

# READING ESSENTIALS 1 STUDENT WORKBOOK

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**NSCC**

**Nova Scotia**



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## LAND ACKNOWLEDGEMENT

NSCC is located in Mi'kma'ki, the unceded territory and traditional homeland of the Mi'kmaq Nation. Our relationship is based on a series of peace and friendship treaties between the Mi'kmaq Nation and the Crown, dating back to 1725. As Treaty beneficiaries, we recognize that we are all Treaty People.

## AUTHORS

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# 1. THE STRUCTURE OF THE ENGLISH LANGUAGE

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In this lesson, we introduced the basic structure of the English Language and challenged one to consider English as a code to be broken. A few facts about the English language.

- There are 26 letters in the English alphabet that can combine to make approximately 44 sounds.<sup>1</sup>
- There are two types of letters in English: vowels and consonants.
- Vowels (a, e, i, o, u and sometimes y and w) are always voiced. Our mouths are always open when we produce a vowel sound.
- Consonants can be voiced or unvoiced. We stop a consonant sound by using our teeth, tongue or lips.
- A Syllable is a word or part of a word with a talking vowel.
- The English we speak today consists of more than one language. In fact, 75% of the language comes from Latin, Greek and Anglo-Saxon. The other 25% is borrowed from languages around the world.

1. Henry, M. K. (2010). *Unlocking Literacy Effective Decoding & Spelling Instruction*. Paul H. Brookes Publishing Co.

## PRACTICE

Fill in the blanks with the correct word from the list below.

- long
- consonants
- tongue
- open
- short
- vowels
- teeth
- lips

1. The two kinds of letters in the alphabet are \_\_\_\_\_and \_\_\_\_\_,
2. The 2 most common sounds for vowels are \_\_\_\_\_ and \_\_\_\_\_.
3. When you say a vowel, your mouth is always\_\_\_\_\_.
4. When you say a consonant, the sound is stopped by your \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## 2. WORD LISTS AND SENTENCES

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### SHORT VOWELS

a (ă); b, c, f, h, k, j, m, p, t

#### List 1

cap	tab
pat	bat
cab	hap
map	bap
tap	jat
hat	bab
at	fab
mat	map

1. Pat the cat.
2. the madcap cad
3. a hat, a bat, a map
4. tap, tap, tap



## List 2

cat		pap
bat		tap
hat		lap
fab		mat
map		bap
cap		jat
pat		hab
tab		fap

1. Tap the map.
2. That is a fat cat.
3. Jab at the mat.

## REVIEW WORDS

pat

cab

ab

map

fat

at

jab

lab

jat

hab

mab

pab

nat

hab

hap

fap

## WHAT SAYS?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Short a (ă); Closed Syllable; b, c, f, h, j, k, m, p, t

In this lesson, we learned the sounds associated with the following letters. Repeat each sound aloud and listen carefully to ensure that you are saying the correct sound. We will review our sounds every class. Your instructor will ensure that you are making the correct sounds for each letter or letter combination.

### Vowel

a – apple /ă/

## Consonants

b – boy – /b/

c – cat – /k/

f – feather – /f/

h – hat – /h/

j – jam – /j/

k – kite – /k/

m – man – /m/

p – pan – /p/

t – top – /t/

## THE CLOSED SYLLABLE TYPE

There are 6 syllable types in the English language. The first, and most common, is the closed syllable. Recognizing the type of syllable in a word can help us in both reading and spelling.

- What to look for: a short vowel followed by one or more consonants
- Vowel sound? short
- Examples: cat, bath, map, run, bet, kit, froth

## PRACTICE

Note: words in **red** are NOT real words.

Mark the vowel with a breve and then say the sound of the vowel.

Place a V under each vowel. Place a C under each consonant.

## EXAMPLES

păn	măt	găl	tăp	căp
CVC	CVC	CVC	CVC	CVC
pat	cab	ab	map	fat
at	jab	bath	<b>jat</b>	<b>hap</b>
<b>mab</b>	<b>pab</b>	<b>fam</b>	<b>hab</b>	<b>fap</b>

### 3. WORD LISTS AND SENTENCES

---

#### List 1

kid	fit
bib	rid
pit	rip
lip	tip
zip	pib
vim	jid
nip	rit
sit	vid
hip	wid
bit	dit
dip	sig
lid	pid

1. Tip the lad.

2. The bat is in the pit.

3. Is it a fib?

4. The rig is big. Page Break

## List 2

wil\_\_\_

jaz\_\_\_

sas\_\_\_

bif\_\_\_

mif\_\_\_

nif\_\_\_

fiz\_\_\_

pas\_\_\_

stil\_\_\_

sil\_\_\_

mis\_\_\_

nif\_\_\_

paz\_\_\_

vil\_\_\_

cas\_\_\_

sif\_\_\_

ras\_\_\_

biz\_\_\_

vis\_\_\_

1. Sit at the mill.

2. Jill will fill the bag.

3. a jazz riff

4. sass the lass

## REVIEW WORDS

bill

pass

hiss

trill

lass

spill

spat

scrap

print

liff

zap

nass

fill

ziff

razz

cazz

dill

vill

## LESSON 3 WHAT SAYS?

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Short i (ĭ) ; d, g, l, n, r, s, v, w, z, ff, ll, ss, zz

In this lesson, we learned the sounds associated with the following letters. Repeat each sound aloud and listen carefully to ensure that you are saying the correct sound.

### Vowel

i – itch – /ĭ/

## Consonants

- d – dog – /d/
- g – goat – /g/
- l – lamp – /l/
- n – nut – /n/
- r – rat – /r/
- s – sun – /s/
- w – wind – /w/
- v – vest – /v/
- z – zebra – /z/
- ff – bluff – /f/
- ll – bell – /l/
- ss – class – /s/
- zz – buzz – /z/

We also learned about a spelling generalization called the Floss Spelling Guide.

The Floss Spelling Guide states that in a one syllable word with a short vowel that ends with f, l, s, or z — double the last letter. Examples: cliff, fill, pass, jazz

## PRACTICE

### COUNTING LETTERS/SOUNDS

Directions:

Count the number of letters in each word and record. Why is there a difference? f, l, s, z (floss spelling guide).

<b>Example:</b> lass	4	letters	3	sounds	f,l,s,z
bill		letters		sounds	
cap		letters		sounds	
fizz		letters		sounds	
mass		letters		sounds	
tiff		letters		sounds	
fit		letters		sounds	
hill		letters		sounds	
pad		letters		sounds	
lip		letters		sounds	

## 5. WORD LISTS AND SENTENCES

---

### List 1

victim	dapnit
nitwit	radsig
griffin	figrap
kidnap	winzap
plastic	bimsap
pallid	vaptin
lactic	labnit
limpid	

1. Did Bizz get catnip?
2. Did Jill admit the dip in the till?
3. That big bag with the Timbit is still in the mill!

## List 2

Sinbad	bimsap
fabric	strapsig
mastiff	misfizz
misfit	sinbit
napkin	simpag
Baptist	cambid
distinct	kidfap
vin	timhad

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

### VC/CV Syllable Division

To help decode words that are unfamiliar, use the following strategy.

1. Under each vowel in your word, put the letter “v.”
2. Under each consonant between the vowels, put the letter “c.”
3. Look at what pattern is created. In this case, VCCV.
4. When you see the VCCV pattern, the words will divide between

the two consonants.

## Example



## PRACTICE

- Place a v under each vowel.
- Place a c under the consonants between the vowels.
- Scoop the syllables.

baptist

catnap

distinct

tipnat

## 6. WORD LISTS AND SENTENCES

---

### List 1

cash	fish
Chad	whip
bash	finch
dish	thiff
path	pash
shall	sath
sash	pith
thin	fash
bath	fith
whizz	mish

1. Stash it in the bag.
2. the chimp at the cliff
3. Bill had a strip of thin plastic.
4. Did the staff grin at the chap?



5. the chip in that dish
6. Did you chat with Jim?
7. Is that a fish in the pond?
8. Jill had a bash with the cash.

## List 2

Sam	panch
Jan	zam
Cam	famp
ram	chand
ran	vam
sham	gan
lam	pincamp
dam	han
ranch	cham
frantic	shanch
bandit	zan

1. The man can sit in the van.
2. Jam the ham in the pan.

3. Pam said Jan had a catnap.

4. It is a fantastic brand.

### List 3

call	thall
bold	vold
fall	whall
cold	nold
wall	nall
fold	zall
hold	dold
pall	whold
tall	
mold	chold
hall	jall
pinball	zold

1. Bill will ransack the cold, small ship.

2. Sold, to the man with the tan van!

3. Bill had a lot of gall.

4. The traffic ran up to the old mall.

## REVIEW WORDS

sham

bandit

whim

fabric

champ

thish

whizz

chizz

sill

hanch

call

whash

bold

vold

whiplash

famp

thrift

zall

tamp

bimtanch

dimwit

shash

victim

jall

bat

pagnold

fitbit

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Digraphs (ch, sh, th, wh); Chunks (an, am, all, old)

In this lesson, we reviewed the following digraphs.

**Digraph: two letters, one sound**

ch – chin – /ch/

sh – ship – /sh/

th – thin – /th/

wh – whistle – /w/

In this lesson we learned the following chunks.

