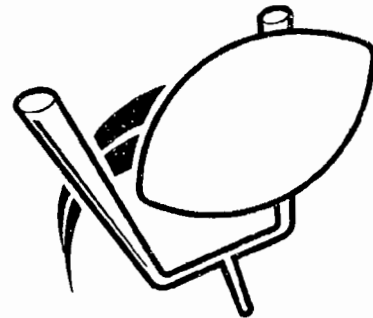
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2. Which words use the oa pattern for long o?

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3. What other long o spelling patterns do you find?

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Most of the **Challenge Words** have two syllables. Look for the long o spelling pattern in the stressed syllable of each word.

4. Which words have the VCe pattern?

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5. Which word is spelled with oa?

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6. What other long o spellings do you find?

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**Basic Words**

Write the spelling word that fits in each sentence.

1. The king sits on his \_\_\_\_\_ for formal ceremonies.
2. The \_\_\_\_\_ on our lawn mower is always breaking.
3. The freight cars were loaded with tons of \_\_\_\_\_.
4. I \_\_\_\_\_ a book about space flight to read on vacation.
5. Did the hurricane cause much damage along the \_\_\_\_\_?
6. From the window we looked down on the street \_\_\_\_\_.
7. Are most of my \_\_\_\_\_ still in the wash?
8. This flower has \_\_\_\_\_ a lot in the past week.
9. We got a \_\_\_\_\_ to pay for the new car.
10. We watched the fireworks \_\_\_\_\_ high in the air.

Make up your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the word that fits in each sentence.

1. The \_\_\_\_\_ of the boat made me seasick.
2. Can you \_\_\_\_\_ the symbols in this message?
3. We tried to \_\_\_\_\_ our way through the fog.
4. Extra guards will \_\_\_\_\_ the area at night.
5. What is the best way to \_\_\_\_\_ this problem?

### The Time-Order Paragraph

★ A **paragraph** is a group of sentences that belong together because they relate to a single topic. The first sentence usually gives the main topic. Then the other sentences tell more about the main topic. Sometimes the final sentence summarizes what the paragraph has just said.

Many paragraphs tell about things that happen in time. The first sentence lets us know how things begin. Then the other sentences tell what happened next. Here is an example:

I like to watch the trees blossom in the spring. When the weather starts to get warm, the little buds pop out from the branches. Day by day the buds get bigger and start to spread out. Then flowers grow from the buds. Finally, the tree is full of bright green leaves.

Notice that the first sentence in a paragraph is **indented**. This means that it starts farther to the right than the other lines. Be sure to start each sentence with a capital and end with the correct punctuation.

Write your own time-order paragraph. You can tell about a trip you took or about the things you did on a certain day. You can also tell how things change or grow in time. Use some of the words on this week's spelling list in your paragraph.

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**Words Used in Math**

These words are used in the study of math. Look up any words you don't know and then write the word that fits in each sentence.

*numeral*

*average*

*vertex*

*mathematics*

*geometry*

*centimeter*

1. A \_\_\_\_\_ is 1/100 of a meter.
2. Do you know the \_\_\_\_\_ age of students in your class?
3. *Math* is a shortened form of the word \_\_\_\_\_.
4. In \_\_\_\_\_ we learn about lines, angles, and squares.
5. A \_\_\_\_\_ is a symbol that represents a number.
6. The \_\_\_\_\_ is where the two lines of an angle meet.

What other math words do you know? Use them in sentences.

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This week you will spell words with three closely related vowel sounds. Long *u* words such as *mule* and *humor* have the /yoo/ sound. Other long *u* words such as *rule* have only the /oo/ sound. A different vowel sound is heard in *could*.

**BASIC**

*mule*  
*dune*  
*refuse*  
*clue*  
*tube*  
*rule*  
*amuse*  
*truly*  
*confuse*  
*would*  
*excuse*  
*flute*  
*should*  
*humor*  
*could*

The **Basic Words** have similar vowel sounds that can all be spelled with the letter *u*. Some words fit the VCe pattern, as in *tube*. A few words have the *ou* spelling. Notice the sound and spelling of the stressed syllable in two-syllable words.

1. Which words have the /yoo/ sound you hear in *use* and *cute*?

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2. Which words have the /oo/ sound you hear in *rule* and *true*?

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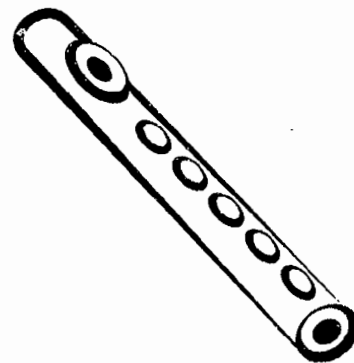
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3. Which words have the vowel sound you hear in *pull*?

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The **Challenge Words** have two or three syllables. Notice the sound you hear in each stressed syllable.

4. Which words have the /yoo/ sound spelled with the VCe pattern in the second syllable?

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5. Which words have the /yoo/ or /oo/ sound in the first syllable?

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**CHALLENGE**

*dispute*  
*junior*  
*numerous*  
*pollute*  
*suitable*

**Basic Words**

Write the Basic Word that fits in each sentence.

1. We climbed up the sand \_\_\_\_\_ to look at the ocean.
2. My friend plays the \_\_\_\_\_ in the band.
3. The detective found a \_\_\_\_\_ to solve the mystery.
4. Please \_\_\_\_\_ me for bumping into you.
5. You \_\_\_\_\_ be more careful.
6. I am \_\_\_\_\_ sorry that you are sick.
7. My friend has a good sense of \_\_\_\_\_.
8. I couldn't \_\_\_\_\_ another piece of pie.
9. His jokes should \_\_\_\_\_ everyone.
10. This \_\_\_\_\_ of toothpaste is almost empty.

Write your own sentences for the other Basic Words.

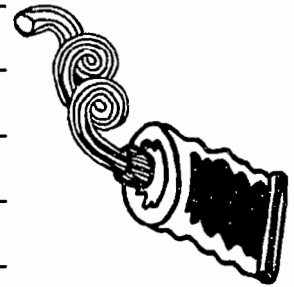
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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. We will be playing in the \_\_\_\_\_ baseball league.
2. It is important not to \_\_\_\_\_ the air and water.
3. Is this earth \_\_\_\_\_ for growing flowers?
4. The bugs were too \_\_\_\_\_ to count.
5. The \_\_\_\_\_ was settled by a judge.

**The Descriptive Paragraph**

★ Today we will look at the kind of paragraph that *describes* something or someone. These **descriptive paragraphs** often tell how something looks or sounds or feels. You will want to use words that tell what a person or thing is like: tall or short, large or small, fast or slow, smooth or bumpy.

Here is an example of a descriptive paragraph.

Last week we went to the museum. We saw a lot of fossils of animals that lived millions of years ago. Some of the dinosaurs were huge, with big heads and lots of teeth. They had long tails and lots of bumps on their backs. There was a picture of another animal that had shaggy fur and a long nose like an elephant. I hope we can go back again.

This paragraph uses many descriptive words to tell what was seen in the museum: *huge* dinosaurs with *big* heads and *long* tails and lots of *bumps*. Another animal had *shaggy* fur and a *long* nose. These are the kinds of words you want to use in a descriptive paragraph.

Now write a descriptive paragraph of your own. Decide what you are going to write about and put that in the first sentence. Then use descriptive words that help the reader see and feel just what you did. Be sure to indent the first line.

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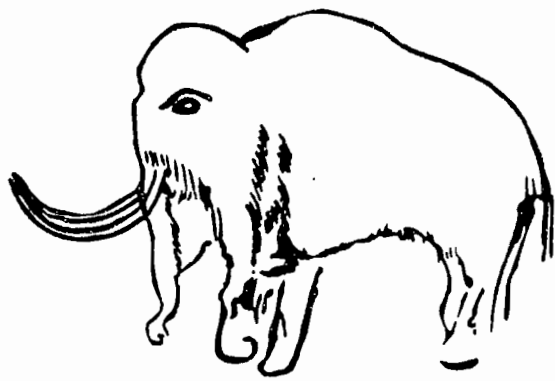
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**Words Used in Language Study**

Here are some words you will use when you read about language. Look up any words you don't know and then write the word that fits in each sentence.

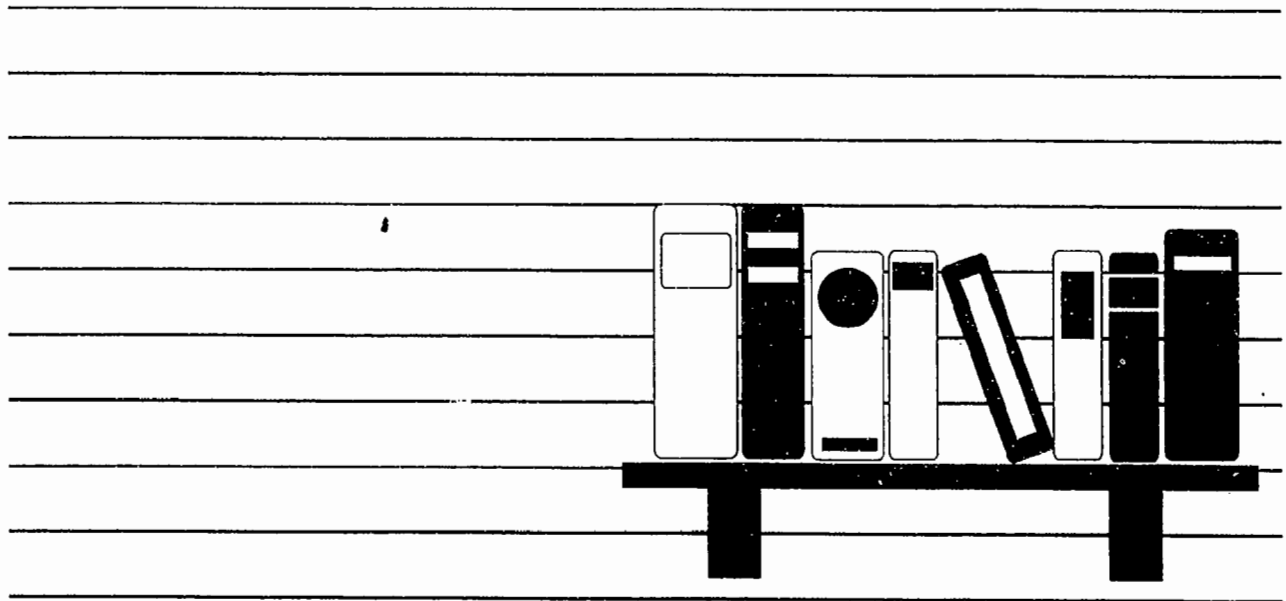
*paragraph*  
*reference*

*revise*  
*language*

*library*  
*fragment*

1. You can use an encyclopedia or other \_\_\_\_\_ book to find information.
2. A \_\_\_\_\_ is only part of a sentence and does not express a complete thought.
3. Write a \_\_\_\_\_ telling about your trip to the Grand Canyon.
4. It is important to \_\_\_\_\_ your writing so that you are sure it is clear.
5. Use the \_\_\_\_\_ to find books about any subject that interests you.
6. English is the \_\_\_\_\_ spoken in England and America and by many people throughout the world.

What other language words do you know? Write them in a sentence.



Words such as *see* and *sea* or *by* and *buy* sound the same but have different spellings and different meanings. These are called *homophones*, which means “having the same sound.” This week’s list contains groups of two or three words that are homophones.

**BASIC**

*bear*  
*bare*  
*creek*  
*creak*  
*here*  
*hear*  
*steel*  
*steal*  
*threw*  
*through*  
*pair*  
*pear*  
*to*  
*too*  
*two*

The **Basic Words** are groups of two or three words that sound the same. Write the words that answer each of the following questions.

1. Which two groups of homophones have the long e sound?

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2. Which two groups of homophones rhyme with *hair*?

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3. Which two groups of homophones rhyme with *true*?

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4. Which group of homophones rhymes with *near*?

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**CHALLENGE**

*their*  
*there*  
*they're*  
*medal*  
*meddle*

The **Challenge Words** are also groups of homophones that sound the same but have different spellings and meanings. Write the words that answer each question.

5. Which homophones have two syllables?

---

6. Which homophones rhyme with *fair*?

---

**Basic Words**

Write the word that fits in each sentence. Be careful to use the homophone that fits the meaning of the sentence.

- 1. This old sword is made of very strong \_\_\_\_\_.
- 2. I couldn't \_\_\_\_\_ everything he said.
- 3. Let's look \_\_\_\_\_ this magazine for pictures of dogs.
- 4. I need a new \_\_\_\_\_ of shoes.
- 5. There are \_\_\_\_\_ many people in this room.
- 6. The large brown \_\_\_\_\_ jumped into the river to catch fish.
- 7. The floor boards \_\_\_\_\_ when you walk.
- 8. He \_\_\_\_\_ more strikes than any other pitcher.
- 9. Put the books down right \_\_\_\_\_.
- 10. We got wet when we fell in the \_\_\_\_\_.

Write your own sentences for the other Basic Words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Challenge Words**

Look up any words you don't know and then write the word that fits in each sentence.

- 1. The fireman won a \_\_\_\_\_ for rescuing two people.
- 2. This must be \_\_\_\_\_ house.
- 3. I hope \_\_\_\_\_ at home.
- 4. Don't \_\_\_\_\_ in other people's business.
- 5. Put the bricks down over \_\_\_\_\_.

**The Narrative Paragraph**

★ A **narrative paragraph** is one that tells a *story*. It has some of the features of the time-order paragraph because it tells about things that happen, one after another. It also has some features of the descriptive paragraph because it tells what people saw and felt.

Here is an example of a narrative paragraph.

We went out to make a snowman yesterday. The weather was still very cold even after the snow stopped. The wind was blowing hard and we were all shivering. We did make a big snowman with a round head and sticks for arms. We used a carrot for a nose. My dog kept running around and trying to knock everything over. After an hour we had to stop because it was so cold. It was good to get back inside where it was warm.

This paragraph begins by telling us what it is about: making a snowman. The other sentences describe what the weather was like, what the snowman looked like, and how good it felt to get back inside.

Now write your own narrative paragraph. You can tell a short story of something you did, but be sure to let the reader know what you saw and felt. Remember to indent the first line.

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**Nouns**

**Nouns** are words that name people, places, or things.

★ A **singular noun** names one person, place, or thing: one book; an egg; a chair. A **plural noun** names more than one person, place, or thing. Many nouns form the plural by adding the letter **s** at the end: two books; three eggs; six chairs.

