Making Children More Successful!

*Spectrum,* our best-selling workbook series, is proud to provide quality educational materials that meet students’ needs for learning achievement and success.

*Spectrum Word Study and Phonics Grade 4* helps young learners improve and strengthen their phonics skills, such as:

- Digraphs
- Diphthongs
- Comparative endings
- Regular and irregular plurals
- Multiple-meaning words
- Dictionary skills
- Blends
- Hard and soft consonants
- Long and short vowel sounds
- Vowel pairs
- Answer key
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Lesson 1.1  Beginning and Ending Consonants

Look at each picture below. On the first line, write the word that names the picture and circle the beginning consonant. On the second line, write a word from the box that has the same beginning consonant.

 Hippo  Latch  Fox  Key

____________________  ____________________

____________________  ____________________

Circle the word that correctly completes each sentence below.

1. On sunny days, Cameron and Jess like to go to the ____________________.
   reach  beach  peach

2. Please rinse out the ____________________ after you take a shower.
   tub  rub  cub

3. Ahmad will be ____________________ years old on Saturday.
   vine  line  nine

4. Has anyone gone underground to explore the ____________________?
   save  cave  rave

5. Every time we do laundry, I end up missing one ____________________.
   sock  rock  lock
Lesson 1.1  Beginning and Ending Consonants

Look at each picture below. On the first line, write the word that names the picture and circle the ending consonant. On the second line, write a word from the box that has the same ending consonant.

1. ____________________
   ____________________

car     far     jar

2. ____________________
   ____________________

rip     sip     skip

3. ____________________
   ____________________

fist     wrist     mist

4. ____________________
   ____________________

sport     short     snort

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

1. stab ____________________
   3. lisp ____________________

   car     far     jar

   fist     wrist     mist

2. trim ____________________
   4. fork ____________________

   rip     sip     skip

   sport     short     snort
Lesson 1.2 Hard and Soft c and g

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

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

Read the words in the box. Write each word under the correct heading.

<table>
<thead>
<tr>
<th>caring</th>
<th>race</th>
<th>camp</th>
<th>code</th>
<th>cider</th>
<th>cute</th>
<th>ice</th>
<th>rice</th>
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Look at the pictures below. On the first line, write the word from the box that names each picture. On the second line, write *hard g* or *soft g*.

<table>
<thead>
<tr>
<th>giraffe</th>
<th>flag</th>
<th>cage</th>
<th>garden</th>
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Lesson 1.2 Hard and Soft c and g

Read the pairs of words below. Circle the sound you hear in both words.

1. guide  gaze  hard g  soft g
2. large  badge  hard g  soft g
3. code  copper  hard c  soft c
4. lace  center  hard c  soft c
5. germ  gentle  hard g  soft g
6. piece  cellar  hard c  soft c
7. wig  tiger  hard g  soft g
8. clam  cape  hard c  soft c

Write the word from the box that matches each clue. Make sure that the word has the correct hard or soft c or g sound.

Egypt  gorilla  mice  grape  crab  celery  bridge  tiger

1. a large, African ape (hard g) ____________________
2. a sea creature that has strong pincers (hard c) ____________________
3. a country in Africa (soft g) ____________________
4. a purple fruit that grows on a vine; often used to make jelly or juice (hard g) ____________________
5. a piece of metal or wood that allows people to cross over water (soft g) ____________________
6. a type of crunchy, light green vegetable (soft c) ____________________
7. a large wild cat that has orange and black stripes (hard g) ____________________
8. the plural form of mouse (soft c) ____________________
Lesson 1.2 Hard and Soft c and g

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

1. certain crab color fancy
2. dog cage germ ago
3. picnic candle police once
4. huge grape bridge wagon
5. crazy nice celery camera
6. village gem tag gold

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

1. soft c hard c
2. soft g hard g
3. soft c hard c
4. soft g hard g
Lesson 1.2 Hard and Soft c and g

Read the paragraphs below. Look for words with the hard and soft c and g sounds. Then, write the words in the correct columns. You do not need to list the same word more than once.

Kids around the world of all ages like to play games. There is a popular game in India that is similar to the American game of tag. The Indian game is called *Kabaddi*. The players are divided into two teams. If you like, you can flip a coin to see which team will start the game.

Use a large piece of rope to make a line that divides the teams. The teams line up in the center, one on either side of the rope. Team one sends a player over to the other side. The team one player has to try to tag a player from the other team while saying the word *Kabaddi* over and over again without taking a breath. If the player takes a breath, he or she can be tagged out by a player from team two. If the player makes it to his or her own side without taking a breath, the player is safe. The goal of the game is to be the last player left. If you’re fast on your feet and good at running, you’ll be great at *Kabaddi*.

<table>
<thead>
<tr>
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<th>Soft c</th>
<th>Hard g</th>
<th>Soft g</th>
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Lesson 1.3 The Sounds of s

The letter s can make different sounds.
• It can make the /s/ sound you hear *sink*.
• It can make the /z/ sound you hear in *music*.
• It can make the /sh/ sound you hear in *sure*.
• It can make the /zh/ sound you hear in *treasure*.

Read the sentences below. Underline the word or words in parentheses ( ) that best complete each sentence.

1. My family is (always, please) (busy, easy) during the week.
2. We are not (sold, usually) able to eat dinner together.
3. That (is, was) why we make (sugar, sure) to have the Jenkins’ Family Game Night once a week.
4. (September, Saturday) and Sunday are the two (does, days) that work (best, last) for everyone.
5. We order a (cheese, grass) pizza, make a (salad, softball), and put some (present, music) on the (stove, stereo).
6. We (slip, stack) our favorite games on the kitchen table and share our (wise, news) from the week.
7. There is no way to (casual, measure) the good (climbs, times) we have during game night.
8. I think (tease, these) are the kinds of (classes, traditions) I will have with my own kids one day.
Lesson 1.3 The Sounds of s

Read each word in bold below. Circle the word beside it that has the same sound of s. If you are not sure, try saying the words out loud.

1. kiss singing shoulder shock
2. poison sure snake yours
3. casual sink measure has
4. sure slime surfer sugar
5. tease those usual sloppy
6. whistle kids hers silly

Read the sentences below. On the line, write the s sound you hear for each word in bold. Choose from s (as in slide), z (as in news), zh (as in casual), and sh (as in sugar).

1. The name dinosaur _____ comes _____ from a word that means terrible lizard.
2. About 65% of dinosaurs were herbivores, or plant eaters _____.
3. Pterodactyls were flying reptiles. Some _____ had a wingspan 40 feet long.
4. The triceratops had three horns _____ and was twice as big as a rhino.
5. The stegosaurus had sharp spikes _____ on its tail.
6. Finding a fossil _____ can be like digging up a small _____ treasure _____.
Beginning and Ending Consonants, Hard and Soft c and g, and the Sounds of s

Read the sentences below. Fill in each blank with a consonant to complete the word. The words you form should make sense in the sentences.

1. Having a _____ aseball card collection can be a fu_____ hobby for a basebal_____ fan.

2. Between 1869 and the 1930s, _____ards were often _____old in a pack with _____andy or gu______.

3. Paper was in shor_____ supply during World _____ar II, so cards were har_____ to ge_____ at that _____ime.

4. For a _____ong time, a company calle_____ Topps was the only company to produce baseball cards.

5. In the 1980s, a lot more _____eople became interested in _____ollecting.

6. _____oday, four companies are allowed to make cards of the Major League _____ayers.

Say each word in bold to yourself. If it has a hard sound (like club or great), circle hard. If it has a soft sound (like lace or age) circle soft.

1. uncle   hard    soft
2. slice   hard    soft
3. gold    hard    soft
4. George  hard    soft
5. camera  hard    soft
6. guide   hard    soft
7. engine  hard    soft
8. cellar  hard    soft
Look at each picture below. On the first line, write the word that names the picture. Then, write the words from the box with the same hard or soft c or g sound under the correct headings.

jug     clam     cent     energy     place     fog     climb     danger

Read the sentences below. The information in parentheses will tell you which sounds of s to look for and how many words to circle in each sentence.

1. The double-decker bus is a bus that has two levels. (/s/ sound, 2)
2. They are a popular way for visitors to see a town. (/z/ sound, 1)
3. The most famous double-decker buses were found in England. (/s/ sound, 3)
4. They were shiny red and seated about 60 to 80 passengers. (/s/ sound, 2) (/z/ sound, 1)
5. In 2005, most of the remaining double-deckers in England were retired. (/s/ sound, 1)
6. Two routes in London continue to use the old two-story buses to preserve a treasured piece of history. (/zh/ sound, 1) (/z/ sound, 3)
Lesson 1.4  Beginning Two-Letter Blends

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

Each of the words below has an s blend (s plus another consonant).

scale  skin  smooth  snuggle  sparkle  store  swing

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

1. __________________ something that measures weight
2. __________________ a leafy green vegetable
3. __________________ something people do when they have a cold
4. __________________ a dinosaur that had bony plates on its back

Underline each word that begins with an s blend in the sentences below. Then, circle the blend.

1. Stella and Spencer put on sweaters and wrapped scarves around their necks.
2. They spent every fall evening swinging from the old oak tree.
3. Stella scanned the sky for constellations. Stella and Spencer were keeping score to see who could spot more stars.
4. Spencer liked the way the air smelled like smoke from backyard bonfires.
5. When it was time to go back inside, Stella and Spencer snuggled into their beds. They knew that snow was coming, and fall would soon be over.
Lesson 1.4 Beginning Two-Letter Blends

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

blink  close  flight  glass  plate  slope

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

1. _______________ the opposite of fast
2. _______________ a deep purple fruit that tastes both sweet and tart
3. _______________ using a small piece of string to clean in between the teeth
4. _______________ the things you wear every day
5. _______________ the shiny, clear part of a window is made of this material
6. _______________ the type of shoes one might wear with pajamas
7. _______________ the color that is the opposite of white

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

1. bleach  classic
2. flame  glitter
3. plaid  blouse
4. cliff  plump
5. glance  flatten
Lesson 1.4  Beginning Two-Letter Blends

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

| brain  | cradle | drill | free  | grass | prepare |

Read the silly sentences below. Circle each r blend. Then, write another word with the same r blend on the line.

1. Georgia, the graceful grasshopper, likes to nap on a patch of green grass on the ground. ____________________

2. The prince and princess are prisoners who are given only pretzels and prunes to eat. ____________________

3. Drew, the dreadful dragon, is a drummer for a band called the Dizzy Dragonflies. ____________________

4. Every day, Brittany brushes and braids her hair on the bridge by the brook. ____________________

5. Crabs, crayfish, and other critters creep and crawl across the ocean floor. ____________________

Solve each problem below. Write the new word on the line.

1. grill - gr + dr = ____________________

2. drag - dr + br = ____________________

3. greed - gr + fr = ____________________

4. fridge - fr + br = ____________________
Lesson 1.4  Beginning Two-Letter Blends

Two blends that are less common are **tw** and **qu**.

| twice | twinkle | quake | quiz |

Look at each picture below. Choose the word or words from the box that name the picture and write them on the line.

| two | quarterback | twirl | question mark | quotes | twig |

Read each sentence below. On the line, write a word from the box that makes sense in the sentence.

| Queen | quilts | twelve | twins | twenty | quails |

1. Queen Tess and Queen Bess were ________________, and no one could tell them apart.

2. They were only ________________ years old, but they would rule the kingdom of Quincy when they turned ________________-one.

3. ________________ Bess raised ________________, which are small, plump birds.

4. Queen Tess liked to sew patchwork ________________ with scraps of her favorite fabrics.
Some words begin with three consonants. Blend the sounds of the consonants together when you say the words. Each of the words below starts with a three-letter blend.

**sp**ream  **spl**ash  **spr**int  **squ**ash

Read the ads below. Fill in each blank with a word from the box that makes sense in the ad.

spread  squirrels  sprain  square dancing  split  screws  squeaky

1. Scoopers uses fresh ice cream and makes the best banana _____________ in town!

2. Bring your dog into Pet World on Saturday and get a free _____________ toy.

3. _____________ our creamy cream cheese on your bagels for a real treat.


5. Come to Jeb’s Little Valley Hardware Store. We have hammers, nails, _____________, toolboxes, and everything else to meet your hardware needs.

6. If you _____________ an ankle or break a leg, get your crutches at Grady Medical Supplies.

7. You don’t have to live in the country to enjoy _________________. Just grab a partner and come on down to Dale’s Dance Studio!
Lesson 1.5  Beginning Three-Letter Blends

Each of the words below has a new three-letter blend. Remember to blend the sounds of the consonants together as you say the words.

- **stripe**
- **shrub**
- **thrill**

Read the sets of words below. Circle the word in each set that does not begin with the same three-letter blend as the other words.

1. strict  squeeze  strain
2. thrush  throw  thought
3. spread  shrug  shriek
4. strong  splinter  strum
5. think  threat  thrill
6. shrivel  scribble  shrank

Read each clue below. Underline the word in parentheses that matches the clue. Circle the three-letter blend in the word you choose.

1. a type of seafood (shrimp, shrub)
2. thin string used for sewing (threat, thread)
3. a sweet, red, summer fruit (strawberry, streamer)
4. another word for creek or brook (scrape, stream)
5. to tear into tiny pieces (squawk, shred)
6. another word for road (streak, street)
7. what you use to swallow (throat, three)
8. the opposite of crooked (straight, split)
Lesson 1.6 Ending Blends

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

shift  fault  champ  wink  bent  ask  dust  kind

On the first line, write the ending blend that completes each picture’s name. On the second line, write a word from the box that has the same blend.

spacecraft_____
__________________

li_____
__________________

be_____
__________________

chipmunk_____
__________________

Solve each problem below. Write the new word on the line.

1. bend - nd + lt = ____________________
2. draft - ft + nk = ____________________
3. blank - nk + st = ____________________
4. task - sk + rt = ____________________
5. fist - st + nd = ____________________
Lesson 1.6 Ending Blends

Here are some more words that have ending blends.

help  art  child  fact  kept  bird  stork  wasp

Underline the ending blends in the words below. Then, draw a line to match each word with another word that ends with the same blend.

1. pact  except
2. kept  scalp
3. pitchfork  skirt
4. hurt  exact
5. gulp  bark

Read the letter below. Choose the ending blend in parentheses that best completes each word and write it on the line.

Dear Francisco,

This postca______ (rd, lp) is from North Carolina. On the way here, we passed through some towns with funny names: Liza______ (pt, rd) Lick, Bat Cave, and Frying Pan Landing. We visited the Cape Hatteras lighthouse, a popular landma______ (rk, lp). We watched wi______ (ld, lp) dolphins playing in the ocean. I even tried some cri______ (ld, sp) fried shrimp.

See you soon—Logan

p.s. I bought you a cool T-shi______ (pt, rt) at a national pa______ (rk, sp).

Francisco Vargas
940 E. Barker Dr.
Pittsburgh, PA 15218
Review  Beginning and Ending Blends

Look at each picture below. Add a beginning blend from the box to complete each word so that it names the picture.

| qu | sc | gl | st | cr | bl |

_____arecrow  _____obe  _____arfish

_____ueberries  _____ilt  _____ayon

Read each word in bold below. Underline the word beside it that has the same beginning blend.

1. sweet  scan  switch  snug
2. plaster  plumber  pinch  sleep
3. gravity  free  great  present
4. twig  twist  queen  tower
5. block  clutch  slice  blonde
6. snack  scale  snarl  smog
7. quake  twenty  quart  shake
8. stem  statue  ski  swarm
9. treat  crab  brick  trailer
10. skate  sketch  scoot  sharp
11. pride  frost  prepare  dragon
12. clue  copy  sleepy  cluster
Review Beginning and Ending Blends

Read the sentences below. Fill in each blank with a three-letter blend from the pair in parentheses. The word you form should make sense in the sentence.

1. Mrs. Caldwell thought it was a (spl, squ) ________endid idea for us to paint a mural on one wall of the community center.

2. Aidan painted some trees and (shr, str) ________ubs, and Sophie painted a (scr, squ) ________irrel holding an acorn.

3. Darius tripped on a brush and (str, thr) ________uggled not to lose his balance.

4. Mei (spl, shr) ________ieked as a can of red paint was flung toward the mural.

5. I (thr, squ) ________ew myself in front of the flying paint.

6. The mural was saved, but I’ll be (spr, scr) ________ubbing red paint out of my hair for days.

Read the clues below. Fill in the blank with the word from the box that matches each clue. Then, circle the ending blend.

lifeguard    sand      fact      bank      eggplant

1. something that can be proven true; not an opinion ____________________

2. what a beach is covered with ____________________

3. a place people can store their money ____________________

4. a person whose job is to keep swimmers safe ____________________

5. a large vegetable that is a deep purple color ____________________
Lesson 1.7  Beginning Consonant Digraphs

A **digraph** is two letters that make one sound. You do not hear the sound of each letter in a digraph. Together, the letters form a new sound.

- The digraph **sh** makes the sound you hear in **short** and **shave**.
- The digraph **ch** usually makes the sound you hear in **chair** and **check**.
- The digraph **ch** can also make the /k/ sound you hear in **chord** and the /sh/ sound you hear in **chef**.

Circle the beginning digraphs in each sentence below. On the line, write the sound the digraph makes: /sh/ as in **shelf** and **chef**; /ch/ as in **check**; or /k/ as in **chord**.

1. *Charlie and the Chocolate Factory* is both a book and a movie.
   
   ________________  ________________

2. The movie *The Chronicles of Narnia* is based on a popular book by C. S. Lewis.
   
   ________________

3. The animated movie *Shark Tale* stars the voice of Will Smith.
   
   ________________

4. Chris Rock is the voice of Marty the Zebra, the main character in *Madagascar*.
   
   ________________  ________________

5. The book *She’s Wearing a Dead Bird on Her Head!* is based on a true story.
   
   ________________

6. *Charlotte’s Web* is one of the best-loved kids’ books of all time.
   