**Chunk: sometimes begins with a vowel and changes the sound of the vowel.  
Chunks are on blue cards in the sound deck.**

an – ant – /an/

am – ham – /am/

all – ball – /ɔl/

old – gold – /ɔld/

**PRACTICE**

In each word, mark the vowels with a V and the consonants with a C.  
Show where the syllables divide.

whiplash

pinbold

dimwit

bimtanch

victim

pagnold

Fitbit

lamfan

bandit

zinham

fabric

chimzap

## Counting Letters/Sounds

### Directions

Count the number of letters in each word and record. Why is there a difference? f, l, s, z (floss spelling generalization) or consonant digraph (ch, sh, th, wh)?

Example: lass

4 letters

3 sounds

ship

letters

sounds

rich

letters

sounds

chap

letters

sounds

thin

letters

sounds

twist

letters

sounds

whiff

letters

sounds

slash

letters

sounds

pill

letters

sounds

whip

letters

sounds



## 8. WORD LISTS AND SENTENCES

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### List 1

top	zop
got	loff
jog	pob
rot	vot
hog	jom
hop	mot
cop	dop
pot	foss

1. Jim got a job in the Algonquin loft.
2. The smog was bad in Wisconsin.
3. Tim did not have a shot at bat.
4. The victim will insist it was the convict who was bad.



## List 2

quip	quap
quid	quan
quit	quish
quack	quom

1. “Quack, quack”, said the duck.

## List 3

flax	bix
fix	jox
six	nax
lax	wix

1. Tom is six.
2. Can Sam mix this?
3. Give the fax to Jim.

#### List 4

yack	yix
yip	yox
tap	yift
yon	yanch

1. The dog will want to yap and yap if it sits in the shop.
2. Can Calvin mix Yop with this fish dish?
3. The old yak is still on the ranch.

#### REVIEW WORDS

lamp	ram
quit	lash
fill	pot
boss	candid
yam	adjust
mash	fantastic
golf	misconduct
fox	tidbit
toss	misfit

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Short o (ö); qu, x, consonant y

In this lesson, we learned the sounds associated with the following letters.

### Vowel

o – off – /ɔ/

### Consonants

qu – queen – /kw/

x – box – /ks/

y – yo-yo – /y/

### PRACTICE

In each word, mark the vowels with a V and the consonants with a C.  
Show where the syllables divide.

tomcat

comgan

admit

zipdop

pompom

chinfof

## 9. WORD LISTS AND SENTENCES

---

### List 1

buzz	Dublin
lush	public
tub	chun
shut	shub
hush	muzz
huff	vut
punch	lupbug
sun	huss
sub	shull
bunch	duss
cut	humzug
mush	tuss
cut	chut
possum	fush

1. Hush up! Do not fuss.
2. Suck it up!
3. Jim has a bug in his cap.
4. There was a big fuss and hubbub in the shop.

## List 2

pack	shuck
yack	lack
puck	shick
luck	skick
rock	nuck
shock	thack
jack	huck
quack	vock
wick	thuck
hack	jick

1. Dan would like you to rack up the balls.
2. It is a big task and with any luck it can be done.
3. The tall ship cannot fit into the dock.

4. Sam said that he is sick, and he would ask that you tuck him in.

### List 3

chu\_\_\_\_\_

bul\_\_\_\_\_

lo\_\_\_\_\_

cli\_\_\_\_\_

ba\_\_\_\_\_

sul\_\_\_\_\_

wha\_\_\_\_\_

so\_\_\_\_\_

mas\_\_\_\_\_

thi\_\_\_\_\_

sha\_\_\_\_\_

dis\_\_\_\_\_

1. Did Jack slop black dots on all the rust bits of the truck?
2. Fran got a rash on the skin at the back from the cloth.
3. Mack will bask in the sun to suntan until it is too hot.

#### List 4

\_\_\_\_ot

s\_\_\_\_rap

\_\_\_\_ilt

\_\_\_\_op

\_\_\_\_ap

\_\_\_\_lan

\_\_\_\_iss

s\_\_\_\_it

\_\_\_\_ut

\_\_\_\_rack

\_\_\_\_amp

\_\_\_\_ub

\_\_\_\_in

s\_\_\_\_ill

s\_\_\_\_in

1. The man from the clan on the hill had a kilt on.
2. Some of us did not have much skill and got scabs from cuts.
3. The big cactus cost a lot of cash and Jan had to skip the two small ones.



## REVIEW WORDS

lunch

chuck

rum

yum

dump

fold

rust

squint

filth

scam

quit

skiff

shock

jot

last

lush

bilk

lint

bulk

loss

back

fall

risk

chick

disgust

submit

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Short u (ŭ); ck, k-ck, Cat Rule

In this lesson, we learned the sounds associated with the following letters.

### Vowel

u – up – /ŭ/

### Digraph

ck – black – /k/

We also learned two spelling generalizations.

The Cat/Kite Spelling Generalization – use c to spell the /k/ sound when followed by: a, o, u, or the consonants l or r. Use k to spell the /k/ sound when followed by e or i.

Examples: cat, cop, cut, clip, crib. kit, kelp

k-ck Spelling Generalization – use ck to spell the /k/ sound right after a short vowel in a one syllable word. Examples: back, check, click, sock, puck

## PRACTICE

Use c, k, or ck to complete the spelling of each word.

\_\_\_\_help

mŏ\_\_\_\_

\_\_\_\_uss

\_\_\_\_eg

s\_\_\_\_it

chĕ\_\_\_\_

## 10. WORD LISTS AND SENTENCES

---

### List 1

check	convent
shell	subject
hex	shem
chest	fet
help	tesh
mesh	fezz
left	wheg
pelt	chep
less	nass
deck	reff
chess	eck
rent	trem
object	pesh
invent	resh

1. Ted had a pet frog, Jeb.
2. Ted kept Jeb in a pen.
3. The pen had wet moss.
4. Ted went to get Jeb.
5. Jeb was not in the pen.
6. Jeb had sat on the TV.
7. What a pest this Jeb was.
8. Ted went to get a net.
9. He got Jeb in the net.
10. He got Jeb back in the pen.

## List 2

patch	Dutch
retch	latch
ditch	rutch
botch	kitch
notch	lutch
catch	netch
batch	votch
match	metch
hitch	fitch

1. Did you like the sketch that Jane did of the duck?
2. Toss the ball and the dog will fetch it back.
3. There is ham left if you check on the hutch.

### List 3

mun\_\_\_\_\_

quen\_\_\_\_\_

lun\_\_\_\_\_

bun\_\_\_\_\_

ben\_\_\_\_\_

ske\_\_\_\_\_

re\_\_\_\_\_

pi\_\_\_\_\_

win\_\_\_\_\_

zil\_\_\_\_\_

con\_\_\_\_\_

bel\_\_\_\_\_

pa\_\_\_\_\_

hun\_\_\_\_\_

pin\_\_\_\_\_

fin\_\_\_\_\_

1. The next tennis match will be with the French and the Dutch.
2. The stench on the rug in the hall is bad.
3. Jack will dig a trench on this path.

## REVIEW WORDS

kelp

dunk

fetch

bash

lent

munch

mess

cuss

hatch

notch

itch

contest

keg

Ketchup

mock

expel

milk

expect

bunch

tandem

rust

sudden

fog

mascot

fuss

Windex



## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Short e (ě); tch, ch-tch Spelling Generalization

In this lesson, we learned the sounds associated with the following letters.

### Vowel

e – edge /ě/

### Trigraph – Three letters – one sound.

tch – witch /ch/

We also learned the **ch-tch Spelling Generalization** – use tch to spell the /ch/ sound after a short vowel in a one syllable word.

Examples: match, fetch, pitch, botch, clutch

### PRACTICE

1. Use ch or tch to complete the spelling of each word.

fě\_\_\_\_\_

hă\_\_\_\_\_

ĩ\_\_\_\_\_

bun\_\_\_\_\_

mul\_\_\_\_\_

nő\_\_\_\_\_

2. Mark the vowels with a V. Mark the consonants with a C. What syllable pattern do you see? Show where the syllables divide.  
Read the word.

### Example

convent    con vent

**vccv**

contest

sudden

insect

problem

expel

Windex

expect

mascot

## 12. WORDS LISTS AND SENTENCES

---

### List 1

black

blunt

scab

slush

clan

bulk

squish

splash

plan

dump

glib

just

brick

flust

crack

dramp

grub

trup

froth

drex

dump

spluck

just

screm

felt

squick

belt

struff

1. Clip the fin from the fish.
2. Brush off the grill.
3. Plop it in the pan with a glob of fat.
4. The fat will not drip on the grill.
5. Jim is a bit of a grump.
6. Jim did not trust his gut.
7. The stock Jim got is in a slump.
8. This was the last of his slush fund.

## List 2

spectrum	install
instill	express
menthol	tantrum
pumpkin	imprint
compress	children

1. Jack will impress all the men at the track.
2. Will you transmit that fax with the address?
3. When you are in distress, you send an SOS.

4. The math we got has a complex problem.

## REVIEW WORDS

flit

misstep

clap

district

gland

tendrils

frond

withheld

scram

instep

brim

expand

whisk

conflict

tusk

upheld

ranch

entrap

yell

eggplant

next

inject

quilt

inspect

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

VCCCV Syllable Division, consonant blends

In this lesson, we learned the VCCCV syllable division pattern. Keep the blends and diagraphs together. Example: os/trich (note that ch is used after a short vowel in a word with more than one syllable).

## Diagraphs

Two letters that make one sound. For example, ch, ck, ph, sh, th, wh.

## Consonant Blends

Two consonants whose sounds are heard but said very close together. For example, bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sl, sp, spl, spr, squ, st, str, sw.