★ Remember to add only the letter **s** to form the plural. You do **not** use an **apostrophe** and **s ('s)** for plural nouns.

Some nouns add **es** instead of **s** to form the plural. Can you figure out why these words need to add **es**? \_\_\_\_\_

*bus, buses*

*glass, glasses*

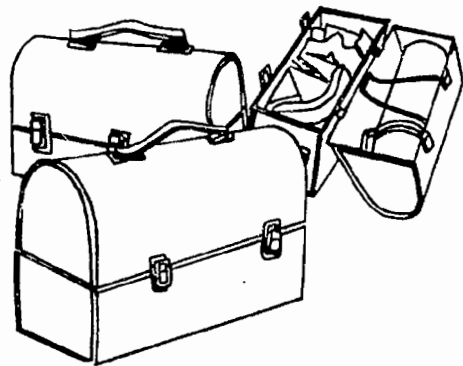
*bush, bushes*

*lunch, lunches*

*box, boxes*

*ditch, ditches*

What kind of sound do you hear at the end of each singular noun? You hear *s* or *sh* or *ch* or *ks* (spelled as *x*). It would be almost impossible to say *glasss* or *boxs* or *lunchs*, but when we add the new syllable *es*, the plural becomes much clearer. This is why you must add *es* instead of *s*.



Write the plural form of each of these nouns:

1. cracker \_\_\_\_\_

2. church \_\_\_\_\_

3. dolphin \_\_\_\_\_

4. bonnet \_\_\_\_\_

5. latch \_\_\_\_\_

6. boulder \_\_\_\_\_

7. chemical \_\_\_\_\_

8. gas \_\_\_\_\_

9. actor \_\_\_\_\_

10. fox \_\_\_\_\_

11. pear \_\_\_\_\_

12. medal \_\_\_\_\_



Today you will spell words that blend two vowel sounds closely together. The /aw/ sound in *saw* can be spelled with *aw* or with *au* in *cause*. The /ou/ sound in *out* can be spelled with *ou* or with *ow* in *now*. The /oi/ sound in *oil* can be spelled with *oi* or with *oy* in *joy*.

**BASIC**

*crawl*  
*spoil*  
*vowel*  
*haul*  
*moist*  
*doubt*  
*straw*  
*avoid*  
*faucet*  
*joint*  
*tower*  
*because*  
*royal*  
*around*  
*enjoy*

The **Basic Words** have three different kinds of vowel sounds. Each sound can be spelled in more than one way. Write the words that answer each question.

1. Which words have the **aw** sound you hear in *law*?

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2. Which words have the **ou** sound you hear in *out*?

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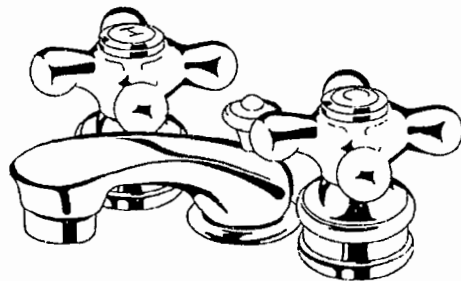
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3. Which words have the **oi** sound you hear in *oil*?

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**CHALLENGE**

*auction*  
*employ*  
*caution*  
*pronounce*  
*exhaust*

The **Challenge Words** all have two syllables. Notice the sound of the vowel in the stressed syllable. Write the words that answer each question.

4. Which words have the sounds you hear in *toy* and *how*?

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5. Which words have the sound you hear in *claw*?

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**Basic Words**

Write the Basic Word that fits in each sentence.

- 1. The letters *a* and *e* are used for \_\_\_\_\_ sounds.
- 2. I wish that \_\_\_\_\_ would stop dripping!
- 3. Did you \_\_\_\_\_ the movie as much as I did?
- 4. This food will \_\_\_\_\_ if it's left out too long.
- 5. The baby likes to \_\_\_\_\_ all over the place.
- 6. I do not \_\_\_\_\_ that he will do what he said.
- 7. They were late \_\_\_\_\_ the car broke down.
- 8. I try to \_\_\_\_\_ cold drafts.
- 9. The truck will \_\_\_\_\_ away all the logs.
- 10. They went for a walk \_\_\_\_\_ the block.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the word that fits in each sentence.

- 1. The new factory will \_\_\_\_\_ a hundred people.
- 2. The \_\_\_\_\_ from the car was thick and smoky.
- 3. We bought this old lamp at an \_\_\_\_\_.
- 4. Be sure to \_\_\_\_\_ each word correctly.
- 5. Use \_\_\_\_\_ when you're crossing the street.

**Giving Instructions**

You know that you must read instructions to find out how to do something or put something together. Sometimes you may want to write your own instructions for someone else to follow. What is wrong with the instructions in the next paragraph?

After you have put the shelves in place, put the back on. First, make sure you have all the pieces shown in the picture. When you have finished, you can paint the shelves if you want to. Then attach each shelf to the two side pieces.

These instructions are all mixed up. The steps are not given in correct order. Can you rewrite this paragraph to show how the steps should be taken?

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Now write your own instructions telling someone how to do something that you know how to do. You might tell them how to get from school to your house. You might explain how to make something or you might tell how something works. Make sure you tell everything the reader needs to know. Be sure to give the steps in the right order.

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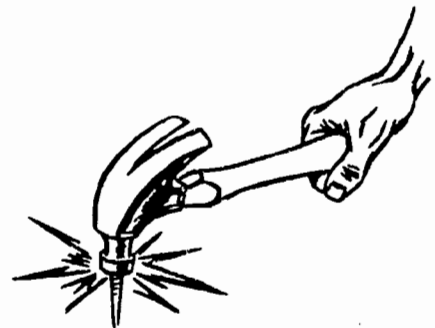
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**Possessive Nouns**

Last week we talked about singular and plural nouns.

Today we will look at something else that nouns can do. What do you notice about the nouns in boldface in the following sentences?

My **friend's** books are on the table. \_\_\_\_\_

Her **dog's** leash fell off. \_\_\_\_\_

These are **singular possessive nouns**. They tell that something belongs to one person or thing.

- ★ Add an **apostrophe** and the letter **s ('s)** at the end of a singular noun to show possession.

Now look at the words in boldface in the next sentences. What is different about them?

Two of my **friends'** books got lost.

All of the **dogs'** collars came loose.

These sentences contain **plural possessive nouns**. They show something belonged to more than one person or thing.

- ★ Add an **apostrophe (')** to plural nouns that normally end with the letter **s**.

Look at the following examples. Add **'s** to the singular nouns to show possession. Add **s'** to the plural nouns to show possession. The first two examples are done for you.

1. one cat's whiskers

2. two writers' books

3. one girl hat \_\_\_\_\_

4. three worker tools \_\_\_\_\_

5. four car wheels \_\_\_\_\_

6. Mrs. Green coat \_\_\_\_\_

7. five dog collars \_\_\_\_\_

8. a man gloves \_\_\_\_\_

9. Mr. Brown car \_\_\_\_\_

10. three student homework \_\_\_\_\_



Often you find words with vowels followed by the letter *r*. These are called *r-controlled vowels* because the letter *r* affects the sound of the vowel. When *a* is followed by *r* you hear the /ar/ sound in *car* and *hard*. When *o* is followed by *r* you often hear the /or/ sound in *for* and *store*.

**BASIC**

*sharp*  
*torn*  
*charm*  
*torch*  
*alarm*  
*chorus*  
*march*  
*worn*  
*fortune*  
*charge*  
*report*  
*barber*  
*orchard*  
*carpet*  
*ignore*

The **Basic Words** contain the **ar** sound in *car* or the **or** sound in *for*. When words have two syllables, notice the sound and spelling of the stressed syllable. Write the words that answer each question.

1. Which one-syllable words have the **ar** sound in *car*?

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2. Which two-syllable words have the **ar** sound in the stressed syllable?

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3. Which one-syllable words have the **or** sound in *for*?

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4. Which two-syllable words have the **or** sound in the stressed syllable?

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The **Challenge Words** have two or three syllables. Look for the **ar** or the **or** sound in each stressed syllable.

5. Which words have the **ar** sound in the stressed syllable?

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6. Which words have the **or** sound in the stressed syllable?

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**CHALLENGE**

*harmony*  
*formula*  
*remark*  
*portrait*  
*restore*

**Basic Words**

Write the Basic Word that fits in each sentence.

- 1. Four bands will \_\_\_\_\_ in the parade.
- 2. The \_\_\_\_\_ was filled with apple trees.
- 3. Don't cut yourself on that \_\_\_\_\_ metal.
- 4. This old coat is completely \_\_\_\_\_ out.
- 5. Who spilled some juice on the \_\_\_\_\_?
- 6. The \_\_\_\_\_ sang for the ceremony.
- 7. Set the \_\_\_\_\_ so we will get up early.
- 8. Some of the pages in the book were \_\_\_\_\_.
- 9. I need to go to the \_\_\_\_\_ for a haircut.
- 10. I wrote a \_\_\_\_\_ about the book I read.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

- 1. We followed a \_\_\_\_\_ to mix the chemicals.
- 2. Did you hear the \_\_\_\_\_ he made?
- 3. This is a \_\_\_\_\_ of my grandmother.
- 4. All the voices joined in close \_\_\_\_\_.
- 5. They plan to \_\_\_\_\_ the old house.

**Correcting Errors**

Whenever you write anything, you should check it carefully to see if there are any mistakes. This process is often called **proofreading**. It means that you look over what you have written to make sure it is clear to the reader.

When you proofread, ask:

- ★ Are there any spelling errors?
- ★ Are there any mistakes in punctuation?
- ★ Is the sentence structure clear? Are there any sentence fragments or run-on sentences?

Here is a paragraph with several mistakes. Put a circle around each mistake you notice.

Did you see that movie about alaska It was really great! I liked the part about the bares it was very exciting I wood like to see that movie agen.

Here is the same paragraph with mistakes corrected in boldface. Did you catch all the errors?

Did you see that movie about **Alaska**? It was really great! I liked the part about the **bears**. It was very exciting. I **would** like to see that movie **again**.

Here is another paragraph that contains some mistakes. Mark each mistake using the symbols you saw in the Writing Exercise for **Week 5**. Then write a corrected version on the lines below.

Summer is my favrite time of year I like to play basball and to ride my bike. probably go on vacation. We may go too see my aunt and uncle in cleveland if we can

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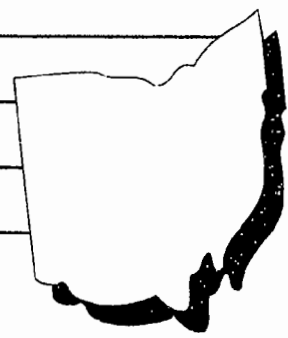
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## Pronouns

You already know that **nouns** name people, places, or things. **Pronouns** are words that can be used to take the place of nouns. Pronouns are written in boldface in these examples.

My friend came to visit. **He** brought some pictures he took.  
 Maria is my neighbor. **She** has a dog named Ralph.  
 Our neighbors went on vacation. **They** flew to California.  
 Bill and I went swimming. **We** got awfully tired and soggy.

These sentences show the most important thing about pronouns. First you must use a noun such as *friend* or *Maria* or *neighbor*. Then you can use a pronoun that refers back to the noun. This means that you don't have to keep repeating the noun over and over.

☆ Here are the **personal pronouns** that you use every day. There are three types of personal pronoun. You use the *first person* when you talk about yourself. You use the *second person* when you talk to someone. You use the *third person* when you refer to someone else (he, she) or to something else (it).

	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Here are some pairs of sentences. Add the pronoun in the second sentence that fits with the noun in the first sentence.

1. My school is nearby. \_\_\_\_\_ was built last year.
2. Tim and Rod are friends. \_\_\_\_\_ like to play ball.
3. Susan and I saw a movie. \_\_\_\_\_ liked it very much.
4. Fred is a good speller. \_\_\_\_\_ always gets words right.
5. Ellen plays the piano. \_\_\_\_\_ played for our class.





Today we will study two more r-controlled vowels. The /air/ sound can be spelled *air* in *pair* or sometimes *are* in *stare*. The /ear/ sound can be spelled *ear* in *clear* or *eer* in *cheer*.

**BASIC**

*stair*  
*cheer*  
*rear*  
*snare*  
*steer*  
*stare*  
*dear*  
*compare*  
*clear*  
*chair*  
*spear*  
*prepare*  
*deer*  
*pair*  
*spare*

The **Basic Words** contain two different r-controlled vowels, the **air** sound and the **ear** sound. Write the Basic Words that answer each question.

1. Which words have the **air** sound spelled *air*?

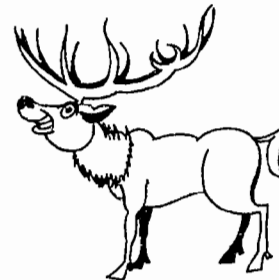
2. Which words have the **air** sound spelled *are*?

3. Which two words with the **air** sound are homophones?

4. Which words have the **ear** sound spelled *ear*?

5. Which words have the **ear** sound spelled *eer*?

6. Which two words with the **ear** sound are homophones?



**CHALLENGE**

*drearly*  
*beware*  
*appear*  
*repair*  
*career*

The **Challenge Words** have the **air** and **ear** sounds in stressed syllables.

7. Which words have the **air** sound?

8. Which words have the **ear** sound?

**Basic Words**

Write the Basic Word that fits in each sentence.

- 1. My cat likes to \_\_\_\_\_ out the window.
- 2. I got a new \_\_\_\_\_ of boots this winter.
- 3. Can you \_\_\_\_\_ the sled on that rough ice?
- 4. Put this \_\_\_\_\_ next to the table.
- 5. We went out to \_\_\_\_\_ for our team.
- 6. Watch that loose board on the bottom \_\_\_\_\_!
- 7. The biggest boxes are at the \_\_\_\_\_ of the truck.
- 8. Did you \_\_\_\_\_ the prices at different stores?
- 9. I hope the weather is \_\_\_\_\_ tomorrow.
- 10. We need to \_\_\_\_\_ the ground for planting.

Write your own sentences for the other Basic Words.

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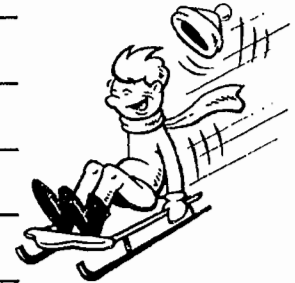
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**Challenge Words**

Look up any words you don't know and then write the word that fits in each sentence.