   ________________
Lesson 1.7  Beginning Consonant Digraphs

- The digraph **th** can make the sound you hear in *thin* and *thread*. It can also make the sound you hear in *these* and *though*.
- The digraph **wh** can make the /w/ sound you hear in *whine* and *wheat*. It can also make the /h/ sound you hear in *who* and *whole*.
- The digraph **ph** makes the /f/ sound you hear in *photo* and *Philip*.

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

1. thirteen talking thought those
2. phonics flea police through
3. there them thirsty throw
4. whenever whoever whisper whom
5. whom wheel hospital whirl

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

1. Phoebe the spy used a phony passport to travel from Philadelphia to the Philippines.  
   Phoebe the spy used a phony passport to travel from Philadelphia to the Philippines.  

2. I think that thirty-three people are invited for Thanksgiving dinner.  
   I think that thirty-three people are invited for Thanksgiving dinner.  

3. When you have finished whisking four eggs, please whip some cream while I set the table.  
   When you have finished whisking four eggs, please whip some cream while I set the table.  

NAME ________________________________
Lesson 1.8 Ending Consonant Digraphs

The digraphs sh, ch, th, and ph can come at the ends of words.

trash punch booth graph

Look at the pictures below. On the line, write the ending digraph that completes each picture’s name.

1. warm _________________ to clean something
2. pinto _________________ to squeeze between two fingers
3. money _________________ part of a year; a period of 30 or 31 days
4. grasp _________________ a chart that shows a comparison
5. sound _________________ the opposite of north
6. beans _________________ the sandy area near an ocean or lake

Replace the last two letters of each word in bold with the digraph sh, ch, th, or ph. Write the new word you form on the line. It should match the definition beside it.
Lesson 1.8 Ending Consonant Digraphs

Complete each sentence below with a word from the box. Circle the digraph in the word.

phonograph  fourth  paragraph  fish  branch  splash

1. When writing a paper, each ________________ should contain sentences that are about the same topic.
2. The babies ________________ water on their parents at the kiddie pool.
3. A huge ________________ from the maple tree snapped during the ice storm.
4. The ________________ was the most common way of playing music for more than 100 years.
5. For dinner, we ate grilled ________________, mashed potatoes, and green beans.
6. Angelina came in ________________ at the National Spelling Bee.

Read each set of words below. Underline the words that have the same ending digraph.

1. rich  such  flash  cloth
2. mash  pinch  rush  blush
3. teach  growth  sixth  wish
4. length  autograph  telegraph  search
5. bunch  leash  which  trench
6. path  munch  push  ash
7. finish  tooth  smooth  math
Lesson 1.9 More Ending Consonant Digraphs

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

- The digraph **ck** makes the /k/ sound in **truck** and **snack**.
- The digraph **ng** makes the ending sound in **string** and **belong**.
- The digraph **gh** can make the /f/ sound in **cough** and **enough**.

Look at the pictures below. Write the word from the box that names the picture. Then, circle the word beside it that ends with the same digraph.

- laugh
- clock
- stick
- swing

---

Read the paragraph below. Underline the eight words that end with the digraph **ck**, **ng**, or **gh**.

Patricia Polacco has written dozens of picture books. Parts of her life have been rough. For example, her parents got a divorce when she was only three. Patricia had a learning disability and didn’t learn to read until she was 14. Still, she loved to draw, and she never forgot to laugh. Looking back on her life, Patricia says that spending time with her grandparents was very important. She learned the art of storytelling by listening to them.
Lesson 1.9  More Ending Consonant Digraphs

Use the clues to match the words in column 1 to their definitions in column 2. Find each word from column 1 in the word search puzzle and circle it.

1. thick
   the opposite of old
2. amazing
   a small meal
3. enough
   plenty
4. snack
   a type of jewelry that comes in pairs
5. young
   the noise a duck makes
6. cough
   ill; not well
7. earring
   wonderful; incredible
8. sick
   the opposite of thin
9. quack
   something you do when you have a cold

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Lesson 1.10  Silent Consonants

In some consonant pairs, one letter is silent.
- The letters **kn** can make the /n/ sound in *know*. The **k** is silent.
- The letters **wr** can make the /r/ sound in *wrap*. The **w** is silent.
- The letters **sc** can make the /s/ sound in *science*. The **c** is silent.
- The letters **mb** can make the /m/ sound in *lamb*. The **b** is silent.

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

1. **dumb**
   - grab
   - crumb
   - tub
2. **kneel**
   - kiss
   - karate
   - never
3. **writing**
   - rules
   - windy
   - whisper
4. **science**
   - scream
   - scent
   - crush
5. **tomb**
   - sob
   - zoom
   - crab

Read the sentences below. Choose the word from the box that best completes each sentence. Write it on the line. Then, cross out the silent letter.

1. As soon as Leah heard the meows, she ______________ her cat was stuck in a tree.
   - climb
   - knew
   - limb
   - wrong

2. Daisy thought she could get down alone, but she was ______________.
   - climb
   - knew
   - limb
   - wrong

3. “If you help me get the ladder, I can ______________ up there and rescue Miss Daisy,” said Leah’s dad.
   - climb
   - knew
   - limb
   - wrong

4. “Why does she always get stuck on the highest ______________?” he asked.
   - climb
   - knew
   - limb
   - wrong
Lesson 1.10  Silent Consonants

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

<table>
<thead>
<tr>
<th>wring</th>
<th>scissors</th>
<th>kneel</th>
<th>lamb</th>
<th>wrist</th>
</tr>
</thead>
<tbody>
<tr>
<td>thumb</td>
<td>knit</td>
<td>scientist</td>
<td>writer</td>
<td>knapsack</td>
</tr>
</tbody>
</table>

1. the first finger on the hand ____________________
2. to sew using two needles and yarn ____________________
3. a person who is an expert in science ____________________
4. another word for author ____________________
5. a young sheep ____________________
6. a bag carried on the back, like a backpack ____________________
7. a tool used for cutting; comes in a pair ____________________
8. the part of the body between the arm and the hand ____________________
9. to sit on one’s knees ____________________
10. to squeeze or twist water from a piece of cloth ____________________

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

| knuckle | limb | scent | knew | wreath | crumb | tomb | knead |

1. ____________________ glum 5. ____________________ groom
2. ____________________ stew 6. ____________________ freed
3. ____________________ beneath 7. ____________________ rent
4. ____________________ chuckle 8. ____________________ trim
Lesson 1.11  More Silent Consonants

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

- The letters **gn** can make the /n/ sound you hear in *sign*. The **g** is silent.
- The letters **dg** can make the /j/ sound you hear in *judge*. The **d** is silent.
- The letters **tch** can make the /ch/ sound you hear in *stitch*. The **t** is silent.
- The letters **gh** can be silent in the middle or end of a word, as in *bright* and *sleigh*.

Read the sentences below. Find and circle the words in each sentence that have one of these letter combinations: **gn**, **dg**, **tch**, or **gh**. Then, circle the word on the second line that has the same combination.

1. The three baby birds would not budge from their perch on the ledge.
   
   sight patch badge

2. Grandma was excited to watch Logan pitch a perfect game.
   
   ridge scratch gnat

3. The puppy sat beneath the gnarled tree and gnawed at a bone.
   
   design itch sigh

4. “Tonight’s flight might not be on time,” said Manuel.
   
   pledge crutch weigh

5. The patchwork quilt on Julia’s bed matches the curtains.
   
   fetch assign midnight

6. The headlights shone straight at the deer that was crossing the road.
   
   thigh smudge badge
Lesson 1.11 More Silent Consonants

Look at the pictures below. Fill in the blanks in the words with the letters gn, dg, tch, or gh to form the word that names each picture.

Read each definition and the word beside it. Change the letter or letters in bold to gn, dg, tch, or gh to form the word that matches the definition. Write the new word on the line.

1. to promise or vow
   please ____________________

2. something to help a person with a hurt leg walk
   crust ____________________

3. a disagreement or quarrel
   fist ____________________

4. a small flying insect
   splat ____________________

5. to rub something that itches
   scrape ____________________
Look at the pictures below. On the line, write the word from the box that names the picture. Then, circle the word below it that has the same digraph.

phone       ring       brush       chef

________________________  ______________________
cough       shout       stick  growth       photo       blush

________________________  ______________________
strong       choir       whine  thick       rough       Chicago

Read the sentences below. Fill in each blank with a digraph from the pair in parentheses. The word you form should make sense in the sentence.

1. Porcupines are rodents, like (sh, ch) _____ipmunks and mice.

2. They are best known for their (th, sh) ____arp quills.

3. To defend themselves, porcupines will swat other animals or bru______ (ng, sh) against them.

4. The tou_____ (gh, ng), spiky quills sti______ (ck, ph) in the animal’s skin, but they are not poisonous.

5. (Wh, Sh) _____en frightened, porcupines may cli______ (ng, ck) their tee______ (th, ch) or stamp their feet.
Review  
Digraphs and Silent Consonants

Remember, some consonants can be silent. In the following consonant combinations, the letter in italics can be silent: kn, wr, sc, mb, gn, dg, tch, gh.

Look at each picture. The letters beside the picture are scrambled. Unscramble them to form a word that matches the picture. Write the word on the line. Hint: Each word contains a silent letter combination.

Read the sentences below. Fill in each blank with a word from the box that makes sense in the sentence. Then, cross out the silent letter in the word.

judge  knocked  crumb  wrinkled  assign  eyesight

1. The ________________ and jury will hear the case in the courtroom.
2. What homework did Ms. Sachs ________________ on Thursday?
3. Jacob ________________ on the front door when he arrived at the party.
4. Pugs have curly tails and ________________ skin on their faces.
5. Ella reads to her grandpa, who doesn’t have good ________________.
6. The Devlins’ dog catches every ________________ that falls to the floor during dinner.
Lesson 1.12 Short Vowels

Read the paragraphs below. Underline the word from the pair in parentheses that has the same short vowel sound as the word in bold beside it.

Are you fond (shot, chill) of getting mail? A pen (cliff, vest) pal is a person who lives in another city, state, or country. A pen pal club (punch, bath) matches students who are about the same age. They can (cane, wax) share interests and hobbies. They can learn about what it is like to live somewhere else in the world.

The Student Letter Exchange is the largest pen pal (fast, bluff) organization in the world. A teacher wanted to find a way for his (hide, finch) students to learn a lot (jog, crust) about other cultures. Today, about 500,000 people are members. They come from more than (lock, chance) 100 countries. Some pals stay in touch their entire lives. Some are able to visit (trip, shred), and others know each other just (huge, mug) from their letters. If you think (will, rot) you’d like to have a pen pal, visit www.pen-pal.com.

Write a sentence following the instructions in parentheses. You can use the words in the box, or you can use words of your own. Circle the words you use.

1. (2 short ă words, 1 short u word)______________________________________
   ____________________________________________________________________

2. (1 short i word, 1 short e word, 1 short a word)________________________
   ____________________________________________________________________

stuck  fast  hid  back  jump  when  had  flag  tent  will
Lesson 1.12 Short Vowels

Read each definition and the word beside it. Change the short vowel sound to form the word that matches the definition. Write the new word on the line.

Ex: to reach out and take

1. fake hair worn on the head
2. the part of the body used for walking
3. ill
4. a vehicle used for large or heavy things
5. the noise a duck makes
6. to come to an end; to halt
7. a tightly closed hand
8. a shelter used for camping

grub ____________________
wag ____________________
log ____________________
sock ____________________
trick ____________________
quick ____________________
step ____________________
fast ____________________
tint ____________________

Solve each problem below. Write the new word on the line. Then, circle the word beside it that has the same short vowel sound.

1. puck - u + i = ____________________
2. think - i + a = ____________________
3. shut - u + o = ____________________
4. flesh - e + a = ____________________
5. stuff - u + i = ____________________
6. bench - e + u = ____________________
7. swim - i + a = ____________________
8. cluck - u + i = ____________________

brunch nest sniff
fog sand grim
slept frog latch
rung fox gasp
cling drench strap
link stuck mend
plant mint hunt
wrap grin ox
Lesson 1.13 Long Vowels

A vowel can make a long sound when followed by a consonant and silent e, as in rake, time, and huge. Sometimes, this pattern is called VCe, which stands for vowel + consonant + silent e. The silent e makes the vowel say its name.

The letters o and u can also make a long sound when followed only by silent e, as in toe and due.

Add silent e to each word and then write the new word on the line. Draw a line to match each new word to a rhyming word in the second column.

1. scrap + e = ____________________ fume
2. twin + e = ____________________ drape
3. plum + e = ____________________ waste
4. rod + e = ____________________ code
5. past + e = ____________________ spine

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

<table>
<thead>
<tr>
<th>lake</th>
<th>spine</th>
<th>doe</th>
<th>whale</th>
<th>true</th>
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</table>

1. _______________ a female deer
2. _______________ the opposite of false
3. _______________ a large body of water
4. _______________ the backbone
5. _______________ a huge mammal that lives in the ocean
Lesson 1.13 Long Vowels

Read the paragraphs below. Write the bold words under the correct headings.

We decided to hold our charity car wash on a nice day in June. We wanted to raise money for a group that helps homeless families. Mr. Glaser asked the class to vote, and a car wash was the most popular choice.

We made a bunch of colorful signs in art class last week. The night before the big day, Dad took Kate, Cristofer, Joe, and me on a ride around town to post the signs. On the morning of the car wash, the sky was blue and the sun shone brightly. We had decided that ten dollars was a fair price for a wash. We used a hose to clean the dirt and grime from our customers’ cars. We used old towels to wipe down each car and polish the chrome to a shine.

By late afternoon, we were ready to wrap things up for the day. Luke decided to play a joke on Danita. He turned the hose on her, which started a huge water fight. Once everything was cleaned up, we ate a quick snack and counted our pile of money. We had earned 180 dollars for our charity. We all decided to set a date for next year’s car wash.

<table>
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Read each word in bold below. Underline the word beside it that has the same long or short vowel sound.

1. shake   spit   space   whack
2. plump   fox    cute    junk
3. flop    knock  close   chest
4. stripe  whip   ask     wide
5. bone    those  dress   fox
6. fringe  stride limp   desk
7. hatch   west   wrap   state

Look at each picture below. On the first line, write the word that names the picture. On the second line, write a word that has the same vowel sound.

____________________   ____________________
____________________   ____________________
____________________   ____________________
____________________   ____________________
____________________   ____________________
____________________   ____________________
Read the experiment below. In the space next to the words in bold, write the long or short vowel sound you hear.

**Volcano Blast**

- ½ cup ____________ baking soda
- ½ cup water
- ½ cup vinegar
- 8 drops ____________ dish ____________ soap

1. Find a place to work where it is okay to make ____________ a mess _____________. Make a mound or dome ____________ out of the dirt or sand.

2. Use ____________ your hand to poke ____________ a hole ____________ in the top ____________ of the volcano. Fit ____________ the cup into the hole. Press ____________ it down to hide ____________ it.

3. Put ____________ the baking soda into the can. In the measuring cup, mix ____________ the water, vinegar, and soap.

4. When ____________ you are ready for your volcano to erupt, just ____________ pour the liquid mixture into the can of baking soda.

What causes the eruption? When the baking soda and vinegar combine, a chemical reaction takes ____________ place and a gas ____________ is created. The gas is what makes the fizz ____________ or bubbles you see.
Lesson 1.14  Vowel Sounds (ai, ay, ei, ey)

The letters ai, ay, ei, and ey can make the long a sound you hear in paid, tray, weigh, and hey.

Read the words below. Underline the word in each set that does not have a long a sound.

1. braid  quail  pass  beige
2. reindeer  catch  hey  sway
3. branch  gray  stain  veil
4. stingray  paint  also  decay
5. obey  rash  reins  clay

Look at each picture below. Write the name of the picture on the first line. Then, write each word from the box under the heading that has the same long a spelling.

say  weigh  bait  afraid  spray  neigh  snail  eight  tray
Lesson 1.14  Vowel Sounds (ai, ay, ei, ey)

Read each sentence below. Underline the word from the pair in parentheses that has the same long a sound as the word in bold.

1. The human brain (veil, trap) weighs about three pounds.
2. An elephant’s brain weighs (stray, bath) about 13 pounds, and a lion’s brain weighs about half a pound.
3. A neuron is a nerve cell. Scientists think there may (hang, they) be about 100 billion neurons in the human brain.
4. Some people say (brand, paid) that we use only 10% of our brains, but this isn’t true—we use 100%, just not all at once.
5. An adult brain is the size of a grapefruit and is pinkish gray (hay, slant) in color.
6. When you feel pain (ranch, plate), the message travels through neurons.
7. The 28 bones in your skull help your brain stay (freight, crack) safe.
8. The brain is divided into two main (snag, play) sections. The right half controls the left side of the body and vice versa.
9. Getting enough sleep is important for keeping the brain healthy. An eight (fact, crate) year old needs 9 to 12 hours of sleep per day (snail, scab).
10. An x-ray (prey, clap) can show the different parts of the brain.
Lesson 1.15 Vowel Sounds (ee, ea, ie, ey)

The letters ee, ea, ie, and ey can make the long e sound you hear in tree, speak, shield, and donkey.

Look at each picture. Fill in the blanks with the long e spelling that correctly names the picture. Then, circle the word below it that has the long e sound.

**wheel**
- streak
- stretch

**sunset**
- alley

**peach**
- chess
- seaweed

**beast**
- length

**dream**

Read each clue. Choose the word from the box that matches the clue, and write it on the line. Circle the letters in the word that make the long e sound.

<table>
<thead>
<tr>
<th>dream</th>
<th>hockey</th>
<th>Tennessee</th>
<th>niece</th>
<th>parakeet</th>
</tr>
</thead>
</table>

1. I am a southern state. My capital is Nashville. ____________________

2. I am a game played in an ice rink on skates. You need a stick and a puck to play. ____________________

3. The son of a brother or sister is a nephew. I am the daughter of a brother or sister. ____________________

4. I am a small bird that is often kept as a household pet. ____________________

5. I am a story that your mind makes up while you sleep. ____________________
Lesson 1.15  Vowel Sounds (ee, ea, ie, ey)

The Morales family is going shopping. Read their lists and circle the words that have long e spelled ee and ie. Underline the words that have long e spelled ea and ey.