## PRACTICE

1. Underline the beginning blends once. Underline the end blends twice.

flit

scram

clop

brim

gland

whisk

frond

tusk

2. Mark the vowels with a V. Mark the consonants with a C. Show where the syllables divide in these words. Read the word.



nostril

actress

mascot

inspect

contract

blacktop

# 13. WORD LISTS AND SENTENCES

---

List 1

dim	mop
pin	bit
cop	cap
rob	tap
rid	rip
bad	fad
Tim	slop
win	spin

## List 2

scrape	smite
dune	rote
scope	stike
pride	quone
broke	frene
eve	plude
mute	screthe
strobe	plabe
dupe	smaze
strive	jide
juke	hine
quite	grate
crave	

1. Who will contest the vote if there was some problem with the ballot box?
2. The time zone is not the same in all spots of the globe.
3. Steve had a trike, then a bike, and then a cube van.

4. When the man went back to his home it was in quite a state because of the fire.
5. Cleve will have his last smoke and then he will quit.
6. Do not spend your last dime on stuff you do not want.
7. Help! Come to the home of the crime and help us fix it back up!
8. With the big helmet on, Dave could not get what Pete said.

## REVIEW WORDS

brave

trike

expect

inflict

stride

conflict

object

enfold

clothe

crane

inflamm

eke

pride

insist

instruct

coke

strobe

intone

explode

spike

broke

fluke

stake

clone

## WHAT SAYS?

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

V-e syllable: a-e, e-e, i-e, o-e, u-e (ū, oo), silent e, long vowel sound

In this lesson, we learned the sounds associated with the following letters.

### Vowels

a-e – ape /ā/

e-e – Pete /ē/

i-e – pine /ī/

o-e – home /ō/

u-e – cube – /ū/

u-e – flute – /oo/

We also learned the VCe (Vowel Consonant e) Syllable Type

The visual pattern of this syllable type is one vowel followed by a consonant and a silent e at the end of the syllable.

The vowel sound is long. Examples: cake, eve, bike, home, cube, flute (oo).

## PRACTICE

Place each word in the correct column.

Word	Closed Syllable	VCe Syllable
amp		
bone		
bake		
cape		
cod		
lamp		
map		
pot		
pole		
side		



## 15. WORD LISTS AND SENTENCES

---

### List 1

admire	reptile
frustrate	dispute
cascade	mescute
inflate	renfrete
empire	sambede
explode	dabbole
athlete	muspreme
ignite	lindibe
dictate	oxblame
textile	sudbrone
inhale	trembrike
vampire	emshine

1. The extreme cold sent the entire class inside.
2. They had to use their old slates to compute the complete,

complex problem.

3. With an influx of classmates, there was not a spare inch to store the texts.
4. The children want to get stuck in the sandbox from sunshine to sunset.
5. The nitwit went offside and so they lost that score.
6. If the hillside is not shipshape, there could be a bad landslide.

## List 2

stalemate	homesick
fireman	takeoff
nickname	lifeline
update	homeland
pipeline	makeshift
sidekick	gravestone
shoreline	homemade
namesake	

1. The linemen made a stockpile of all the spikes from the pit.
2. The muskrat could not be put in the same pen with the livestock.

3. They will infill the inlet with a makeshift offshore rig.
4. Beth could collect five firebugs with one swish of the fishnet backpack.
5. Spareribs are the best if they are hot and come with a dip.
6. Expect to be on the sideline until you get more skills.

## REVIEW WORDS

Cleveland	cascade
enshrine	textile
dispute	stagnate
inside	hostile
vanquish	billfold
enthrall	truncate
humdrum	intake
empire	ignite

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

VC/V-e, V-e/CV, compound words

In this lesson, we learned the following syllable division patterns.

- VC/VCe – when we see the VC/VCe pattern in a word, the syllables will divide between the consonants.

Examples: cas/cade, dis/pute

- VCe/CV – when we see the v-e/cv pattern in a word, the syllable will divide between the e and the consonant.

Examples: line/men, fire/bug

We also learned about compound words. A compound word is two words that combine to form a new word. Examples: makeshift, baseball, into

## PRACTICE

1. Is it k or ck?

flas\_\_\_\_\_

brā\_\_\_\_\_e

shă\_\_\_\_\_

2. Is it c or k?

\_\_omplex

s\_\_inflint

s\_\_ruff

3. Is it f or ff?

so\_\_\_\_\_t

pŭ\_\_\_\_\_

whĭ\_\_\_\_\_

4. Is it ch or tch?

fě\_\_\_\_\_

bun\_\_\_\_\_

swĩ\_\_\_\_\_

5. Are these words nouns or verbs?

Word	Noun	Verb
chase		
cloth		
run		
hide		
convent		
invent		
cupcake		
homerun		

## 17. WORD LISTS AND SENTENCES

---

### List 1

chose	confuse
rose	grise
pose	inchuse
prose	impuse
hose	vuse
close	shise
infuse	whuse
wise	fluse
impose	drase

1. Kim and Ken will get up at sunrise to be at the lake on time.
2. The KFC franchise on Duke St. will close at the end of June.
3. If you expose that rose vine to the wind the plant will close up.
4. That dog can bite and I would advise you not to pat him.

**List 2**

Ralph	bemph
humph	phozz
graph	shruph
Sphinx	phelp
plaph	phist
sniph	vumph

1. Ralph went to the Sphinx on the next phase of his trip.
2. Ralph will use his phone to consult his phrase book and will not close the file while they talk with all the people there.
3. Ralph will hope to get close to a dolphin.

**List 3**

bon____et	gos____ip
rab____bit	col____ect
les____on	mol____usk
pol____en	ves____el
ten____el	traf____ic
gal____op	bob____in



1. Have you had bannock?
2. Justin had to fill the ballast in his ship.
3. Dublin and Brussels would be fun to go to.

## REVIEW WORDS

dispatch

conspire

whelk

pulsate

lithe

membrane

fleck

connive

insult

obscure

champ

excrete

exclude

comprise

bobbin

disclose

drench

whisk

firehouse

suppose

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

s/z/, ph/f/, Rabbit Rule

In this lesson, we learned the sounds associated with the following letters.

### Consonant

s – nose – /z/

When s comes between two vowels, it generally has the /z/ sound.

### Digraph

ph – phone – /f/

We also learned the following spelling generalization.

### Rabbit Spelling Guide

The first syllable is closed, with the short vowel sound. Add a consonant to the second syllable. The extra consonant “protects” the vowel to keep the sound short.

Examples: rabbit, muffin

### PRACTICE

1. Choose a word to complete each sentence.

dentist

graph

sphere

phlox

phrase

a. Will you use \_\_\_\_\_ paper for math?

b. \_\_\_\_\_ can be either a ground cover plant or a tall

plant.

c. I have to go to the \_\_\_\_\_ at 3:00 p.m.

d. What is the best \_\_\_\_\_ to put in this sentence?

2. Divide these words into syllables. Example: de fend

a. Atlantic

b. backlash

c. empire

d. lobster

e. ostrich

# 18. WORD LISTS AND SENTENCES

---

List 1

Place each  
noun in the  
correct  
column.

Word	Person	Place	Thing	Idea/Feeling
phase				
patch				
Jane				
cat				
lady				
traffic				
Tim				
muffin				
clock				
man				

1. The dog ate my homework.
2. Jack sat on a tack.
3. There is a frog in the pond.
4. Where is my dress?

## List 2

slip	trust
drop	ride
take	use
sit	pass
grill	fill
jump	stash

1. Anna works in a nursing home.
2. Jane likes her teacher Mrs. Jones.
3. Bill will run in the race.
4. Fran baked a cake for the class.
5. Do you drive your car to work?
6. Paul went to church on Sunday.

## REVIEW WORDS

hi

plane

we

enclose

cliff

pro

skim

shelf

sprint

she

chill

nickname

backtrack

capsize

shift

cot

paste

fuse

stunt

limp

## LESSON 18 WHAT SAYS?

1.

6.

2.

7.

3.

8.

4

9.

5

10.

## SPELLING AND SENTENCE DICTATION

- |    |     |
|----|-----|
| 1. | 9.  |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. |     |

- 1.
- 2.
- 3.

## LESSON 18 REVIEW

### Nouns and Verbs

In this lesson you learned about the parts of speech known as nouns and verbs.

### Nouns

- A noun can give the name of a person, a place, a thing, or an idea or feeling.
- A noun is usually the subject in a sentence.



- A common noun gives the general name of a person (woman), place (school), thing (computer), or idea (right).
- A proper noun gives the specific name of a person (Nancy), place (NSCC), thing (Macbook), or idea (Canadian Charter of Rights and Freedoms).

## NOUNS

Nouns are name words

A noun can name a person:

WOMAN



A noun can name a place:

CHURCH



A noun can name a thing:

COMPUTER



A noun can name an idea or a feeling:

LOVE



## Verbs

- A verb is an action word.

- A verb can tell you what the subject in the sentence is doing.
- I **run** 2 km every day.
- The fans **clapped** for a long time.
- I do not **swim** in Halifax Harbour.

## VERBS

Verbs are words that tell us what the noun in a sentence is doing, feeling, or being:

ACTION:

RUN



CLAP



SWIM



## VERBS

PRESENT	PAST	FUTURE
I run	I ran	I will run
You run	You Ran	You will run
He/she runs	He/she ran	He/she will run
We run	We ran	We will run
You run (plural)	You ran (plural)	You will run (plural)
They run	They ran	They will run

PRESENT	PAST	FUTURE
I clap	I clapped	I will clap
You clap	You clapped	You will clap
He/she claps	He/she clapped	He/she will clap
We clap	We clapped	We will clap
You clap (plural)	You clapped (plural)	You will clap (plural)
They clap	They clapped	They will clap

PRESENT	PAST	FUTURE
I swim	I swam	I will swim
You swim	You swam	You will swim
He/she swim	He/she swam	He/she will swim
We swim	We swam	We will swim
You swim (plural)	You swam (plural)	You will swim (plural)
They swim	They swam	They will swim

## LESSON 18 PRACTICE

Is it a noun or a verb? Place a checkmark in the correct column.

