

READING ESSENTIALS 1 STUDENT WORKBOOK

MEREDITH HUTCHINGS; JOCELYN BOYD-JOHNSON; AND
NANCY HARVEY

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

Created by Meredith Hutchings, Jocelyn Boyd-Johnson & Nancy Harvey for use in the Reading Essentials 1 course at the Nova Scotia Community College.

1. THE STRUCTURE OF THE ENGLISH LANGUAGE

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.¹
- 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. SHORT VOWELS

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

List 1

cap	tab
pat	bat
fat	hap
cab	bap
map	pab
tap	jat
hat	bab
at	fap
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

hap

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	jat	hap
mab	pab	fam	hab	fap

3. WORD LISTS AND SENTENCES

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

List 1

kid	fit
bib	rid
pit	rib
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.

List 2

wil___

nif___

sas___

vil___

mif___

paz___

fiz___

cas___

stil___

sif___

mis___

bizz___

jaz___

nif___

bif___

ras___

pas___

vis___

sil___

paz___

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. |

- 1.
- 2.
- 3.

REVIEW

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 – /ɪ/

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, where f, l, s, z follows a short vowel, double the f, l, s, z.

Examples: buff, fill, cross, 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).

Example: 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	

4. READING - THE MANY FACES OF GENIUS

READING STRATEGIES

Readers check their understanding of a text while they read. Throughout the readings in this workbook, you will practice strategies for checking whether you are really thinking about the words on a page.

VISUALIZING

One strategy is to stop after each paragraph and ask yourself: Can I picture what the text is describing, like a movie playing in my mind? If you can't picture it, then go back and try to visualize as you re-read the paragraph. If you like to draw, you can even doodle the pictures you see in your mind in the space beside the paragraph.

TOPIC AND MAIN IDEA

Topic

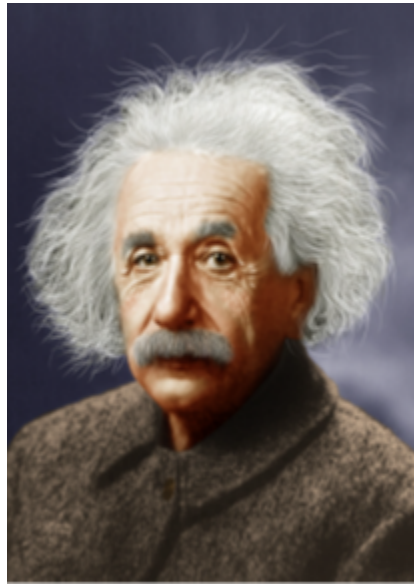
The topic of a text is the person or thing that the text is written about. To find the topic, start by looking at the title of the text. The title *The Many Faces of Genius* tells us that the topic of this text is about genius.

Main Idea

The main idea is the point the writer is making about the topic. We can figure out the main idea by looking for the point of each paragraph. A text is usually written for one main purpose:

Purpose	Example
To describe something	What is the town of Lunenburg, NS like?
To explain how to do something	How do you bake salmon?
To tell a story about something	What's the story of Glooscap?
To compare different things	Do you prefer biking or taking the bus? Why?
To explain the advantages or disadvantages of something	What are the advantages of waking up early?
To summarize something	What was the movie Black Panther about?

THE MANY FACES OF GENIUS



Albert Einstein –
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Wikimedia Commons

Is intelligence something that is measured by success in school? Not always. In 1895, Albert Einstein wrote an exam to get into university. He failed all the non-science parts of the test. Yet Einstein went on to become one of the world's best-known geniuses. Winston Churchill struggled in school and failed sixth grade. He went on to win a Nobel Prize and be elected prime minister of the United Kingdom twice. Whoopi Goldberg struggled to read and write and eventually dropped out of high school. She went on to win every major award for excellence in show business: the Oscar, Emmy, Tony, and Grammy.



Whoopi Goldberg – Stacy M.
Brown, *The Cincinnati Herald*,
2024

These stories show us that intelligence is more complex than something that can be measured by schoolwork and tests. In fact, intelligence is so complex that scientists cannot even agree on how to define it. Some people think of intelligence as the ability to solve problems, learn new things, or adapt to new situations. Others think of intelligence as the ability to cope in the world.

Being intelligent is often seen as the same as being good at reading, writing, and math. These are the subjects that schools tend to focus on. But people can be intelligent in a variety of different ways. For example, people can be:

- Picture smart: able to visualize, read maps, and draw

- Word smart: able to read, write, tell stories, and explain things
- Logic smart: able to solve puzzles, work with shapes, see patterns, or figure out machines like computers
- Body smart: able to dance, act, play sports, or work with their hands
- Music smart: able to pick up a tune or rhythm, sing, play an instrument, or compose music
- People smart: able to get along with people, understand how others are feeling, or give good advice
- Self smart: able to sort out their feelings, know their strengths and weaknesses, or make personal decisions
- Nature smart: able to understand the natural world and their role in it

To learn more about what you are good at, try out the quiz at <http://www.literacynet.org/mi/assessment/findyourstrengths.html>. This website will also give you ideas for using your strengths to improve your reading and writing skills.

LESSON 4 PRACTICE

The text has four paragraphs. Find the paragraphs that match each of the main ideas below.

1. It is difficult to define intelligence. _____
2. There are different ways to be smart. _____
3. Intelligent people don't always do well in school. There are many examples of geniuses who struggled in school. _____
4. You can find out about your strengths by taking a quiz on the Internet. _____

LESSON 4 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. |

- 1.
- 2.
- 3.

LESSON 4 REVIEW

TOPIC AND MAIN IDEA

Topic

The topic of a text is the person or thing that the text is written about. To find the topic, start by looking at the title of the text. The title *The Many Faces of Genius* tells us that the topic of this text is about genius.