Romanos’ Grocery  World Mart and Co.  Lincoln’s
apples  birdseed  jeans for Olivia
bananas  vitamins  jacket for Marco
parsley  three rolls of paper  socks
tomatoes  dog treats  handkerchiefs
green onions  birthday card  soccer jerseys
honey
peanut butter  tinfoil

Circle the word that has the same long vowel sound as the word in bold.

1. belief  slept  breeze  weigh
2. valley  cell  health  sweet
3. fifteen  wheat  quench  veil
4. attorney  bleed  present  they
5. peace  pledge  shield  neck
Lesson 1.16 Vowel Sounds (ind, ild, igh)

The vowel i can make a long sound when followed by nd, ld, or gh, as in kind, wild, and flight.

Read the sentences below. Circle the two rhyming words with the long i sound in each sentence.

1. “Don’t forget, these are wild animals,” the zookeeper told the child.
2. Dad never has to remind Carter to rewind the videotapes.
3. Ethan might have stage fright when he sees how many people are here.
4. Did you find any lemon rind we could add to the muffin batter?
5. Bethany can’t sleep at night without a light.
6. There was a wild storm yesterday, but the weather is mild today.

Read each sentence and the set of words below it. Underline the word that has the same long vowel sound as the word in bold.

1. Mom says Dylan has a one-track mind.
   tripped sight rain
2. As a child, he loved taking things apart and putting them back together.
   permit squint shine
3. When he was only four, he repaired a broken flashlight and radio.
   unkind bliss forgive
4. If Dylan can’t find a part he needs, he can usually use something else.
   weigh wild wink
Lesson 1.16 Vowel Sounds (ind, ild, igh)

Unscramble the letters in bold to form a word with the long i sound that makes sense in the sentence. Write the word on the line.

1. ______________________ The opposite of in front of is inbhed.
2. ______________________ Nate stays up until ghmiidt on New Year’s Eve.
3. ______________________ Remember to ndwi the grandfather clock every few days so that it doesn’t stop ticking.
4. ______________________ How hgih can you count in Spanish?
5. ______________________ Are those peppers spicy or mldi?
6. ______________________ Our cat has been nbild in one eye since birth.
7. ______________________ Grandpa and Noah picked dliw blueberries and made a pie.
8. ______________________ nduniw the string from the yo-yo.

Write each word from the box under the heading that has the same long i spelling.

blindly  starlight  kindest  uptight  winding
flight  stepchild  delight  grind  wilder

tonight          mild          behind

_________________________  ___________________________  ___________________________
_________________________  ___________________________  ___________________________
_________________________  ___________________________  ___________________________
_________________________
Lesson 1.17  Vowel Sounds (oa, ow, ou, old, ost)

- The letters **oa** and **ow** can make the long **o** sound you hear in *float* and *grown*.
- The vowel **o** can make a long sound when followed by **ld**, **ll**, and **st**, as in *told*, *troll*, and *most*.

Look at each picture. Fill in the blanks with the long **o** spelling that correctly names the picture.

1. roast  smooth  mold  blotch
2. scroll  stroke  rock  shopping
3. goat  sunblock  jog  host
4. unfold  stop  shown  sandbox
5. post  moose  throat  spot
6. glow  snob  chopped  coach

Circle the word that has the same long vowel sound as the word in bold.

1. roast  smooth  mold  blotch
2. scroll  stroke  rock  shopping
3. goat  sunblock  jog  host
4. unfold  stop  shown  sandbox
5. post  moose  throat  spot
6. glow  snob  chopped  coach
Lesson 1.17  Vowel Sounds (oa, ow, ou, old, ost)

On the line, write the word in parentheses that best completes each sentence below. Circle the letters that make the long o sound in the word.

1. On a gray, wet day, Mr. Watkins and his wife took a ________________ by the river. (stroll, school)

2. They stopped in surprise when they heard a ________________ coming from the water. (goose, groan)

3. A man was ________________ on a piece of driftwood in the chilly water! (couch, floating)

4. Mr. Watkins ran back to his car for a piece of rope to ________________ the man to safety. (block, tow)

5. “I ________________ gave up thinking someone would spot me,” said the man, huddled in Mrs. Watkins’ jacket. (almost, chop)

6. “What were you doing in the water on such a ________________ day?” asked Mrs. Watkins. (pool, cold)

7. “I took my ________________ out to test the new oars I just bought,” he replied. (rowboat, frog)

8. “A tree limb snapped and cracked my boat,” he added. He ________________ the Watkins where the branch had injured his leg. (showed, hound)

9. “I guess today was my lucky day,” he ________________ his rescuers. (pond, told)
Review  Vowel Sounds

- Ai, ay, ei, and ey can make the long a sound. (trail, stay, eight, they)
- Ee, ea, ie, and ey can make the long e sound. (screen, neat, chief, hockey)
- The letter i can make a long sound when followed by nd, ld, or gh. (mind, wild, sigh)
- The letter o can make a long sound when followed by ld, ll, and st. (hold, roll, post)
- The letters oa and ow can make the long o sound. (toad, snow)

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

[Images of a person, a tree, a person with a hat, and a train]

mail  contain  note  degree

____________________  ____________________
____________________  ____________________
____________________  ____________________
____________________  ____________________

Read each set of words below. Underline the words that have the same long vowel sound.

1. bleach  obey  between  unkind
2. spray  weigh  shield  snow
3. neigh  blind  midnight  niece
4. mold  foam  dropped  moist
Review  Vowel Sounds

Read the paragraphs below. On the line next to the words in bold, write the long vowel sound you hear (a, e, i, or o) when you say the word to yourself.

Serena Williams started playing _____ tennis as a very young child ____. By the time she was five years old ____, she and her older sister, Venus, were already entering tournaments. When Serena was fourteen ____, she went professional. Most _____ players don’t have to compete against members of their family, but Serena and Venus have played each _____ other many times.

In 1999, Serena defeated _____ the world’s top female player, Martina Hingis. She played straight _____ sets and won her first “grand slam title” at the U.S. Open. Other grand slam titles are the Australian Open, the French Open, and Wimbledon. Serena has won seven titles playing singles. She and her sister have won all four grand slam titles playing doubles as a team ____. They _____ are the first sisters to do this since the late 1800s. They were also the first sisters to ever hold _____ numbers one and two in the world rankings.

Because she hurt her ankle and knee ____. Serena has had to take a break from tennis for a while. But fans will continue to keep _____ their eyes on Serena Williams. She is sure to have a bright _____ future—in the world of sports and in whatever other challenges she chooses.
Lesson 1.18 Vowel Sounds (oo, ew, ou, ui)

- The letters **oo**, **ew**, **ou**, and **ui** can all make the /oo/ sound you hear in words like *goose*, *flew*, *group*, and *bruise*.
- The letters **oo** can also make the sound you hear in *good* and *shook*.

On the first line, write the word that names the picture. Then, write each word from the box under the heading that has the same vowel sound and is spelled the same way.

<table>
<thead>
<tr>
<th>suit</th>
<th>zoo</th>
<th>classroom</th>
<th>cashew</th>
<th>hood</th>
<th>threw</th>
<th>bruise</th>
<th>overlook</th>
</tr>
</thead>
</table>

Read the paragraphs below. Circle the 13 words that have the /oo/ sound. Underline the 3 words that have the vowel sound you hear in *look*.

One afternoon, the Lyle family entered a contest and won a four-day cruise. They packed their suitcases and flew to Florida. When they arrived, there were groups of bright balloons all around the ship’s deck. Jenna and Will couldn’t wait to put on their bathing suits and hop in the pool.

Just past noon, the ship’s whistle blew, and the Lyles were on their way. They had a light lunch of soup, sandwiches, fruit, and fresh juice. Will stretched out on his towel with a good book while Jenna went swimming. Mrs. Lyle grinned. “It looks like four days won’t be long enough for any of us!”
Lesson 1.18  Vowel Sounds (oo, ew, ou, ui)

Read the clues below. Underline the word that best matches each clue. Then, circle the letters that make the /oo/ sound in that word.

1. I am eaten like a vegetable, but I am actually a type of fungus.
   - stoop
   - mushroom
   - juice

2. I am a group of people who work together on a boat or a plane.
   - crew
   - school
   - caboose

3. I am a black-and-blue mark on your skin when you get hurt.
   - goose
   - review
   - bruise

4. I am a type of soup that usually contains chunks of meat and vegetables.
   - stew
   - scoop
   - group

5. I am a type of formal clothing. I include a jacket and pants or a skirt.
   - scoot
   - suit
   - hook

6. I am an animal that carries my baby in a pouch. I live in Australia.
   - cartoon
   - kangaroo
   - raccoon

7. I am a kind of bird.
   - zoom
   - group
   - goose

8. I am a homograph for, or a word that sounds the same as, threw.
   - through
   - tool
   - though

9. I am the material that covers a caterpillar before it turns into a butterfly.
   - balloon
   - soup
   - cocoon

10. I am a type of soap used for washing hair.
    - shampoo
    - drool
    - youth
Lesson 1.19 Vowel Sounds (au, aw, al, all)

- The letters au can make the sound you hear in taught.
- The letters aw can make the sound you hear in straw.
- When the vowel a is followed by l or ll, as in chalk or ball, it makes the same sound as au and aw do.

Make a check mark ✓ on the line next to the word that has the same vowel sound as the word in bold.

1. Are you going to listen to the author, Nelly Maddox, speak at the library?
   _____ apple  _____ sauce  _____ cheat

2. She is going to talk about her childhood and her writing.
   _____ claw  _____ clap  _____ waste

3. Ms. Maddox was born in Australia, but today she lives in London.
   _____ cast  _____ salt  _____ sand

4. She will be signing autographs from 3:00 until 5:30.
   _____ lake  _____ hall  _____ tails

5. She loved to draw as a little girl and illustrates all her picture books.
   _____ bang  _____ wait  _____ caught

6. Ms. Maddox’s first book for teens was called Oddball Summer.
   _____ trash  _____ road  _____ lawn

7. It was based on her memories of feeling awkward as a teenager.
   _____ sail  _____ malt  _____ thank

8. Ms. Maddox’s daughter, Amelia, likes to read and play soccer.
   _____ hawk  _____ unwrap  _____ grasp
Read each clue. Fill in the letters to complete the word that matches the clue.

1. the season that follows summer  ___ ___ tumn
2. a long, skinny tube used for drinking liquid  str___ ___
3. a type of meat that is often eaten for breakfast  s___ ___ sage
4. many stores grouped together in one place  m___ ___ ___
5. the past tense of the word catch  c___ ___ ght
6. to try out for a part in a play  ___ ___ dition

Read the sentences below. Underline the word from the pair in parentheses that best completes each sentence.

1. Harry Truman was a (southpaw, seesaw), which means he was left-handed.
2. Ulysses S. Grant brought the first professional (baseball, rainfall) team to the White House.
3. Every spring, the famous Egg (Salt, Roll) takes place on the White House (chalk, lawn).
4. George W. Bush watched the (caution, launch) of the space shuttle *Discovery* from the Oval Office in 2005.
5. John F. Kennedy’s (autograph, jigsaw) can be worth thousands of dollars.
6. Every two years, about 650 bills are passed by Congress and signed into (law, fault) by the president.
7. The job of the Secret Service is to protect the president from an (auto, assault).
Lesson 1.20  Vowel Diphthongs (oi, oy)

A diphthong (pronounced dip thong) is a combination of two vowel sounds that come together and create a new sound.
- The diphthong *oi*, as in *spoil*, and *oy*, as in *joy*, make the same sound.

Underline the words in each set that have the same vowel sound.

1. avoid  frog  destroy  belong
2. stomp  globe  appoint  royal
3. coast  spoil  voyage  plot
4. moist  Floyd  those  joint
5. below  toilet  employ  potluck
6. pinpoint  throne  foil  annoy

Complete each sentence below with a word from the box. Then, circle the diphthong in the word.

**spoiled  corduroy  oysters  foil  oink  cowboy**

1. ________________ is the sound a pig makes.
2. Clothes can be made out of a soft type of material called ________________.
3. ________________ are a type of shellfish that are often served at seafood restaurants.
4. A ________________ is a person who cares for cattle on a ranch.
5. Something that is rotten is ________________.
6. A shiny silver material used for covering food is called ________________. 
Read each sentence below. Underline the word that has the same diphthong as the word in parentheses.

1. The pilot’s voice was hard to hear through the headset. (broil)
2. There was a lot of noise and confusion in the background. (spoil)
3. “I knew our voyage would be dangerous, but I didn’t expect anything like this,” Captain Markham told command central. (annoy)
4. “Can you see the asteroid from your present location?” asked Daniela Pierce. (joint)
5. “It’s enormous, and I’m worried it will be hard to avoid!” exclaimed the captain. (foil)
6. “I’m lucky to have a loyal crew on board with me,” he added. (soybean)
7. “This may be your last chance to get out before the spacecraft is destroyed,” warned Daniela. (employ)
8. “That isn’t a choice,” replied Captain Markham. (point)
9. Suddenly, Daniela could hear the sounds of people rejoicing on the spacecraft. (boil)
10. She smiled and took off her headphones. Nothing could change the joy and relief she felt at that moment. (Roy)
Lesson 1.21 More Vowel Diphthongs (ou, ow)

The diphthong ou, as in found, and ow, as in growl, make the same sound.

Read each sentence below. Rewrite the sentence, replacing each picture with a word that contains the diphthong ou or ow.

1. Eva’s grandma travels 🕒 for the winter.

2. The 💖 made balloon animals at the birthday party.

3. Who spilled grape juice all over the 🧺?

4. We need to find a 👑 to complete Jake’s costume.

5. Oscar climbed to the top of the 🕵️‍♂️ and looked for ships.

6. Stratus and cumulus are different types of ☁️.
Read the paragraphs below. Circle the 11 words that contain the /ow/ sound spelled **ou**. Underline the five words that have the /ow/ sound spelled **ow**. You do not need to mark the same word more than once.

You’ll find milk in the refrigerator of almost every house in America. People drink it, pour it on their cereal, and cook with it. Do you know where milk comes from? How does it get from a cow to your kitchen table?

Dairy farms are located all around the country, but many are found in the Midwest. Farmers feed cows a mixture of hay, barley, corn, cottonseed, grasses, and grocery store leftovers. A single cow eats as much as 80 pounds a day! Cows drink a large amount of water too—about 40 gallons daily.

A mother cow produces around eight gallons of milk a day. In the past, people milked by hand. The farmer would crouch on the ground or sit on a stool beside the cow. He or she would squeeze out milk into pails from the cow’s udders. Today, cows go to a milking parlor where they are hooked up to a powerful machine. It cools the milk and pumps it into big storage containers. This is faster and easier than milking by hand. Using the machines allows farmers to milk more cows.

The milk is picked up every day by a special truck. The metal tanks store the milk and keep it cool as it travels to a processing plant. Now the milk is heated to kill any bacteria. It is put into bottles and cartons and shipped to grocery stores all across the nation. Where would we be without dairy farmers? There is no doubt that they are a very important part of the food industry.
Read the clues below. Choose the word from the box that matches each clue and write it in the puzzle.

- **Oo, ew, ou, and ui** can make the /oo/ sound, as in *bloom, flew, youth,* and *suit.* **Oo** can also make the sound you hear in *wood* and *hook.*
- **Au** and **aw** can make the same vowel sound, as in *caught* and *straw.* When **a** is followed by **I** or **II,** as in *walk* or *tall,* it makes the /aw/ sound, too.

Read the clues below. Choose the word from the box that matches each clue and write it in the puzzle.

- **cashew**
- **juice**
- **hook**
- **neighborhood**
- **August**
- **chalk**
- **soup**
- **claw**

**Across**

2. liquid food eaten with a spoon
3. a blackboard writing tool
6. a group of houses near one another
7. the sharp nail of an animal

**Down**

1. the liquid of a fruit
3. a type of nut
4. the month that follows July
5. a metal piece used to catch fish
Remember, a diphthong is a combination of two vowel sounds that create a new sound.

• The diphthongs **oi** and **oy** make the same sound, as in *noise* and *loyal*.
• The diphthongs **ou** and **ow** make the same sound, as in *trout* and *power*.

Read the sentences below. On the line, write the word from the box that best completes each sentence. Then, circle the diphthong in the word.

| proud | firehouse | loyal | pound | choice |

1. The firefighters decided they needed a dog at the ________________.
2. Captain Fox said they should go to the ________________ to find a dog who needed a good home.
3. It didn’t take long for them to make their ________________.
4. The captain was ________________ to say that Dixie chose Squad 615.
5. He knew she would be a good friend and a ________________ dog.

Read each clue below. Fill in the blanks to form a word that matches the clue.

1. the last car of a train, often painted red
   - cab____ ____se

2. the opposite of *short*
   - t____ ____ ____

3. a trip or a journey
   - v____ ____age

4. a young deer
   - f____ ____n

5. clothes that need to be washed
   - l____ ____ndry

6. the color of chocolate
   - br____ ____n
Lesson 1.22 The Schwa Sound

The vowels a, e, i, o, and u can all make the schwa sound. It is the /uh/ sound you hear at the beginning of the word about and at the end of the word label. The symbol that stands for the schwa sound (ə) looks like an upside-down e. In each word below, the vowel that makes the schwa sound is in bold.

around  seven  April  common  circus

Read the sentences below. For each word in bold, circle the vowel that makes the schwa sound.