Word	Noun	Verb
bro		
graph		
fizz		
whine		
jinx		
yell		
flash		
clump		
indent		
bump		

Place a checkmark in the correct column.

Word	/ s/	/ z/
wise		
phase		
rose		
rise		
chase		

## 19. WORD LISTS AND SENTENCES

---

### List 1

frame\_\_\_\_\_

gut\_\_\_\_\_

run\_\_\_\_\_

bake\_\_\_\_\_

sit\_\_\_\_\_

spike\_\_\_\_\_

bloke\_\_\_\_\_

truck\_\_\_\_\_

1. Jack bit off big bites of the cake that Deb spent a lot of time to make.
2. You can make a lot of contacts while on the job.
3. Jess intends to sell the old car she got from her mom next fall.

### List 2

glass\_\_\_\_\_

scrunch\_\_\_\_\_

dress\_\_\_\_\_

dish\_\_\_\_\_

bench\_\_\_\_\_

class\_\_\_\_\_

punch\_\_\_\_\_

floss\_\_\_\_\_

1. On the last date of the classes, Jen passes the test and rushes

home to tell all the friends.

2. Wendell picks bunches of endives to make the best lunches.

3. Quinn bumps the set of drums and it crashes onto the desktop and smashes.

## REVIEW WORDS

stones

sudden

glints

prise

drapes

supplant

ditches

falls

dispels

uphold

mismatches

engulf

bunches

blanches

compresses

instilles

makeshift

compose

capsize

subtracts

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

(Suffix) -s, -es, noun/verb

In this lesson, we learned about base words and suffixes. A base word is a word that can stand on its own and have meaning; a word that you cannot take anything away from.

A suffix is added to the end of a base word and changes the meaning or function of the word. Suffixes are on red cards in our sound deck.

Examples: cats, buses, boxes, buzzes, patches, flashes

## Suffixes

suffix s – /s/ – changes a noun to plural

suffix s – /z/ – changes a noun to plural

suffix s – /s/ – used with the third person singular verb he/she/it –

suffix s – /z/ – used with the third person singular verb he/she/it –

suffix es – /ez/ – changes a noun to plural

suffix es – /ez/ – used with the third person singular verb he/she/it –

## PRACTICE

1. Use c or k to complete the spelling of each word. What rule did you apply?

s\_\_\_etches

s\_\_\_atches

s\_\_\_otches



2. Use ch or tch to complete the spelling of each word. What rule did you apply?

pi\_\_\_\_\_

pin\_\_\_\_\_

mun\_\_\_\_\_

3. Circle the compound words.

compose

uphold

makeshift

subtract

capsize

sudden

4. Circle the suffix. Is it a plural noun or a third person verb?

Word	Noun	Verb
stones		
glints		
drapes		
ditches		
prizes		
falls		
bunches		
blanches		
intends		
empresses		
skills		
witches		

5. Circle the suffix. Mark the vowels with a V. Mark the

consonants with a C. What syllable pattern do you see? Divide the syllables. Read the word.

instills

dispels

supplants

mismatches

compresses

engulf

## 20. WORD LISTS AND SENTENCES

---

### List 1

no	ja
be	plu
so	sle
we	ta

1. You can drive with me to the ballgame and we can get hot dogs.
2. We did not have the stove on but it was still hot.
3. Blake will not be at home until nine, but he told me you can call him then.
4. Jack will be so glad to get home and get some rest at last.
5. Jane said no, she does not bake but she does like cake and hot cross buns.
6. If you go to the shop, tell Jake and his mom I said hi.

## List 2

gang	link
think	gong
spank	cling
funk	fang
long	funk
spring	dung

1. Thank you for the tall, cold drink with just a hint of rum.
2. Jake and I will flip and the one that wins will get the top bunk.
3. The clang of the bell woke up the whole camp.
4. It will take a strong man to lift that trunk and get it in the van.
5. If we go to Hong Kong I want to get some beautiful things as gifts.

## REVIEW WORDS

hi

stunt

we

oblong

clank

bro

skunk

insist

springs

spunk

banks

catches

backtracks

submits

shrinks

fizzes

unsung

whines

enclose

jinxes

pro

yells

shelves

stresses

she

flashes

nickname

clumps

capsize

indents

cots

bump

paste

grill

fumes

mend

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Open Syllable, chunks: ang, ing, ong, ung, ank, ink, onk, unk

## Vowels – in an open syllable

- a – ba/by; /ā /
- e – he; /ē/
- i – hi; /ī/
- o – go;/ō /
- u – mu/sic /ū/
- u – flu; /oo/

## Chunks

ang – hang /ang/

ing – ring – /ing/

ong – thong – /ong/

ung – lung – /ung/

ank – tank – /ank/

ink – sink – /ink/

onk – honk – /onk/

unk – trunk – /unk/

We also learned about the Open Syllable Type

This syllable type has 1 vowel at the end of a word. Open syllables are short syllables. The vowel sound is long. Examples: be, hi, go, flu

## PRACTICE

1. What kind of syllable? Place a checkmark in the correct column.



Word	Open	Closed	VCe
hi			
we			
clip			
scabe			
back			
un			
sub			
en			
close			
pro			
she			
nick			
name			
cap			
size			
stun			
ob			
la			
bro			
in			
sist			
bump			
grill			

## 21. WORD LISTS AND SENTENCES

---

### List 1

photo	strident
tulip	locust
cupid	basin
unite	tipen
trident	shofend
bison	plathog
finite	scruthemp
solo	whepleph
futon	chito

1. They wanted to make sure there were the same chunks of bacon on all the plates before these went to the dining hall.
2. It was minus six and the gang was frozen.
3. She got silent when she was tested on the stuff from the entire subject.
4. The sullen man was from Sweden and he did not even smile

once.

5. There is a crisis with canines that are sold from dog mills.

**List 2**

ring_____	bang_____	long_____	rank_____
honk_____	think_____	dunk_____	stretch_____
munch_____	track_____	dress_____	clutch_____
quench_____	wish_____	stitch_____	invest_____
extend_____	obstruct_____	belong_____	open_____

1. Mike is drilling the well with the help of some of his staff.
2. Josh is the one man on staff helping him with the job.
3. The name on his truck is Dan the Man, and he is fixing the pipe on the septic tank.
4. Dave will be installing the sink once Dan fixes the septic tank.

## REVIEW WORDS

began

students

music

relaxing

trifold

begins

resisting

dunks

silent

revive

latex

depends

bling

moment

unlatches

belongs

## WHAT SAYS?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## SPELLING AND SENTENCE DICTATION

1.

2.

3.

4.

5.

11.

13.

15.

6.

7.

8.

9.

10.

12.

14.

- 1.
- 2.
- 3.

## REVIEW

### V/CV and suffix ing

In this lesson, we learned about the V/CV syllable division pattern.

### Syllable Division – V/CV

In this pattern, words divide after the first vowel. The first syllable is open with a long vowel sound. Examples: ho/tel, ba/sin, mu/sic

We also learned about the vowel suffix ‘ing’ – means ‘happening now’.

A suffix is added to the end of a base word and changes the meaning or function of the word. Suffixes are on red cards in our sound deck.

Examples: last**ing**, send**ing**, bring**ing**, stock**ing**, fuss**ing**

## PRACTICE

1. Is it a verb or a noun? Place a checkmark or an X in the column.

Word	Noun	Verb
secrets		
siren		
compacting		
switches		
represses		
hotels		
consents		
resenting		
robot		

## 23. WORD LISTS AND SENTENCES

---

### List 1

blast\_\_\_\_\_

trust\_\_\_\_\_

pretend\_\_\_\_\_

mistrust\_\_\_\_\_

blend\_\_\_\_\_

resent\_\_\_\_\_

1. They lifted the latch and extended the bench to add more people for lunch.
2. They got blasted with bad smells when the top of the trash bin came off.
3. The craftsman tested the plugs but these were not safe to use.

### List 2

belong\_\_\_\_\_

film\_\_\_\_\_

open\_\_\_\_\_

call\_\_\_\_\_

install\_\_\_\_\_

clang\_\_\_\_\_

1. Henry spilled all the pop drink to go with the rum, so we will have to switch the mix.
2. The dish was filled to the brim with mollusks and soft shelled shrimp.
3. Will you and Jenn take your van in when these old ones are recalled?

### List 2

impress\_\_\_\_\_

mess\_\_\_\_\_

unpack\_\_\_\_\_

ask\_\_\_\_\_

help\_\_\_\_\_

fluff\_\_\_\_\_

1. The shy dude got picked on and his stuff was snatched by the Irish brute.
2. He suppressed his desire to run home and chose to be sly to get back his stuff.
3. By the time he was done, the shy, sly dude had whisked on his missing backpack and made his escape into the silent eve.



## REVIEW WORDS

divested

revolved

sketched

requested

debunked

clicking

quilted

Pluto

grilled

mending

micro

mutate

funded

billed

students

thesis

pitched

frisks

secret

contented

crocuses

Irish

refunding

refute

smelled

bumped

apex

locate

jinxed

infiltrate

detox

flanked

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Suffix -ed /ěd/, -ed /d/, -ed /t/

In this lesson, we learned the three sounds for the vowel suffix 'ed' – means 'in the past'.