- 1. The actor will \_\_\_\_\_ in a new movie.
- 2. The sign said to \_\_\_\_\_ of the dog.
- 3. He had a long \_\_\_\_\_ as a teacher.
- 4. It will cost a lot to \_\_\_\_\_ the old car.
- 5. The weather is damp and \_\_\_\_\_ today.

**Dictionary Skills**

When you use a dictionary, you have to be able to locate words in **alphabetical order**. This means that words are arranged in the same order you find in the alphabet itself.

★ Sometimes you can locate a word by looking for it under the first letter:

able      best      cap      dish      extra

★ Often you will have to look beyond the first letter to find the word you want. How would you find the word *hit* in the following group?\_\_\_\_\_

hat      hen      hit      hop      hut

Since all these words begin with *h*, you must look at the *second* letter of each word to find the one you want.

★ You follow the same procedure if all words have same first two letters: then you must look for the third letter to find the one you want.

bad      bag      ball      bat

Look at the following groups of words. See how many letters they share in common at the beginning. Then arrange them in alphabetical according to the letters that are different. Sometimes you will have to go to the third or fourth or fifth letter of each word to get the right order.

1. bread, brought, bring, brag

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2. leave, lift, left, lemon

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3. hoot, hoop, hoof, hook

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4. thin, that, thirst, then

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**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**Action Verbs and Linking Verbs**

You know that the *subject* of each sentence tells who is doing something or what the sentence is about. The *predicate* of the sentence tells what the subject did or gives more information about the subject.

You also know that the *verb* is the most important word in the predicate. This is the word that tells exactly what the subject is or what the subject is doing.

- ★ **Action verbs** do just what you would expect: They tell what the subject *did*. Look at the action verbs in boldface in these sentences.

We **ran** fast to get out of the rain.

I **saw** my friends at the mall.

Mary **read** a book about the Inca civilization.

The cat **jumped** onto the window sill.

- ★ **Linking verbs** serve another purpose. They don't show action. They simply tell what the subject *is* or they give more information about the subject. Here are some examples of linking verbs.

John **is** very tall.

Ellen **was** glad to finish the test.

We **are** good friends.

Ron and Ed **were** on the same team.

Underline the verb in each of the following sentences. Write the letter A above each action verb. Write the letter L above each linking verb.

1. The team won its last game.
2. My teacher is also our soccer coach.
3. John fell down on the playground
4. The wind blew the old tree down.
5. The weather was very bad yesterday.
6. My dog barks at everybody.
7. Hank always prepares his lessons.
8. My mother cheers for me.



There are lots of words that have the /er/ sound in *her*. This sound can also be spelled *ir* in *sir* or *ur* in *turn*. It can even be spelled *or* in *work*.

**BASIC**

*term*  
*stir*  
*urge*  
*worse*  
*verb*  
*firm*  
*murmur*  
*worst*  
*clerk*  
*skirt*  
*sturdy*  
*stern*  
*circle*  
*current*  
*worry*

**CHALLENGE**

*surgeon*  
*worthless*  
*thermos*  
*whirlwind*  
*turquoise*

The **Basic Words** show the four spellings for the **er** sound. Write the words that answer each question.

1. Which words have the **er** sound spelled with *er*?

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2. Which words have the **er** sound spelled with *ir*?

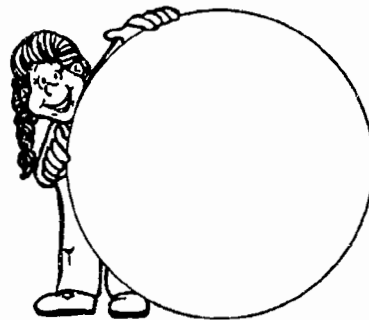
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3. Which words have the **er** sound spelled with *or*?

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4. Which words have the **er** sound spelled with *ur*?

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The **Challenge Words** also show the spellings for the **er** sound in the stressed syllable of each word. Write the words that answer each question.

5. Which **Challenge Words** have the **er** sound spelled with *er* or with *ur*?

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6. Which words have the **er** sound spelled with *ir* or with *or*?

---

**Basic Words**

Write the word that fits in each sentence.

1. Use a \_\_\_\_\_ in the predicate of each sentence.
2. Does that \_\_\_\_\_ go with this blouse and shoes?
3. We heard the \_\_\_\_\_ of voices in the next room.
4. This orange tastes even \_\_\_\_\_ than that one.
5. Ask the \_\_\_\_\_ if this is the right price.
6. Be sure to \_\_\_\_\_ the soup while it cooks.
7. Don't \_\_\_\_\_ about the test. You'll do fine.
8. Draw a \_\_\_\_\_ around the right answer.
9. Is the bridge \_\_\_\_\_ enough to hold all this weight?
10. I \_\_\_\_\_ you not to be late for the movie.

Write your own sentences for other Basic Words.

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**Challenge Words**

Look up any Challenge Words you don't know and then write the word that fits in each sentence.

1. We used a \_\_\_\_\_ to keep the drinks cold.
2. The \_\_\_\_\_ blew trees and leaves everywhere.
3. This old machine is almost \_\_\_\_\_.
4. The \_\_\_\_\_ operated on Bill's injured leg.
5. \_\_\_\_\_ is a greenish blue color.

**Making Comparisons**

When you want to describe things, you can often do it by comparing one thing with another. Notice how this is done in the following sentences.

- The cold wind was *like* a knife.
- The surface of the lake was *like* glass.
- He runs *as fast as* a rabbit.
- The trees were *as big as* skyscrapers.

★ Each sentence is an example of a **simile**. This is a description that shows how two things are alike. A simile uses the word *like* or *as*. Notice that *as* is always used twice (*as smooth as silk*).

There is another kind of comparison that is even stronger. Look at the following sentences. How are they different from similes?

- The field of flowers *is* a blanket of color. \_\_\_\_\_
- The storm *was* a ferocious monster. \_\_\_\_\_
- She *is* a tower of strength. \_\_\_\_\_

★ These sentences are **metaphors**. A metaphor says that one thing *is* something else.

Look at the following sentences. Underline the words *like* or *as* when you see them. At the end of these sentences, write the letter **S** to show that it is a simile. Write the letter **M** at the end of sentences to show that they are metaphors.

1. The sidewalk is as slick as glass today. \_\_\_\_\_
2. The baby was a bundle of joy. \_\_\_\_\_
3. The sun glowed like a ball of fire. \_\_\_\_\_
4. The test was as easy as pie. \_\_\_\_\_
5. The night sky was a heavy black blanket. \_\_\_\_\_
6. The palm trees stand like a row of soldiers. \_\_\_\_\_



**Verb Tenses**

Verbs help you to tell about things that happen at different times.

- ★ The **Present Tense** tells about things that are happening now or that happen all the time.

I **walk** to school every day.  
My brother **works** after school.

- ★ The **Past Tense** tells about things that have already happened and are finished. For most verbs, add the ending *-ed* to show the past tense.

My brother **worked** after school last year.  
I **walked** to school last week.

- ★ The **Future Tense** tells about things that will happen in the future. Add the verb *will* before the basic verb when you want to write the future tense.

I **will look** for my missing gloves this afternoon.  
They **will travel** to the city tomorrow.

Write the form of the verb that fits in each of the following sentences. Add the ending or the word that is needed.

1. He look a lot like his brother. \_\_\_\_\_
2. Yesterday they wait an hour for the bus. \_\_\_\_\_
3. Tomorrow we go to the zoo. \_\_\_\_\_
4. Ed visit his cousin almost every weekend. \_\_\_\_\_
5. Last Saturday we look for smooth rocks in the stream. \_\_\_\_\_
6. Next week we help them fix their garage. \_\_\_\_\_
7. Sue stir her tea each morning. \_\_\_\_\_
8. Two men circle the earth in a balloon. \_\_\_\_\_





Compound words are made up of two shorter words. Many compound words are written as a single word: *football* and *playground*, for example. Some compound words are written with a hyphen (-) between the two words: *brand-new* and *full-time*, for example.

**BASIC**

*earthquake*  
*old-fashioned*  
*campfire*  
*babysitter*  
*homesick*  
*footprint*  
*make-believe*  
*schoolwork*  
*brand-new*  
*lighthouse*  
*medium-size*  
*sunflower*  
*full-time*  
*firecracker*  
*well-known*

**CHALLENGE**

*loudspeaker*  
*shopkeeper*  
*last-minute*  
*grandstand*  
*long-distance*

The **Basic Words** show two ways of writing compound words. Some compound words are written as one word and some have a hyphen. Write the words that answer each question.

1. Which compound words are written as one word?

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2. Which compound words are written with a hyphen?

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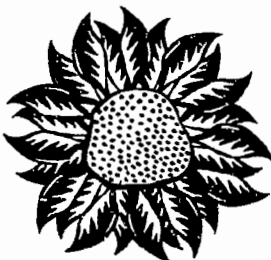
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The **Challenge Words** also show two ways of writing compound words. Write the words that answer each question.

3. Which compound words are written as one word?

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4. Which compound words are written with a hyphen?

---

**Basic Words**

Write the Basic Word that fits in each sentence. Notice that many compound words with hyphens are *adjectives* that come just before the noun they describe.

- 1. He is a \_\_\_\_\_ movie actor.
- 2. The \_\_\_\_\_ warned ships at night.
- 3. My little sister's \_\_\_\_\_ is coming tonight.
- 4. I finished all my \_\_\_\_\_ early today.
- 5. We got a \_\_\_\_\_ car yesterday.
- 6. The \_\_\_\_\_ knocked down many buildings.
- 7. My brother has a \_\_\_\_\_ job.
- 8. I got \_\_\_\_\_ when I was at camp.
- 9. I want a \_\_\_\_\_ drink with my sandwich.
- 10. The \_\_\_\_\_ scared everyone when it popped.

Write other Basic Words in your own sentences.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

- 1. The coach made a \_\_\_\_\_ change in the lineup.
- 2. We sat in the \_\_\_\_\_ at the ball game.
- 3. The \_\_\_\_\_ said he was out of candy bars.
- 4. I made a \_\_\_\_\_ call to my uncle.
- 5. We could hear the \_\_\_\_\_ a block away.

**A Friendly Letter**

When you write a letter to a friend or relative, you can follow a pattern like the one shown below. Notice the five main parts of the letter.

<b>Heading</b>	54 North Main Street Cleveland, Ohio 14321 May 23, 1999
<b>Greeting</b>	Dear Ellen,
<b>Body</b>	Last week we went to see my cousin in Toledo. We had a good time, but I got very tired. We saw a lot of cows and horses on the way. My cousin just got a new bike for her birthday. I hope we can go back soon.
<b>Closing</b>	Your friend,
<b>Signature</b>	<i>Penny</i>

The **heading** gives your address and the date. The **greeting** tells who will receive your letter. Use a comma after the person's name. The **body** of the letter contains the message. It may have several paragraphs if you like. The **closing** says good-bye. Use a comma here as well. Then put your **signature** to let the reader know who sent the letter.

Write your own friendly letter on the lines given below. Use your own address in the heading and your own name in the greeting. Write to a friend and tell about something you did.


**Adjectives**

Look at the boldface words in these sentences.

That was a **great** movie!

This is a **fast** racing car.

- ★ Each word tells something about the noun that follows: a *great* movie, a *fast* car. These words are called **adjectives**, and they give more information about nouns. Some familiar adjectives are *fast, slow; big, little; bright, dark; light, heavy*.

Adjectives often come just before the nouns they describe. Some compound words with hyphens can be used as adjectives. They should come before the noun they describe.

This is a **well-known** brand of toothpaste.

I have a **full-grown** hamster at home.

There is another way to use adjectives. What do you notice in these sentences?

That movie was really **great**. \_\_\_\_\_

This racing car is very **fast**. \_\_\_\_\_

- ★ Here the adjective comes after the noun. A **linking verb** such as *is* or *was* connects the noun with the adjective that follows.

Underline the adjective in each sentence. Draw an arrow from each adjective to the noun that it describes.

1. We had a good time at the party.
2. The sun is very hot today.
3. A cold wind blew off the lake.
4. The moonlight is very bright tonight.
5. Strange animals can be seen in the zoo.
6. The house was very old.



You already know the /s/ sound in *sit* and the /j/ sound in *jump*. The /s/ sound can also be spelled with a *c* in *cent* and *city*, and it can be spelled *ce* at the end of *face*. The /j/ sound can be spelled with a *g* in *germ* and *giant*. It can also be spelled *ge* or *dge* at the end of *page* and *edge*.

**BASIC**

*cent*  
*huge*  
*circle*  
*page*  
*city*  
*bridge*  
*gentle*  
*center*  
*edge*  
*space*  
*germ*  
*certain*  
*piece*  
*giant*  
*slice*

In some of the **Basic Words**, the /s/ sound is spelled with the letter *c*. In other words, the /j/ sound is spelled with the letter *g*. Write the words that answer the following questions.

1. Which Basic Words begin with the /s/ sound spelled *c*?

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2. Which words end with the /s/ sound spelled *ce*?

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3. Which words begin with the /j/ sound spelled *g*?

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4. Which words end with the /j/ sound spelled *ge* or *dge*?

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The **Challenge Words** also have the same spellings for /s/ and /j/. Write the words that answer each question.

5. Which Challenge Words have the /s/ sound spelled *c* at the beginning or end?

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6. Which words have the /j/ sound spelled *g* at the beginning?

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**CHALLENGE**

*cereal*  
*general*  
*citizen*  
*giraffe*  
*furnace*

**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The astronauts flew into outer \_\_\_\_\_.
2. A calm, \_\_\_\_\_ breeze blew in from the lake.
3. Are you \_\_\_\_\_ that we have the right address?
4. They built a new \_\_\_\_\_ across the river.
5. I want a big \_\_\_\_\_ of pie.
6. The books fell off the \_\_\_\_\_ of the table.
7. We sat in a \_\_\_\_\_ around the campfire.
8. A \_\_\_\_\_ can be seen only in a microscope.
9. The answer is on the next \_\_\_\_\_.
10. Put the flowers in the \_\_\_\_\_ of the table.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The \_\_\_\_\_ has a very long neck.
2. Each \_\_\_\_\_ should vote in the election.
3. I had \_\_\_\_\_ for breakfast this morning.
4. The \_\_\_\_\_ keeps us warm in winter.
5. Robert E. Lee was a \_\_\_\_\_ in the Civil War.

**A Business Letter**

A business letter is like a friendly letter in some ways, but there are two differences.