1. An atlas is a book that contains maps.
2. You can find a map of China on page 42.
3. On which page did you find information about the Grand Canyon?
4. We are going to drive across the country in a rental car.
5. Grandpa Louis keeps a travel log of all the places he has been.
6. Use a pencil to jot down these directions.
7. Let’s plan to stop at the cactus garden in New Mexico.

Read each clue and the word beside it. Replace the schwa with a vowel to spell the word that matches the clue. Write the word on the line.

1. an underground passage  tunnel
2. a piece of farm equipment  tracter
3. last  finel
4. by oneself  elone
5. causing pain or suffering  cruel
6. the way a horse runs  gallep
Lesson 1.22 The Schwa Sound

Look at each picture below. On the line, write the word from the box that names the picture. Circle the vowel that makes the schwa sound.

Hint: Some words may have more than one schwa sound.

 elephant  pencil  lemon  towel  banana  circus

Read the words below. Circle the word in each set that contains the schwa sound. If you are not sure, try saying the words out loud to yourself.

1. press  thick  legal
2. canoe  blond  drank
3. begin  belt  children
4. classical  chalkboard  spring
5. crept  even  cube
6. knock  length  possum
7. band  often  ditch
Lesson 1.22  The Schwa Sound

The **schwa sound** is usually found in unstressed syllables. When you divide a word into syllables, one syllable is often stressed. In the word *a·bove’*, the second syllable is stressed. The first syllable has the schwa sound.

Here are some other words that have the schwa sound. The vowel that makes the schwa sound is in bold. Notice how the schwa sound is in the unstressed syllable in each word below.

- a·round’
- len·til
- sev·en
- pi·lot
- wish·ful

Read the sentences below. For each word in bold, circle the unstressed syllable and underline the vowel that makes the schwa sound.

**Ex.:** Grandma made *pas·ta* for dinner.

1. When Max turned *sev·en*, he had his birthday party at the zoo.
2. Max’s favorite part of the zoo is the *Ser·pent* House.
3. He knows all the snakes by their *com·mon* names.
4. Greenbrook Zoo keeps *a·bout* 500 snakes at the Serpent House.
5. Max’s friends *a·gree* that snakes are the most interesting reptiles.
6. The zookeeper feeds the snakes small *mam·mals*, like mice and rats.
7. Snakes can *o·pen* their mouths wide enough to eat animals that seem much too large for them.
8. Max was surprised to learn that some snakes have sensors between their eyes and *nos·trils* that allow them to “see” the heat of another animal.
Lesson 1.22  The Schwa Sound

Many words that end in *le* make the schwa sound.

dimple (dimpel)  ripple (rippel)  pickle (pickel)  castle (castel)

Choose the word from the box that matches each clue and write it on the line. Then, find the word in the word search puzzle and circle it.

maple  freckle  marble  purple  castle  simple  beagle  apple

1. a sweet, crispy, red or green fruit ____________________
2. a small glass ball used in children’s games ____________________
3. a color made by mixing red and blue ____________________
4. a breed of hound dog ____________________
5. a small, light brown spot on the skin, especially on the face ____________________
6. easy; the opposite of difficult ____________________
7. a type of sweet syrup ____________________
8. a home for royalty ____________________

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

Spectrum Word Study and Phonics
Grade 4

Chapter 1 Lesson 22  Phonics
Lesson 1.23  The Sounds of **y**

- At the beginning of a word, **y** can make the sound you hear in *yell*.
- The letter **y** can make the long **i** sound at the end of a word, as in *spy* and *cry*.
- The letter **y** can make the long **e** sound at the end of a word, as in *heavy*.
- In the middle of a word, **y** can make the short **i** sound, as in *gym* or the long **i** sound, as in *style*.

Read each sentence. Circle the word below the sentence that has the same sound of **y** as the word in bold.

1. **Butterfly** World, in Coconut Creek, Florida, is the largest butterfly house.
   - system
   - supply
   - yank

2. Thousands of different **types** of butterflies live there.
   - python
   - yes
   - shiny

3. There are several outdoor gardens where the butterflies fly **freely**.
   - why
   - yellow
   - scary

4. The butterflies come from **many** places around the world.
   - lying
   - easy
   - nylon

5. Be sure not to miss seeing the Jewels of the **Sky** Hummingbird exhibit.
   - shy
   - mystery
   - carry

6. **Would you** like to learn how to start your own butterfly garden?
   - yogurt
   - celery
   - apply

7. The life span of a **typical** butterfly may be only a couple of weeks.
   - sly
   - myth
   - yesterday
The Sounds of \textit{y}

Read each set of words below. Write \textit{y}, short \textit{i}, long \textit{i}, or long \textit{e} on the line to show what sound the letter \textit{y} makes in the words in the set.

1. ____________________  crazy  softly  party
2. ____________________  gym  system  Egypt
3. ____________________  shy  lying  dry
4. ____________________  quickly  fairy  puppy
5. ____________________  yacht  yell  yowl

Read the paragraphs below. Listen to the sound the \textit{y} makes in the words in bold. Then, write each word beside the correct heading.

\textbf{Yodeling} is a form of singing. A \textit{yodeler} moves his or her voice \textit{quickly} back and forth between high and low sounds. Yodeling might have begun as a way for shepherds to communicate. But different \textit{styles} of yodeling are found in \textit{many} other cultures, too, \textit{especially} near mountains. Yodeling is found in China, as well as among the \textit{pygmies} of Africa and the native people of Australia. In America, yodeling can be heard in the \textit{rhythms} of \textit{country} and bluegrass music. Experts say that the best places to yodel are places where there is an echo. That way, \textit{you} will always hear a \textit{reply}.

\textbf{long e}: ____________________  ____________________  ____________________  ____________________

\textbf{long i}: ____________________  ____________________

\textbf{short i}: ____________________  ____________________

\textbf{y}: ____________________  ____________________  ____________________  ____________________
Lesson 1.24 R-Controlled Vowels (ar, er, ir, or, ur)

When the letter r follows a vowel, it can change the vowel’s sound.
- The letters ar make the sound you hear in park.
- The letters or make the sound you hear in sports.
- The letters er, ir, and ur can all make the same sound, as in verb, whirl, and hurt.

Read each sentence below. On the line, write a word that contains an r-controlled vowel and names the picture.

1. Mr. Robards asked the students to sit in a __________.

2. Annie found a __________ in the valley last Saturday.

3. Has anyone ever spotted a __________ at this beach?

4. Dad is grilling some __________ to go with the burgers.

5. Did you get a __________ from Steven?

6. Aunt Kimiko knitted Jess a __________.

7. The __________ stamped his feet and whinnied when he saw the apples.

8. Sophie came in __________ in the race.
Lesson 1.24  **R-Controlled Vowels (ar, er, ir, or, ur)**

Read each word in column 1. Write the letter of the definition on the line beside the word.

1. third ______
   a. food usually served at Thanksgiving
2. verb ______
   b. a musical instrument
3. thorn ______
   c. comes between second and fourth
4. guitar ______
   d. a part of speech; an action word
5. turkey ______
   e. a sharp point on the stem of a plant

Read the paragraphs below. Circle the five words that have an **ar** or **or** sound. Underline the 11 words that have an **er**, **ir**, or **ur** sound. Do not mark the same word more than once.

Daniel Sullivan was the first person to be known as a horse whisperer. During the 1800s, he became famous in England for helping horses that no one else could help. Some horses were violent. Others had been abused. Daniel was able to calm the horses. They seemed to know they could trust him. Daniel taught two other men the art of horse whispering. Both men wrote books, and more and more people learned about helping troubled horses.

Can you guess how horse whispering got its name? The trainers stand face to face with their horses. People who observed this thought the trainer must be whispering something special to the horse. Actually, horse whisperers just know a lot about horses. They understand these animals better than anyone. It is hard work, and it takes a lot of patience. But most horse whisperers wouldn’t dream of doing anything else.
Lesson 1.25  More R-Controlled Vowels (air, are, ear, eer)

- The letters **air** and **are** can make the same sound, as in *fair* and *care*.
- The letters **ear** and **eer** can make the same sound, as in *fear* and *deer*. **Ear** can also make the sound you hear in *bear*.

Look at each picture. On the line, write the word from the box that names the picture. Then, circle the rhyming word below it.

<table>
<thead>
<tr>
<th>hair</th>
<th>silverware</th>
<th>pear</th>
<th>spear</th>
<th>deer</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>bear</td>
<td>tear</td>
<td>stairs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>share</th>
<th>pale</th>
</tr>
</thead>
<tbody>
<tr>
<td>hate</td>
<td>swear</td>
</tr>
<tr>
<td>gear</td>
<td>team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rear</th>
<th>dark</th>
</tr>
</thead>
<tbody>
<tr>
<td>pairs</td>
<td>carts</td>
</tr>
<tr>
<td>stare</td>
<td>beach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>eat</th>
<th>smear</th>
</tr>
</thead>
<tbody>
<tr>
<td>hare</td>
<td>wait</td>
</tr>
<tr>
<td>aim</td>
<td>prepare</td>
</tr>
</tbody>
</table>
Locks of Love is a very special group located in Florida. Treatments for some illnesses can cause children to lose their (square, hair). Locks of Love lets people donate hair that can be made into wigs for these children. Whenever they (swear, wear) their wigs, the children are (aware, beware) that someone they’ve never even met (cares, glares) about them.

The hair can be any color. It can be straight or curly. Locks of Love just asks that the donations be at least 10 inches long and that people (prepare, declare) by washing their hair before it is cut. Some salons will even cut hair for free if they know it will be donated.

Although it takes (steers, years) to grow (clear, nearly) a foot of hair, hundreds of people (volunteer, appear). Most of the donations come from kids who (hear, fear) about the group and decide to help. If you would like to (blare, share) your hair or learn more about this group, visit their web site.

Read each set of words below. Circle the word that has the same r-controlled vowel sound as the word in bold.

1. rare    career    gear    spare
2. peer    engineer    nightmare    fare
3. smear    pear    dear    affair
4. flair    despair    appear    deer
5. sneer    reindeer    flare    repair
Read each definition and the pronunciation beside it. On the line, write the word.

1. clapping made by a group  ep·plaus’
2. a story that teaches a lesson  fa’·bel
3. a sour yellow fruit  lem’·en
4. a coin worth five cents  nick’·el
5. a small paddle boat  ce·noe’

The letter y can stand for several different sounds: the /y/ sound (yes), the long i sound (try), the long e sound (happy), and the short i sound (gym).

Read the sentences below. Listen to the sound the y makes in each word in bold. Write the sound (y, short i, long i, or long e) on the line.

1. My ____________ aunt is planning to take a trip next July ____________.
2. She spent many _______________ years _______________ learning about the pyramids.
3. She will fly _______________ to Egypt _______________ and stay with a family _______________ for a month.
4. Aunt Kelly _______________ loves the mysteries _______________ of the pyramids.
5. I may be too young _______________ to travel with Aunt Kelly right now, but I’d like to see the world myself _______________ one day.
Review: Schwa, the Sounds of y, and R-Controlled Vowels

When the letter r follows a vowel, it can change the vowel’s sound.

- The letters ar make the sound you hear in farm.
- The letters or make the sound you hear in snore.
- Er, ir, and ur make the same sound, as in germ, birth, and fur.
- Air, are, and ear can make the same sound, as in pair, dare, and wear.
- Ear and eer can make the same sound, as in hear and steer.

Read each word in bold below. On the line, write the letter of the word beside it that has the same r-controlled vowel sound.

1. _____ arch
   a. shear
   b. merge
   c. smart
2. _____ chirp
   a. cork
   b. surf
   c. sneer
3. _____ spare
   a. wear
   b. porch
   c. swirl
4. _____ nerve
   a. yarn
   b. near
   c. dirt
5. _____ clear
   a. curve
   b. career
   c. pear
6. _____ fort
   a. sworn
   b. stern
   c. volunteer

Read the sentences below, and circle the words that have r-controlled vowels. The number in parentheses will tell you how many words you should find.

1. Monet was an artist who painted outdoors and used bright colors. (3)
2. Mary Cassatt was a painter at a time when few women had careers. (2)
3. Georgia O’Keefe’s family urged her to prepare for life as an artist at a young age. (5)
4. Norman Rockwell painted hundreds of magazine covers during his life. (3)
Lesson 2.1 Base Words and Endings (-ed, -ing)

A base word is a word without endings added to it.
• If a base word has a short vowel sound and ends in a consonant, double the consonant before adding ed or ing. 
  drag, dragged, dragging
• If a base word ends with e, drop the e before adding ed or ing.
  move, moved, moving
• If a base word ends with y, change the y to i before adding ed. Do not change the y before adding ing.
  hurry, hurried, hurry

On the line, write the base word for each word in bold.

1. On the day of the championship, Ben discovered ________________
   that his lucky baseball mitt was missing ________________.

2. “I’m worried ________________ I won’t find my mitt in time for the
   game!” exclaimed ________________ Ben.

3. “It could be buried ________________ in your closet,” suggested
   ________________ Dad. “Have you searched ________________ in
   there yet?” he asked.

4. Ben nodded ________________. “I’m not quitting ________________
   until it’s time to leave for the game, though. It has to be somewhere.”

5. Just then, Jasper trotted ________________ into the kitchen, wagging
   his tail and carrying ________________ Ben’s worn, creased
   ________________ mitt.
Lesson 2.1 Base Words and Endings (-ed, -ing)

Fill in the blanks in the chart below.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Add -ed</th>
<th>Add -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>clapped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>changing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>spied</td>
</tr>
<tr>
<td>laugh</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>applying</td>
</tr>
<tr>
<td>bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>shrugging</td>
</tr>
</tbody>
</table>

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

1. whisper + ed = ____________________
   ____________________

2. study + ing = ____________________
   ____________________

3. explore + ed = ____________________
   ____________________

4. spy + ed = ____________________
   ____________________
Lesson 2.2  Base Word Endings (-s, -es)

Add the endings -s or -es to base words to form new words.
• Adding s to the end of some verbs changes their form.
  The skaters twirl.  The skater twirls.
• If a verb ends with y, change the y to i and add es.
  Kyra and Henry always try.  Kyra always tries.
• If a verb ends with s, sh, ch, x, or z, add es.
  Rex and Lulu fetch.  Lulu fetches.

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

1. touches ____________________  5. buzzes ____________________
2. replies ____________________  6. cries ____________________
3. smiles ____________________  7. passes ____________________
4. coaxes ____________________  8. replaces____________________

Read the sentences below. Underline the word from the pair in parentheses that best completes each sentence.

1. Every Mother’s Day, Anjali (cookes, cooks) breakfast for her mom.
2. She (scrambles, scrambls) eggs and (fries, frys) some pancakes.
3. Anjali (watchs, watches) the eggs closely as they cook.
4. She (mixes, mixs) the pancake ingredients carefully.
5. Finally, she (carrys, carries) the tray upstairs and (shouts, shoutes) “Happy Mother’s Day!” as she (opens, openes) the door to her parents’ bedroom.
Lesson 2.2 Base Word Endings (-s, -es)

Read the sentences below. Fill in the blanks with the correct form of the base words in bold.

1. Each spring, Ella and Devon **plant** their seedlings and **watch** them grow.
   
   Each spring, Ella _____________________________ her seedlings and
   _____________________________ them grow.

2. Ella and her mom **worry** that a late-spring snow will hurt the seedlings.
   
   Ella’s mom _____________________________ that a late-spring snow will hurt the
   seedlings.

3. In the summer, the Coles **pick** tomatoes, peas, and raspberries.
   
   In the summer, Ella _____________________________ tomatoes, peas, and raspberries.

4. In the fall, they **harvest** pumpkins, lettuce, and butternut squash.
   
   In the fall, Devon _____________________________ pumpkins, lettuce, and
   butternut squash.

5. Devon and Mr. Cole **rake** the leaves.
   
   Mr. Cole _____________________________ the leaves.

6. The Coles **push** the wheelbarrow into the yard and grab some bags.
   
   Mrs. Cole _____________________________ the wheelbarrow into the yard and
   grabs some bags.

Read the sets of words below. Circle the correct form of each word in bold.

1. hike
   - hikes
   - hiks

2. climb
   - climbs
   - climbes

3. finish
   - finishes
   - finishes

4. bury
   - buries
   - burys
**Lesson 2.3 Comparative Endings (-er, -est)**

- The endings **-er** and **-est** can be added to base words to make a comparison.
  - Add **er** to mean *more* when comparing two things.
    - neat**er** = more neat
  - Add **est** to mean *most* when comparing three or more things.
    - neat**est** = most neat
- For words that end in **e**, drop the **e** and add **er** or **est**. (nice, nicer, nic**est**)
- For words that end in a consonant and **y**, change the **y** to **i** before adding **er** or **est**. (busy, busier, busi**est**)
- For words that have a short vowel sound and end in a consonant, double the consonant before adding **er** or **est**. (thin, thinner, thinnest)

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

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Add <strong>-er</strong></th>
<th>Add <strong>-est</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>smart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>tiny</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>wet</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>quick</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>gentle</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>
Lesson 2.3 Comparative Endings (-er, -est)

Read the sentences below. On the line, write the correct comparative form of each word in parentheses.

1. Venus is the planet with the ____________ surface. (hot)
2. Mercury has a ____________ orbit than Venus. (fast)
3. Jupiter has the ____________ moon of all the planets in our solar system. (large)
4. Neptune’s year is ____________ than Uranus’s. (long)
5. The ____________ star to Earth is about 25 trillion miles away. (close)
6. Venus is the ____________ planet and can often be seen by the naked eye. (bright)
7. The ____________ volcano in the solar system, Olympus Mons, is found on Mars. (big)
8. It is much ____________ on Neptune than on Earth. Winds on Neptune can reach about 1,200 miles per hour! (windy)

Phonics Connection
Use your answers from the exercise above to answer the following question.