- ed – /id/ – means in the past
- ed – /d/ – means in the past
- ed – /t/ – means in the past

A suffix is added to the end of a base word and changes the meaning or function of the word. Suffixes are on red cards in our sound deck. Examples: hunted, clanged, jumped

## PRACTICE

1. Is the sound /id/, /d/, or /t/? Place a check mark in the column.

Word	/id/	/d/	/t/
rejected			
banged			
plucked			

2. Use c, k, or ck to spell the /k/ sound in the following words.

mur\_\_\_\_y

s\_\_\_\_imped

\_\_\_\_onjugate

## 24. WORD LISTS AND SENTENCES

---

### List 1

elec\_\_\_\_\_

op\_\_\_\_\_

invent\_\_\_\_\_

flota\_\_\_\_\_

rota\_\_\_\_\_

inven\_\_\_\_\_

1. The next time they will declare the time and the location of the big event.
2. Did we mention that they sanded the steps? Some people had twisted their legs in the open spots!
3. Make sure you put on lots of lotion to fend off the bugs.
4. Ingrid and Liz had the intention of spending all of their funds on top of the line motion detection equipment.

### List 2

transfu\_\_\_\_\_

revi\_\_\_\_\_

expan\_\_\_\_\_

intru\_\_\_\_\_

remis\_\_\_\_\_

1. The class loves the book of the mission to Pluto and they take

time to get the complete plot line.

2. They use comprehension skills to tell what they think is going on in all the sections.
3. Then they will predict what they think will happen with the plot through a class discussion.
4. All the people in the class envisioned something fine happening to them when they complete their programs.

## REVIEW WORDS

clanged

infestation

smelled

ranted

consent

ranting

consented

rants

consenting

refuse

consents

tripod

station

potion

erosion

latch

infest

latches

infests

latching

infested

detention

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

–tion, -sion

In this lesson, we learned -tion and -sion.

- The suffix 'tion' – /shun/ – turns words into nouns.
- The suffix 'sion' – /shun/ – turns words into nouns.
- The suffix 'sion' – /zhun/ – turns words into nouns.

A suffix is added to the end of a base word and changes the meaning or function of the word. Suffixes are on red cards in our sound deck.

Examples: relate (verb) – relation (noun); impress (verb) – impression (noun); conclude (verb) – conclusion (noun);

## PRACTICE

### 1. Is it 'sion' or 'tion'?

pas\_\_\_\_\_

instruct\_\_\_\_\_

destruc\_\_\_\_\_

depres\_\_\_\_\_

transfu\_\_\_\_\_

infesta\_\_\_\_\_

confu\_\_\_\_\_

vaca\_\_\_\_\_

infiltra\_\_\_\_\_

## 25. WORD LISTS AND SENTENCES

---

### List 1

try	cly
shy	stry
fry	fy
ply	zy
my	gly
sty	ny
by	bry
dry	sply

1. My friend is flying in to be with me for a while and I should pick her up by ten a.m.
2. Do you want to fry the fish we catch, or do you want to stuff and bake them?
3. Flo is trying to pry the lid off that can so she can get to the tacks inside.



## List 2

dandy	quelty
nifty	phafty
pansy	sulty
flimsy	clesty
anchovy	grundy
puny	hosly
sentry	mifty
nasty	tresty

1. Peggy went to the rugby game by the lake with her friend Ivy.
2. Jenny will try to spend plenty of time with her friend Betty while she is here.
3. Take care! That flimsy lamp could fall and smash!
4. Call me crazy, but I love to have anchovy bits on top of my eggs.
5. My friend Sally wants to occupy the old Fry Clan home as long as she can.
6. What I am trying to tell you is that is a zany plan that will not fly!

## REVIEW WORDS

murky

baby

envy

Emmy

sty

plucked

scratching

stenches

banged

skimped

mentioning

unjust

potion

rejected

protracted

contemplate

detentions

cry

## WHAT SAYS?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

Vowel y ( $\bar{i}$ ,  $\bar{e}$ ), Spelling y generalization

### Vowels

y – fly – / $\bar{i}$ / – Vowel y says  $\bar{i}$  at the end of a 1 syllable word or a short syllable. Examples: by, shy, fry

y – candy – / $\bar{e}$ / – Vowel y says  $\bar{e}$  at the end of a word with more than 1 syllable. Examples: envy, lady, dandy

## PRACTICE

1. What type of syllable? Place a checkmark in the correct column.

Word	Open	Closed	VCe
ba			
by			
en			
vy			
em			
my			
sty			
cry			
con			
tem			
plate			

2. Circle the suffix. Mark the vowels with a V. Mark the consonant(s) with a C. What syllable pattern do you see? Divide the syllables. Does the vowel in the first syllable have a long or a short sound? Read the word.

mentioning

investions

unjust

protracted

potion

detentions

scratching

stenches

## 27. MID-COURSE REVIEW

---

1. Cat/Kite Spelling Generalization REVIEW -- use c to spell the /k/ sound when followed by: a, o, u, or the consonants l or r. Use k to spell the /k/ sound when followed by e or i.

Examples: cat, cop, cut, clip, crib. kit, kelp

Add c or k, to each of the words in the box below, and then read.

__lasp	s__ip	__elp	__ull
s__etch	s__ratch	__loth	s__imming

2. k-ck Spelling Generalization REVIEW – use ck to spell the /k/ sound right after a short vowel in a one syllable word.

Examples: back, check, click, sock, puck

Add ck or k, to each of the words in the box below, and then read.

mü__	frö__	hi___e	spo___e
bil__	fris__	cas__	clü__

3. ch-tch Spelling Generalization REVIEW – use tch to spell the /ch/ sound after a short vowel in a one syllable word.

Examples: match, fetch, pitch, botch, clutch

Add ch or tch, to each of the words in the box below, and then read.

mun\_\_\_\_\_

flin\_\_\_\_\_

hř\_\_\_\_\_

př\_\_\_\_\_

dř\_\_\_\_\_

clin\_\_\_\_\_

skř\_\_\_\_\_

clř\_\_\_\_\_

4. Complete the following for each word in the box below.

- a. circle any suffixes
- b. underline the base word
- c. identify the part of speech
- d. divide your syllables, if appropriate
- e. read

skimping	trashes
blasted	intention
splotching	skydive
infraction	nutmeg
quenched	implants
cress	skimp
candid	drafts
resisting	invents
stamped	mulled
instruction	tripods
branded	depending
penny	suppresses

5. Using the chart below answer the following questions.

List one compound word.

List one FLSZ words.

List one noun

List one verb.

List one adjective.

## 29. WORD LISTS AND SENTENCES

---

### List 1

ice	cyphin
spice	cendrum
decide	grice
census	ploce
pencil	strace
sentence	frece
expect	citsap
princess	sublace

1. Does Cindy have an iPhone or a Samsung cell phone?
2. Cecil said that you will have to splice the wire and then plug it into the amp.
3. Can you recall the last name of the lady Edith from France; the songs she sang were sultry.



## List 2

fringe                      gestation

gent                        gyrate

range                      genp

hinge                      gesh

strange                    crege

cringe                      gyze

1. It was a challenge to try to do the jig dance at the fancy ball all dressed in long dresses and masks.
2. It was so hot, I wanted to plunge into the pond with the ducks.
3. The apes were hanging off the huge branches and swinging to and fro.

## REVIEW WORDS

my

sly

excess

convent

cypress

placate

spy

intentions

lunge

defending

nasty

drilled

gestation

copy

truce

wage

device

pantry

angry

ingest

going

sty

census

gossip

stage

locate

grunge

guru

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
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| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

soft c and g

In this lesson, we learned the sounds associated with the following letters.

## Consonants

- c – Cindy – /s/ – c says /s/ when followed by e, i or y.
- g – gentle – /j/ – g says /j/ when followed by e, i or y.

Examples: city, cent, cycle; giraffe, gem, gym

## PRACTICE

1. Does the 'c' have the /k/ sound or the /s/ sound? Place a checkmark in the correct column.

Word	/k/	/s/
excess		
placate		
convent		
device		
census		
cypress		
truce		
copy		
locate		

2. Does the 'g' have the /g/ sound or the /j/ sound? Place a checkmark in the correct column.

Word	/g/	/j/
gestation		
going		
stage		
grunge		
angry		
wage		
gossip		
ingest		
guru		

3. Complete the following in each of the words below.

1. Circle the suffix.

2. Place each syllable in the correct column

Word	Open	Closed	VCe
my			
spy			
nasty			
retake			
intentions			
defending			
drilled			
pantry			

## 30. WORD LISTS AND SENTENCES

---

### List 1

badge	squidge
smudge	yudge
hedge	zadge
trudge	hodge
edge	medge
ridge	jidge
nudge	kidge

1. They wanted to find some hedge funds to invest in for the children's center.
2. Her mother sent their entire clan to an expensive lodge for their vacation.
3. The judge was a large man who had a hard time fitting into his bench.

## List 2

plě\_\_\_\_\_

brī \_\_\_\_\_

lun \_\_\_\_\_

hū \_\_\_\_\_

stā \_\_\_\_\_

drě\_\_\_\_\_

bin \_\_\_\_\_

nŭ \_\_\_\_\_

dŏ \_\_\_\_\_

smŭ\_\_\_\_\_

hin\_\_\_\_\_

chan\_\_\_\_\_

1. There is a new performance that will open on the Neptune Stage.
2. The focus will be on one gigantic vase set to the left side of the stage.
3. All six actors will change their costumes behind it five times!
4. The opening was a huge success!