Main Idea

The main idea is the point the writer is making about the topic. We can figure out the main idea by looking for the point of each paragraph. A text is usually written for one main purpose:

Purpose	Example
To describe something	What is the town of Lunenburg, NS like?
To explain how to do something	How do you bake salmon?
To tell a story about something	What's the story of Glooscap?
To compare different things	Do you prefer biking or taking the bus? Why?
To explain the advantages or disadvantages of something	What are the advantages of waking up early?
To summarize something	What was the movie <i>Black Panther</i> about?

5. VC/CV SYLLABLE DIVISION

List 1

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

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

vinham

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. |

- 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

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

List 1

cash	lick
Chad	whip
shack	finch
dish	thiff
path	pash
sash	sath
thin	pith
bath	fash
whizz	fith
hiss	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	shanch
than	pincam
dams	han
ranch	cham
frantic	sannam
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	chall
pall	whold
tall	chall
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

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. |

- 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

7. WORD LISTS AND SENTENCES

Short o (ö); qu, x, consonant y

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. |

- 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 – /ɒ/

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

8. WORD LISTS AND SENTENCES

Short u (ŭ); ck, k-ck, Cat Rule

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

_____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. |

- 1.
- 2.
- 3.

REVIEW

Short u (ü); 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

The k-ck Spelling Generalization – the /k/ sound at the end of a word is spelled with k when it immediately follows a consonant or along vowel.

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

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

Examples: lack, speck, trick, clock, truck.

PRACTICE

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

_____help

mö_____

_____uss

_____eg

s_____it

chě_____

9. WORD LISTS AND SENTENCES

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

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 Ken 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

fetch

lent

mess

hatch

itch

keg

mock

milk

bunch

rust

fog

fuss

dunk

bash

munch

cuss

notch

contest

Ketchup

expel

expect

tandem

sudden

mascot

Windex

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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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/

The 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.

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

Examples: latch, fetch, witch, notch, hutch

PRACTICE

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

fě_____

fě_____

mul_____

ha_____

ha_____

bun_____

no_____

la_____

crun_____

di_____

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

10. WORDS LISTS AND SENTENCES

VCCCV Syllable Division, consonant blends

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

clop

gland

frond

scram

brim

whisk

tusk

ranch

yell

next

quilt

misstep

district

tendrils

withheld

instep

expand

conflict

upheld

entrap

eggplant

inject

inspect

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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|----|-----|
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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

clap

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

11. WORD LISTS AND SENTENCES

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

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

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. |
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SPELLING AND SENTENCE DICTATION

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|----|-----|
| 1. | 6. |
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| 5. | 10. |

- 1.
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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		

12. REVIEW

What is the floss spelling guide?

Underline the word from this list that are floss words?

bill

pass

hiss

trill

lass

spill

spat

scrap

print

dill

zap

pass

fill

win

razz

mint

Divide these words by syllable.

Place a V above each vowel. Place a C above each consonant between the vowels.

victim

dapnit

nitwit

radsig

griffin

figrap

kidnap

winzap

plastic

bimsap

passed

vaptin

lactic

labnit

limpid

pitcap

Underline the diagraph in each of these words.

Bold the chunk in each of these words. Underline the nonsense words.

cash

fall

camp

lick

shack

whip

chick

finch

path

thiff

thin

sall

sand

sath

bold

pith

nold

fith

mish

vam

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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13. NOUNS/SUBJECTS – SENTENCES, CONJUNCTIONS

A basic sentence has two parts. The first part is called the subject. The subject tells us who or what the sentence is about.

Note: The subject in a sentence can also be referred to as a noun.

NOUNS/SUBJECTS

Nouns are usually the subject in a sentence.

A noun can tell you who or what the sentence is about.

- A **noun/subject** can name a **person**: Woman
- A **noun/subject** can name a **place**: School
- A **noun/subject** can name a **thing**: Computer
- Sometimes a **noun/subject** can name things we cannot see: thoughts, emotions

Nouns/Subjects that we cannot see are called **abstract nouns/subjects**.

Read each word. Place each noun in the correct column.

Word	Person	Place	Thing	Abstract
phase				
patch				
Jane				
cat				
love				
task				
Timbit				
mule				
clock				

Revise each sentence so it has a capital letter at the beginning and a punctuation mark at the end. Underline the subject/noun in each sentence. Read each sentence.

- the cat can jump to the top
- jan ran a mile
- a rat made a hole
- the idea came to jake

COMMON NOUNS

Common nouns give the general name of a person (lady), place (school) or thing (computer).

- My son went to the mall.

- In the sentence above, we are talking about the son. Son is the subject in the sentence.
- The city is quiet at night.
 - In the sentence above, we are talking about the city. City is the subject in the sentence.
- My computer went on the blitz.
 - In the sentence above, we are talking about the computer. Computer is the subject in the sentence.
- The rights were accepted in 1948.
 - In the sentence above, we are talking about the rights. Rights is the subject in the sentence.

PROPER NOUNS

Proper nouns are nouns that give the specific name of:

- a person (Jocelyn)
- a place (NSCC)
- a thing (Macbook)
- An abstract noun (Universal Declaration of Human Rights)

REMEMBER: Proper nouns always begin with a capital letter.

Examples

- My son went to the mall.

Jacob went to the mall.

- In the sentence above, we are talking about the specific person Jacob. The proper noun Jacob is the subject in the sentence.

- The city is quiet at night.

Halifax is quiet at night.

- In the sentence above, we are talking about the specific city of Halifax. The proper noun Halifax is the subject in the sentence.

- My computer went on the blitz.

- My MacBook went on the blitz.

- In the sentence above, we are talking about the specific computer brand MacBook. The proper noun MacBook is the subject in the sentence.