Two words have the hard g sound, and one has the soft g sound. Write the words on the lines.

hard g: ________________ ________________
soft g: ________________
Remember these rules when adding endings to base words:

- For some base words, double the consonant before adding **ed** or **ing**.
  (plan, planned, planning)
- If a base word ends with **e**, drop the **e** before adding **ed** or **ing**.
  (live, lived, living)
- If a base word ends with **y**, change the **y** to **i** before adding **ed** or **es**. Do not change the **y** before adding **ing**. (worry, worried, worrying)
- If a word ends with **s**, **sh**, **ch**, **x**, or **z**, add **es**. (watch, watches)

Solve each problem below. Remember the rules for adding endings. On the second line, write a sentence using your answer.

1. hurry + ed = ____________________
   ______________________________________________________________________

2. drip + ed = ____________________
   ______________________________________________________________________

3. carry + ing = ____________________
   ______________________________________________________________________

Underline the word that best completes each sentence below.

1. On Thursday nights, Mom (swimes, swims) at the YMCA.
2. Dad usually (toss’s, tosses) around a ball with me in the gym.
3. He (studied, studyied) sports psychology in college.
4. Dad (clapped, claped) when I showed him some new moves.
5. When Mom (finishes, finishes) her laps, we head home.
Review: Base Words and Endings

Remember, the ending -er means more and is used to compare two things. The ending -est means most and is used to compare three or more things.

- If a word ends in e, drop the e and add er or est. If it ends in a consonant and y, change the y to i before adding er or est.
  close, closer, closest
  heavy, heavier, heaviest

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

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

1. The ____________________ snake in the world is called the black mamba. (most deadly)

2. The Komodo dragon is the world’s ____________________ lizard. It can eat about 80% of its body’s weight in just one day. (most large)

3. Even a spider moves faster than a sloth, the world’s ____________________-moving land mammal. (most slow)

4. The average giraffe is three times ____________________ than a camel. (more tall)

5. The koala, the ____________________ animal, spends about 22 hours a day snoozing. (most sleepy)

6. One of the ____________________-looking bugs is the stick insect, which can measure more than one foot in length. (most strange)

7. At 60 feet long, the giant squid is ____________________ than most under sea creatures. (more big)
The word **plural** means *more than one*. To form the plural of most words, just add **s**.

- **house**, **houses**
- If a noun ends in **sh**, **ch**, **s**, or **x**, add **es**.
  - **bench**, **benches**
- If a noun ends with a consonant and **y**, drop the **y** and add **ies**.
  - **story**, **stories**
- For some words that end in **f** or **fe**, change the **f** or **fe** to **v** and add **es**.
  - Form the plural of other words, like **roof**, **belief**, and **cliff**, by adding **s**.
  - **life**, **lives**

Read the paragraphs below. On the line, write the plural form of each word in parentheses.

Aleesha was packing the ____________ (content) of her room. Downstairs, the ____________ (glass), ____________ (dish), books, and ____________ (picture) had been packed. She had said good-bye to her two best ____________ (friend) and all the nearby ____________ (family) in the neighborhood.

Aleesha packed her stuffed ____________ (animal). She grinned when she saw the soft gray ____________ (wolf) her grandpa had brought her. He often traveled west, hiking and camping in the ____________ (mountain) and climbing ____________ (cliff). Aleesha remembered that the new house was only ____________ (minute) away from Grandpa Harry’s. She took a deep breath and zipped her bag. Aleesha was ready to go.
Lesson 2.4 Plurals

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

Across
2. a body in the solar system
6. two pieces of bread with filling between
7. a journal used for recording events
8. a piece of silverware used for cutting

Down
1. a baby cow
3. a sweet treat
4. a bag used for carrying books
5. a hope that something happens

backpack  knife  calf  diary  candy  sandwich  planet  wish
Lesson 2.4 Plurals

- If a word ends with a vowel and the letter o, form the plural by adding s. stereo, stereo
- If a word ends with a consonant and o, form the plural by adding es. potato, potatoes
- A few words do not follow this pattern. Just add s to the following words to form the plural: photo, burro, auto, Eskimo, pro, piano, solo, soprano.

On the line, write the plural form of each word in bold.

Dear Jacob,

How has your summer been? Have you repaired all those old ___radio you found in the garage? Have you visited all the ___zoo in Ohio yet?

I can’t wait to show you the ___photo we’ve taken. My aunt has shot dozens of ___video. We went to ___rodeo in three different Texas towns. My favorite part of the trip was watching the ___buffalo at a ranch in Wyoming. We had dinner with the rancher and his wife. They served us juicy burgers, ___tomato fresh from the garden, and fried ___potato. Later that week, we rode ___burro in the Grand Canyon.

See you in September!

Cole
Lesson 2.4 Plurals

Read the clues below. On the line, write the plural form of the word from the box that matches each clue.

| shampoo | igloo | flamingo | piano | mango | zero |

1. ___________________ a bright pink tropical bird with long, skinny legs
2. ___________________ the number that equals nothing
3. ___________________ a dome-shaped home made of ice or snow
4. ___________________ an instrument that has 88 keys
5. ___________________ a type of soap used for washing hair
6. ___________________ a sweet, tropical fruit

Circle the correct plural form in each pair of words below.

1. torpedoes torpedos
2. shampooos shampooes
3. heros heroes
4. patios patioes
5. autoes autos
6. mosquitos mosquitoes
7. solos soloes

Phonics Connection

One word in the second exercise has the schwa sound. Write the word on the line and circle the vowel that makes the schwa sound.

____________________
Lesson 2.5 Irregular Plurals

Some plural words do not follow the patterns you have learned. You must memorize the **irregular plural** forms of these words.

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

The singular and plural forms of the following words are the same:
- deer
- fish
- moose
- sheep
- trout
- salmon
- wheat
- series
- traffic
- species

Choose a word from the box to replace each picture in the following sentences and write it on the line.

- sheep
- mice
- foot
- children
- fish

1. How many ____________________ are in your tank?

2. Beatrice lives on a farm and helps her parents shear the wool from the family’s ____________________.

3. Which ____________________ did you hurt playing kickball?

4. Bradley feeds his pet ____________________ cheese and vegetables.

5. How many ____________________ are in the class play this year?
Lesson 2.5 Irregular Plurals

Read each sentence below. If the word in bold is spelled correctly, make a check mark on the line. If it is incorrect, write the correct form of the word on the line.

1. ______________ Most **salmon** return to the place they were born to lay their eggs.
2. ______________ All of the **womans** in the Mendez family went to the picnic.
3. ______________ Toss the **dices** to find out how many spaces you can move.
4. ______________ The vet had to pull two of Ripley’s **teeth**.
5. ______________ Two **gooses** and their babies waddled across the road.
6. ______________ What can we do to keep the **deers** from eating the lettuce in our garden?
7. ______________ The two stubborn **oxen** refused to budge.

Fill in the blanks in each item below.

1. one fish three ______________
2. one moose a herd of ______________
3. a ______________ a group of children
4. one tooth several ______________
5. one ______________ two dice
6. a man 120 ______________
7. a ______________ 14 trout
Lesson 2.6 Possessives

A possessive is a word that shows ownership. Form the possessive by adding an apostrophe (’) and an s to the end of a word.

- Noelle’s bedroom
- Dr. Casper’s desk
- the table’s legs

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

- the dress’s sleeves
- Thomas’s report
- Mrs. Flores’s sister

Look at the pictures, and read the phrases below. On the line, write the possessive form of each phrase.

1. the [monkey] of the monkey __________________________________
2. the mane belonging to the __________________________________
3. the [peacock] of the peacock __________________________________
4. the [Ms. Wells] belonging to Ms. Wells __________________________________
5. the cage of the __________________________________

Phonics Connection

Find the three words above that have the long a sound and write them on the lines. Then, write two new words beside them with the same long a spellings.

____________________ ____________________ ____________________
____________________ ____________________ ____________________
________________________________________ ____________________
Lesson 2.6 Possessives

Read the paragraphs below. Find the six possessives and circle them.

Anna Mary Robertson, better known as Grandma Moses, became an artist late in life. She had spent most of her life as a farmer’s wife and a mother and only started painting in her 70s. Most of Grandma Moses’s paintings were set in the country. Each painting’s colors were bright and cheerful. They showed family life in America during the first part of the 20th century.

The more people who saw the artist’s work, the more popular it became. The paintings were displayed in museums around the world. In 1949, President Truman gave Grandma Moses the Women’s National Press Club Award. Although she had a late start to her career, Grandma Moses kept painting until she was nearly 100. Today, a museum’s collection of folk art is not complete without a Grandma Moses original.

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

1. _____ Grandma Moses’s paintings were first noticed in a drugstore window.

2. _____ The collector bought all the paintings for just a few dollars.

3. _____ Grandma Moses lived to be 101 years old.

4. _____ This interesting woman’s life has been written about in books, magazines, and newspapers.
Lesson 2.6 Possessives

To form a plural possessive, add an apostrophe (‘) to the end of a plural word.

the balloons’ strings    the babies’ bottles
the children’s toys    the geese’s eggs

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

Read the newspaper headlines below. The possessives in the headlines are written incorrectly. On each line, rewrite the headline with the correct form of the plural possessive.

1. Little Valley Girls’s Soccer Team Wins Championship

2. Experts Say Mooses’ Food Source Quickly Disappearing

3. Storms’s High Winds Knock Out Power across Midwest

4. Miners’s Strike Surprises Kentucky Town

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

1. the wool of the sheep

2. the bats belonging to the players

3. the tickets belonging to the families

4. the uniforms of the men

5. the dog belonging to the McKenzies
Lesson 2.6  Possessives

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

1. _____ the strawberries’ stems
2. _____ a bushel of peaches
3. _____ the plum’s pit
4. _____ Mrs. Polini’s fruit salad
5. _____ the mangoes and pears
6. _____ the children’s fruit pizza

Read the phrases below. Circle the letter of the correct plural possessive form.

1. the party of the Gilberts
   a. the Gilberts’ party
   b. the Gilbert’s party
2. the presents belonging to the people
   a. the peoples’ presents
   b. the people’s presents
3. the laughter of the boys
   a. the boys’s laughter
   b. the boys’ laughter
4. the barking of the dogs
   a. the dogs’ barking
   b. the dog’s barking

Phonics Connection
On the lines below, list the three words with digraphs from exercise 1. Circle the digraph in each word.

____________________  ____________________  ____________________
Review: Plurals, Irregular Plurals, and Possessives

Fill in the blanks to complete the chart below.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular Possessive</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pianos</td>
<td>piano’s</td>
<td></td>
</tr>
<tr>
<td>library</td>
<td></td>
<td></td>
<td>libraries’</td>
</tr>
<tr>
<td>thief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bicycles</td>
<td>bicycle’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>geese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lady</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>roof’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kangaroo’s</td>
<td>kangaroos’</td>
<td></td>
</tr>
<tr>
<td>boss</td>
<td></td>
<td>hero’s</td>
<td></td>
</tr>
<tr>
<td>hero</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rewrite each sentence below, replacing the words in bold with a possessive. Then, underline the plural word or words in the sentence.

1. The **piano teacher of Amira** has given lessons for 40 years.

2. The **voices of the singers** echoed down the narrow hallways.

3. The **keys of the pianos** were yellowed with age.

4. The **orchestra of this city** is well known in many countries.
Read the sentences below. Underline the word that correctly completes each sentence.

1. Maine was admitted to the Union at the same time as Missouri, which kept the number of free and slave (states’, states) equal.

2. (Thousand’s, Thousands) of (islands, islands’) lie in the Atlantic Ocean off the coast of Maine.

3. About ninety percent of the land in Maine is covered by (forestes, forests). Most of the (forest’s, forests’) owners are lumber and paper (companys, companies).

4. (Potatos, Potatoes) are grown in the section of Maine called the New England Upland.

5. (Deers, Deer), black bears, (mouses, mice), raccoons, beavers, bobcats, and (foxes, foxs) are some of the animals that can be found in the woods of Maine.

6. The best time to look for (meese, moose) is dusk or dawn, near the edges of lakes or (ponds, pondes).

7. (Autoes, Autos) are the (mooses’, moose’s) greatest (enemies, enemys).

On the line, write the plural form of each word below.

1. Eskimo ________________ 5. loaf ________________
2. daisy ________________ 6. volcano ________________
3. goose ________________ 7. brush ________________
4. elf ________________ 8. pony ________________
Lesson 2.7 Compound Words

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

- air + plane = airplane
- book + case = bookcase

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

1. bird + 🐦 = ____________________
2. 🍎 + sauce = ____________________
3. 🖐️ + print = ____________________
4. doll + 🏡 = ____________________
5. pan + 🍳 = ____________________

Read the words in both boxes below. Combine the words to make as many compounds as possible.

**Box A (first half of compound)**

- back
- food
- fire
- bath
- sea

**Box B (second half of compound)**

- pack
- fall
- weed
- fly
- man
- stage
- food
- flake
- robe
- tub
- yard
- storm
- place
- wood
- shell
- room
Lesson 2.7  Compound Words

Read the letter below and underline the 15 compound words.

Dear Mom and Dad,

Camp has been so much more fun than I thought it would be. Every day we do something new. I haven’t even been homesick once.

On Friday, we helped the counselors make cupcakes for Anya’s birthday party. Then, we painted flowerpots using homemade paint. That afternoon, I won the underwater race across the pond.

Last week, we made birdfeeders out of pinecones. I also went horseback riding twice. There was a thunderstorm one night, so we stayed inside and made popcorn in the old stone fireplace.

Can’t wait to see you on visiting day! I miss you!

Audrey (The Camping Queen)

Now, write the two words that make up each compound from above.

1. ____________________ 6. ____________________ 11. ____________________
   ____________________  ____________________  ____________________

2. ____________________ 7. ____________________ 12. ____________________
   ____________________  ____________________  ____________________

3. ____________________ 8. ____________________ 13. ____________________
   ____________________  ____________________  ____________________

4. ____________________ 9. ____________________ 14. ____________________
   ____________________  ____________________  ____________________

5. ____________________ 10. ____________________ 15. ____________________
   ____________________  ____________________  ____________________
Lesson 2.8 Contractions

A contraction is a short way of writing two words. An apostrophe (‘) takes the place of the missing letters in a contraction.

I am = I’m    they will = they’ll    it is = it’s    did not = didn’t

The words will and not form the contraction won’t.

In a question, the two words that can form a contraction may not be next to one another:

Did you not see the sign? Isn’t you see the sign?

Fill in the blanks to complete the problems below.

1. ________________ + would = I’d
2. ________________ + ________________ = they’re
3. you + will = ________________
4. ________________ + ________________ = that’s
5. ________________ + not = won’t
6. ________________ + ________________ = it’ll

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

1. Billy did not miss a word until the end of the spelling bee.
   ______________________________

2. Antonio could not spell the word silhouette.
   ______________________________

3. I am so nervous that my heart is racing.
   ______________________________

4. It is lucky that Moriko studied Latin.
   ______________________________

5. Has Claire not been to the National Bee before?
   ______________________________
Lesson 2.8  Contractions

Read the paragraphs below. Circle the nine contractions. On the lines following the paragraph, write the two words that form each contraction.

The word *collage* comes from a French word that means *to stick*. It’s a good way to describe the art of collage. The types of materials you use aren’t important. You’ll just need glue, scissors, and some magazines, newspapers, wrapping paper, or old photos. You shouldn’t worry too much about the arrangement of your images. If you like it, you can’t go wrong.

Have you ever heard of Eric Carle? He’s a popular author and illustrator of children’s books. He creates collages to illustrate all of his books. They’re usually pictures of animals and insects. Other artists make collages that are abstract. This means that they don’t look realistic. If you’d like to make an online collage, visit the National Gallery of Art’s Web site.

1. __________________________
   __________________________

2. __________________________
   __________________________

3. __________________________
   __________________________

4. __________________________
   __________________________

5. __________________________
   __________________________

6. __________________________
   __________________________

7. __________________________
   __________________________

8. __________________________
   __________________________

9. __________________________
   __________________________
Look at the pictures below. On the line, write the word from the box that names the picture. Then, circle the two words that form each compound.

fireworks  basketball  starfish  horseshoe  sailboat  wheelchair

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

1. ___________________ home  stick
2. ___________________ bee  box
3. ___________________ drum  room
4. ___________________ every  case
5. ___________________ tool  work
6. ___________________ scare  crow
7. ___________________ pillow  where
8. ___________________ class  hive
Review  Compound Words and Contractions

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

1. couldn’t _________________________ ______
2. she’ll _________________________ ______
3. I’m _________________________ ______
4. doesn’t _________________________ ______
5. they’re _________________________ ______

Read the paragraphs below. Circle the 7 contractions and underline the 12 compound words.

James whistled, and his Border collie, Sadie, raced through the barnyard at top speed. She wasn’t as fast as she’d been as a pup, but she had grown calmer and more loyal with every passing year. Together, James and Sadie walked toward the farmhouse.

James could smell the blueberry pie his mother was baking. He pictured her in the kitchen, standing before her stained, worn cookbook. In his mind, he could see a bottle of buttermilk sitting on the counter and some cornbread cooling on the stovetop. Everywhere James looked, he was reminded of something he’d miss. He couldn’t believe that there would be no more afternoons chasing Sadie through the cornfields or that he wouldn’t go to sleep every night listening to the croak of bullfrogs in the pond.

The time had come for James to go away to school. “You’ll appreciate it one day,” his father had told him. He didn’t doubt that his father was right. But that still didn’t make it any easier to leave.
Lesson 2.9 Prefixes

Adding a prefix to the beginning of a word can change its meaning.
- The prefixes un-, in-, im-, and dis- can mean not or opposite of.
  - unclear = not clear
  - dislike = not like
  - impolite = not polite
  - incomplete = not complete

Read each clue below. Choose the word from the box that matches the clue, and write it on the line.