- ★ First, you may write to get information or to order something through the mail. You may also write to someone in sports or entertainment to tell them you like them.
- ★ Second, the business letter has an **inside address** that names the company or person you are writing to. This comes just after the heading, as you see in the example below. Also, the **greeting** can use the person's title instead of a name (Director, Editor, Publisher, Manager, etc.). Use a colon (:) after the greeting.

<b>Heading</b>	27 East Maple Street Atlanta, GA 52341 October 22, 1999
<b>Inside Address</b>	Director of State Parks 354 North Main Street Atlanta, GA 52367
<b>Greeting</b>	Dear Director:
<b>Body</b>	I would like to know which state parks are open to tourists. Please tell me where the parks are and when they are open. I would also like to know if we can camp in any of them.
<b>Closing</b>	Yours truly,
<b>Signature</b>	<i>Bill Edwards</i>
<b>Typed Name</b>	Bill Edwards

Notice that you type or print your name under your signature. This will make sure the reader can read your name and write back to you.

Write a business letter on your own sheet of paper using this format.

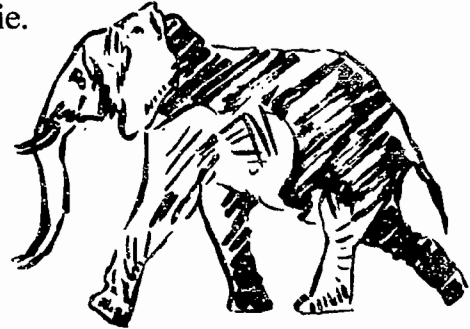
### Making Comparisons with Adjectives

This week you will see something else that adjectives can do. Look at these three sentences:

The elephant is the **biggest** land animal of all.

A horse is **bigger** than a collie.

A collie is a **big** animal.



In the first sentence, the adjective *big* is used to describe the size of one animal. The second sentence uses the same adjective to compare the collie to the size of a horse. The last sentence compares the elephant to all other animals.

- ★ When you compare two things, add the ending *-er* to the adjective: *bigger*.
- ★ When you compare three or more things, add the ending *-est* to the adjective: *biggest*.

Some adjectives have short vowels and fit the Consonant-Vowel-Consonant pattern: *big*, *hot*, *fat*, *sad*, *thin*, and *flat*. When an adjective ends with a short vowel and a single consonant, then *double the final consonant when you add -er or -est*.

**big, bigger, biggest**  
**sad, sadder, saddest**

**hot, hotter, hottest**  
**thin, thinner, thinnest**

If an adjective ends with two consonant letters, then just add the endings without any change.

**slick, slicker, slickest**

**rich, richer, richest**

In each sentence below, add the ending that will make the adjective compare two things or more than two things. Remember to double the final consonant when it is needed.

1. This puppy is **fat** \_\_\_\_\_ than that one.
2. That was the **thick** \_\_\_\_\_ fog I ever saw.
3. Today is much **hot** \_\_\_\_\_ than yesterday.
4. The ice is the **slick** \_\_\_\_\_ it has ever been.
5. The snow today is **wet** \_\_\_\_\_ than it was last week.
6. This is the **dim** \_\_\_\_\_ light of all.





Some words seem to have “silent letters.” Several words begin with the /r/ sound spelled *wr*, and other words begin with the /n/ sound spelled *kn*. The silent letters were actually spoken when these words were first used hundreds of years ago.

**BASIC**

*wrap*  
*knee*  
*write*  
*knot*  
*wrong*  
*know*  
*wren*  
*knew*  
*wrote*  
*knock*  
*wrist*  
*knit*  
*wreck*  
*knob*  
*wring*

**CHALLENGE**

*wrestle*  
*knuckle*  
*wrench*  
*knowledge*  
*wrinkle*

The **Basic Words** show that some words begin with the /r/ sound spelled *wr* and other words begin with the /n/ sound spelled *kn*. Write the words that answer each question.

1. Which Basic Words begin with *wr* and have short *a*, *e*, or *i*?

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2. Which other words begin with *wr*?

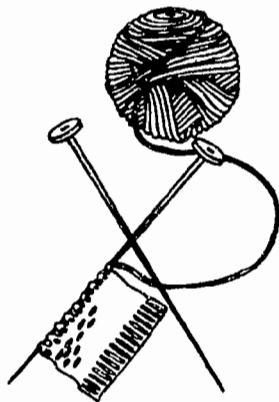
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3. Which words begin with *kn* and have short *i* or short *o*?

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4. Which other words begin with *kn*?

---



The **Challenge Words** also begin with *kn* or *wr*. Write the words that answer each question.

5. Which Challenge Words begin with *wr*?

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6. Which words begin with *kn*?

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**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. Last week I \_\_\_\_\_ a letter to my uncle.
2. This rope has a big \_\_\_\_\_ in it.
3. I don't \_\_\_\_\_ where he is.
4. Did you \_\_\_\_\_ the water out of your socks?
5. My aunt will \_\_\_\_\_ a sweater for me.
6. Did you \_\_\_\_\_ all the gifts?
7. The \_\_\_\_\_ on the door doesn't turn.
8. I need to \_\_\_\_\_ a list of things to get.
9. Did you hear a \_\_\_\_\_ at the door?
10. I got the \_\_\_\_\_ answer for one question.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. I scraped my \_\_\_\_\_ on the stone.
2. Can you iron this \_\_\_\_\_ out of my shirt?
3. I used a \_\_\_\_\_ to turn the rusty bolt.
4. He has a lot of \_\_\_\_\_ about flying.
5. The children like to \_\_\_\_\_ with each other.

**Correcting Errors**

This week we will look at a friendly letter. The problem is that this one has a lot of mistakes. Look back at the friendly letter in Week 15 if you want to. Then mark the mistakes in the letter given below. Here are some things you should look for:

- ★ Are proper nouns capitalized?
- ★ Do sentences begin with a capital letter and end with the correct punctuation mark?
- ★ Are all the sentences complete? Do some sentences run together without a break?
- ★ Mark the mistakes using the symbols you saw in the Writing Exercise in **Week 5**.
- ★ Does the letter have all the sections it should?

83 North elm street  
indianapolis IN 14321  
may 23, 1999

Dear Susan

we had a lot of fun on our vacation first we went to see my grandparents in Ohio. drove to Chicago to see some frends. We saw alot of stuff at the zoo and at a big museum to. I hop you had a good tim on your vaction let me know what you did.

*Wendy*

Now write a correct version of the letter in the space below.

[Empty space for writing a corrected version of the letter]

**Adverbs**

Notice the words in **boldface** in these sentences.

We left **early** to avoid the crowd.

The ball rolled over **there** in the bushes.

They ran **quickly** to get out of the rain.

What do these words do? In the first sentence, the word *early* tells when something happened. In the second sentence, the word *there* tells where something is. In the last sentence, the word *quickly* tells how something was done.

★ These words are all **adverbs**. They are used to define verbs. *Adverbs often tell when or where or how something happened.* Here are some adverbs you use every day:

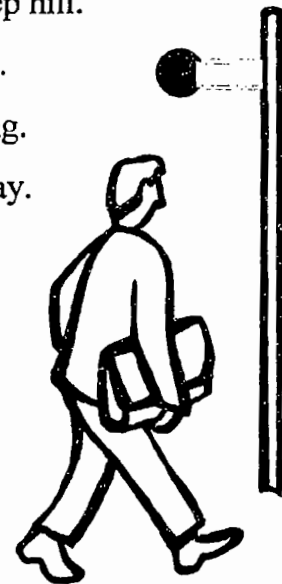
here	there	soon	now	often	never
always	late	inside	outside	early	then

★ Many adverbs end with the letters *-ly*. For example:

quickly	slowly	easily	rapidly
possibly	terribly	usually	lazily

Write an adverb that goes with the verb in each of these sentences. You can choose one of the adverbs listed above, or you may be able to think of another one yourself. If you're not sure about a word, check the dictionary to see if it can be used as an adverb.

1. We arrived \_\_\_\_\_ to get a good seat.
2. The old train moved \_\_\_\_\_ up the steep hill.
3. The book is right \_\_\_\_\_ where I left it.
4. I \_\_\_\_\_ look both ways before crossing.
5. I hope they arrive \_\_\_\_\_ so we can play.
6. I hope I \_\_\_\_\_ see that movie again!



Many words with two or three syllables end with the long e sound in the final syllable. This sound is often spelled with the letter y or sometimes with the letters ey.

**BASIC**

*sorry*  
*honey*  
*plenty*  
*beauty*  
*turkey*  
*hobby*  
*duty*  
*donkey*  
*steady*  
*monkey*  
*lady*  
*vallery*  
*daisy*  
*fifty*  
*chimney*

The **Basic Words** show the long e spelled y and ey at the end of two-syllable words. Write the words that answer each question.

1. Which words end with y and have a short vowel in the first syllable?

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2. Which words end with y and have a long vowel in the first syllable?

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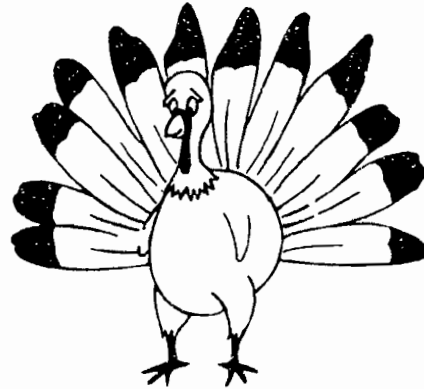
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3. Which words end with ey?

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Some **Challenge Words** have three syllables, but they all end with y or ey. Write the words that answer each question.

4. Which words end with y?

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5. Which word ends with ey?

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**CHALLENGE**

*colony*  
*agency*  
*trolley*  
*assembly*  
*gallery*

**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The \_\_\_\_\_ of the flowers took our breath away.
2. The little \_\_\_\_\_ was swinging from limb to limb.
3. My \_\_\_\_\_ is collecting stamps.
4. The \_\_\_\_\_ made a strange braying sound.
5. I'm \_\_\_\_\_ you lost you new watch.
6. Smoke was coming from the \_\_\_\_\_.
7. Twenty plus thirty equals \_\_\_\_\_.
8. There is a deep \_\_\_\_\_ between the mountains.
9. It is your \_\_\_\_\_ to tell them what happened.
10. We had \_\_\_\_\_ and dressing for Thanksgiving.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The travel \_\_\_\_\_ arranged for our plane tickets.
2. An \_\_\_\_\_ of mayors met in New York.
3. An old \_\_\_\_\_ used to run on these rails.
4. America was once a \_\_\_\_\_ of Britain.
5. The pictures were displayed in a \_\_\_\_\_.

**Dictionary Skills**

★ When you look at a page in a dictionary, you see two words written in boldface at the top of the page. These are called **guide words** and they are usually written in one of two ways:

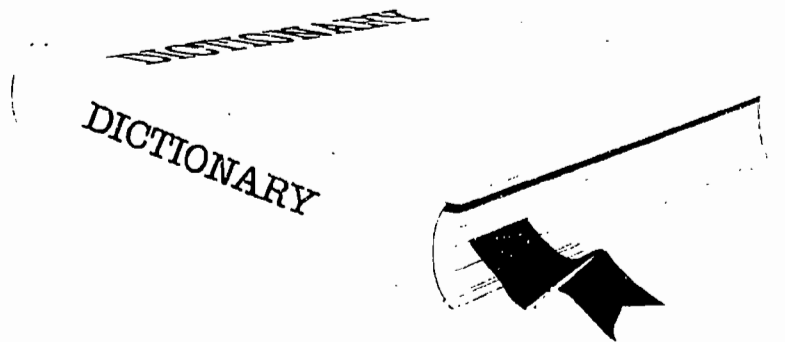
**radio / rainbow** or **radio • rainbow**

The guide words tell you the first and last word on that page. All the words on the page come in alphabetical order between the two guide words. Look in your own dictionary to see how these guide words are written.

If you looked at the page with **radio / rainbow** as the guide words, you would expect to find *radish* and *railroad* and *rain* because those words all come between the guide words in alphabetical order. You would not expect to find *rabbit* because that word comes before *radio*, and you would not find *rapid* because it comes after *rainbow* in the alphabet.

Look at the guide words given below. Then look at the words written beneath them. Write YES beside each word that comes between the two guide words in the alphabet. This means that you would find these words on this page of the dictionary. Write NO for the words that come before or after the guide words. These would not be on that page of the dictionary.

<b>clap / clear</b>		<b>grill / ground</b>	
class	_____	grip	_____
clean	_____	growl	_____
clam	_____	guard	_____
city	_____	grouch	_____
clatter	_____	gorilla	_____
coast	_____	grind	_____



**Synonyms**

What do you notice about the words in boldface in these sentences?

Evan is a very **fast** runner.

We took a **quick** look in the store window.

The **swift** horse finished the race easily.

The dogs ran at a **rapid** pace around the track.

- ★ These words are examples of **synonyms**. They are words that mean the same thing or almost the same thing. In these sentences, the synonyms are *adjectives* that describe things.

Synonyms are important for two reasons. First, they give you a variety of words you can use to describe things or tell how things are done. You don't have to keep saying that something is *big* or *little* or *fast* or *slow*. You can choose from a number of words that give you some variety in describing things or telling what happened.

Second, you can choose the synonym that gives exactly the meaning you want. For example, look at the verbs in the following sentences.

We **walked** three blocks to get to the store.

Some tourists **strolled** along the beach.

The weary hikers **trudged** back to camp.

We **plodded** through the mud and rain.

Each verb tells of a particular way of going somewhere on foot. In each sentence, you can see exactly how the people are moving because the verb is specific.

Look at each word given below and write as many synonyms as possible. If you can't think of many, then look in a dictionary to see if it gives synonyms as part of the definition of each word. You may also want to use a *thesaurus*, which is a book that gives many synonyms for any word you look up.

**happy** \_\_\_\_\_

**sad** \_\_\_\_\_

**run** \_\_\_\_\_

**bright** \_\_\_\_\_

**watch** \_\_\_\_\_



**Prefixes** are syllables that are added to the beginning of a word. Each prefix changes the meaning of the word that follows. The prefixes *un-* and *dis-* mean “not” or “the opposite.” The prefix *re-* often means “to do something again.”

**BASIC**

*unlock*  
*dislike*  
*refill*  
*uncover*  
*disobey*  
*unable*  
*reread*  
*disappear*  
*uneasy*  
*disagree*  
*repaint*  
*unpack*  
*disappoint*  
*rebuild*  
*unload*

The **Basic Words** begin with the prefixes *un-*, *dis-*, or *re-*. Each prefix changes the meaning of the word that follows. Write the word that answers each question. Also underline the prefix in each word.