## REVIEW WORDS

bridge

Nobel

dodge

presume

tuxedo

intending

ozone

fabric

detetion

micro

dispense

products

presumptive

impose

puny

impass

gulches

hodgepodge

smelts

depending

grudge

jinx

donate

intention

## WHAT SAYS?

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

dge, ge-dge gen

In this lesson, we learned the sound for the Trigraph dge.

- dge – fudge /j/

We also learned the Spelling Pattern Generalization for ge-dge.

- The /j/ sound is spelled with dge after a short vowel in a one

syllable word. For example, dōdge, fūdge, rīdge.

## PRACTICE

1. Add dge or ge to the end of each of these words to create the /j/ sound.

1. dō\_\_\_\_\_

2. hī\_\_\_\_\_

3. spur\_\_\_\_\_

2. Add the suffix that means ‘happening now’(-ing):

scam\_\_\_\_\_

spin\_\_\_\_\_

spit\_\_\_\_\_

plan\_\_\_\_\_

skid\_\_\_\_\_

hint\_\_\_\_\_

grip\_\_\_\_\_

pitch\_\_\_\_\_

3. Add the suffix that means ‘in the past’ (-ed):

plan\_\_\_\_\_

smash\_\_\_\_\_

bench\_\_\_\_\_

depress\_\_\_\_\_

grip\_\_\_\_\_

pitch\_\_\_\_\_

## 31. WORD LISTS AND SENTENCES

---

### List 1

Marvin	stork
barnyard	harnesses
darting	patterns
marshes	gardening
morbid	first
forgot	skirt
cyborg	twirl
hormones	squirm
fermented	hurl
version	turn
hermits	chirp
jerked	further

1. The dress was torn on the arm, so I chose not to buy it.
2. Can you hand me that fork and I will check the kernels on the

corn?

3. My partner and I will enter the QE2 contest in the hopes that we will win a car!
4. I get thirsty when working in the garden planting spring bulbs in the dirt.
5. Did Burt mention there are rules to go by to disburse the surplus funds?
6. The foreman on this job told me to stack the lumber next to the shed in the yard.
7. The cell phone call confirmed that the information was correct.
8. Be sure not to harm yourself when you pick up that shard of glass.
9. Mandy is an emergency nurse at the Cancer and Burn Unit.

## List 2

Decemb\_\_\_\_\_

glimm\_\_\_\_\_

passeng\_\_\_\_\_

lobst\_\_\_\_\_

monst\_\_\_\_\_

stamm\_\_\_\_\_

blund\_\_\_\_\_

gangst\_\_\_\_\_

Octob\_\_\_\_\_

scamp\_\_\_\_\_

1. Did you remember to put change in the meter when you parked the car?
2. Some people think that if they flatter you, they can get you to do anything.
3. This cluster of buds belongs to her prize aster plant.
4. The former boss at the diner was quite strict and had a wicked temper.

### List 3

twelv\_\_\_\_\_

discriptiv\_\_\_\_\_

duls\_\_\_\_\_

corps\_\_\_\_\_

involv\_\_\_\_\_

impuls\_\_\_\_\_

activ\_\_\_\_\_

respons\_\_\_\_\_

captiv\_\_\_\_\_

codens\_\_\_\_\_

destructiv\_\_\_\_\_

intens\_\_\_\_\_

Find words with the job of e. Which words have silent e making the vowel sound long? Which words have the silent e after an s, v, or z?

1. Shelve the five boxes of dulse with the dates to expire on top.
2. It is a festive dress-up date and the classes will spend the next six lunchtimes to get set.
3. Miss Ponse can solve twelve problems that involve a lot of complex math.

## REVIEW WORDS

ember

irks

berth

depressing

armed

hormone

garment

placemat

cinder

impressing

enforce

chirping

dense

swerve

flustered

reports

cyclone

ginger

gyrate

tempered

digested

tormenting

first

artists

## WHAT SAYS?

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

r-controlled, ar, or, er, ir, ur, se/ve/ze

In this lesson, we learned the R-controlled Syllable Type.

It is identified by a single vowel is followed by an r. The vowel sound is controlled by the 'r.'

### R-controlled Syllables

- ar – car – /ar/



- or – horn – /or/
- er – her /er/
- ir – bird /er/
- ur – burn /er/

We also learned the ve/se/ze Spelling Pattern Generalization.

An /s/, /v/ and /z/ is spelled with se, ve, and ze at the end of words. This is a job of e. No English word ends in v or z and only a few irregular words (like was) ends in s.

Examples: horse, serve, blaze

## PRACTICE

1. Complete the following in each of the words below.
  - Circle the suffix.
  - Place each syllable in the correct column.

Word	Open	Closed	VCe	R-controlled
test				
dens				
clone				
gyrate				
digested				
native				
successes				
pressing				
hormone				
placemat				
impressing				
spiders				
tempered				

2. Circle the ar, or, er, ir or ur in each word. Read the words.

ember

flustered

birth

swerve

armed

reports

garment

ginger

cinder

tormenting

nurse

artists

3. Add the 'e at the end of these words:

starv\_\_\_\_\_

nerv\_\_\_\_\_

bronz\_\_\_\_\_

dispens\_\_\_\_\_

## 32. WORDS LISTS AND SENTENCES

---

fancy

incense

slurp

plaster

circus

chastise

thirty

thrive

thrifty

lazy

smart

since

**Highlight the words that are adjectives.**

1. Mandy wore a fancy dress to the dance.
2. I got rid of my old smart phone.
3. My lazy cat will not chase mice.
4. The trip will take thirty minutes.

**Review Words**

flank

surfer

started

porthole

extreme

invention

glaze

stir

empty

cellphone

inspected

flakes

ingested

impression

curves

slice

impressing

swirling

curves

exported

reproduce

grudge

sorted

murmuring

## WHAT SAYS?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## SPELLING AND SENTENCE DICTATION

- |    |     |
|----|-----|
| 1. | 9.  |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. |     |

- 1.
- 2.
- 3.

## REVIEW

### Adjectives

In this lesson you learned about the part of speech known as adjectives.

### Adjectives

An adjective is a word that describes or modifies a noun (a person, place, thing or idea). An adjective can also describe a pronoun (takes the place of a noun – she is pretty).

Examples: **red** car; **twelve** donuts; **short** lady

## OTHER WAYS TO SAY:

Bad	Sad	Fast	Good	Little	Big
awful rotten	gloomy glum	brisk dash	terrific amazing	mini petite	enormous huge
horrible	dismal	zippy	excellent	teeny	vast
evil	somber	swift	wonderful	tiny	massive
lame	blue	quick	superb	wee	oversized
lousy	down	hasty	grand	young	jumbo
worthless	troubled	rapid	fabulous	stubby	gigantic
despicable	sorrowful	hurried	delightful	skinny	colossal

Tired	Nice	Very	Pretty	Happy
exhausted weary	charming kind	absolutely awfully	attractive beautiful	cheerful blessed
fatigued	nifty	certainly	delightful	chipper
sleepy	pleasant	clearly	fine	delighted
dog-tired	peachy	deeply	handsome	ecstatic
pooped	swell	greatly	darling	elated
enervated	lovely	extremely	appealing	gleeful
drowsy	ducky	truly	charming	joyful

## PRACTICE

Use the box below the sentences to place the adjective(s) and the noun(s) it is describing for each sentence.

1. Do you prefer red wine or white wine?

2. The test was not as hard as I thought it would be.
3. It will take two hours to drive to Bridgewater.
4. Jenny completed her algebra test.
5. The pretty girl is waiting.
6. She is waiting at the Chinese restaurant.
7. She is sitting at table five in the restaurant.
8. She is waiting for her swimming instructor.

**Adjective**

**Noun it is describing**

## 34. WORD LISTS AND SENTENCES

---

1. Add 'er' to each of the words below, and then read.
2. Which are nouns (one who)? Which are adjectives (comparing two)?

### List 1

mix\_\_\_\_\_

short\_\_\_\_\_

cold\_\_\_\_\_

export\_\_\_\_\_

plant\_\_\_\_\_

pitch\_\_\_\_\_

crisp\_\_\_\_\_

plump\_\_\_\_\_

1. Did you use your blender when you made the pumpkin donuts for the festive class party?
2. After the welders went to a fitness class some felt they were firmer and stronger.
3. These purebred dogs are not barkers but they are first rate jumpers.



**List 2**

mild\_\_\_\_\_

rich\_\_\_\_\_

smart\_\_\_\_\_

fast\_\_\_\_\_

old\_\_\_\_\_

firm\_\_\_\_\_

1. She twirled the fastest when the drums went wild.
2. This fall the sunshine was the strongest and the storms were the mildest.
3. The third time she went to bat she sent the ball the farthest and it landed against the fence.

**List 3**

kinder

revolted

hosts

blinding

winding

jolting

folded

minding

most

posts

scolded

thunderbolts

1. Vinny was a member of the Finders Club of Vermont.
2. This club finds pets that make the best match for people.

3. Pets that shed or molt are not the best for some people.
4. Pets that require constant minding all the time are not the best for those who go an office.

## REVIEW WORDS

first

shortest

chirping

plunge

irks

dissolve

postpone

centerfold

voltmeter

deported

grandchild

affirming

firmest

masterminds

hangers

pitcher

reminders

elongate

reposted

formulate

sufferer

cornering

cinderblock

margins

cozy

portions

partners

perches

plushiest

deported

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

ild, ind, olt, ost, suffix -er, suffix -est, adjective

In this lesson, we learned four new chunks. A chunk is a vowel followed by one or two consonants which makes the vowel sound not pure. They are the blue cards in our card deck.