<table>
<thead>
<tr>
<th>impossible</th>
<th>invisible</th>
<th>unhurt</th>
<th>unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>impatient</td>
<td>disagree</td>
<td>uncommon</td>
<td>disconnect</td>
</tr>
</tbody>
</table>

1. not common ___________________  5. not patient ___________________
2. not hurt ___________________  6. not agree ___________________
3. not possible ___________________  7. not visible ___________________
4. not safe ___________________  8. not connect ___________________

Read the sentences below. Choose the word from the box that best completes each sentence, write it on the line, and circle the prefix.

| unexpected | impolite | disobedys | unafraid | incorrect |

1. My dog rarely ___________________ when he is given a command.
2. Tony is adventurous and is always ___________________ of trying new things.
3. If your answer is ___________________, the computer will make a beeping sound.
4. We received an ___________________ phone call late last night.
5. I don’t mean to be ___________________, but I don’t have time to talk right now.
Lesson 2.9 Prefixes

- The prefix **re-** can mean *again*. refill = fill again
- The prefix **pre-** means *before*. prewash = wash before
- The prefix **mis-** means *wrongly or badly*. mislead = lead badly

Read the recipe below. Find and circle the ten words with prefixes.

**Fruit Pizza**

Remember, always have an adult present when you are cooking.

- \(\frac{1}{2}\) cup butter
- 1 cup sugar
- 1 egg
- \(1\frac{3}{4}\) cups all-purpose flour
- bananas, pineapple, and prewashed berries and peaches

1. Preheat the oven to 350°. Precut peaches and berries, and set aside.
2. In a large bowl, mix the butter and \(\frac{1}{2}\) cup sugar. If it isn’t creamy, remix it. Add the egg, flour, baking soda, and salt, and mix until blended. Press the dough into a pizza pan, and bake it for 8 to 10 minutes.
3. In another bowl, beat the cream cheese, \(\frac{1}{2}\) cup sugar, and vanilla. Spread this mixture over the cooled crust. Add slices of fruit, and rearrange if needed.
4. Preplan your schedule so you can chill the pizza for three hours before serving. If you misjudged the amount of time you had, just chill it for one hour. The pizza is best when eaten cold. It will not taste good if you reheat it.
5. Try to reuse or recycle any wrappers or containers you can.
Lesson 2.9 Prefixes

- The prefix **non-** means *not* or *without*. nonwashable = not washable
- The prefix **anti-** means *against*. antiiwar = against war

Circle the word with a prefix in each sentence below. On the line, write the definition of the word.

1. Abraham Lincoln was known for his antislavery beliefs.
   ____________________

2. Did you ask the librarian if that book is nonfiction?
   ____________________

3. Mom squirted antifreeze on the windshield as soon as we got in the car.
   ____________________

4. Annabelle’s little sister can talk nonstop for hours.
   ____________________

5. Mr. Goebelt bought an antitheft device for his new car.
   ____________________

6. Sign language is a nonverbal way for people to communicate.
   ____________________

**Phonics Connection**

1. On the lines, write two words from the exercise above in which **s** makes the /z/ sound, as in *music*.
   ____________________
   ____________________

2. Find two words from the exercise above in which **s** makes the /s/ sound as in *sleep*.
   ____________________
   ____________________
Lesson 2.9 Prefixes

- The prefix **sub**- means *under or less than.*
  
  \textit{sub}zero = less than zero

- The prefix **super**- means *above, extra, or greater than.*

  \textit{super}human = more than human

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

<table>
<thead>
<tr>
<th>subway</th>
<th>supersoft</th>
<th>subzero</th>
<th>subhuman</th>
<th>submarine</th>
<th>superstar</th>
</tr>
</thead>
</table>

1. a train that travels or makes its way below the ground
   
   ____________________

2. something that is extra soft
   
   ____________________

3. something that is less than human or not quite human
   
   ____________________

4. a vehicle that moves under the water
   
   ____________________

5. someone very famous; a great star
   
   ____________________

6. below zero
   
   ____________________

Read the sentences below. Underline each word that begins with a prefix.

1. The United States is one of the world’s superpowers.

2. Some superhighways in large cities have as many as 16 lanes!

3. Taylor giggled as he submerged his toy truck in the bathtub.

4. The muffin recipe calls for superfine sugar.

5. Cat food was on sale at the grocery store, so Mom bought a supersized bag.
Lesson 2.10 Suffixes

Adding a suffix to the end of a word can change its meaning.

- The suffix -ful means full of. If a base word ends in y, change the y to i before adding -ful.  
  example: hopeful = full of hope
- The suffix -less means without.  
  example: useless = without use

Read the paragraphs below. On each line, write a word with the suffix -ful or -less to take the place of the words in bold.

The night before the picnic, Sanja felt without hope _______________.
The weather had been full of beauty _______________ all week. That evening, though, a storm that was full of power _______________ swept through the area. Sanja felt sure that all her preparations would be without worth _______________. It would be without a point _______________ to try to have a family picnic in weather like this.

Sanja tossed and turned for hours before she finally fell into a sleep that was full of fits _______________. She awoke early after a night that was nearly without sleep _______________. A ray of sun drifted across Sanja’s bed. She felt full of hope _______________ as she peered outside. A bright blue sky greeted her. Immediately, Sanja felt full of cheer _______________. The family picnic was sure to be full of success _______________.
Lesson 2.10 Suffixes

- The suffix -able means can be or able to be. If a base word ends in e, you usually drop the e before adding able.
  - washable = able to be washed
  - erasable = able to be erased
- The suffix -en means made of or to make. If a base word ends in e, drop the e before adding en.
  - soften = to make soft
  - broken = to make broke

For words that have a short vowel sound and end in a consonant, double the consonant before adding en.
- hid → hidden = to make hid

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

1. froze + en = ____________________
   ______________________________________________________________________
2. value + able = ____________________
   ______________________________________________________________________
3. break + able = ____________________
   ______________________________________________________________________
4. bit + en = ____________________
   ______________________________________________________________________

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

1. able to bend ________________ 3. able to be enjoyed ________________
2. to make loose ________________ 4. to make bright ________________
Lesson 2.10 Suffixes

The suffixes -ness and -ship both mean state of being or condition of. weakness = state of being weak   friendship = state of being friends

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

1. bald + ness = ____________________ _______________________________
2. happy + ness = ____________________ _______________________________
3. citizen + ship = ____________________ _______________________________
4. kind + ness = ____________________ _______________________________
5. friend + ship = ____________________ _______________________________
6. owner + ship = ____________________ _______________________________
7. smooth + ness = ____________________ _______________________________

The suffixes -ness and -ship both mean state of being or condition of. weakness = state of being weak, friendship = state of being friends.

The word search puzzle contains the letters b c i t t i z e n s h i p b k u y a h t n n w o w n e r s h i p t l x w q j a b l e y m b b n n s d d f r i e n d s h i p e d e p n h f m r u d h q i n v x n c a e l o b r w u v r v a a j e p m s h y q n f h a p p i n e s s s n s m o o t h n e s s g t z s i o
Lesson 2.10 Suffixes

- The suffix -ish means like, about, or somewhat.
  babyish = like a baby
- The suffix -ment means action or process.
  treatment = the action of treating

Read the sentences below. Add ish or ment to each word in parentheses to correctly complete the sentence. Remember, you may need to change the spelling of the base word before you add the suffix.

1. I’ll meet you at the restaurant around ________________. (six)
2. I saw an ________________ for it in the newspaper. (advertise)
3. Have you eaten ________________ food before? (Spain)
4. My whole family is in ________________ that a rice dish called paella is the tastiest. (agree)
5. The restaurant is in a ________________-brown building. (red)
6. Some nights, they even have live ________________. (entertain)

Read each clue below. On the line, write a word that ends in ish or ment and matches each clue.

1. the process of arranging
   ________________

2. the action of governing
   ________________

3. like a girl
   ________________

4. around fifty
   ________________

5. the action of being amazed
   ________________
Review  Prefixes and Suffixes

Use the table to help you remember the meanings of the prefixes you have learned.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-, in-, im-, dis-</td>
<td>not or opposite of</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
</tr>
<tr>
<td>super-</td>
<td>above, extra, or greater than</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly or badly</td>
</tr>
<tr>
<td>non-</td>
<td>not or without</td>
</tr>
<tr>
<td>anti-</td>
<td>against</td>
</tr>
<tr>
<td>sub-</td>
<td>under or less than</td>
</tr>
</tbody>
</table>

Read the clues below. Write the word from the box that matches each clue.

antipollution impure nonfiction subzero indirect unlucky

1. not lucky ____________________ 4. against pollution _____________
2. below zero ____________________ 5. not direct _________________
3. not pure _____________________ 6. not fiction ________________

Circle the nine words that have prefixes in the paragraphs below.

Today, my aunt and cousins are moving here from Mexico. They’ll live in our apartment until they find a place of their own. Dad was worried because his phone calls home went unanswered for several weeks. Suddenly, he received an unexpected letter that told him his sister would arrive in three days! My dad reread that letter four times to be sure he didn’t misread a word.

First, he sent my brother and me to the supermarket. He preordered some groceries and prepaid for them over the phone. Rafael and I raced to the steps of the subway. For the next three days, we worked nonstop. They’re due to arrive at any minute, so I’d better get downstairs!
Review Prefixes and Suffixes

Use the table to help you remember the meanings of the suffixes you learned. Remember, the spellings of some base words change when a suffix is added.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ful</td>
<td>full of</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
</tr>
<tr>
<td>-able</td>
<td>can be or able to be</td>
</tr>
<tr>
<td>-en</td>
<td>made of or to make</td>
</tr>
<tr>
<td>-ness, -ship</td>
<td>state of being</td>
</tr>
<tr>
<td>-ish</td>
<td>like, about, or somewhat</td>
</tr>
<tr>
<td>-able</td>
<td>can be or able to be</td>
</tr>
<tr>
<td>-ment</td>
<td>action or process</td>
</tr>
</tbody>
</table>

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

1. happy + ness = ____________________
   ______________________________________________________________________

2. hid + en = ____________________
   ______________________________________________________________________

3. agree + ment = ____________________
   ______________________________________________________________________

Read the paragraph below. On each line, write a word with a suffix to take the place of the words in bold.

The library is my favorite place in the world because its supply of books seems without end _____________________. It always makes bright ____________________ my day to visit the kids’ section. I’ve found that almost any question in the world is able to be answered ____________________ when I’m at the library. I’m full of doubt ____________________ that I could think of a more able to be enjoyed ____________________ place to spend the day.
Words can be divided into parts called **syllables**. Each syllable has one vowel sound. The number of vowel sounds in a word is equal to the number of syllables.

- **glass** = 1 vowel sound = 1 syllable
- **insect** = 2 vowel sounds = 2 syllables
- **factory** = 3 vowel sounds = 3 syllables
- **unusual** = 4 vowel sounds = 4 syllables

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

<table>
<thead>
<tr>
<th>alligator</th>
<th>hammer</th>
<th>banana</th>
<th>watermelon</th>
<th>cricket</th>
<th>bike</th>
</tr>
</thead>
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</tbody>
</table>

**Phonics Connection**

Which three words have **r**-controlled vowels?

<p>| | | |</p>
<table>
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<tbody>
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</tbody>
</table>
Lesson 2.11 Syllables

- Compound words can be divided into syllables between the two parts of the compound.
  - gold·fish    hand·shake
- A word that has two consonants between two vowels (VCCV) can be divided between the consonants.
  - cir·cus    al·ways
- A word that has a prefix or suffix can be divided between the prefix or suffix and the base word.
  - un·wind    help·ful

Read the words in bold below. Draw slashes to divide each word into syllables. Then, circle the word beside it that has the same number of syllables.

1. football [subject] icicle multiply
2. dislike [difficult] pillowcase cheerful
3. thunder [bell] subway kangaroo
4. mislead [plant] reuse supermarket
5. doorknob [cactus] honestly wonderful
6. nonstop [tablespoon] plate kindness

Underline each two-syllable word in the sentences below. Then, draw a slash to divide each underlined word into syllables.

1. Did Bella take the subway to the zoo on Friday?
2. I must have misread the directions, but I can recheck them before we leave.
3. Danny and Maria took a basket of homemade pretzels to Mrs. Pasalis.
4. It was hard to see through the darkness without a flashlight.
Lesson 2.11 Syllables

When you see a word that has the vowel-consonant-vowel pattern (VCV), listen carefully to the first vowel sound you hear.

- If it has a long sound, the word is usually divided after the first vowel.
  - even moment
- If it has a short sound, the word is usually divided after the consonant.
  - travel lemon

Read the words below. Underline the VCV pattern in each word. On the line, write long if the first vowel sound is long, and short if it is short.

1. second ____________________ 5. comet ____________________
2. pilot ____________________ 6. photo ____________________
3. major ____________________ 7. metal ____________________
4. sliver ____________________ 8. over ____________________

Read each clue below. On the line, write the word from the box that matches the clue. Draw a slash through the word to divide it into syllables.

   female minus pedal lemon rhino

1. an African animal that has a large horn ____________________
2. the opposite of male ____________________
3. a sour yellow fruit ____________________
4. the part of a bicycle on which you rest your feet ____________________
5. the math symbol used in subtraction ____________________
Lesson 2.11 Syllables

Read the paragraphs below. Draw slashes through each word in bold to divide it into syllables.

What do **penguins**, whales, **dolphins**, and seals have in **common**? They are all good **swimmers**. In fact, they are such good swimmers that **scientists** are studying their fins and **flippers**. Scientists are trying to **figure** out why these marine animals can move so quickly and easily **underwater without** a lot of **effort**. Ships, and other water **vehicles**, are moved by **propellers**. A boat that could stop immediately or that could make its way through tight **spaces** would be **safer** and more **useful**.

A penguin’s flippers don’t just spin **around** like a propeller does. They can move in all sorts of **directions**. A boat of the **future** might have as many as 50 flippers that could **allow** it to move in many directions too. Scientists are also studying the fins of **animals** like dolphins. **Unlike** a propeller, fins are **flexible**. Scientist have been **trying** fins and flippers made from different kinds of materials in their **experiments**. They have to **rebuild** their projects over and over before they get them right. Can you **recall** anything else made by humans that **imitates something** from nature?

**Phonics Connection**

1. Which word in paragraph 1 has the silent consonant pair **sc**?

2. Which word in paragraph 1 has the long **o** sound spelled **oa**?
On the line, write the word that names the picture. Then, circle the word beside it that has the same number of syllables.

1. ______________________ wild forever spaceship
2. ______________________ subject banana joyful
3. ______________________ secret climb terrible
4. ______________________ monkey scream unclear

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

<table>
<thead>
<tr>
<th>Vowel Sounds Heard</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>invention</td>
<td></td>
</tr>
<tr>
<td>comet</td>
<td></td>
</tr>
<tr>
<td>tornado</td>
<td></td>
</tr>
<tr>
<td>chimp</td>
<td></td>
</tr>
<tr>
<td>cowboy</td>
<td></td>
</tr>
<tr>
<td>motorcycle</td>
<td></td>
</tr>
<tr>
<td>girlish</td>
<td></td>
</tr>
<tr>
<td>meatless</td>
<td></td>
</tr>
<tr>
<td>activity</td>
<td></td>
</tr>
<tr>
<td>skip</td>
<td></td>
</tr>
</tbody>
</table>

NAME ________________________________
Review Syllables

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

mistreat  grin  playpen  north  vacation  chimney
press  popular  flame  marvelous  adventure  pupil

1 syllable  2 syllables  3 syllables
____________________  __________________  __________________
____________________  __________________  __________________
____________________  __________________  __________________
____________________  __________________  __________________

Read the sentences below. Draw slashes through each word in bold to divide it into syllables.

1. Paintings by **famous** artists can be worth thousands or **millions** of **dollars**.
2. Some **dishonest** people try to **copy** the paintings and sell them as **originals**.
3. **Researchers** have found a way to tell the real paintings from the fakes.
4. They start with a **digital** image of the **painting**.
5. A **computer** uses a math **technique** to break this image into smaller pieces.
6. The researcher can **compare** the painting to **pictures** of the original.
7. If the brush strokes look the same, then the painting is **likely** to be real.
8. The brush strokes of fake paintings look different from each **other**, and they also look different from the rest of an artist’s work.
9. It won’t be long **before** crooked **artists** are out of a job!
**Lesson 3.1 Synonyms**

**Synonyms** are words that have the same or almost the same meanings.

| pick, choose | injure, hurt | scream, shout |

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

1. odor  
   - courageous
2. start  
   - smell
3. brave  
   - gift
4. present  
   - begin
5. repair  
   - mend

Read the sentences below. On the line, write a synonym from the box for each word in bold.

```plaintext
worried  tugged  seem  enjoy  several  children  entire  huge  yelling
```

On Saturday, I had my first baby-sitting job. I like _________________
spending time with kids _________________, but I had no idea what I was
getting myself into.

Jasmine and Dominic have an enormous _________________
amount of energy. They pulled _________________ each other’s hair,
raced through the house screaming _________________, and knocked
over a whole _________________ gallon of chocolate milk.

I was concerned _________________ that it would appear
___________________ that I didn’t have everything under control. Luckily, I
brought along a few _________________ of my little brother’s books. In no
time, the twins were being as good as gold.
Lesson 3.1 Synonyms

Circle the word from the pair in parentheses that correctly completes each sentence below.

1. Another word for *donate* is (take, give).
2. To trade is the same as to (win, exchange).
3. A person who is happy is a person who is (worried, glad).
4. The words *sour* and (sweet, tart) mean the same thing.
5. A synonym for *sloppy* is (messy, sleepy).
6. Another word for *wreck* is (build, destroy).

Read each set of words below. On the line, write the letter of the word that is a synonym for the word in bold.