1. Which words begin with the prefix *un-*?

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2. Which words begin with the prefix *dis-*?

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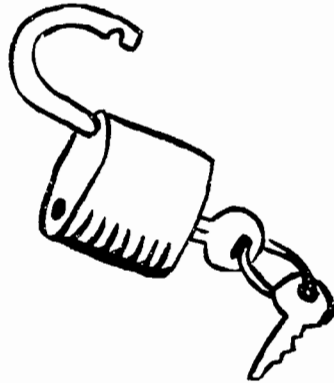
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3. Which words begin with the prefix *re-*?

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**CHALLENGE**

*dishonest*  
*unfamiliar*  
*reappear*  
*discomfort*  
*unfortunate*

Each **Challenge Word** also begins with a prefix. Write the words that answer each question. Also underline the prefix in each word.

4. Which words begin with the prefix *un-*?

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5. Which words begin with *dis-* or *re-*?

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**Basic Words**

Write the Basic Word that fits in each sentence.

- 1. I was \_\_\_\_\_ to see through the thick fog.
- 2. Be sure to \_\_\_\_\_ the sugar dish after dinner.
- 3. Sometimes we \_\_\_\_\_ about which teams are best.
- 4. Workers had to \_\_\_\_\_ the bridge after the storm.
- 5. Explorers can \_\_\_\_\_ the ruins of ancient cities.
- 6. I really \_\_\_\_\_ the taste of vinegar.
- 7. Did you \_\_\_\_\_ the chapter before the test?
- 8. We need to \_\_\_\_\_ our bags after the trip.
- 9. How did the cookies all \_\_\_\_\_ before I got any?
- 10. The bad storm made me feel very \_\_\_\_\_.

Write your own sentences for the other Basic Words.

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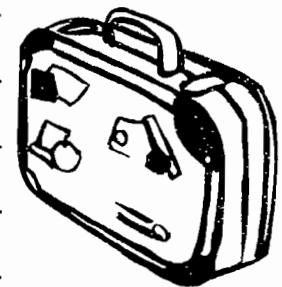
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**Challenge Words**

Write the word that fits in each sentence.

- 1. We saw the sun \_\_\_\_\_ after the storm.
- 2. I am \_\_\_\_\_ with this part of town.
- 3. The cold rain caused us a lot of \_\_\_\_\_.
- 4. It is \_\_\_\_\_ that he lost his wallet.
- 5. He has never said anything \_\_\_\_\_ about anyone.

**Paragraphs That Give Information**

You often need to write paragraphs that give information about people and events. You can get this information from encyclopedias and other books. These paragraphs often tell *who* did something and *what* happened as well as *when*, *where*, and *how* things happened.

Look at the paragraph below. It contains several *facts* about the life of Benjamin Franklin, who lived during the time of the American Revolution more than 200 years ago. Each fact supports the *topic sentence* at the beginning of the paragraph. As you read, underline the specific facts that you find.

Benjamin Franklin was one of the most important Americans of the eighteenth century. He began as a printer and publisher in Philadelphia. Later he discovered that lightning is electricity and also invented things such as bifocal eyeglasses and the lightning rod. He served in government at the time of the American Revolution and helped to write the Declaration of Independence. By the end of his life, Franklin was admired in Europe as well as in America.

Look at some facts about another famous American. These are only pieces of information, not complete sentences.

Thomas A. Edison, inventor (1847-1931)  
 showed an early interest in inventing things  
 began working in his own laboratory at age ten  
 worked as a telegraph operator on railway trains  
 invented the phonograph to make sound recordings  
 invented the light bulb and the motion picture camera  
 designed and developed plans for helicopters  
 responsible for more than 1000 inventions during his lifetime



Use this information for your own paragraph. In the space below, or on your own paper, write a topic sentence and a paragraph made up of clear sentences.

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**Antonyms**

★ Last week you learned about *synonyms*, which are words that mean almost the same thing. This week you will learn about **antonyms**, which are words that mean the opposite of each other. You already know quite a few antonyms:

big—little	up—down	fast—slow
in—out	soft—hard	smooth—bumpy

On this week’s list you saw that the prefixes *un-* and *dis-* can be used to form antonyms:

lock—unlock	load—unload	pack—unpack
like—dislike	obey—disobey	agree—disagree

Here are some words you already know. In the space beside each word, write an antonym. Don’t forget that words beginning with *un-* and *dis-* can be sometimes used as antonyms.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. new     | _____ | 6. always  | _____ |
| 2. good    | _____ | 7. cold    | _____ |
| 3. certain | _____ | 8. first   | _____ |
| 4. large   | _____ | 9. heavy   | _____ |
| 5. belief  | _____ | 10. appear | _____ |



All of this week's words have two syllables. Some words have one consonant sound between the two syllables, but the consonant letter is doubled (*yel/low*). Other words have two different consonants between the two syllables (*bas/ket*).

**BASIC**

*village*  
*person*  
*settle*  
*basket*  
*stubborn*  
*distant*  
*cotton*  
*compass*  
*yellow*  
*number*  
*common*  
*master*  
*soccer*  
*simple*  
*ladder*

**CHALLENGE**

*disguise*  
*baggage*  
*seldom*  
*comment*  
*contact*

The **Basic Words** all fit the VCCV pattern: Vowel-Consonant-Consonant-Vowel. Notice how the syllables are divided. Are there two different consonant sounds between the syllables, or is one consonant letter doubled between the two syllables? Write the words that answer each question. Also put a diagonal line between the two syllables: *cot/ton* or *mas/ter*, for example.

1. Which words have two different consonant letters between the two syllables?

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2. Which words have a doubled consonant letter between the two syllables?

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Each **Challenge Word** fits the VCCV pattern. Write the words that answer each question. Put a diagonal line between the two syllables.

3. Which words have a doubled consonant between the two syllables?

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4. Which words have two different consonants between the two syllables?

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**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The needle of a \_\_\_\_\_ points to the north.
2. The rain will help to \_\_\_\_\_ the dust.
3. We saw fossils of animals from the \_\_\_\_\_ past.
4. They climbed the \_\_\_\_\_ to get to the roof.
5. Why did you put all the eggs in one \_\_\_\_\_?
6. Pine trees are very \_\_\_\_\_ in many forests.
7. He is too \_\_\_\_\_ to admit that he is wrong.
8. Each \_\_\_\_\_ can have two donuts.
9. I like to kick the \_\_\_\_\_ ball around.
10. I dialed the wrong \_\_\_\_\_ on the phone.

Write your own sentences for the other Basic Words.

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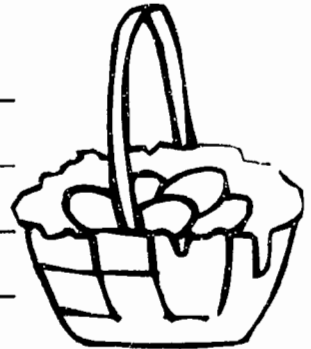
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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The travelers had a lot of \_\_\_\_\_ to carry.
2. Were you able to \_\_\_\_\_ her and leave a message?
3. The mayor would not \_\_\_\_\_ on the rumor.
4. I had a great \_\_\_\_\_ for Halloween.
5. We \_\_\_\_\_ see them since they moved.

### Paragraphs That Give Reasons

Sometimes you may want to write to tell people what you think about a certain question. Other times you may want to tell why you think something should be done. The best way to do this is to give reasons that will *persuade* others to do what you think is right.

Look at the following paragraph. It begins with a topic sentence that tells what the writer believes. Then the other sentences give reasons to support that idea.

It is important to eat the right food. Good food gives you the things you need to grow. It keeps you strong so that you don't get sick. Good food also gives you the energy you need to run and play. When you exercise and eat the right food, you will feel better and stay healthy.

Now write your own paragraph giving reasons to support something you believe or want to have done. You can use one of the following topic sentences or choose one of your own.

- We should get to go out more often.
- Our class should take more field trips.
- Exercise is good for you.
- A stop light should be put on a certain street.
- We should have a contest to see who reads the most books.
- We should sell cookies to buy a pet hamster for the class.

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### Irregular Nouns

In Weeks 10 and 11 we talked about nouns. If necessary, look back to review singular and plural nouns and possessive forms of nouns. This week you will learn about a few nouns that don't fit the patterns given in Weeks 10 and 11.

### Plural Nouns

Some nouns don't add **s** or **es** to form the plural. Instead, they change the vowel or some other ending is added. Here are a few nouns that have irregular plural forms.

man ⇨ men	goose ⇨ geese
woman ⇨ women	person ⇨ people
child ⇨ children	tooth ⇨ teeth
mouse ⇨ mice	ox ⇨ oxen

### Possessive Nouns

These irregular nouns do add 's in the singular to show possession. However, these nouns have unusual plural spellings so they don't add **s** to form the plural in the first place. Instead, the plural possessive is shown by adding 's just as in the singular.

man's ⇨ men's	goose's ⇨ geese's
woman's ⇨ women's	person's ⇨ people's
child's ⇨ children's	tooth's ⇨ teeth's
mouse's ⇨ mice's	ox's ⇨ oxen's

Now write the correct plural or possessive noun in the following sentences. Refer to the nouns listed above and use the first letters as your guide.

1. Two ch\_\_\_\_\_ were playing in the yard.
2. Both men\_\_\_\_\_ coats were hanging in the closet.
3. Two p\_\_\_\_\_ were still waiting for the bus.
4. Each p\_\_\_\_\_ comment will be read aloud.
5. The honking of the g\_\_\_\_\_ could be heard far away.
6. We found the mou\_\_\_\_\_ hiding place under the stair.
7. One wom\_\_\_\_\_ speech was especially good.
8. All of my t\_\_\_\_\_ ache when I eat ice cream.



Words that end with *y* must change final *y* to *i* before endings are added. Nouns change to the plural by adding *-es*: *city, cities*. Verbs change to the past tense by adding *-ed*: *study, studied*. Adjectives make comparisons by adding *-er* and *-est*: *easy, easier, easiest*,

**BASIC**

*babies*  
*studied*  
*easier*  
*lilies*  
*happiest*  
*hurried*  
*ladies*  
*copied*  
*heavier*  
*cities*  
*worried*  
*prettiest*  
*duties*  
*carried*  
*cloudier*

**CHALLENGE**

*qualities*  
*friendliest*  
*dictionaries*  
*multiplied*  
*noisier*

The **Basic Words** show how final *y* is changed to *i* before endings are added. Write the words that answer each question.

1. Which words are nouns that change *y* to *i* and add *-es* to form the plural?

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2. Which words are verbs that change *y* to *i* and add *-ed* to form the past tense?

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3. Which words are adjectives that change *y* to *i* and add *-er* or *-est* to make comparisons?

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The **Challenge Words** also change final *y* to *i* before adding endings. Write the words that answer each question.

4. Which word is a verb that changes *y* to *i* and adds *-ed* to form the past tense?

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5. Which words are nouns that change *y* to *i* and add *-es* to form the plural?

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6. Which words are adjectives that change *y* to *i* and add *-er* or *-est* to make comparisons?

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**Basic Words**

Write the word that fits in each sentence.

1. We \_\_\_\_\_ to get out of the rain.
2. This is the \_\_\_\_\_ bunch of flowers I've seen.
3. We visited several large \_\_\_\_\_ on our vacation.
4. Kim \_\_\_\_\_ extra hard for the test.
5. This big box is \_\_\_\_\_ than that one.
6. Put these \_\_\_\_\_ in a vase of water.
7. I \_\_\_\_\_ all the sentences from the board.
8. This test is \_\_\_\_\_ than the last one.
9. I \_\_\_\_\_ all the books into the other room.
10. He was the \_\_\_\_\_ he has ever been.

Write your own sentences for the other words.

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**Challenge Words**

Write the word that fits in each sentence.

1. This is the \_\_\_\_\_ puppy I've ever seen.
2. I looked for the word in three \_\_\_\_\_.
3. We \_\_\_\_\_ 3 times 11 to get the answer.
4. This group of ducks is \_\_\_\_\_ than the other one.
5. This book has many good \_\_\_\_\_.

**Correcting Errors**

Read the sentences given below. Each sentence has at least one error. Mark each error using the symbols in the Writing Exercise for **Week 5** whenever they will help. Then write the correct sentence in the space provided.

1. We are going a way for the thanksgiving holiday.

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2. our trip to the beach was not much fun

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3. Is their any milk left

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4. My uncle went to atlanta and miami last summer.

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5. Each childs picture was put up on the board

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6. There are to many bugs flying around hear.

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7. Bill and i were good freinds.

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8. New York and Chicago are the biggest citys I have visited.

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9. Some books fell of the tabel

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10. Do you sea are car anywhere around hear

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### Contractions

Every day you say things like "I'm not sure where he is" or "We're going to be late." When you say *I'm* or *We're*, you are using contractions.

★ **Contractions** are shortened forms of words. You make a contraction by joining two words and leaving out some of the letters of one of the words.

★ An **apostrophe** (') is used to show that some letters have been left out of one of the words.

For example, when you say *I'm* you are using a contraction of the words *I am*. The first letter of the verb *am* is dropped and an apostrophe is put in its place. Here are the contractions you can use with forms of the verb *to be*:

I am ⇨ <b>I'm</b>	you are ⇨ <b>you're</b>	he is ⇨ <b>he's</b>	she is ⇨ <b>she's</b>
it is ⇨ <b>it's</b>	we are ⇨ <b>we're</b>	they are ⇨ <b>they're</b>	

It is very important to include the apostrophe. For example, if you write *we're* without the apostrophe, you get the word *we e*. If you write *it's* without the apostrophe, you get the word *its*. You can see the difference in these sentences:

*We're* glad they *were* able to visit us.

*It's* a good thing that the team won *its* last game.

Look at each of the following sentences. Then write the contraction for the words in boldface.

- I am** going to visit my grandparents. \_\_\_\_\_
- They are** looking forward to our visit. \_\_\_\_\_
- My mom says **she is** glad we are going. \_\_\_\_\_
- We know that **we are** going to have a good time. \_\_\_\_\_
- Dad knows that **he is** going fishing. \_\_\_\_\_
- I hope **it is** not a long drive. \_\_\_\_\_
- You are** going to receive a letter when I get there. \_\_\_\_\_



This week's words all begin with stressed syllables and have the VCV pattern in the middle: Vowel-Consonant-Vowel. Some words divide after the consonant: VC/V (*mag/ic*). Other words divide after the first vowel: V/CV (*mu/sic*). What kind of vowel do you hear in each type of word?