### Chunks

- ild – child – /īld/
- ind – kind – /īnd/
- olt – bolt – /ōlt/
- ost – ghost – /ōst/

We also learned two new suffixes. Remember, a suffix is added to the end of a base word and changes the meaning or function of the base word.

### vowel suffix er – /er/ – one who or comparing two

- Means one who does something (a noun):
- The farmer plants his crops. This sentence tells about the farmer.
- or Comparing two, (an adjective):
- Examples: Nancy is shorter than Mary. This sentence compares the height of Nancy and Mary, two people.

### vowel suffix est – /est/ – comparing three or more

- Means comparing three or more and is in words that are

adjectives. For example,

- Nancy is the fastest runner in the school.
- This sentence compares Nancy's running to that of every other person in the school.

## PRACTICE

1. Underline the chunk in each word.

postpone

voltmeter

grandchild

reminders

reposted

centerfold

masterminds

2. Add the suffix that means 'one who' or 'comparing two':

wet\_\_\_\_\_

pitch\_\_\_\_\_

kind\_\_\_\_\_

3. Add the suffix that means 'comparing 3 or more':

slim\_\_\_\_\_

wet\_\_\_\_\_

fit\_\_\_\_\_

kind\_\_\_\_\_

4. Complete the following in each of the words below. Circle the suffix. Place each syllable in the correct column

<b>Word</b>	<b>Open</b>	<b>Closed</b>	<b>VCe</b>	<b>R-controlled</b>
test				
first				
chirping				
irks				
cinderblock				
cozy				
partners				
plug				
disrupt				
informing				
elongate				
formulate				
cornering				
margins				
portions				
perches				
deported				

## 36. WORD LISTS AND SENTENCES

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### List 1 Add -ed to these words

drag	trick
pin	tar
leg	regret
mind	clip
bless	star
turn	mar
film	stun

### List 2 Add -ing to these words

print	upset
tan	fib
bug	trip
web	sled
benefit	mess
sing	bet



**List 3 Add -er to these words**

blab	fret
jog	skip
blend	sad
dim	stiff

**List 4 Add -est to these words**

fast

big

**List 5 Add -s to these words**

span

slot

spot

run

1. My best friend, Kilby, is getting her home up to par for an Irish setter.
2. It was cute to see the setter as he begged for snacks.
3. Kilby had to stop him from nipping all the time.
4. He did become better at just wagging when he wanted a doggy

cracker.

5. The setter could be seen trotting beside Kilby as she jogged through the park.

## REVIEW WORDS

scamming

slimmer

spitting

planned

skits

oblong

skidding

starve

smashed

benched

devote

depressed

kinder

prevention

gripped

spinning

sandblasted

hamburger

nerve

fittest

dispense

bronze

hinting

wetter

child

cement

dings

dry

grunge

pitcher

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

1+1+1 (CVC) Spelling Rule

In this lesson, we learned the 1+1+1 (CVC) Spelling Rule. This rule states that when you have:

1 syllable base word +1 vowel + 1 consonant at the end of the word, you will double the consonant when adding a vowel suffix (-er, -est, -ing, -y).

### Example

Word	1 Syllable	1 Vowel	1 Consonant at the end	New Word
pit + ed	✓	✓	✓	pitted
tilt + ed	✓	✓		tilted
run + ing	✓	✓	✓	running
jump + ing	✓	✓		jumping
hot + est	✓	✓	✓	hottest
smart	✓	✓		smartest
fun + y	✓	✓	✓	funny
silk + y	✓	✓		silky

## PRACTICE

Complete the spelling of each word.

Example – scam + ed = scammed

slim + er =

spit + ing =

plan + ed =

skit + s =

skid + ing =

bench + ed =

depress + ed =

kind + er =

grip + ed =

spin + ing =

fit + est =

hint + ing =

wet + er =

ding + s =

## 37. WORD LISTS AND SENTENCES

---

### List 1

#### Identify words in these contractions

would've	we're	they've
he's	couldn't	I've
aren't	they'll	won't

#### Make contractions

they will	we are	could have
we have	will not	they are
I am	they have	would not

1. Jolene needs to check if they're coming in the morning or if their train comes later.
2. Perhaps we'll stay at a motel close by so we won't disrupt your home life too much.
3. The party will be from two until nine o'clock so just come when you've time. (Note: o'clock is from the old fashioned expression "of the clock")
4. She'd prefer to transcribe all her class notes herself to better understand the information.

**List 2**

<b>Singular Noun</b>	<b>Possession</b>	<b>Singular Possession</b>
nurse	basin	
binder	rings	
actor	script	
horse	stall	
lady	purse	
dog	bone	
hero	welcome	
flock	bard	
flock	barn	
fly	wings	
baby	crib	

1. Carmen's leg snapped when she slipped on the steps of her friend's deck.
2. The leg's swelling started to subside once she got some ice on her leg.
3. The ice was folded in one of her sister's dishcloths and was placed on Carmen's leg.
4. We drove as quickly as we could in Carmen's car trying to miss Lunenburg's traffic rush.
5. We promptly got the clerk's help when we came in with Carmen's leg all strapped up with the ice pack.



6. The emergency department's lobby and its hall were packed with people coming and going in all directions.

**List 3**

<b>Subject Noun</b>	<b>Possession</b>	<b>Plural Possession</b>
chipmunks	nuts	
vacationers	lodge	
foxes	den	
mustangs	range	
students	papers	
bankers	till	
The girls	possessions	
churches	bells	
rabbits	lettuce	
contractors	van	

1. The Browns' grass is so long it will take a hand clipper to cut first before the electric one.
2. He mapped all the vacation books' locations on his globe before he chose one with a place that really sparked his passion.
3. You'll need to unwind those or you'll get all the wires' connections mixed up.

## REVIEW WORDS

she'll

didn't

we've

Penny's

dredge

runners'

pledge

revolted

judge's

concentration

dredge

strange

splurge

milkshake

scanner

preventions

justice

embark

conclusion

distended

absolve

embrace

justice

infringe

## WHAT SAYS?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

### **Apostrophe; contractions, possessives singular, possessives plural**

In this lesson, we learned about contractions. A contraction pulls two words together. (Prefix -con, meaning together, and Latin root -tract -, meaning pull). The apostrophe (') shows that some letters were omitted. (Latin root -mit-, meaning to send, sent away). For example, the contraction for did not is didn't.

We also learned about the apostrophe s, which means belonging to. We can have a singular possessive as in Nancy's book. The book belongs only to Nancy. Or a possessive plural as in the boys' desks. The desks belong to more than one boy.

In summary use 's to indicate that an object(s) belongs to only one and s' to indicate that it or they belong to more than one.

## PRACTICE

1. Turn the following words into contractions.

is not

will not

she is

would have

they will

2. Write out the words in each of the following contractions.

they'd

they've

didn't

who's

he'll

3. Complete the following chart to show either singular or plural possession. Is it 's or s'?

<b>Singular Noun</b>	<b>Possession</b>	<b>Singular Possession</b>
Dog	bone	
skater	bag	
bird	feather	
lady	drink	

<b>Plural Noun</b>	<b>Possession</b>	<b>Plural Possession</b>
Tigers	stripes	
Detectives	badge	
men	room	
girls	pumps	

## 39. WORD LISTS AND SENTENCES

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### List 1

warp

quartz

ward

quartet

quarry

swarm

quart

rewarded

### List 2

work

worth

world

workhouse

1. If you want your plate warmed up you can put it in the microwave.
2. The number of storms we had this winter made it one of the worst.
3. The candy costs five cents for two or a quarter for twenty-five.

### List 3

burp\_\_

dad\_\_

bump\_\_

pup\_\_

fuzz\_\_

jump\_\_

mud\_\_

pepper

star\_\_

trend\_\_

slipper\_\_

word\_\_

Find where suffix y was used to make nouns. Find where suffix y was used to make adjectives.

1. It was a busy time for Cody because she had to help with the birth of the fluffy puppy.
2. Then she and her best friend, Burty, wore the same kind of frilly shirt to the party but no one called them silly.
3. Cody felt that she was lucky to have such a nice best friend.
4. Cody and Burty went to the next party where some man was too flirty with them.
5. They'd had a warning and so they sent this bratty man packing!
6. Afterwards, Cody and Burty went to find a fizzy drink in the Scottish quarter.

7. They'll remember this funny time for a long while!

**List 4**

hot	bland
cold	mad
glib	harsh
smart	tame
grand	even
strong	

What verb is the adverb with suffix ly describing?

1. They'll openly forgive their boss who had been so angry for the entire late shift.
2. The boss was embarrassed by how he had yelled so gruffly.
3. So the next shift, the boss met the staff warmly and spoke softly to them all.
4. They quickly presented their boss with a gift of freshly made pork dumplings.
5. Afterwards, this workplace became a place of nicely mannered workers.



## REVIEW WORDS

madly

smashingly

shortly

decline

hotly

worldwide

unworthy

formation

quarry

sequence

gingery

pensive

quartz

snappy

comprehension

bless

suspension

perplexed

comforting

vetch

retorted

dimmer

concave

drafty

franchise

## WHAT SAYS?

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

## SPELLING AND SENTENCE DICTATION

- |     |     |
|-----|-----|
| 1.  | 6.  |
| 2.  | 7.  |
| 3.  | 8.  |
| 4.  | 9.  |
| 5.  | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. |     |

- 1.
- 2.
- 3.

## REVIEW

chunks war/quar, wor, suffix y, suffix ly

In this lesson, we learned three new chunks. A chunk is a vowel followed by one or two consonants which makes the vowel sound impure. They are the blue cards in our card deck.