1. _____ tasty
   a. yummy
   b. rotten
   c. spicy
2. _____ beautiful
   a. ugly
   b. pretty
   c. strange
3. _____ yank
   a. move
   b. slide
   c. pull
4. _____ thin
   a. heavy
   b. slender
   c. strong
5. _____ freedom
   a. liberty
   b. belief
   c. taste
6. _____ throw
   a. catch
   b. keep
   c. toss
7. _____ usual
   a. weird
   b. common
   c. old

Phonics Connection

1. Which three words in exercise 2 begin with a three-letter blend?
   ____________________       ____________________       ____________________

2. On the lines, list the two words in exercise 2 that have the hard *c* sound.
   ____________________       ____________________
Lesson 3.2 Antonyms

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

- dirty, clean
- front, back
- frozen, melted

Circle the two words that are antonyms in each riddle below.

1. **Q:** How does Mother Earth fish?
   **A:** With North and South Poles.

2. **Q:** Which is faster—hot or cold?
   **A:** Hot, because you can catch a cold.

3. **Q:** Give me food and I will live. Give me water and I will die. What am I?
   **A:** A fire.

4. **Q:** I have holes in my top and my bottom, but I still hold water. What am I?
   **A:** A sponge.

5. **Q:** What’s black and white and red all over?
   **A:** An embarrassed skunk.

6. **Q:** I am a place where yesterday follows today. What am I?
   **A:** A dictionary.

7. **Q:** What goes up and never comes down?
   **A:** Your age.

8. **Q:** Which is heavier, and which is lighter—a ton of gold or a ton of feathers?
   **A:** Neither. They weigh exactly the same—one ton.
Lesson 3.2  Antonyms

Read each sentence that follows. Circle the word below it that is an antonym for the word in bold.

1. The Native American Arapaho (ə rap’ ə hō’) live in western states like Colorado, Kansas, and Wyoming.
   - warmer
   - eastern
   - larger

2. Like many other Native American tribes, they have their own government, laws, and police.
   - few
   - always
   - most

3. In the past, the Arapaho people lived in tents called tipis that were made of buffalo skin.
   - before
   - future
   - created

4. Men and women wore their hair in long braids.
   - men
   - babies
   - farmers

5. Before the invention of cars, the Arapaho used horses to travel and to carry their things from one place to another.
   - usually
   - maybe
   - after

6. Originally, the Arapaho were farmers, but once they had horses, they followed buffalo herds.
   - borrowed
   - led
   - used

Phonics Connection

1. Which word in bold ends with the long e sound? ____________________

2. Which word in bold has an ending blend? ____________________
Read the clues below. Find the word in the box that matches each clue, and write it in the numbered space in the crossword puzzle.

- Across:
  1. a synonym for bug
  5. a synonym for after
  6. an antonym for awake
  8. a synonym for select

- Down:
  2. an antonym for late
  3. a synonym for find
  4. an antonym for exit
  5. an antonym for remember
  7. an antonym for fail
  8. a synonym for heal
Read the paragraphs below. If the word in bold is followed by an A, find an antonym from the box and write it on the line. If it is followed by an S, find a synonym and write it on the line.

<table>
<thead>
<tr>
<th>observe</th>
<th>started</th>
<th>ordinary</th>
<th>journey</th>
<th>smallest</th>
<th>same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td>last</td>
<td>incredible</td>
<td>evenings</td>
<td>perfect</td>
<td>something</td>
</tr>
</tbody>
</table>

Something very **special** (A) _________________ happens during the **first** (A) _________________ week of October every year. Thousands of people gather in Albuquerque, New Mexico, to **watch** (S) _________________ the sky fill with hundreds of brightly-colored balloons.

The Albuquerque International Balloon Fiesta lasts for nine days. It is the **largest** (A) _________________ gathering of balloonists around the **world** (S) _________________. About 750 hot air balloons and their pilots make the **trip** (S) _________________. As many as 100,000 people may come to watch the **amazing** (S) _________________ sight.

The festival **began** (S) _________________ in 1972. Only 13 balloons came that year, but the fiesta, or celebration, has grown larger every year. One of the reasons the fiesta is held in Albuquerque is that the weather is **ideal** (S) _________________ on October **mornings** (A) _________________. It is usually clear and cool. There is **nothing** (A) _________________ quite like seeing the crisp, blue sky filled with balloons in every color of the rainbow.
Lesson 3.3 Shades of Meaning

In Lesson 3.1, you learned that synonyms are words that have the same or almost the same meanings. When the meanings are not exactly the same, you have to think carefully about which word fits best in a sentence.

For example, the words divide and split mean almost the same thing, but they have different shades of meaning. In the sentence below, split makes more sense than divide.

Mrs. Murray had to split up the students who were talking.
Mrs. Murray had to divide up the students who were talking.

Read the sentences below. Underline the word from the pair in parentheses that best completes each sentence.

1. Whenever I see Grandma, she pinches my cheeks and (gives, donates) me a kiss on the forehead.
2. I knew Uncle Albert would be able to (mend, fix) the broken radio.
3. (Grab, Take) the leash before the dog escapes!
4. Andrew (made, built) the cake himself.
5. Can you give us (a model, an example) of what you mean?
6. If you (hear, listen) closely, you can tell the difference between the songs of the two birds.
7. Maya did the (right, correct) thing, even though it was hard for her to do.
8. The antique doll is (value, worth) nearly $100.
9. Kenji would like some more milk and a second (piece, part) of pie.
Lesson 3.3 Shades of Meaning

Read the sentences below. Choose the word from the box that best completes each sentence and write it on the first line. Then, find another word from the box that means almost the same thing and write a sentence using it.

<table>
<thead>
<tr>
<th>coin</th>
<th>pushed</th>
<th>sharp</th>
<th>injury</th>
<th>wound</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>quit</td>
<td>late</td>
<td>shoved</td>
<td>pointed</td>
<td>overdue</td>
<td>money</td>
</tr>
</tbody>
</table>

1. My pencil is not nearly ________________ enough to finish this drawing.

2. Mr. Abu-Jaber ________________ the baby carriage down the street.

3. I found the most valuable ________________ in my collection online.

4. If you don’t hurry, we’ll be ________________ for the movie.

5. Sophie trained the puppy to ________________ and sit before they cross a road.

6. The quarterback’s old ________________ has bothered him for years.

Phonics Connection
Which two words in the box above have the same vowel diphthong?

__________________  ____________________
Lesson 3.4 Levels of Specificity

Some words give the reader more information than others.
• A general word, like animal, gives the reader basic information. A more specific word, like dog, gives the reader an added detail. The word sheepdog, is more specific than both animal and dog.
• Here is another example: color → purple → lavender. Purple tells the reader what color, and lavender tells the shade of purple.

Read the sets of words below. Number the words in order from least to most specific, with 1 being least specific and 3 being most specific.

Ex.: penny ___3___  currency ___1___  coin ___2___

1. snake _____  reptile _____  black adder _____
2. furious _____  mad _____  feeling _____
3. daisy _____  flower _____  plant _____
4. size _____  large _____  enormous _____
5. canoe _____  vehicle _____  boat _____
6. fruit _____  orange _____  food _____

Match each word in column 1 with a more specific word in column 2.

1. cry yank
2. mammal wail
3. quiet wrench
4. pull monkey
5. tool silent
Lesson 3.4 Levels of Specificity

Read each clue and the set of words that follow it. Choose the word that is most specific and circle it.

1. I am crunchy and orange, and I have a leafy green top. Rabbits love me.
   - food
   - carrot
   - vegetable

2. I am white with black spots. You’ll often find me at fire stations.
   - dog
   - animal
   - Dalmatian

3. I am a sweet drink. I am made from fruit and water.
   - juice
   - liquid
   - beverage

4. I am large, blue, and filled with waves and undersea animals. I can be found along the East Coast of the United States.
   - water
   - ocean
   - Atlantic

5. You can play me with a black and white ball. Remember not to use your hands!
   - sport
   - soccer
   - ball game

6. I was first popular among African Americans in the South. If you listen to me, you’ll probably hear a saxophone, a trumpet, and a piano.
   - jazz
   - sound
   - music

7. People often sleep inside me when they go camping. It doesn’t take long to set me up.
   - shelter
   - tent
   - structure

8. I am a part of your body. You’ll find me between your ankle and knee.
   - leg
   - limb
   - shin
One word in each sentence below does not quite fit. Find the word and cross it out. On the line, write the word from the box that would better fit the sentence.

**pack**  **eat**  **wild**  **meaning**  **weak**  **have**  **cut**

1. Molly and I filled our buckets with untamed raspberries. ____________________
2. Saw the paper into four equal pieces. ____________________
3. It took Nibori about an hour to fill his suitcase. ____________________
4. Christopher’s muscles felt feeble after he spent a week in bed with the flu. ____________________
5. I understand most of the French words in the story, but what is the purpose of the word *jamais*? ____________________
6. Lexi and Bryan both own dentist appointments on Thursday. ____________________
7. Remember, you need to consume your vegetables if you want to have dessert. ____________________

Read the sentences below. Underline the word from the pair in parentheses that best completes the sentence.

1. Be careful, your shoelaces are (loose, untied).
2. What did the snake’s skin (touch, feel) like?
3. Try to (record, write) as much of the conversation as you can.
4. Today was perfect. I wouldn’t (revise, change) a single thing.
5. The (summit, peak) of the gingerbread house was decorated with yellow icing.
On the line, rewrite each set of words below in order from general to specific.

1. color    indigo    blue

2. candy    licorice    sweets

3. cloth    towel    dishrag

4. France    country    place

Look at the pictures, and read the sentences below. Use a word from the box to fill in each blank.

1. The word ____________ is more specific than bird.

2. A jewel is a type of mineral, and a ____________ is a type of jewel.

3. A ____________ is a specific type of ____________, which is a specific type of timepiece.

4. Bongos are a more specific kind of instrument than ____________.
Lesson 3.5 Homophones

Homophones are words that sound the same but have different spellings and meanings.

Please *shoo* the fly away from the brownies.
The right *shoe* feels a little too tight.

Circle the word that correctly names each picture. Use a dictionary if you need help.

```
horse    hoarse
scent    cent
dear     deer

bawl     ball
pair     pear
serial   cereal

wring    ring
plane    plain
tale     tail
```

Phonics Connection
Find the homophone pair from above in which both words have the /aw/ sound, as in *raw*.

____________________ ____________________
Lesson 3.5 Homophones

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

My (aunt, ant) and uncle have just returned from a wild and eventful trip. I told them that (there, their) journey was exciting enough to be (maid, made) into a movie. It all started about a (week, weak) ago. Aunt Miki and Uncle Ted decided to (sale, sail) to the South Carolina (See, Sea) Islands from a port near their home in Massachusetts. The first (phew, few) legs of the (cruise, crews) went off without a hitch. They (heard, herd) that there (mite, might) be (sum, some) bad weather near North Carolina, but they weren’t (two, too) worried. They must have (missed, mist) the reports that warned them to avoid the exact area they were headed for.

The waves were (high, hi), and the heavy (reign, rain) made it hard for them to see. Their (clothes, close) were soaking wet, but they stayed above deck anyway. With each gust of wind, Aunt Miki could (here, hear) the sails (creak, creek) and groan. She was worried the boat (wood, would) start to (leek, leak), but she didn’t say a word to Uncle Ted.

It felt as though they had battled the storm for (eight, ate) hours, but it actually lasted closer to three (ours, hours). When the rain and wind finally stopped battering their boat, Uncle Ted and Aunt Miki each breathed a sigh of relief. The (sun, son) peeked out from behind the stormy gray clouds, and they (new, knew) that they were safe. I think it’ll (be, bee) a while before my aunt and uncle are ready for another adventure.
Lesson 3.6 Multiple-Meaning Words

A **multiple-meaning word**, or **homograph**, is a word that has more than one meaning. Use the context of a sentence to determine which meaning the author intends.

1. Did you hear the phone *ring*? Molly made a *ring* for her mom.
2. The law *firm* has eight members. The peach is *firm* but ripe.

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

1. Did the Herreras’ dog **bark** when you rang the doorbell?
   - a. the hard covering of a tree trunk
   - b. the sound a dog makes

2. The rec center is building a new baseball **diamond** at the park.
   - a. a valuable gemstone
   - b. a baseball infield

3. Coat the pan with cooking spray.
   - a. cover
   - b. a jacket

4. The old **trunk** had sat in my grandparents’ attic for nearly 60 years.
   - a. a container for storing things
   - b. an elephant’s snout

5. Carefully **seal** the envelope before you mail the letter.
   - a. a sea mammal
   - b. to tightly close

6. The **fair** comes to town every year during Labor Day weekend.
   - a. a festival or carnival
   - b. just; equal

7. Every Saturday night, my grandparents play **bridge** with their neighbors.
   - a. a structure built over water
   - b. a card game
Lesson 3.6  Multiple-Meaning Words

Read each sentence below. On the line, write a sentence using another meaning of the word in bold. If you need help, use a dictionary.

1. I watched the water **pool** on the floor near the leaky pipe.
   __________________________________________________________

2. Every bed in Grandpa’s cabin has a thick **down** comforter made from goose feathers.
   __________________________________________________________

3. The cat’s **pupils** got larger and larger in the dim light.
   __________________________________________________________

4. A **school** of bright yellow fish swam lazily through the coral reef.
   __________________________________________________________

5. What **kind** of fruit would you like to have with your lunch?
   __________________________________________________________

6. The **hatch** of the submarine opened, and the captain poked out his head.
   __________________________________________________________

7. Please buy a **pound** of apples, a dozen eggs, and a gallon of milk.
   __________________________________________________________

Phonics Connection

Which two words in bold contain a diphthong? Circle the diphthong in each word. ___________________  ___________________
Circle each example of onomatopoeia you find in the sentences below.
1. Ding-dong went the doorbell. I was so surprised, I bonked my head on the cupboard door.
2. “Hmmm,” I said. “Who could that be?”
3. Cameron clomped into the house wearing his heavy winter boots.
4. My parakeet cheeped and twittered in her cage when she heard our voices.
5. Cameron rustled around in his bag. “You’re going to love this new computer game I got for my birthday,” he murmured.
6. He inserted the disc into the drive, and the living room filled with the clanging and buzzing of the machines on the screen.
7. Cameron grinned as a whooshing sound poured out of the speakers.

Make a check mark beside the palindrome in each pair below.
1. _____ Did Hannah say as Hannah did? _____ Was it a pet I saw?
2. _____ deed _____ keep
3. _____ stop _____ toot
4. _____ Too bad I hid a yam. _____ No lemons, no melon.
5. _____ Now sir, a game is won. _____ Ma handed Edna ham.
Spectrum Word Study and Phonics Chapter 3 Lesson 7

Lesson 3.7 Word Play

A portmanteau (pôrt’ man tô’) word is a word that contains parts of two other words. It is different from a compound word because it contains only parts of the words, not the entire words.

flutter + hurry = flurry        blow + spurt = blurt

Use the words in the box to solve the problems below.

clap    scrawl    wipe    guestimate    shimmer    humongous    chuckle

1. _______________ + sweep = swipe
2. guess + estimate = _______________
3. scribble + sprawl = _______________
4. _______________ + snort = chortle
5. gleam + _______________ = glimmer
6. _______________ + crash = clash
7. huge + monstrous = _______________

Complete each sentence below with a portmanteau word from the box.

brunch        moped        smog        Internet

1. My entire family is coming over to eat _______________ on Sunday morning.
2. Diego found some helpful Web sites on the _______________.
3. Luke wears a helmet when he rides his _______________.
4. During the summer, _______________ in big cities can be thick.
Circle the homophones that correctly complete the paragraph below.

Many scientists are worried about something called global warming. During Earth’s history, (they’re, there) have (been, bin) a number of changes in the (weather, whether) and climate. Some cases, like Ice Ages or droughts, are extreme. In the last 100 years, it (seams, seems) that the average temperature on (hour, our) planet has increased (by, buy) about .6˚ Celsius.

Even though this may (knot, not) seem like a lot, it can have a (grate, great) effect on animal and plant life. In places where scientists used to (fined, find) certain wildlife, it has disappeared. They (know, no) that even a small change in temperature can change an animal’s food supply. It can also affect whether (hole, whole) species of plants survive. The temperatures today are changing faster than ever. What will this mean (four, for) all living creatures?

Read the definitions and the sentences below. Make a check mark beside the sentence that uses the word in bold the way it is defined.

1. date noun the month, day, and year
   _____ What is today’s date? _____ Ali and John went on a date.

2. bill noun a notice of payment due
   _____ The duck’s bill is brown. _____ The waiter gave Mom the bill.

3. batter noun a dough-like mixture
   _____ Mix the batter in the bowl. _____ The batter stepped up to the plate.

4. present noun a gift
   _____ Your present is in the box. _____ Mr. Rao will present the award.
Read each set of onomatopoeic words below. Choose the word from the box that names the animal or thing that would be most likely to make those sounds.

<table>
<thead>
<tr>
<th>horse</th>
<th>thunderstorm</th>
<th>bird</th>
<th>cereal</th>
<th>rain</th>
<th>human</th>
</tr>
</thead>
</table>

1. ________________ cheep, chirp, tweet
2. ________________ snort, whinny, clip-clop
3. ________________ hurray, oops, giggle, ah-choo
4. ________________ snap, crackle, crunch
5. ________________ drip, drop, pitter-patter
6. ________________ crash, bang, boom

Read the words and phrases in the box. Underline each palindrome you find.

<table>
<thead>
<tr>
<th>cool</th>
<th>Nurses run.</th>
<th>dream</th>
<th>Roy, am I a mayor?</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td>stool</td>
<td>Top spot.</td>
<td>racecar</td>
<td>spots</td>
<td>Don’t nod.</td>
</tr>
<tr>
<td>gag</td>
<td>Never odd, and never even.</td>
<td>noon</td>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>foot</td>
<td>Rise to vote, sir.</td>
<td>Step on few pets.</td>
<td>radar</td>
<td></td>
</tr>
</tbody>
</table>

On the line, write the letter of the portmanteau word that matches each pair of words in column 1.