**BASIC**

*magic*  
*paper*  
*punish*  
*pilot*  
*seven*  
*music*  
*limit*  
*tiger*  
*robin*  
*pupil*  
*timid*  
*tiny*  
*polish*  
*tuna*  
*damage*

**CHALLENGE**

*column*  
*robot*  
*credit*  
*license*  
*novel*

The **Basic Words** show two ways of using the VCV pattern. How can you tell the difference? Words with *short* vowels in the first syllable have the break after the consonant in the middle: VC/V as in *lim/it*. Words with *long* vowels in the first syllable have the break after the vowel letter: V/CV as in *ti/ny*.

1. Which words begin with short vowels and have the syllable break after the consonant in the middle of the word?

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2. Which words begin with long vowels and have the syllable break after the vowel letter?

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The **Challenge Words** also fit the VCV pattern. Write the words that answer each question.

3. Which words begin short vowels and have the syllable break after the consonant in the middle?

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4. Which words begin with long vowels and have the syllable break after the vowel letter?

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**Basic Words**

Write the Basic Word that fits in each sentence.

1. The \_\_\_\_\_ landed the plane in bad weather.
2. Each \_\_\_\_\_ in the class should listen carefully.
3. Did you \_\_\_\_\_ the old brass lamp?
4. The storm did a lot of \_\_\_\_\_ to the house.
5. I like to listen to \_\_\_\_\_ on my stereo.
6. What is the speed \_\_\_\_\_ for this road?
7. Write your story on this piece of \_\_\_\_\_.
8. A \_\_\_\_\_ was looking for worms in the yard.
9. The baby goldfish are very \_\_\_\_\_.
10. He did a \_\_\_\_\_ trick with smoke and mirrors.

Write your own sentences for the other words.

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**Challenge Words**

Write the Challenge Word that fits in each sentence.

1. A \_\_\_\_\_ was used to help build the car.
2. My brother wants to get his driver's \_\_\_\_\_.
3. Write all these words in one \_\_\_\_\_.
4. He deserves \_\_\_\_\_ for solving the mystery.
5. The author has a new \_\_\_\_\_ coming out.

**Taking Notes**

When you read an article in a magazine or an encyclopedia, you often want to write down some of the most important information to use in a report or composition of your own.

The best way to get information from books or magazines is to *take notes*. This means that you decide which pieces of information are most important and write down only those facts. You will remember the information better if you write it in your own words. It is also not necessary to use complete sentences in your notes.

Read the following paragraph and underline the most important bits of information.

**The Panama Canal**

The Panama Canal was built in 1904-14 in the country of Panama in Central America. It was constructed by the U.S. Corps of Engineers to allow ships to sail directly from the Atlantic Ocean to the Pacific Ocean. It is 51 miles long and is about 500 feet wide in most places. The Panama Canal Zone was controlled by the U.S. until 1979, when Panama took over.

Did you underline the same items given in these notes?

**Notes on the Panama Canal**

- located in Panama in Central America
- built in 1904-14 by U.S. Corps of Engineers
- connected Atlantic and Pacific Oceans
- 51 miles long, 500 feet wide
- controlled by U.S. until Panama took over in 1979



Read the following paragraph and underline the most important pieces of information.

Turtles are reptiles that can live on land or in the water. Many smaller turtles live near lakes and rivers throughout the country. The larger sea turtles spend most of their lives at sea. They come onto the beach only to sun themselves or to lay eggs.

Now write down four important bits of information.

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**More Contractions**

Last week you saw contractions such as *I'm* and *he's* and *they're*. This week we will look at some other contractions you use all the time.

★ You often say things like “I don’t know” or “I can’t find it.” The words *don’t* and *can’t* are also **contractions** that are formed by joining two words into one. An apostrophe is used to take the place of the letter that is omitted from one of the words.

The contractions *don’t* and *can’t* are formed by joining a verb with the word *not*. The apostrophe is always used in place of the *o* in *not*. Several important verbs can be joined with *not* to form contractions.

are not ⇨ **aren’t**

is not ⇨ **isn’t**

was not ⇨ **wasn’t**

were not ⇨ **weren’t**

do not ⇨ **don’t**

can not ⇨ **can’t**

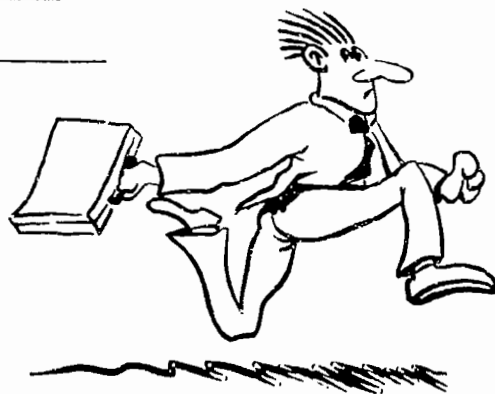
did not ⇨ **didn’t**

does not ⇨ **doesn’t**

will not ⇨ **won’t**

Look at each sentence below. After the sentence, write the contraction for the words given in boldface.

1. I **do not** know the answer. \_\_\_\_\_
2. He **is not** in school today. \_\_\_\_\_
3. Are you sure they **will not** be here? \_\_\_\_\_
4. They **did not** arrive when they planned to. \_\_\_\_\_
5. You **were not** the only one who got lost. \_\_\_\_\_
6. We **are not** going to get there on time. \_\_\_\_\_
7. She **was not** able to go to school yesterday. \_\_\_\_\_
8. They **can not** find their dog. \_\_\_\_\_
9. It **does not** look like rain today. \_\_\_\_\_





**Suffixes** are syllables added to the end of words. Each suffix has its own meaning. The suffix *-ful* means “filled with something” and the suffix *-less* means “lacking something.” The suffix *-ness* means “the quality or state of being something.”

**BASIC**

*useful*  
*hopeless*  
*darkness*  
*helpful*  
*endless*  
*sickness*  
*peaceful*  
*harmless*  
*kindness*  
*careful*  
*cloudless*  
*illness*  
*painful*  
*worthless*  
*brightness*

The **Basic Words** show how suffixes change the way a word is used in the sentence. The suffixes *-ful* and *-less* change nouns to adjectives: *peace - peaceful; hope - hopeless*. The suffix *-ness* changes adjectives to nouns: *dark - darkness*. Write the words that answer each question.

1. Which Basic Words have the suffix *-ful* added to change nouns to adjectives?

2. Which words have the suffix *-less* added to change nouns to adjectives?

3. Which words have the suffix *-ness* added to change adjectives to nouns?



The **Challenge Words** also show how these suffixes can be used. Write the words that answer each question.

4. Which Challenge Words end with the suffix *-ness*?

5. Which words end with the suffix *-ful* or *-less*?

**CHALLENGE**

*wonderful*  
*thickness*  
*motionless*  
*thoughtful*  
*loneliness*

**Basic Words**

Write the Basic Word that fits in each sentence.

1. It is quiet and \_\_\_\_\_ by the lake.
2. There seemed to be an \_\_\_\_\_ line of cars.
3. They showed great \_\_\_\_\_ during his illness.
4. Be very \_\_\_\_\_ when you pick up the broken glass.
5. This broken bike is completely \_\_\_\_\_.
6. We couldn't see anything in the \_\_\_\_\_.
7. I know your toothache must be very \_\_\_\_\_.
8. That little snake won't bite. It is completely \_\_\_\_\_.
9. The \_\_\_\_\_ of the lights hurt our eyes.
10. John was very \_\_\_\_\_ when we worked together.

Write your own sentences for the other words.

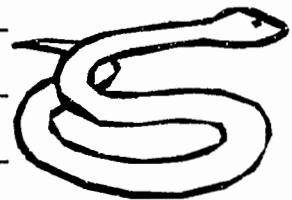
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**Challenge Words**

Write the Challenge Word that fits in each sentence.

1. Did you measure the \_\_\_\_\_ of these boards?
2. We had a \_\_\_\_\_ time at the party!
3. The explorers felt great \_\_\_\_\_ in the desert.
4. The dog was as \_\_\_\_\_ as a statue.
5. It was \_\_\_\_\_ of you to offer to help.

**More about Taking Notes**

One good way to take notes is to follow the “W5” approach. This means that you can ask five questions beginning with *W*.

- ★ **What** happened?
- ★ **When** did it happen?
- ★ **Where** did it happen?
- ★ **Who** was involved?
- ★ **Why** did it happen?

Look at some news reports in your local paper. See how well they follow the pattern outlined above.

Here are some bits of information about a recent development in space research. Sometimes two or three items will help to explain what will happen or why something will be done. Decide how each item fits the *W5* pattern and then write the *W* word that applies to each one. (The first item is already given.)

1. A space probe named “Stardust” was launched. What
2. The launch took place on February 6, 1999. \_\_\_\_\_
3. The probe was launched by NASA. \_\_\_\_\_
4. It will gather samples of dust floating in space. \_\_\_\_\_
5. The probe will be gone for seven years. \_\_\_\_\_
6. It will study a comet far beyond the moon. \_\_\_\_\_
7. Scientists will find out how stars live and die. \_\_\_\_\_



This information is not organized very clearly. Decide on the best arrangement and write a paragraph that helps the reader understand what happened.

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**Words about Science**

Here are some words you will read when you study science.

*ravine*

*geology*

*turquoise*

*crater*

*astronomy*

*energy*

Look up any words you don't know and then write the word that fits each definition.

- 1. A bluish-green mineral that can be polished: \_\_\_\_\_
- 2. Heat or electricity or other kinds of power: \_\_\_\_\_
- 3. A small, narrow valley with steep sides: \_\_\_\_\_
- 4. The study of planets and other objects in space: \_\_\_\_\_
- 5. The bowl-shaped hollow in a volcano: \_\_\_\_\_
- 6. The study of the history of the earth: \_\_\_\_\_

What other science words do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



You know that many verbs tell about doing things: *run, play, act, swim*, and so on. Some of these action verbs can be changed to nouns that tell who or what is doing something. Many verbs add *-er* to make this change, and a few verbs add *-or* to become nouns.

**BASIC**

*runner*  
*singer*  
*actor*  
*swimmer*  
*player*  
*inventor*  
*farmer*  
*sailor*  
*performer*  
*helper*  
*director*  
*leader*  
*teacher*  
*governor*  
*shopper*

The **Basic Words** show how the suffixes *-er* and *-or* can be added to change verbs to nouns. Notice that some words double the middle consonant when *-er* is added (*runner*). Why is this done? What familiar spelling pattern do you find here?

1. Which words double the middle consonant before adding *-er*?

2. Which word that ends with *-er* has three syllables?

3. Which other words end with *-er*?

4. Which two-syllable words end with *-or*?

5. Which three-syllable words end with *-or*?



The **Challenge Words** show how the suffix *-or* is added to change some verbs to nouns. Write the words that answer the questions.

**CHALLENGE**

*announcer*  
*supervisor*  
*forecaster*  
*instructor*  
*astronomer*

6. Which words end with *-or*?

7. Which words end with *-er*?

**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. The \_\_\_\_\_ was able to guide the ship to land.
2. My \_\_\_\_\_ helps me with school work.
3. The \_\_\_\_\_ has appeared in many movies.
4. Our state has elected a new \_\_\_\_\_.
5. Do you know which \_\_\_\_\_ scored the winning goal?
6. Thomas Edison was a famous \_\_\_\_\_.
7. Jill was the best \_\_\_\_\_ in the race.
8. Who was the \_\_\_\_\_ of the school play?
9. Each \_\_\_\_\_ tried to save his crops from the storm.
10. She is the best \_\_\_\_\_ in the school choir.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The weather \_\_\_\_\_ says it will rain.
2. Who is the \_\_\_\_\_ for your class?
3. He is a well-known radio \_\_\_\_\_.
4. The \_\_\_\_\_ manages workers at the plant.
5. An \_\_\_\_\_ studies planets and stars.

**Writing about People**

Last week you saw how the *W5* approach can be used to take notes and get information. You can use the same approach when you write about people.

Look at the statements given below. They tell about two French scientists, Marie and Pierre Curie, who lived a century ago. After each statement, write the word that tells how this statement fits the *W5* pattern: What, When, Where, Who, or Why.

- 1. Marie Curie—Polish scientist born in Warsaw Who
- 2. She moved to Paris in 1891 to study science \_\_\_\_\_
- 3. Her husband, Pierre Curie, helped with her scientific work \_\_\_\_\_
- 4. 1890's—began to study the rays produced by uranium \_\_\_\_\_
- 5. 1898—Marie first used the term *radioactivity* \_\_\_\_\_
- 6. 1903—the Curies won the Nobel Prize for physics \_\_\_\_\_
- 7. Their discoveries led to the use of X-rays in medicine \_\_\_\_\_
- 8. Marie continued to work in nuclear physics and chemistry \_\_\_\_\_

Now arrange this information in your own paragraph. Write complete sentences that will be clear to your readers.

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For additional practice, take notes from an encyclopedia using the *W5* approach. Get information about a famous person in science or some other area. Then use your notes to write a paragraph or two in your own words. This will help you understand the information more clearly.

**Words about Social Studies**

Here are some words you will read in Social Studies

*frontier*  
*nomads*

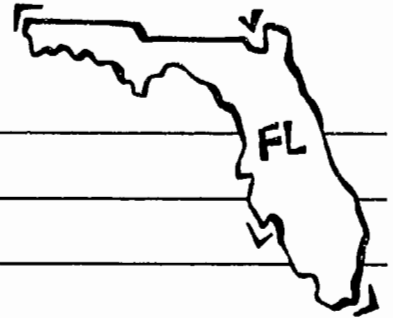
*continent*  
*plateau*

*peninsula*  
*monsoon*

Look up any words you don't know. Then write the word that fits each definition.

- 1. A piece of land with water on three sides: \_\_\_\_\_
- 2. A broad, flat area that is higher than the surrounding land: \_\_\_\_\_
- 3. People who wander from place to place: \_\_\_\_\_
- 4. A large land area such as Asia or Africa: \_\_\_\_\_
- 5. A strong wind that often brings heavy rains: \_\_\_\_\_
- 6. An open area where few people have settled: \_\_\_\_\_

What other Social Studies words do you know?



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Words that begin with the /g/ sound are often spelled with *gu* as in *guess*. The letters *qu* spell the /kw/ sound at the beginning of words such as *quick*. The letters *squ* spell the /skw/ sound at the beginning of words such as *square*.