## Chunks

- war- warm – /wor/
- quar – quarter /kwor/
- wor – word – /wer/

We also learned two new suffixes. Remember, a suffix is added to the end of a base word and changes the meaning or function of the base word.

## Suffixes

Vowel suffix y – salty – /ē/ – Means full of or dear one, makes nouns.  
Suffix y is a vowel suffix.

Examples: dirty, funny

Suffix ly – softly – /lē/ – Makes adverbs which are words that describe verbs.

Examples: mostly, softly

## 40. END OF COURSE REVIEW

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1. Complete the following in each of the words below.

- a. Underline the suffix.
- b. Divide the syllables.
- c. State the syllable type of the first syllable, or the only syllable if it is a one syllable word.  
C – closed; VCe – Vowel Consonant e; O – Open; R – R-controlled

Example: pam per ed – C

consent

milkshake

expert

spry

bicep

pantry

torrent

perform

2. Underline the sound of g in each of these words.

- a. pungent – /g/ or /j/?
- b. gyroscope – /g/ or /j/?
- c. gigantic – /g/ or /j/?

3. Underline the sound of c in each of these words?

a. clergy – /k/ or /s/?

b. cummerbund – /k/ or /s/?

c. decide – /k/ or /s/?

4. Complete the spelling of each of these words.

a. k or ck?

kĩ\_\_\_ fun\_\_\_

fun\_\_\_

b. ge or dge?

dö\_\_\_\_\_

splur\_\_\_\_\_

c. c or k?

\_\_\_\_atch

\_\_\_\_\_ick

d. ch or tch?

fě\_\_\_\_\_

crun\_\_\_\_\_

5. Underline the chunk in each of these words.

flunk

wild child

most

quartz

mink

oblong

Hong Kong

worldly

6. Underline the suffix in each of these words. What does the suffix

mean?

- a. lucky
- b. deciphered
- c. corrupted
- d. glummost
- e. expertly
- f. forecaster
- g. blender
- h. depiction

7. Place an X for the job of e in each of these words. If there is more than one job of e, place an X in each column.

Word	VCe	Soft c	Soft g	ve/se/ze
revolve				
expense				
enclave				
misplace				
cringe				
pensive				
engage				
dice				
convince				

8. Complete the spelling of each words below.

sun + y =

swing + ing =

sway + ed =

readmit + ed =

stop + ed =

skate + s =

bid + ing =

fret + s =

---

## IMPORTANT TERMS

### Vowels

The Vowels (a, e, i, o, u and sometimes y and w) are always voiced. Our mouths are always open when we produce a vowel sound. Vowels can be long or short. The long vowel sound says the name of the vowel.

a, apple, /ă/ a, cake, /ā/ a, baby, /ā/

### Consonants

Consonants can be voiced or unvoiced. We stop a consonant sound by using our teeth, tongue or lips.

- b, boy, /b/ c, cat, /k/ c, city, /s/ d, dog, /d/
- f, fish, /f/ g, goat, /g/ g, giraffe, /j/ h, hat, /h/
- j, jam, /j/ k, kite, /k/ l, lamp, /l/ m, man, /m/
- n, nut, /n/ p, pan, /p/ qu, queen, /q/ r, rat, /r/
- s, sun, /s/ s, nose, /z/ t, top, /t/ v, vest, /v/
- w, wind, /w/ x, box, /ks/ y, yo-yo, /y/ z, zebra, /z/



## Syllable

A syllable is a word or part of a word with a vowel sound. Every syllable has a vowel.

## Consonant blends

consonant blends are two or three consonants whose sounds are heard, but are said very closely together. Examples:

bl (blaze), br (broke), cl (clip), cr (crab), dr (drink), fl (floss), fr (frog), gl (glass), gr (grapes), pl (plate), pr (prince), sc (scarf), scr (scrape), sl (slip), sm (small) sn (snap), sp (spy), spl (splash), spr (spring), squ (squirt), st (stop), str (stripe), sw (swing).

## Diagraph

two letters that make one sound. Example: ch (chin, punch), ck (track), ph (phone, graph), sh (ship, wish), th (thumb, path), wh (whip).

## Trigraph

three letters that make one sound. Example, tch (witch), dge (fudge).

## Compound words

two words that combine to make a new word with new meaning. Examples: baseball, cupcake.

## Base word

A word that can stand alone and have meaning.

Examples: cat, fox, farm, hard, fun, wise

## Suffix

Added to the end of a base word and changes the meaning or function of the word.

Examples: cats, foxes, farmer, rented, hardest, funny, wisely

## Jobs of e

The letter 'e' has several jobs in the English language.

- It is used to make the long vowel sound in the v-e syllable type.  
Examples: cake, eve, bike, home, cube, flute
- It follows a s, v or z at the end of words. Examples: close, give, maze
- It follows the letters c and g to make their soft sounds, /s/ and /j/. Examples: face, mice, age, lodge

## Noun

A person, place, thing or idea.

## Verb

An action word.

## Adjective

Describes a noun.

## Adverb

Describes a verb, and adjective or another adverb.

## SPELLING GENERALIZATIONS & RULES

### FLSZ Spelling generalization

In a one syllable word, where f, l, s, z follows a short vowel, double the f, l, s, z. Examples: buff, fill, cross, jazz

### Cat/Kite Spelling generalization

A /k/ sound at the beginning of a word is spelled with c when followed by a, o, u or the consonants l and r.

Examples: cast, cop, cup, clip, crop.

### A /k/

The sound at the beginning of a word is spelled with k when followed by i or e.

Examples: kit, keg

## **k-ck**

Spelling generalization – the /k/ sound at the end of a word is spelled with k when it immediately follows a consonant or a long vowel.

Examples: milk, lake, jerk, bike, fork, puke.

## **/k/**

The sound at the end of a word is spelled with ck when it immediately follows a short vowel.

Examples: lack, speck, trick, clock, truck

## **ch-tch Spelling generalization**

The /ch/ sound at the end of a word is spelled with ‘ch’ when it follows a consonant.

Examples: ranch, bench, birch, porch, lunch.

## **/ch/**

The sound at the end of a word is spelled ‘tch’ when it immediately follows a short vowel.

Examples: latch, fetch, witch, notch, hutch.

## **Rabbit Spelling generalization**

The first syllable is closed, with the short vowel sound. Add a consonant to the second syllable. The extra consonant “protects” the vowel to keep the sound short.

Examples: rabbit, better, litter, bobbin, summit

## Gentle Cindy

The c says /s/ when followed by e,i, or y.

Examples: city, cent, cycle.

## /j/

g says /j/ when followed by e, i, or y.

Examples: gem, giraffe, gym

## 'er'

Spelling generalization – er is commonly used to spell the /er/ sound at the end of longer words.

Examples: remember, December, paper

## se/ve/ze

Spelling generalization – e will follow the letter s (note: NOT suffix s), v and z at the end of words.

Examples: phase, tense, have, drive, froze, daze

## 1+1+1 doubling (CVC) rule

This rule states that when you have a 1 syllable base word with 1 vowel followed by 1 consonant, you will double the consonant when adding a vowel suffix (1+1+1).

Examples: fitted, starring, shopper, hottest, funny

## ge-dge rule

The /j/ sound at the end of words will be spelled with 'ge' when it follows a consonant or a long vowel. Examples: large, page, strange.

## /j/

The /j/ sound at the end of words will be spelled 'dge' when it immediately follows a short vowel.

Examples: badge, wedge, fridge, lodge, fudge

## SYLLABLE TYPES

### Closed

A closed syllable has a vowel followed by 1 or 2 consonants. The vowel sound is short.

Examples: bath, test, kit, chop, stump.

### VCe

The vce syllable has a vowel followed by a consonant followed by the letter e. The vowel sound is long.

Examples: cake, eve, bike, home, cube, flute.

### Open

The open syllable ends in a vowel. The vowel sound is long.

Examples: we, hi, go, flu.

## R-controlled

The r-controlled syllable has a vowel followed by the letter r. The r-controlled syllables are ar, or, ir, ur, er.

Examples: car, fern, bird, corn, nurse.

## SUFFIXES

### -ed (ĕd,d,t)

Means in the past.

Examples: rented, hanged, missed

### -er

Means one who does something or comparing two things.

Examples: farmer, faster

### - es

Means more than one (noun) or creates a verb.

Examples, catches, buses, boxes, clashes, fizzes

### -est

Compares three or more people/things.

Examples: fastest, wettest, slimmest, shortest.

## -ing

Means happening now.

Examples: landing, herding, fitting, hopping, running

## -ly

Creates adverbs

Examples: wisely, hardly

## -s

Means more than one or creates a verb.

Examples: cats, dogs, s/he runs, s/he farms

## -sion

Creates nouns

Examples: (explode) explosion, (conclude) conclusion, (impress)  
impression

## -tion

Creates nouns

Examples: (educate) education, (communicate) communication,

## -y

Means 'full of' or 'cute one/dear one.'

Examples: dirty, funny, sloppy,



## SYLLABLE DIVISION PATTERNS

### VC/CV

The syllable divides between the consonants. Examples: admit, concert

### VC/CCV, VCCCV AND VCCCCV

The syllable division depends on where consonants blends and diagraphs are in the word. Keep blends and diagraphs together.

Examples: lobster, pumpkin

### VCE/CV

The syllable divides after the e.

Examples: homework, makeshift

### V/CV

The syllable divides after the first vowel. The first syllable has a long vowel sound.

Examples: hotel, baby, item, unit, event

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