- The rights were accepted in 1948.

- The Universal Declaration of Human Rights was accepted in 1948.

- In the sentence above, we are talking about the specific rights in the Universal Declaration of Human Rights. The

proper noun Universal Declaration of Human Rights is the subject in the sentence.

Write a proper name for each of the common names. Read the words.

Common Name	Proper Name
girl	
boy	
dog	
puppy	
teacher	
park	
street	
building	
month	

CONJUNCTIONS

A conjunction is the part of speech used to join words, or phrases.

Example

Gail and Pamela walk to class together.

and is linking the two subjects

Gail – Pamela.

When there are two or more subjects in a sentence, these are compound subjects.

Example

Gail and Pamela walk to class together, but they always take a short cut.

but is linking the two phrases

Gail and Pamela walk to class together – they always take a short cut.

Example

The tire went flat just as they turned the corner, so they stopped to change it.

so is linking the two phrases –

The tire went flat just as they turned the corner – they stopped to change it.

If you are using a conjunction to join compound subjects, or two groups of words, don't forget to use a comma.

Remember: The comma is placed before the conjunction.



COORDINATING CONJUNCTIONS - FANBOYS

English Grammar

- **Coordinating conjunctions** are used to link or join two words or phrases that are equally important and complete in terms of grammar when compared with each other.
- The sentences or words do not depend on anything to give themselves meaning.



For	= Because	➔	I told her to leave, for I was very tired.
And	= In addition to	➔	I like football, and I like hockey.
Nor	= And not	➔	I have neither done the dishes nor the laundry.
But	= However	➔	She's 85 but she still goes swimming every day.
Or	= Either	➔	I will eat either a hamburger or a hotdog.
Yet	= But	➔	The weather was cold, yet bright and sunny.
So	= Therefore	➔	It was still painful so I went to see a doctor.



These conjunctions are always placed between the two clauses or words that they are joining.

www.eslgrammar.org

Underline the conjunction(s) once in each of the following sentences.
Underline the compound subjects twice.

1. Gran and Mom jog, so they get fit together.
2. Jake and Jill clap, but Jim did not like the band, so he did not clap.
3. The pads, pens, and clips came, but the box they came in was

wet.

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

- The subject in a sentence tells us who or what the sentence is about. The subject can be a person, place, thing, or idea.

- Some nouns are common that give the general name of a person, place, thing, or idea. (girl, boy, day, dog, teacher, puppy)
- Some nouns are proper that give the specific name of a person, place, thing, or idea. (Jan, Mike, Monday, Zip, Nancy, Jake)
- When there is more than one subject, it is called a compound subject.
- When the subject in a sentence has a series of three or more, commas a conjunction should be used.
 - Example: Jack, Jane, Steve and Bess jog.

PRACTICE

Place each noun in the proper column.

Noun	Common Noun	Proper Noun
Halifax		
James		
cat		
stove		
jazz		
Boston		
cupcake		
homerun		

Revise each sentence so it has a capital letter at the beginning and a punctuation mark at the end. Underline the subject/noun in each sentence. Read each sentence.

- the dog ate my homework
- jack sat on a tack
- a frog is in the pond
- where is the dress

14. WORD LISTS AND SENTENCES

VC/VCe, VCe/CV, compound words

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
explode	runfate

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	cupcake

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?

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SPELLING AND SENTENCE DICTATION

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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_____

swĭ_____

15. READING: MEMORY MAGIC



Playing cards (Pixabay)

Dave Farrow is a Canadian recorded in the Guinness Book of World Records for Greatest Memory. As a student, Dave had a learning disability called dyslexia. He found ways to improve his memory in order to do well in school despite his struggles with reading and writing. In 2008, he set a world record by memorizing the order of 59 decks of playing cards in two days.

How did his brain store all this information? Dave says anyone's brain can do it, but it helps to understand how memory works. Your brain is constantly taking in information through your senses. The

information enters your sensory memory, which can hold lots of information, but only for a few seconds. If you ignore the information, your brain throws it away. If you pay attention to the information, it goes into your short-term memory. This is why learning to pay attention is an important first step. To help the brain focus, Dave recommends breaking big tasks down into smaller tasks. He sets a timer and works as hard as he can for short periods of time until the timer goes off. Then he takes a small break. This keeps his focus strong.

Your short-term memory can only hold information for 15 seconds to a few minutes. In addition, short-term memory can only hold about seven things at a time. Memory champions like Dave have to hold long lists of information in their short-term memory at one time. To do this, they use different tricks.

One trick is to look at the first letter of each word in the list you want to memorize. Then, make a word or phrase using all those letters. This is called an acronym. For example, if you want to remember all the colours in the rainbow, try remembering the name Roy G. Biv. Each letter in Roy G. Biv matches the first letter of a colour: red, orange, yellow, green, blue, indigo, violet. When you want to remember the colours of the rainbow, just think of Roy G. Biv and you will have an easier time.



*Dave Farrow – Zacharylim, CC
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<[https://creativecommons.org/
licenses/by-sa/4.0/](https://creativecommons.org/licenses/by-sa/4.0/)>, via
Wikimedia Commons*

Another trick is to organize information into chunks. For example, when you try to remember a telephone number, your brain usually remembers it in chunks. You remember the area code as one chunk, the next three numbers as a chunk, and the final four numbers as a chunk. This way, your brain only has to remember three things instead of 10. This works for words as well as numbers. Say you want to improve your vocabulary. When you learn a new word, study words that share the same meaning. This way, you learn several new words at one time and you only need to memorize one definition. This is called a synonym. For example, these words mean big: huge, enormous, gigantic, large, and massive.