**BASIC**

*quick*  
*guard*  
*squeak*  
*quit*  
*square*  
*guess*  
*quite*  
*quest*  
*squeal*  
*quarter*  
*guide*  
*squirt*  
*question*  
*guilty*  
*squeeze*

The **Basic Words** show how the spellings *gu*, *qu*, and *squ* are used at the beginning of words. The *gu* spelling is often used to represent the /g/ sound. It makes a clear contrast with the /j/ sound in words such as *germ* and *giant*. Write the words that answer each question.

1. Which words begin with the /g/ sound spelled *gu*?

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2. Which words begin with the /kw/ sound spelled *qu*?

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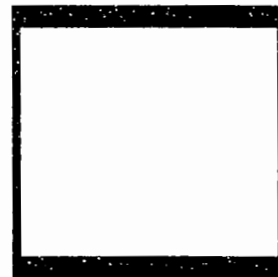
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3. Which words begin with the /skw/ sound spelled *squ*?

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**CHALLENGE**

*quality*  
*guarantee*  
*quarrel*  
*squad*  
*quote*

The **Challenge Words** also show how the three spelling patterns are used at the beginning of words.

4. Which words begin with the /kw/ sound spelled *qu*?

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5. Which words begin with *gu* or *squ*?

---

**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. Can you \_\_\_\_\_ how tall I am?
2. The pigs like to grunt and \_\_\_\_\_.
3. This hat is not \_\_\_\_\_ large enough.
4. The \_\_\_\_\_ led us through the museum.
5. Did you know the answer to every \_\_\_\_\_?
6. I could hear the mouse \_\_\_\_\_ and scamper.
7. The dogs stood \_\_\_\_\_ in front of the house.
8. I can't \_\_\_\_\_ any more glue from this tube!
9. We took a \_\_\_\_\_ walk around the block.
10. Don't \_\_\_\_\_ water on my new clothes!

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. You shouldn't \_\_\_\_\_ with him over nothing!
2. The \_\_\_\_\_ of soldiers trained together.
3. This food is of the highest \_\_\_\_\_.
4. Is there a \_\_\_\_\_ with this new watch?
5. May I \_\_\_\_\_ what you just said?

**Using the Dictionary**

You already know that the top of each page in a dictionary shows the guide words for that page. These are the first and last word included on that page.

On the page itself, you see several words written in boldface. Each of these boldface words is called an **entry**. The entries are arranged in alphabetical order on the page.

Each entry is followed by the *meaning or definition* of the word. Sometimes a word has more than one meaning. Each meaning will have a number before it. Sometimes you will also find an *example sentence* after each meaning. Each example sentence shows how the word is used.

Here are a five entries from one page in a dictionary. Look for each entry and its definitions. Also see if there are example sentences.

- gale** 1. A very strong wind. The *gale* drove the ship against the rocks. 2. A loud outburst. The clown's funny tricks sent the children into *gales* of laughter.
- gallant** Good and brave. The *gallant* knight protected the kingdom from its enemies.
- gallery** 1. A balcony in a theater or large hall. 2. A room or building where works of art are shown or sold.
- galley** 1. A long, low ship used in early times. A galley had sails and oars. 2. The kitchen of a ship or aircraft.
- gallon** A unit of measure for liquids. A gallon equals four quarts or about 3.8 liters.

Now answer these questions about the entries you just saw.

1. What are the five entries on this page?

---

2. Which entries have more than one definition?

---

3. Which entries give example sentences?

---

Look in your own dictionary and find the definitions for several entries.

**Words about Math**

Here are some words you will read when you study math.

*multiply*  
*fraction*

*polygon*  
*decimal*

*quotient*  
*rectangle*

Look up any words you don't know and then write the word that fits each sentence.

- 1. A \_\_\_\_\_ system is based on the number ten.
- 2. When you divide 20 by 4 the \_\_\_\_\_ is 5.
- 3. A \_\_\_\_\_ has three or more sides.
- 4. You can \_\_\_\_\_ 3 by 15 to get 45.
- 5. A \_\_\_\_\_ is only part of a whole number.
- 6. There are four right angles in a \_\_\_\_\_.

What other math words do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

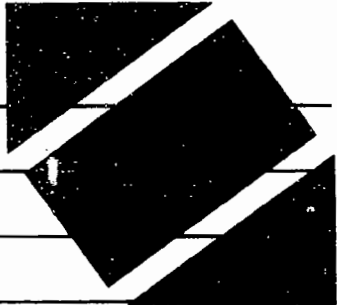
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Each word in this list ends with a weak vowel sound in the final syllable. This vowel is called the **schwa** sound. It is shown by the symbol /ə/. Some words end with /ər/ as in *butter*. Other words end with /əl/. This sound may be spelled *le* as in *table* or *el* as in *label*.

**BASIC**

*butter*  
*table*  
*label*  
*ladder*  
*title*  
*model*  
*lumber*  
*nickel*  
*candle*  
*poster*  
*cuddle*  
*jewel*  
*filter*  
*channel*  
*double*

The **Basic Words** show three spelling patterns often used in weak syllables at the end of words. In these words, the *-er* pattern is just the last syllable of the word. It is not the same as the *-er* suffix you saw in Week 24. Write the words that answer each question.

1. Which words end with the syllable spelled *-er*?

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2. Which words end with the syllable spelled *-le*?

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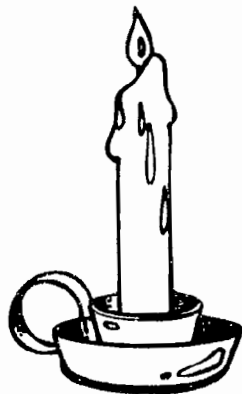
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3. Which words end with the syllable spelled *-el*?

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**CHALLENGE**

*angel*  
*falter*  
*angle*  
*linger*  
*ramble*

The **Challenge Words** also show these patterns at the end of words. Write the words that answer each question.

4. Which words end with the syllable spelled *-er*?

---

5. Which words end with the syllable spelled *-le* or *-el*?

---

**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. I need one more \_\_\_\_\_ to pay for this gum.
2. Did you put all the dishes on the \_\_\_\_\_?
3. Let's use this old \_\_\_\_\_ to build a shed.
4. The emerald was the prettiest \_\_\_\_\_ on the necklace.
5. We can light a \_\_\_\_\_ if the lights go out.
6. Is there any \_\_\_\_\_ to go with this bread?
7. I can't read the \_\_\_\_\_ on this jar.
8. What is the \_\_\_\_\_ of the book you're reading?
9. I need a \_\_\_\_\_ to reach the top shelf.
10. Which TV \_\_\_\_\_ do you want to watch?

Write your own sentences for the other Basic Words.

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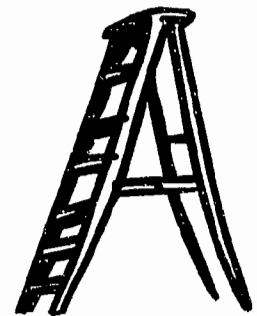
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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. The runner didn't \_\_\_\_\_ even when he got tired.
2. The baby behaved like a little \_\_\_\_\_.
3. I like to \_\_\_\_\_ after the game to see the players come out.
4. They wanted to \_\_\_\_\_ slowly through the countryside.
5. We looked at the picture from every \_\_\_\_\_.

**Compound Sentences**

What do you notice about these two sentences?

*The cars raced around the dirt track.*

*Dust flew all over the place.*

- ★ These are *simple sentences* which give two ideas that are related. The second sentence tells what happened *because* of what happened in the first sentence. When you have two related simple sentences like these, you may want to join them.

*The cars raced around the dirt track, and dust flew all over the place.*

When you do this, you create a *compound sentence*.

- ★ A **compound sentence** is made up of two simple sentences joined together. Each shorter sentence has its own subject and predicate. The two short sentences are connected by the word *and*, and a comma is usually placed just before *and*.

Here are some simple sentences that are related. Rewrite each one to form a compound sentence. Be sure to use a comma and the word *and* to join the two shorter sentences.

1. African elephants can stand thirteen feet tall.  
They can weigh over 8000 pounds.

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2. Dolphins are related to whales.  
Most dolphins have long snouts and streamlined bodies.

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3. My family and I went to the beach.  
We had the most fun we've ever had on vacation.

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**Words about Sports**

Here are some words you will use when you read or write about sports.

*helmet*

*amateur*

*opponent*

*umpire*

*tennis*

*playoffs*

Look up any words you don't know and then write the word that fits in each sentence.

- 1. An \_\_\_\_\_ plays a sport just for the fun of it.
- 2. I can never hit the \_\_\_\_\_ ball over the net!
- 3. Our team's next \_\_\_\_\_ has won all of its games.
- 4. The \_\_\_\_\_ called a time out.
- 5. We won enough games to get into the final \_\_\_\_\_.
- 6. Each football player must wear a \_\_\_\_\_.

What other words do you use when you read or write about sports?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

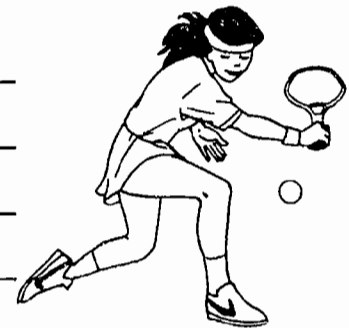
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Some words have two separate vowel sounds between syllables. One syllable ends with one vowel sound, and the next syllable begins with a different vowel. You hear this in words such as *po/em* and *qui/et*. Notice the vowel sounds as you carefully pronounce each word.

**BASIC**

*poem*  
*fuel*  
*diet*  
*cruel*  
*lion*  
*ruin*  
*duet*  
*science*  
*fluid*  
*pliers*  
*idea*  
*duel*  
*quiet*  
*create*  
*piano*

The **Basic Words** contain two different vowel sounds between syllables. Most of the words have two syllables, but two words have three syllables. Put a diagonal line between the two vowels that you find between syllables: *du/et*, *pi/ano*. Some words may be used in more than one answer.

1. Which words have long **i** or long **o** in the *first* syllable?

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2. Which words have long **u** in the *first* syllable?

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3. Which words have stressed vowels in the *second* syllable?

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The **Challenge Words** also have two different vowel sounds between syllables.

**CHALLENGE**

*triumph*  
*studio*  
*diagram*  
*usual*  
*museum*

4. Which Challenge Words have long **i** in the *stressed* syllable?

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5. Which Challenge Words have long **u** in the *stressed* syllable?

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6. Which Challenge Word has a long vowel in the *second* syllable?

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**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

- 1. The roar of the \_\_\_\_\_ was very frightening.
- 2. We had to write a \_\_\_\_\_ about the snow.
- 3. We need some \_\_\_\_\_ to bend this metal.
- 4. I just got a great \_\_\_\_\_ for a story!
- 5. It was very \_\_\_\_\_ after the thunderstorm.
- 6. I study \_\_\_\_\_ to learn about animals and plants.
- 7. The two singers performed a \_\_\_\_\_.
- 8. That big truck must burn a lot of \_\_\_\_\_.
- 9. I want to be able to play the \_\_\_\_\_.
- 10. I hope the rain didn't \_\_\_\_\_ the drapes.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

- 1. We saw dinosaur bones in the \_\_\_\_\_.
- 2. They drew a \_\_\_\_\_ to show the floor plan.
- 3. It is not \_\_\_\_\_ for me to wake up so early.
- 4. The comeback win was a great \_\_\_\_\_ for the team.
- 5. The artist painted many pictures in this \_\_\_\_\_.

**More about Compound Sentences**

Last week you saw how to write compound sentences that join two shorter simple sentences which are related. You can also combine simple sentences that show a *contrast*.

It rained a lot.

We had a good time anyway.

It rained a lot, **but** we had a good time anyway.

Use the comma and the word *but* to show contrast between the two parts of the compound sentence. The second part of the sentence tells about something that happened even though the first part seemed to say something different.

You can also combine simple sentences that give a *choice*.

You can ride with us now.

You can wait for the bus.

You can ride with us now, **or** you can wait for the bus.

Use the comma and the word **or** to show that the two parts of the compound sentence offer a choice between alternatives.

Write compound sentences that combine each set of shorter sentences given below. Use a comma and *but* to show a contrast; use a comma and *or* to show a choice.

1. Did you finish this by yourself?  
Did someone help you?
- 

2. The animal looks big and powerful.  
It is actually very shy.
- 

3. John went to the beach on vacation.  
Susan went to the mountains.
- 

4. You can go with us to the mall.  
You can stay here and watch TV.
-

**Words about Science**

Here are some words you will read in science.

*lava*

*atmosphere*

*radiate*

*earthquake*

*hurricane*

*sediment*

Look up any words you don't know and then write the word that fits in each sentence.

- 1. Much light and heat \_\_\_\_\_ from the sun.
- 2. The \_\_\_\_\_ caused many buildings to fall.
- 3. Hot \_\_\_\_\_ flowed out of the volcano
- 4. The earth's \_\_\_\_\_ contains oxygen.
- 5. The powerful \_\_\_\_\_ pounded the small islands.
- 6. Sand and small rocks form \_\_\_\_\_ in the river bed.

What other science words do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

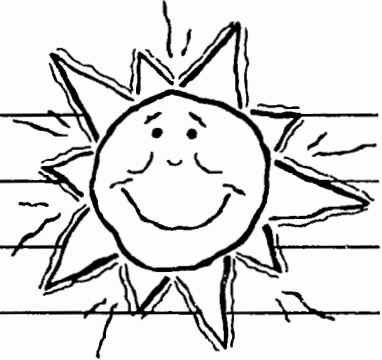
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



All of this week's words begin with groups of three consonants that blend smoothly together. You hear the /spr/ sound in *spring*, the /scr/ sound in *scrape*, and the /str/ sound in *streak*.

**BASIC**

*spring*  
*scrape*  
*streak*  
*sprout*  
*screen*  
*strap*  
*sprawl*  
*strike*  
*scribble*  
*sprain*  
*scramble*  
*stride*  
*spread*  
*scratch*  
*straw*

Each **Basic Word** begins with a group of three consonant letters. Notice the kind of vowel sound you hear in each word. Write the words that answer each question.

1. Which words begin with the letters *spr*?

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2. Which words begin with the letters *str*?

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3. Which words begin with the letters *scr*?

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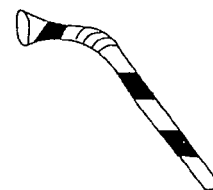
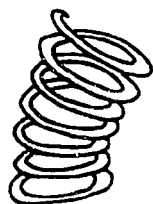
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4. Five of the words on this list have long vowels. Which words are they?

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**CHALLENGE**

*structure*  
*sprinkle*  
*script*  
*straggle*  
*spruce*

The **Challenge Words** also begin with groups of three letters. Write the words that answer each question.