A third memory trick is to use visualization. Say you want to memorize how people developed from wormlike creatures into human beings. First, create a picture in your mind for each stage (I can see a worm, a fish, a monkey, and a human). Then, think of a path you regularly walk along. For example, I often walk from the sidewalk, into my house, and into the kitchen.

Finally, imagine each picture in a place along your path. For instance, in the garden I can see a worm. Beside the garden is a garbage can. I imagine the garbage can is full of rainwater and inside I can see a fish. I go in the house, and the first door goes into a bedroom. I can see a monkey jumping on the bed. Next to the bedroom is the kitchen. My partner, a human, is cooking dinner. If I visualize that path a few times, I'll have the information memorized. Visualization works because the brain remembers images well, and the wackier the image is, the easier it is to remember.

If you don't keep using the information, your brain throws it away. If you keep reviewing the information, it will go into your long-term memory. The more you practice recalling the information, the better you will be at remembering it. Try these tips the next time you need to remember a phone number, a new word, or something for school.

READING STRATEGIES

5W – Ask Questions

Readers check their understanding of a text while they read. One strategy is to stop a few times in the text to ask yourself: Can I answer any of the five W questions: who, what, where, when, or why? If you can answer at least three of these questions, then you are thinking about what you are reading.

Summarize

Readers check their understanding of a text while they read. One strategy is to stop after each paragraph and try to retell the main idea in your own words.

PRACTICE

Something is incorrect in each of these sentences. Cross out the incorrect words. Add the correct words.

1. Your long-term memory only holds information for a few seconds.

2. Your short-term memory can hold about 15 things at a time.

3. Dave recommends breaking big tasks into smaller tasks, working hard for short periods of time, and taking short breaks to help your mind remember.

4. Roy G. Biv stands for red, orange, yellow, green, brown, indigo, and violet.

5. The text suggests that you memorize an address or vocabulary words in chunks.

WHAT SAYS?

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

SPELLING AND SENTENCE DICTATION

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

- 1.
- 2.
- 3.

REVIEW

5W – Ask Questions

Readers check their understanding of a text while they read. One strategy is to stop a few times in the text to ask yourself: Can I answer any of the five W questions: who, what, where, when, or why? If you're

able to answer at least three of these questions, then you are thinking about what you are reading.

Summarize

Readers check their understanding of a text while they read. One strategy is to stop after each paragraph and try to retell the main idea in your own words.

16. PREDICATE/VERBS – SENTENCES

One part of a sentence is the subject. The other part is the action or the predicate. The predicate tells us what the subject in the sentence is doing or feeling. The predicate in a sentence is the action of the subject. The predicate can be physical, mental (feeling), or it can be a helping/linking word in the sentence. Note: The predicate in a sentence is sometimes referred to as the verb.

HELPING VERBS

- Some sentences need a helping verb.
- A helping verb generally comes before a verb that ends in ‘ing’.
- In the following sentence, we could not say: Serena going to the movies.
- A helping verb is needed.

COMMON HELPING VERBS

be	have	shall	can
do	am	has	should
could	does	is	had
will	may	did	are
would	might	must	was
were	been		

LINKING VERBS

Some sentences need a linking verb.

A linking verb is used to connect, or link, the subject of a sentence with another word that either renames or describes the subject.

In this sentence, we could not say: Peter carpenter. A **linking verb** is needed.

Example

Peter is a carpenter.

In the above sentence, **is** links the subject – Peter – to a phrase that renames Peter.

Peter = carpenter. The linking verb **is** renamed Peter.

In this next sentence, we could not say: That carpet dirty. A **linking verb** is needed.

Example

That carpet was dirty.

In the above sentence, **was** links the subject – carpet – to the word dirty to describe the carpet.

carpet = dirty. The linking verb **was** describes the carpet.

Place a checkmark in the correct column for each predicate/verb.

Predicate	Physical	Feeling	Helping/Linking
slip			
was			
take			
love			
will			
swam			
trust			
is			
use			
pass			
fill			
stash			

Read each word. Are these words nouns or verbs? Place a checkmark in the appropriate column.

Word	Noun	Verb
chase		
cloth		
run		
hide		
dismiss		
invent		
cupcake		
homerun		

WHAT SAYS?

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|----|-----|
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| 2. | 7. |
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SPELLING AND SENTENCE DICTATION

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| 1. | 6. |
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- 1.
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- 3.

REVIEW

In the lesson we learned about predicates/verbs. One part of a sentence is the subject. The other part is the action or the predicate. The predicate tells us what the subject in the sentence is doing or feeling. The predicate in a sentence is the action of the subject. The predicate can be physical or it can be a helping/linking word in the sentence. **Note:** The predicate in a sentence is sometimes referred to as the verb.

HELPING VERBS

- Some sentences need a helping verb.
- A helping verb generally comes before a verb that ends in 'ing'.
- In the following sentence, we could not say: Serena going to the movies.
- A helping verb is needed.

COMMON HELPING VERBS

be	have	shall	can
do	am	has	should
could	does	is	had
will	may	sis	are
would	might	must	was
were	been		

LINKING VERBS

Some sentences need a linking verb.

A linking verb is used to connect, or link, the subject of a sentence with another word that either renames or describes the subject.

In the sentence below, we could not say:

Peter carpenter. A **linking verb** is needed.

Example

Peter is a carpenter.

In the above sentence, **is** links the subject – Peter – to a phrase that renames Peter.

Peter = carpenter. The linking verb **is** renamed Peter.

In this next sentence, we could not say:

That carpet dirty. A **linking verb** is needed.

Example

That carpet was dirty.

In the above sentence, **was** links the subject – carpet – to the word dirty to describe the carpet.

carpet = dirty. The linking verb **was** describes the carpet.

PRACTICE

Underline the subject once, and the predicate twice in each sentence?

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

Place each verb in the correct column.

Verb	Physical	Mental	Helping/Linking
slip			
drop			
take			
would			
grill			
swam			
trust			
ran			
shall			
pass			
fill			
stash			

Underline or highlight the predicate in each sentence.

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

17. WORD LISTS AND SENTENCES

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

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

firehose

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. |

- 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 Generalization

The **Rabbit Spelling generalization** – When the first syllable in a word is a closed syllable, with a 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

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: in tend

a. Atlantic

b. backlash

c. empire

d. lobster

e. ostrich

18. WORD LISTS AND SENTENCES

Suffixes -s, -es Nouns/Verbs

Add suffix s to the following words.

List 1

frame_____

run_____

sit_____

bloke_____

gut_____

bake_____

spike_____

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.

Add suffix es to these words.

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

glints

drapes

ditches

dispels

mismatches

bunches

compresses

makeshift

capsize

sudden

prise

supplant

falls

uphold

engulf

blanches

instilles

compose

subtracts

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. |

- 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

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

s___etches

s___ratches

s___otches

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

př_____

pin_____

mun_____

Circle the compound words.

compose

uphold

makeshift

subtract

capsize

sudden

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		

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

19. WORD LISTS AND SENTENCES

Open Syllable and Chunks ang, ing, ong, ung, ank, ink, onk, unk

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

bi

stunt

we

oblong

clank

bro

skunk

insist

springs

spunk

banks

catches

backtracks

submits

shrinks

fizzes

unsung

whines

enclose

jinxes

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. |

- 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

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			

19. 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. |

- 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			

20. WORD LISTS AND SENTENCES

List 1

photo	strident
tulip	locust
cupid	basin
unite	tipen
trident	shofend
bison	plathog
finite	scruthump
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

bang_____	long_____	rank_____	ring_____
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

student

music

relaxing

trifold

begins

resisting

dunks

depending

silent

revive

latex

depending

bling

moment

unlatches

belongs

intends

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

V/CV Syllable division and suffixing

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: lasting**, send**ing**, bring**ing**, stock**ing**, fuss**ing****

PRACTICE

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		

21. 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

happy

skimped

baby

mentioning

envy

unjust

Emmy

potion

sty

rejected

plucked

protracted

scratching

contemplate

stenches

detentions

banged

cry

depending

begins

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. |

- 1.
- 2.
- 3.

REVIEW

Vowel y (ī, ē), Spelling y generalization

Vowels

y – fly – /ī/ – Vowel y says ī at the end of a 1 syllable word or a short syllable. **Examples: by, shy, fry**

y – candy – /ē/ – Vowel y says ē 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

invasions

unjust

protracted

potion

detentions

scratching

stenches

22. WORD LISTS AND SENTENCES

Soft c and g

List 1

ice	cyphin
spice	cendrun
decide	grice
census	place
pencil	strace
sentence	frece
exceot	citzap
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

excess

cypress

spy

lunge

nasty

gestation

truce

device

angry

going

census

stage

grunge

sly

convent

placate

intentions

defending

drilled

copy

wage

pantry

ingest

sty

gossip

locate

guru

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. |

- 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

The **soft c, soft g Spelling Generalization (Gentle Cindy)** – c says /s/ when followed by e,i, or y. g says /j/ when followed by e, i, or y.

Examples: city, cent, cycle.

Examples: gem, giraffe, 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.

Circle the suffix.

Place each syllable in the correct column

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

23. 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. |

- 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 **ge-dge Spelling Generalization** – 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.

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

PRACTICE

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

1. dö_____

2. hĩ _____

3. spur_____

2. Add the suffix that means ‘happening now’:

slant_____

lift_____

skimp_____

stack_____

track_____

plant_____

hint_____

pitch_____

flock_____

scratch_____

3. Add the suffix that means ‘in the past’:

drift_____

smash_____

bench_____

depress_____

grind_____

flash_____

24. WORD LISTS AND SENTENCES

Suffixes: -ed /ɪd/, /d/, /t/

Add -ed to the following words.

List 1

blast_____

trust_____

pretend_____

mistrust_____

blend_____

resent_____

drift_____

depend_____

print_____

invent_____

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.

Add -ed to the following words.

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?

Add -ed to the following words.

impress_____

mess_____

unpack_____

hunch_____

help_____

fluff_____

dress_____

mask_____

patch_____

flick_____

milk_____

trick_____

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. |

- 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^{ed}, clang^{ed}, jump^{ed}

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

25. WORD LISTS AND SENTENCES

List 1

elect_____	invent_____	act_____
opt_____	direct_____	instruct_____
prevent_____	reflect_____	infect_____
detect_____	inspect_____	depict_____

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_____	expan_____	inva_____
remis_____	revi_____	ten_____
intru_____	comprehen_____	exten_____

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. |

- 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_____

26. READING: PUT TO THE TEST



Runner (Wikimedia Commons)

PUT TO THE TEST

Some students bring good luck charms to school on test days. They might keep a four-leaf clover in their pocket or wear a pair of lucky underwear. While these things can't hurt, there are better ways of doing well on a test.

Writing a test is like running a marathon. Both activities require you to do your best for a long time. There are a couple of strategies you can use to stay relaxed, focused, and motivated for the whole test.

Runners train before a big race. They practice their skills in the same conditions they will face in the marathon. You can train for a test in a similar way. Start by thinking about the types of questions that will likely be on the test. For a reading test, there may be comprehension questions on vocabulary, main idea, details, cause and effect, sequence, and inferences. You may also be asked to summarize the text. For a writing test, you will likely be asked to write a paragraph about a given topic. The topics will often involve describing something, explaining how to do something, telling a story about something, or giving your opinion about something. Study what your instructor has taught you about how to answer each question type. The goal of a test is usually to independently apply the skills you have learned and practiced in class.