5. Which words begin with *str*?

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6. Which words begin with *spr* or *scr*?

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**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

1. We need to put a \_\_\_\_\_ in that window.
2. Did you \_\_\_\_\_ your ankle when you fell?
3. There is a big \_\_\_\_\_ of dirt on the window.
4. My little brother likes to \_\_\_\_\_ with his crayons.
5. Let's \_\_\_\_\_ these clothes out to dry.
6. Use this \_\_\_\_\_ to hold the suitcase shut.
7. Did you \_\_\_\_\_ your arm on that board?
8. My dog likes to \_\_\_\_\_ on the front porch.
9. The farmer put some dry \_\_\_\_\_ on the floor of the barn.
10. It was hard to \_\_\_\_\_ up the steep hill.

Make up your own sentences for the other Basic Words.

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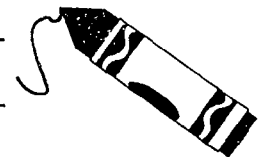
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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

1. Did you \_\_\_\_\_ some water on the flowers?
2. Two of the cows always \_\_\_\_\_ off from the herd.
3. Do all the actors have a \_\_\_\_\_ of the play?
4. A few flowers will \_\_\_\_\_ up this room.
5. The Washington Monument is an impressive \_\_\_\_\_.

**Proofreading**

Here is a paragraph with several mistakes. Read it once and mark any mistakes you find. Use symbols you saw in the Writing Exercise in **Week 5**.

I read an interesting article about abraham lincon. He was born in kentucky and grew up in Illinois he studied hard to become a lawyer. was elected to congres for one term. Then he ran for President and was elected in 1860. The Civil War began in the following year, Lincoln was reelected in 1864. He was shot by an acter named John Wilkes Booth in april of 1865.

Now read the paragraph a second time. Are there any words you aren't sure about? If there are some that don't look right or that are unfamiliar, look them up in a dictionary to make sure.

Also remember to check for other things that can go wrong.

- ★ Do all the sentences begin with a capital letter and end with the correct punctuation?
- ★ Are capital letters used for proper nouns?
- ★ Are there any sentence fragments or run-on sentences?
- ★ Is the paragraph indented correctly?

Now write the paragraph again with all mistakes corrected.



**Words about Social Studies**

Here are some words you will see when you read about Social Studies.

*suburb*

*college*

*highway*

*migrate*

*aqueduct*

*emperor*

Look up any words you don't know and then write the word that fits each definition.

- 1. The old Roman \_\_\_\_\_ carried water from the river to the town.
- 2. My brother studies at a \_\_\_\_\_ near home.
- 3. Many birds \_\_\_\_\_ from north to south for the winter.
- 4. We live in a \_\_\_\_\_ near a big city.
- 5. The county is building a new \_\_\_\_\_ near us.
- 6. The \_\_\_\_\_ was absolute ruler of his empire.

What other Social Studies words do you know?

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Many two-syllable words begin with an unstressed syllable. Some of these words begin with the syllable *a-*, which has the schwa sound. Other words begin with the syllable *be-*, which sounds like /bi/.

**BASIC**

*along*  
*began*  
*above*  
*behave*  
*about*  
*because*  
*alive*  
*beneath*  
*abound*  
*between*  
*avoid*  
*believe*  
*alert*  
*begun*  
*across*

The **Basic Words** give examples of the unstressed first syllables *a-* and *be-*. Look at the stressed syllable in each word. You will see many of the spelling patterns we have talked about.

1. Which words begin with *a-* and have the /ou/ or /oi/ sound in the stressed syllable?

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2. Which Basic Words begin with *a-* and have the /aw/ sound or a long *i* in the stressed syllable?

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3. Which other words begin with *a-*?

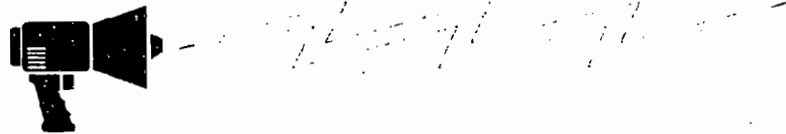
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4. Which Basic Words begin with *be-* and have long *a* or long *e* in the stressed syllable?

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5. Which words begin with *be-* and have a short vowel or the /aw/ sound in the stressed syllable?

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**CHALLENGE**

*amount*  
*beware*  
*amuse*  
*behavior*  
*available*

The **Challenge Words** also begin with unstressed syllables.

6. Which Challenge Words begin with *a-*?

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7. Which words begin with *be-*?

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**Basic Words**

Write the Basic Word that fits in each sentence.

- 1. The plane flew high \_\_\_\_\_ the clouds.
- 2. We were late \_\_\_\_\_ we got lost.
- 3. I had to read my story \_\_\_\_\_ to the class!
- 4. They have \_\_\_\_\_ to work on the new house.
- 5. Try to \_\_\_\_\_ stepping in the mud puddles!
- 6. The puppies don't \_\_\_\_\_ very well.
- 7. I threw the ball \_\_\_\_\_ the street.
- 8. The tunnel goes far \_\_\_\_\_ the mountain.
- 9. This must weigh \_\_\_\_\_ five pounds.
- 10. I get awfully hungry \_\_\_\_\_ breakfast and lunch.

Write your own sentences for the other Basic Words.

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**Challenge Words**

Write the Challenge Word that fits in each sentence.

- 1. I spent a large \_\_\_\_\_ of money on these shoes.
- 2. The sign said, "\_\_\_\_\_ of the dog!"
- 3. The comedy didn't \_\_\_\_\_ me very much.
- 4. The children's \_\_\_\_\_ was very good this time.
- 5. More supplies will be \_\_\_\_\_ next week.

**Titles of Books, Stories, and Poems**

When you write about stories or anything else you have read, you want to write the titles correctly. Here is how to do it.

***Titles of Books and Magazines***

- ★ When you write the title of a complete book or magazine, use a capital letter to begin the first word and all the other important words. Also write the title in *italics* if possible. These are the slanted letters that look like handwriting.

I liked *Alice in Wonderland* by Lewis Carroll.  
There was a good article in *National Geographic*.



- ★ If you don't have any way to print italics, then you can underline the title instead.

We read Tom Sawyer by Mark Twain.  
I read an article on tennis in Sports Illustrated.

**“Titles of Stories and Poems”**

- ★ Each important word should begin with a capital letter. Do the same thing with titles of songs or magazine articles. However, you should put these titles in quotation marks to show that they are shorter items in a longer book.

I like “The Raven” by Edgar Allan Poe.  
We read the short story called “The Pumpkin Pie.”  
We sang “America” in choir.  
The article called “Climbing in the Rockies” was very good.

Write each of these titles correctly, using underlining or quotation marks.

1. newsweek (magazine) \_\_\_\_\_
2. how did they do that? (article) \_\_\_\_\_
3. breeze from the east (poem) \_\_\_\_\_
4. old folks at home (song) \_\_\_\_\_
5. my life story (book) \_\_\_\_\_
6. my trip to alaska (article) \_\_\_\_\_
7. reader’s digest (magazine) \_\_\_\_\_
8. traveling through africa (book) \_\_\_\_\_



**Words about Medicine**

Here are some words you will see when you read about medicine.

<i>checkup</i>	<i>bandage</i>	<i>treatment</i>
<i>medicine</i>	<i>surgeon</i>	<i>hospital</i>

Look up any words you don't know and then write the word that fits in each sentence.

- I got very good \_\_\_\_\_ when I broke my leg.
- My uncle had to go to the \_\_\_\_\_ for an operation.
- I don't like the taste of this \_\_\_\_\_!
- Which \_\_\_\_\_ operated on your arm?
- It's good to get a regular \_\_\_\_\_ from the doctor.
- The doctor put a \_\_\_\_\_ on my scraped elbow.

What other words about medicine do you know?

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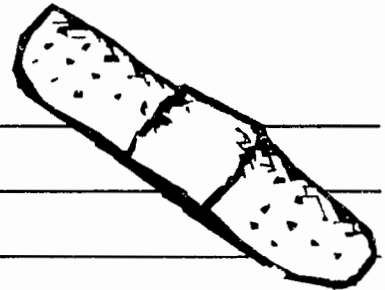
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Some words are difficult because they have unusual spellings. As you look at each word, see if there are certain letters that cause problems. Are there any “silent letters?” Are some of the vowels spelled in unusual ways? Underline the letters that you have to watch out for.

**BASIC**

*answer*  
*license*  
*among*  
*island*  
*straight*  
*instead*  
*cousin*  
*truly*  
*often*  
*rhyme*  
*machine*  
*friend*  
*athlete*  
*rhythm*  
*obey*

Say each **Basic Word** and notice how the vowel is spelled. Sometimes the spelling is different from other words with the same sound. Underline the vowel spelling as you write each word.

1. Which words have short **a** in the stressed syllable?

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2. Which words have short **e** in the stressed syllable?

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3. Which words have short **i** or short **u** in the stressed syllable?

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4. Which words have long **a** or long **e** in the stressed syllable?

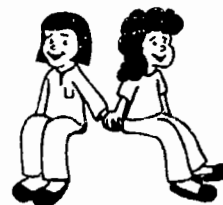
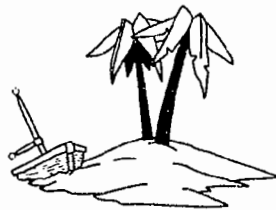
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5. Which words have long **i** in the stressed syllable?

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6. Which words have the /oo/ sound or the /aw/ sound?

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Say each **Challenge Word** and notice the vowel sound in the stressed syllable. Write the words that answer each question.

7. Which words have short **a** in the stressed syllable?

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8. Which words have short **e** in the stressed syllable?

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**CHALLENGE**

*calendar*  
*restaurant*  
*capital*  
*Wednesday*  
*parallel*

**Basic Words**

Look up any words you don't know and then write the Basic Word that fits in each sentence.

- 1. I picked this hat \_\_\_\_\_ of that one.
- 2. Evan is my best \_\_\_\_\_.
- 3. Each \_\_\_\_\_ trained hard for the race.
- 4. My \_\_\_\_\_ came to visit last week.
- 5. Do you know a word to \_\_\_\_\_ with "cabbage"?
- 6. What is the \_\_\_\_\_ to this question?
- 7. The boat stopped at a small \_\_\_\_\_ near the shore.
- 8. Be sure to \_\_\_\_\_ the speed limit.
- 9. Use this ruler to draw a \_\_\_\_\_ line.
- 10. How \_\_\_\_\_ do you visit your relatives?

Write your own sentences for the other Basic Words.

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**Challenge Words**

Look up any words you don't know and then write the Challenge Word that fits in each sentence.

- 1. Use a \_\_\_\_\_ letter to begin each sentence.
- 2. Two \_\_\_\_\_ lines don't ever cross.
- 3. \_\_\_\_\_ comes in the middle of the week.
- 4. We went to a \_\_\_\_\_ for dinner.
- 5. We need a new \_\_\_\_\_ for next year.

## Making an Outline

In Weeks 22-24 you saw how to take notes. You always want your notes to be organized so that you can use the information to write paragraphs that are clear.

- ★ The best way to organize information is to make an **outline**. This means that you pick a subject and write down the main topic for each paragraph. Then you list the most important bits of information that belong in each paragraph.

Here is an outline that shows how notes can be organized for a report about Christopher Columbus.

### Christopher Columbus

#### I. Early Life

- A. Born in Genoa, Italy, in 1451
- B. Always wanted to be a sailor
- C. First sailed on trading ships

#### II. Preparing for the First Voyage

- A. Wanted to find a sea route to India and China
- B. Supported by King Ferdinand and Queen Isabella of Spain
- C. Had three ships: the *Nina*, *Pinta*, and *Santa Maria*
- D. Left Spain on August 3, 1492

#### III. Sailing to the West

- A. Reached land on October 12, 1492
- B. Landed on the island of San Salvador in the Caribbean Sea
- C. Did not realize he had not reached India or China



Each paragraph is marked with a Roman numeral followed by the main idea for the paragraph. The first part tells a little about Columbus's early life. The second part tells about getting ready for his first voyage, and the third part tells about the voyage itself. The details for each paragraph are marked by capital letters. Look at the outline and answer these questions.

1. How many main ideas are given in this outline? \_\_\_\_\_
2. How many details support each main idea? \_\_\_\_\_ or \_\_\_\_\_
3. How many paragraphs will you have if you use this outline for a report? \_\_\_\_\_

Practice making an outline like this for any report you write. Use this format to organize information so that it is clear. You can have as many sections in your outline as you need.

**Words about Space Travel**

Here are some words you will see when you read about space travel and exploration.

*launch*

*orbit*

*capsule*

*shuttle*

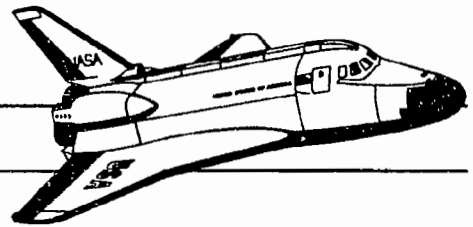
*parachute*

*astronaut*

Look up any words you don't know and then write the word that fits in each sentence.

1. An \_\_\_\_\_ trains for a long time to learn how to fly into outer space.
2. The space \_\_\_\_\_ takes off like a rocket and lands like an airplane.
3. We watched the \_\_\_\_\_ of the rocket this morning.
4. Early spacecraft had to \_\_\_\_\_ into the ocean.
5. The earliest space \_\_\_\_\_ was big enough for only one astronaut.
6. The space shuttle can \_\_\_\_\_ the earth many times on each flight.

What other words about space flight do you know?





# Spelling for Writing — Level 4

In just a few minutes a week, your child will:

- ◆ Learn to identify common, logical spelling patterns,
- ◆ Graduate quickly to more complex words,
- ◆ Become a confident, independent speller and writer!

## *Why Pay Attention to Spelling?*

*Spelling for Writing* shows you how to help children discover the most important patterns and principles that govern English spelling.

- ◆ Accurate spelling contributes to the clarity of written messages.
- ◆ Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- ◆ Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories help them see the value of learning to spell!

Collect the entire *Spelling for Writing* series:

Spelling for Writing: Level 1 (First Grade)  
Spelling for Writing: Level 2 (Second Grade)  
Spelling for Writing: Level 3 (Third Grade)  
Spelling for Writing: Level 4 (Fourth Grade)  
Spelling for Writing: Level 5 (Fifth Grade)  
Spelling for Writing: Guidebook for Parents & Teachers Level 1  
Spelling for Writing: Guidebook for Parents & Teachers Level 2  
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