Just like before a big race, it is a good idea to take care of your basic needs before the test begins. For example, get plenty of sleep the night before. During the day of the test, get enough to eat. Go to the bathroom ahead of time. These things will help you focus.

When you get the test, don't forget to put your name on it. Then, take a quick look at each page. A long test may have different sections. Notice how many marks each section is worth. Like a runner, you will want to be careful about your pace. If you have a limited amount of

time to complete the test, you will want to leave yourself enough time for the sections that are worth the most marks.

Now you are ready to begin answering the questions. Read the instructions and questions very carefully. Make sure you understand what you are being asked to do. If you do not understand a question, ask your instructor. If you feel nervous, you may want to build your confidence by starting with the questions that are easiest for you.

Some runners use positive self-talk when they are struggling. They tell themselves things like, “I feel good about myself and my abilities. I am not going to worry. I will do the best that I can.” Give this strategy a try. You can also take short brain breaks between sections to take some deep breaths, roll your neck and shoulders, and massage your temples.

During a reading test, it can help to do a quick pre-reading exercise you have been taught, even if it is not part of the instructions. For example, try scanning the text to figure out the topic before you read the whole thing more carefully. Then think about what you already know about the topic. Predict the details that might be in the reading. For a writing test, pre-writing is a very important first step. Brainstorm your ideas and organize them before you start writing. Some students skip these two things, but they probably shouldn't.

These activities warm up your brain so that it will work more efficiently.

Before you hand in your test, review your answers. Unlike a marathon, it doesn't matter who finishes first during a test. Check your grammar and spelling. Make sure your instructor will be able to read your handwriting. Finally, be sure that you answered every question.

Follow these tips and, if your lucky underwear doesn't work, you will have a solid backup plan in place.

READING STRATEGIES

Connect to the Text

Readers think about their own experiences with a topic before they read a text. They ask questions like, "What does this make me think of?" or "What do I already know about this topic?" Think about the questions below or discuss them with a partner.

- Do you get test anxiety?
- Do you rush through tests?
- What can I do to make test taking easier?

Predicting

Readers check their understanding of a text while they read. One strategy is to make predictions while you read. For example, read the first paragraph of Put to the Test.

Some students bring good luck charms to school on test days. They might keep a four-leaf clover in their pocket or wear a pair of lucky underwear. While these things can't hurt, there are better ways of doing well on a test.

Can you predict what the next paragraph will be about?

Try using this strategy as you read Put to the Test.

PRACTICE

1. Put these events in order.
2. Put your name on it. _____
3. Do your best on every question. _____
4. Make sure you answered every question and used correct grammar and spelling. _____
5. Take care of your basic needs. _____
6. Look over the whole test to see how many marks each section is worth. _____
7. Read the instructions and questions carefully. _____

8. Study the types of questions often found on reading and writing tests. _____

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. |

- 1.
- 2.
- 3.

REVIEW

Connect to the Text

Readers think about their own experiences with a topic before they read a text. They ask questions like, “What does this make me think of?” or “What do I already know about this topic?” Think about the questions below or discuss them with a partner.

- Do you get test anxiety?
- Do you rush through tests?
- What can I do to make test taking easier?

Predicting

Readers check their understanding of a text while they read. One strategy is to make predictions while you read. For example, read the first paragraph of Put to the Test.

Some students bring good luck charms to school on test days. They might keep a four-leaf clover in their pocket or wear a pair of lucky underwear. While these things can't hurt, there are better ways of doing well on a test.

Can you predict what the next paragraph will be about?

27. REVIEW

Divide each of these words. Identify the syllable type.

Example: depend – de/pend (O/C)

pry

often

disclose

refute

escape

pantry

request

defend

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

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.

mŭ___

frŏ___

hi___e

spo___e

bil___

fris___

cas___

clŭ___

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

Using the chart below answer the following questions.

List one compound word.

List one FLSZ words.

List one noun

List one verb.

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. |

- 1.
- 2.
- 3.

28. 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. |

- 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/

The 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

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

Examples: remember, December, paper

PRACTICE

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				

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

Add the 'e at the end of these words:

starv_____	nerv_____
bronz_____	dispens_____

29. ADJECTIVES

An adjective is a word that describes a noun, or a pronoun.

The well-dressed lady is sitting in the Chinese restaurant at the third table.

- well-dressed – describes the noun lady
- Chinese – describes the noun restaurant
- third – describes the noun table

He is a smart and nice man.

- smart – describes the pronoun he
- nice – describes the pronoun he

OTHER WAYS TO SAY:

bad	sad	fast	good	little	big
awful	gloomy	brisk	terrific	mini	enormous
rotten	glum	dash	amazing	petite	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	skimpy	colossal

tired	nice	very	pretty	happy
exhausted	charming	absolutely	attractive	cheerful
weary	kind	awfully	beautiful	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

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. |

- 1.
- 2.
- 3.

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

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

excess

cypress

spy

lunge

nasty

gestation

truce

device

angry

going

census

stage

grunge

sly

convent

placate

intentions

defending

drilled

copy

wage

pantry

ingest

sty

gossip

locate

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. |
| 5. | 10. |

- 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

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		

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		

Complete the following in each of the words below.

Circle the suffix.

Place each syllable in the correct column

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

30. 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_____

long_____

plant_____

crisp_____

short_____

export_____

pitch_____

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

hard_____

smart_____

soft_____

rich_____

fast_____

firm_____

1. She twirled the fastest as the drums banged and clanged.
2. This fall the sunshine was the strongest and the storms were even stronger.
3. The third time she went to bat she sent the ball the farthest and it landed against the fence.

REVIEW WORDS

first

shortest

chirping

plunge

irks

dissolve

sufferer

formulate

cinderblock

deported

cozy

affirming

firmest

pitcher

hangers

elongate

partners

perches

plushes

portions

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. |

- 1.
- 2.
- 3.

REVIEW

vowel suffix er – /er/ – one who or comparing to Means

- one who does something (a noun):
- The farmer plants his crops. This sentence tells about the farmer.
or comparing to, (an adjective):

Examples: Nancy is shorter than Mary. This sentence compares the height of Nancy and Mary.

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

Place an X in the correct column.

Word	Noun	Verb	Adjective
fancy			
incense			
lazy			
thrive			
thrifty			
plaster			
smart			
circus			
thirty			
slurp			

Add the suffix that means 'one who' or 'comparing to':

strong_____

damp_____

pitch_____

smart_____

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

Plump_____

Grand_____

short_____

31. WORD LISTS AND SENTENCES

List 1

kinder	revolted
hosts	blending
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 to an office.

REVIEW WORDS

centerfold

postpone

masterminds

voltmeter

witch

grandchild

circumvent

reminders

challenge

reported

cornering

ledge

margins

wildest

college

bolder

sandwich

plastered

resented

string

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. |

- 1.
- 2.
- 3.

REVIEW

ild, ind, olt, ost

In this lesson, we learned four new chunks. A chunk is a vowel followed by one or two consonants which can sometimes change the pure sound of the vowel. They are the blue cards in our card deck.

Chunks

ild – child – /īld/

ind – kind – /īnd/

olt – bolt – /ōlt/

ost – ghost

PRACTICE

1. Underline the chunk in each word.

bolted

hosting

mildest

behind

reposted

poster

2. 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				
first				
chirping				
irks				
cinderblock				
cozy				
partners				
plug				
disrupt				
informing				
elongate				
formulate				
cornering				
margins				
portions				
perches				
deported				

32. 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

Singular Noun	Possession	Singular Possession
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

Subject Noun	Possession	Plural Possession
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. | |

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- 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'?

Singular Noun	Possession	Singular Possession
Dog	bone	
skater	bag	
bird	feather	
lady	drink	

Plural Noun	Possession	Plural Possession
Tigers	stripes	
Detectives	badge	
men	room	
girls	pumps	

33. READING: SECRETS OF A HAPPY BRAIN



Happy (Pixabay)

SECRETS OF A HAPPY BRAIN

The human brain remembers negative experiences more easily than positive ones. Our brains may have developed this way because threats, like dangerous animals, had a more immediate effect on our ancestors' survival compared to positive things like food or shelter. As a result, you likely know what makes you unhappy, but do you know what makes you happy?

Research suggests that our level of happiness depends partly on factors we cannot control — our genes and our life circumstances. But our level of happiness is also shaped by the choices we make. If you've been chasing wealth, fame, good looks, material things, and power, you may be looking for happiness in all the wrong places. Psychologists suggest that the following seven habits make people happier.

Forming close relationships

People who form close relationships tend to be happier than those who do not. The number of friends we have is not important. What matters is the quality of our relationships. Relationships that bring happiness usually involve the sharing of feelings, mutual respect, acceptance, trust, fun, and empathy.

Being kind

People who make a habit of caring for the well-being of others tend to be happier. This might involve volunteering for an organization or reaching out to support friends and family on a regular basis.

Getting exercise

People who exercise regularly improve both their physical and mental well-being. Some research has shown that exercise can be as effective as medication in treating depression.

Finding your flow

When we are so interested in an activity we enjoy that we lose track of time, we are in a state of flow. The activity could be making art, playing piano, surfing, or playing a game. People who experience flow in their work or hobbies tend to be happier.

Getting in touch with your spirituality

People who include spirituality in their daily life tend to be happier. Practicing spirituality is a way of recognizing and trying to understand the wonder and beauty of existence. Some people do this by going to a place of worship or praying. Some people practice yoga or meditation. Some people go for long walks in nature.

Discovering and using your strengths

People are more likely to be happy if they know what their strengths are and use them regularly. People who set goals and use their strengths to achieve them tend to be happier. People are especially happy when they can use their strengths to serve the greater good.

Thinking positively

People who think positively by being grateful, mindful, and optimistic are more likely to be happy. Being grateful means being thankful. Being mindful means being open to, focusing on, and enjoying the experiences of the present moment. Being optimistic means being

hopeful about the future. Take good care of your brain. The “most amazing structure on Earth” deserves your appreciation.

PRACTICE

1. What is the main idea of this text?
2. What are the seven habits that make people happier?

WHAT SAYS?

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| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

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REVIEW

Throughout this Workbook, you have learned about many strategies for checking your understanding of a text while you read:

- Check if you can visualize what's being described

Visualizing

One strategy is to stop after each paragraph and ask yourself: Can I picture what the text is describing, like a movie playing in my mind? If you can't picture it, then go back and try to visualize as you re-read the paragraph. If you like to draw, you can even doodle the pictures you see in your mind in the space beside the paragraph.

- Check if you can retell the main idea in your own words

Topic and Main Idea

Topic – The topic of a text is the person or thing that the text is written about. To find the topic, start by looking at the title of the text. The title *The Many Faces of Genius* tells us that the topic of this text is about genius.

Main Idea – The main idea is the point the writer is making about the topic. We can figure out the main idea by looking for the point of each paragraph. A text is usually written for one main purpose:

- Read with a purpose in mind

Purpose	Example
To describe something	What is the town of Lunenburg, NS like?
To explain how to do something	How do you bake salmon?
To tell a story about something	What's the story of Glooscap?
To compare different things	Do you prefer biking or taking the bus? Why?
To explain the advantages or disadvantages of something	What are the advantages of waking up early?
To summarize something	What was the movie <i>Black Panther</i> about?

- Check if you can answer any of the five W's: who, what, where, when, or why.

5W – ASK QUESTIONS

Readers check their understanding of a text while they read. One strategy is to stop a few times in the text to ask yourself: Can I answer any of the five W questions: who, what, where, when, or why? If you can answer at least three of these questions, then you are thinking about what you are reading.

- Ask questions as you read and see whether the text gives the answers.

Summarize

Readers check their understanding of a text while they read. One strategy is to stop after each paragraph and try to retell the main idea in your own words.

- Make predictions and read on to check them

Predicting

Readers check their understanding of a text while they read. One strategy is to make predictions while you read. For example, read the first paragraph of Put to the Test.

Some students bring good luck charms to school on test days. They might keep a four-leaf clover in their pocket or wear a pair of lucky underwear. While these things can't hurt, there are better ways of doing well on a test.

Can you predict what the next paragraph will be about?

- Connect to the Text

Connect to the Text

Readers think about their own experiences with a topic before they read a text. They ask questions like, “What does this make me think of?” or “What do I already know about this topic?” Think about the questions below or discuss them with a partner.

- Do you get test anxiety?
- Do you rush through tests?
- What can I do to make test taking easier?

34. ADVERBS

An adverb is a word that describes a verb, an adjective, or another adverb. Many, but not all adverbs end with ly.

Example	Adverb
Jim is going inside because it is cold.	Inside describes the verb going (where)
The child sits quietly on the bench.	Quietly describes the verb sits. (how)
Sandy did not go to school yesterday.	Yesterday describes the verb go. (when)
Steve is a very kind man.	Very describes the adjective kind. (to what degree)

- Adverbs of place: answer the question where? – inside, somewhere
- Adverbs of time: answer the question when? – before, after
- Adverbs of degree: answer the question how much? or to what degree? – very, really

Common Adverbs			
afterwards	gladly	never	timely
blindly	happily	openly	usually
carefully	joyously	poorly	very
daily	kindly	quickly	well
easily	lovely	regularly	yesterday
finally	monthly	sometimes	

List 1

shortly	comfortably
lately	humanly
passionately	lovingly
consciously	lately
wildly	instinctively
empathetically	lastly
abruptly	mildly
warmly	hurriedly

1. My cat crawls slowly through the grass to hunt for birds.
2. My cat gets hungry after her hunt.
3. She sits quietly by her dish waiting for me to fill her dish.
4. She gets sleepy after all this.

PRACTICE

Use the box below the sentences to place the adverb and the word it is describing for each sentence.

1. People are more likely to be happy if they know what their strengths are and use them regularly.
2. People who exercise regularly improve both their physical and mental wellbeing.
3. People are especially happy when they can use their strengths to

serve the greater good.

4. People who think positively by being grateful, mindful, and optimistic are more likely to be happy.
5. Being grateful means being thankful.
6. Being mindful means being open to, focusing on, and enjoying the experiences of the present moment.
7. Being optimistic means being hopeful about the future.
8. Life will become more enjoyable.
9. This can also greatly improve your health.
10. The world will seem like a less lonely place.

Adverb	Noun it is describing
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

35. WORD LISTS AND SENTENCES

List 1

Add -y to the following words.

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 2

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?

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

SPELLING AND SENTENCE DICTATION

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| 1. | 6. |
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REVIEW

suffix y, suffix ly

In this lesson we 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 and it makes adjectives.

Suffix y is a vowel suffix.

Examples: dirty, funny

Suffix ly – softly – /lē/ – Makes adverbs which are words that describe verbs, adjectives or other adverbs.

PRACTICE

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

1. An eight-year-old boy named Elijah sat in the forest with his grandfather.
2. His grandfather was showing him how to make a beaver trap.
3. One day, a small plane landed on the lake.
4. At that time, First Nations people didn't have any rights.
5. The students who went to the residential schools didn't know about their culture anymore.

Adjective	Noun
1.	
2.	
3.	
4.	
5.	
6.	
7.	

36. WORD LISTS AND SENTENCES

Add -ed to these words

drag

regret

track

slip

Add -ing to these words

print

web

upset

sled

Add -er to these words

jog

blend

sad

dim

Add -est to these words

fast

big

mad

tall

Add -y to these words

fun

sun

slink

star

Add suffix -ly to these words.

sharp

wide

mild

smart

Add suffix -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. |
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SPELLING AND SENTENCE DICTATION

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| 1. | 6. |
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REVIEW

Doubling (CVC) Spelling Rule

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

The Doubling (CVC) rule – This rule states that when you have a base word that ends with 1 vowel followed by 1 consonant, you will double the consonant when adding a vowel suffix.

Examples: starred, shopper, hottest, beginning, funny,

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

warp

quartz

ward

quartet

quarry

swarm

quart

rewarded

List 2

work

worth

world

workhorse

REVIEW WORDS

worldwide

unworthy

quarry

quartz

suspension

perplexed

comforting

vetch

retorted

dimmer

concave

drafty

franchise

worrying

installing

incentive

WHAT SAYS?

1.

6.

2.

7.

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SPELLING AND SENTENCE DICTATION

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REVIEW

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/

PRACTICE

Underline or highlight the chunk in each sentence.

1. You will have to give her a quarter for the candy.

2. Many of us think the bumps on frogs are warts.
3. But the bumps on frogs are not warts.
4. The bumps on frogs are glands.
5. You cannot catch warts from frogs.
6. That was the worst storm I have been in.
7. You should not worry so much.
8. Fred said the work will stop at one.

38. END OF COURSE REVIEW

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____

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 =

WHAT SAYS?

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| 1. | 6. |
| 2. | 7. |
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| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

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| 1. | 6. |
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- 3.

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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