1. _____ slap + lather  a. scrunch
2. _____ squeeze + crunch b. flop
3. _____ twist + whirl c. twirl
4. _____ flap + drop d. slather
Lesson 3.8 Figures of Speech

A simile is a comparison of two unlike things using the words like or as. 
Halley’s new jacket fits her like a glove.
A metaphor is a comparison of two unlike things without using like or as. 
My legs were rubber as I stepped up to the microphone.

Circle the simile in each sentence below.

1. The plump, ripe cherries were as sweet as honey.
2. After weeks without rain, the backyard was dry as a bone.
3. The icy snow crunched like popcorn beneath our boots.
4. The clouds were like puffs of cotton candy scattered through the sky.
5. Dressed in his snowsuit, the toddler waddled like a penguin across the yard.

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

1. The thumping of Rachel’s heart was a steady drumbeat in her chest.
   ____________________________  ____________________________

2. The tornado was a monster that destroyed everything in its path.
   ____________________________  ____________________________

3. The baby’s teeth were tiny white pearls that sparkled when she smiled.
   ____________________________  ____________________________

4. The grass was a velvety carpet beneath our bare feet.
   ____________________________  ____________________________

5. The sirens were wild shrieks that tore into the night.
   ____________________________  ____________________________
Lesson 3.8 Figures of Speech

Read each sentence below. If it contains a metaphor, circle M. If it contains a simile, circle S.

1. M  S Lightning lit the sky like fireworks on the Fourth of July.
2. M  S The train was a speeding bullet that shot past the station.
3. M  S The songbirds were a symphony outside Elizabeth’s window.
4. M  S The night after the storm, icicles dangled like earrings from every tree branch.
5. M  S The little boy was a fierce warrior as he attacked his dinner.
6. M  S Before the skaters arrived, the ice in the rink was as smooth as glass.

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

Our first night at Greystone Park was incredible. For dinner we cooked juicy burgers over the campfire. The fresh corn on the cob was as yellow as sunshine, and the cherry tomatoes burst in our mouths like tiny water balloons. After dinner, we sat quietly in the darkness. Wisps of smoke from the fire danced into the sky like twirling and leaping ballerinas. At home, I’d probably be watching TV or playing on the computer, but I don’t miss either of those things here. The darkness is a thick warm blanket that makes me feel cozy and safe with my family.

It’s so much louder here than it is outside our apartment. Somehow, though, the night sounds of the woods are a soothing lullaby. Sleep washes over me like a wave, and I finally stop fighting to stay awake.
Lesson 3.9  Idioms

An **idiom** is a group of words that mean something other than what they appear to mean. For example, *The new employee bent over backward to please his boss* means that the person made a great effort or tried very hard.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>got the ball rolling</td>
<td>stay with it; don’t give up</td>
</tr>
<tr>
<td>lost his temper</td>
<td>to talk or chat</td>
</tr>
<tr>
<td>cold feet</td>
<td>to feel nervous</td>
</tr>
<tr>
<td>call it a day</td>
<td>something simple; very easy</td>
</tr>
<tr>
<td>shoot the breeze</td>
<td>to have a talent for growing plants</td>
</tr>
<tr>
<td>make ends meet</td>
<td>go to bed</td>
</tr>
<tr>
<td>green thumb</td>
<td>know or understand how things work</td>
</tr>
<tr>
<td>a piece of cake</td>
<td>to make a certain amount of money cover expenses</td>
</tr>
<tr>
<td>know the ropes</td>
<td>became angry</td>
</tr>
<tr>
<td>hit the hay</td>
<td>to quit or be finished</td>
</tr>
<tr>
<td>hang on</td>
<td>got things started</td>
</tr>
</tbody>
</table>

**Phonics Connection**

Which three words above have the long **a** sound spelled **ay**?

_________________________  __________________________  _________________
Lesson 3.9 Idioms

Read the paragraphs below. Underline the seven idioms you find.

On Saturday morning, Blanca and her friends rode their bikes to Mill Creek Park. They were joining their neighbors and some local businesses to help clean up the park. Mr. Wu, the organizer of the cleanup, spoke to the crowd that had gathered at the gates of the park.

“I’m so pleased to see you all,” he began. “This park belongs to all of us. If no one cared about our public spaces, we’d all be in the same boat. If we stick together, we can make amazing things happen!”

The crowd cheered, grabbed their recycling bags, and put on rubber gloves. Blanca, Louie, and Sara headed for the park trail. As they picked up trash, it dawned on Blanca that the environment wasn’t just something she learned about at school or on TV. Blanca decided that caring about the environment was something worth sticking out her neck for.

A couple of hours later, the group gathered again. They snacked on bagels and hot cider as Mr. Wu beamed at the crowd. He looks like he has something up his sleeve, Blanca thought to herself.

“As you know, we have people from several different businesses here today. I asked them for donations for GreenSpace Kentucky. I thought there was a slim chance we’d raise much money this way, but I was wrong. They’ve offered to donate a total of $5,000 dollars to our cause!”

The owner of a local bakery grinned and shook her head. “Mr. Wu drives a hard bargain,” she said. “How could we say no?”
Find the figure of speech in each sentence below. If it is a simile, underline it. If it is a metaphor, circle it.

1. The warm chicken noodle soup was as comforting as a hug.
2. The tree branches were like fingers that reached toward the old house.
3. The terrible secret was a heavy load that Cassie carried with her.
4. The morning sun was a cheery invitation for Jack to get up.
5. The flock of blackbirds burst into the sky like a handful of confetti.

Choose four things that were used in a comparison in the exercise above. On the lines below, write four sentences of your own using new comparisons.

For example, the sun was compared to an invitation. A new comparison might be The sun was a fat yellow balloon hanging in the blue October sky.

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________

Phonics Connection
Use the words in the first exercise to answer the questions below.

1. On the lines, write three words that begin or end with a digraph.
   ___________________________  ___________________________  ___________________________

2. Which word contains a vowel diphthong? Circle the diphthong.
   ___________________________
Read each definition below. On the line, write the idiom from the box that matches the definition.

1. fast asleep ________________________________________________________
2. very close together in a race ________________________________________
3. to be in the same situation as others ________________________________
4. to correct someone ________________________________________________
5. to be extremely happy ______________________________________________
6. something obvious or hard to miss __________________________________
7. felt special, important, or terrific ______________________________________
8. felt depressed or blue ______________________________________________
9. got all the attention ________________________________________________

Choose four idioms from the box in the first exercise. Write four sentences of your own using the idioms you chose.

1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________
Lesson 4.1  Alphabetic Order

Words are arranged in **alphabetical order** (or **ABC order**) in dictionaries, encyclopedias, indexes, and libraries.

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

| afraid, blend, ferry | parent, pig, polar | leopard, letter, level |

Read each pair of words below. On the line, write the word that comes between them in ABC order.

1. minute ____________________ mixed mine mist mink
2. nibble ____________________ nickname nice nowhere notion
3. picture ____________________ place pizza plaid pester
4. splash ____________________ starfish statue stencil squat
5. expire ____________________ factor exhaust fabulous enjoy
6. disobey ____________________ dispose disk dispatch dispute
7. filling ____________________ flute flounder fiddle field

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

1. _____ jelly  _____ jeep  _____ jazz
2. _____ lens  _____ length  _____ lentil
3. _____ mislead  _____ niece  _____ miss
4. _____ rear  _____ quarrel  _____ polish
5. _____ weigh  _____ weirdo  _____ weekly
6. _____ cocoa  _____ coconut  _____ coax
Lesson 4.1  Alphabetical Order

Read the paragraphs below. On the numbered lines that follow, write the words in bold in ABC order.

Hint: It may help to organize the words on a scrap sheet of paper first.

Zydeco is an exciting, fast-paced form of folk music. It has its roots in southwest Louisiana, among the French-speaking Creole and Cajun people. An accordion, a washtub, a saxophone, drums, and a guitar are typical instruments in a zydeco band. The African music that was a base for early rhythm and blues also played a role in early zydeco music. The first recordings were made by Amédé Ardoin in 1928.

Even though it became somewhat popular in the 1950s, zydeco never really became a big hit the way rock music or jazz did. Still, anyone who hears the fast, bouncy beat has a hard time keeping their toes from tapping or their fingers from snapping. It’s the kind of music that makes people want to move.

1. ____________________ 8. ____________________ 15. ____________________
2. ____________________ 9. ____________________ 16. ____________________
3. ____________________ 10. ____________________ 17. ____________________
4. ____________________ 11. ____________________ 18. ____________________
5. ____________________ 12. ____________________ 19. ____________________
6. ____________________ 13. ____________________ 20. ____________________
7. ____________________ 14. ____________________

Phonics Connection
List the six words in bold that have an r-controlled vowel.

________________________  __________________________  __________________
________________________  __________________________  __________________
Lesson 4.2  Guide Words

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

For example, the word falcon would be on the page that has the guide words failure and false because it comes between them in alphabetical order.

Read each set of guide words below. On the line, write the letter of the word that would appear on a dictionary page with them.

1. _____ foal — folder
   a. flutter  b. foil  c. flyer
2. _____ rumble — Russian
   a. rusty  b. rye  c. runway
3. _____ jester — jockey
   a. jellyfish  b. jewel  c. jerk
4. _____ gravel — greedy
   a. gross  b. ground  c. grease
5. _____ boost — borrow
   a. booth  b. botany  c. bottle
6. _____ thumb — tickle
   a. through  b. ticket  c. thread

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

1. jaguar ____________________ ____________________
2. weather ____________________ ____________________
3. daisy ____________________ ____________________
4. blueberry ____________________ ____________________
5. steal ____________________ ____________________
Lesson 4.2 Guide Words

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

<table>
<thead>
<tr>
<th>Guide Words</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>hail — hammer</td>
<td>97</td>
</tr>
<tr>
<td>hammock — hanger</td>
<td>98</td>
</tr>
<tr>
<td>silk — sink</td>
<td>220</td>
</tr>
<tr>
<td>skill — sled</td>
<td>222</td>
</tr>
</tbody>
</table>

1. ________________ haircut 8. ________________ handkerchief
2. ________________ handsome 9. ________________ skylark
3. ________________ silo 10. ________________ halo
4. ________________ halfway 11. ________________ simple
5. ________________ hamburger 12. ________________ hamster
6. ________________ slavery 13. ________________ skim
7. ________________ silly 14. ________________ handwriting

Read each pair of guide words and the set of words listed below them. Underline each word in the set that could be found on the same page as the pair of guide words.

**trade — transform**
- traffic
- treat
- tragedy
- trap
- transmit
- trampoline

**sandpaper — Saturday**
- sandwich
- salmon
- sank
- sari
- sand
- sauce
Lesson 4.3 Entry Words

When you look up a word in a dictionary, you are looking up an **entry word**. An entry word is usually printed in bold. Most entry words are base words. For example, you would look up *jump*, not *jumping* and *baby*, not *babies*.

<table>
<thead>
<tr>
<th>entry word</th>
<th>pronunciation &amp; syllables</th>
<th>part of speech</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sailors</td>
<td>(sä’ ler)</td>
<td>noun</td>
<td>a person who sails; often the member of a ship’s crew</td>
</tr>
</tbody>
</table>

Read each word below. On the line beside it, write the entry word.

1. sunnier ____________________
2. laughing ____________________
3. sandwiches ____________________
4. whispered ____________________
5. busiest ____________________
6. buzzes ____________________
7. splitting ____________________
8. mangoes ____________________

Use the dictionary entry below to answer the questions.

*second* (sek’ end) 1. **noun** a unit of time; 1/60 of a minute 2. **adj.** coming after the first; number two

1. How many syllables does *second* have? 
2. Which syllable is stressed in *second*?
3. Which part of speech is *second* in this sentence? *There are only 16 seconds left until halftime.*
Lesson 4.3 Entry Words

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

**Sports** ________________ seem to be in LeBron James’s blood. As a high school junior, he decided to concentrate on basketball. **Judging** ________________ from his many **successes** ________________ on the court, this seems to have been a good choice.

LeBron James stands 6 feet 8 inches tall and **weighs** ________________ 240 pounds. He has been an NBA player for the Cleveland Cavaliers since 2003. LeBron has been **compared** ________________ to basketball greats like Michael Jordan. While he was still in high school, he **drew** ________________ national attention. As a high school junior, he wanted to take part in the NBA draft. The **rules** ________________ state that an athlete must finish high school first, and LeBron was **told** ________________ he had to wait.

During his first year playing **professionally** ________________, LeBron **won** ________________ Rookie of the Year. In 2005, he became the **youngest** ________________ player to score 4,000 career points. LeBron has had quite a career, and he keeps getting better!
Juliana is having a movie marathon party. She has made a list of movies she might rent. Fill in the blanks with titles from the box. Make sure that the list stays in ABC order. Hint: Ignore the word the at the beginnings of titles.

<table>
<thead>
<tr>
<th>The Rookie</th>
<th>The Incredibles</th>
<th>The Secret of Roan Inish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robots</td>
<td>The Wizard of Oz</td>
<td>Because of Winn-Dixie</td>
</tr>
<tr>
<td>The Princess Bride</td>
<td>Spy Kids</td>
<td>Atlantis: The Last Empire</td>
</tr>
</tbody>
</table>

Rewrite the following words in ABC order.

1. dreamy, driftwood, dress, drench

2. hook, honest, hood, honey

3. spider, spoil, spindle, spicy

4. brew, broccoli, breed, bridle

5. mole, mold, moist, model
Each heading below is a set of guide words from a dictionary page. Write the words from the box under the correct headings.

motor  moon  motel  mud  moor  mouse  moral  motto  mown

monument — more  moss — mound  mourn — muffin

______________  _______________  _______________
______________  _______________  _______________
______________  _______________  _______________

Use the dictionary entries below to answer the questions that follow.

**meadow** (med′  ŏ) *noun* a grassy field

**maybe** (mā′  bē) *adv.* perhaps; possibly

**match** (mach) *pl. matches* 1. *noun* a small piece of wood used for starting fires  
2. *verb* to put two similar things together

1. Put the entry words above in ABC order.

______________  _______________  _______________

2. What is the plural form of **match**?

3. Which of the words above would you find on a dictionary page with the guide words *mattress* and *measles*?

4. Which syllable is stressed in **maybe**?

On the line, write the entry word you would look for in a dictionary.

1. cities  _______________  4. bunches  _______________
2. clapping  _______________  5. mosquitoes  _______________
3. peacocks  _______________  6. yelled  _______________
Lesson 4.4 Pronunciation Key and Respellings

Next to each entry word in a dictionary, there is a **respelling** of the word. The respelling includes special letters and symbols that show how the word should be pronounced.

A **pronunciation key** is a guide to using the letters and symbols found in respellings. A pronunciation key is usually found on every other page in a dictionary.

Use the pronunciation key below to answer the questions in this lesson.

### PRONUNCIATION KEY

<table>
<thead>
<tr>
<th>/a/</th>
<th>= at, tap</th>
<th>/u/</th>
<th>= up, cut</th>
<th>/ə/</th>
<th>= a (around, about)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>= ape, say</td>
<td>/ü/</td>
<td>= use, cute</td>
<td>/i/</td>
<td>= e (better, taken)</td>
</tr>
<tr>
<td>/a/</td>
<td>= far, heart</td>
<td>/ü/</td>
<td>= rule, cool</td>
<td>/i/</td>
<td>= i (rabbit, pencil)</td>
</tr>
<tr>
<td>/e/</td>
<td>= care, hair</td>
<td>/u/</td>
<td>= pull, book</td>
<td>/u/</td>
<td>= o (doctor, lemon)</td>
</tr>
<tr>
<td>/o/</td>
<td>= end, get</td>
<td>/ch/</td>
<td>= chin, teach</td>
<td>/ə/</td>
<td>= u (upon, circus)</td>
</tr>
<tr>
<td>/i/</td>
<td>= pierce, fear</td>
<td>/ng/</td>
<td>= sing, hang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/u/</td>
<td>= it, fit</td>
<td>/sh/</td>
<td>= shop, rush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/o/</td>
<td>= right</td>
<td>/th/</td>
<td>= thin, both</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ı/</td>
<td>= bold, so</td>
<td>/th/</td>
<td>= this, smooth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ø/</td>
<td>= stream</td>
<td>/hw/</td>
<td>= white, why</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/oi/</td>
<td>= bought</td>
<td>/zh/</td>
<td>= treasure, beige</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ou/</td>
<td>= house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the line, write the letter of the word that matches each respelling.

1. _____ /nōm/    6. _____ /ɾiť/    a. straight  f. gnome
2. _____ /bub’ əl/ 7. _____ /tōl/    b. tall    g. stream
3. _____ /rō’ dē ə’/ 8. _____ /guv’ ərn ənt/    c. right  h. brunette
4. _____ /strät/ 9. _____ /trezh’ er/    d. bubble  i. treasure
5. _____ /brü net’/ 10. _____ /strēm/    e. government  j. rodeo
Lesson 4.4  Pronunciation Key and Respellings

Read each clue below and the respelling that follows. Say the respelling out loud to yourself. On the line, rewrite the word that matches the clue.

1. a traveling show that has animals and clowns /sûr’ kes/ ____________________
2. a large gray mammal that has a long trunk /el’ e fent/ ____________________
3. a person who can keep several objects moving in the air at once /jug’ lər/ ____________________
4. a high wire that a performer crosses /t¯ıt’ rōp/ ____________________
5. a wild cat that has a large, shaggy mane /l¯i’en/ ____________________
6. a person who dresses up in funny clothes, does tricks, and makes people laugh /kloun/ ____________________
7. a person who performs stunts /ak’ rē bat’/ ____________________

Read each letter or set of letters below. Use the pronunciation key to figure out its sound. Underline the word or words beside it that contain the same sound.

1. /¯a/ sailboat male ramp action
2. /j/ gentle growl justice gift
3. /âr/ part Clare wear heart
4. /oi/ oyster toast cold voyage
5. /¯u/ raccoon custom amuse cute

Phonics Connection
List one word in exercise 2 in which s makes the /s/ sound and one in which it makes the /z/ sound.

__________________________  __________________________
Lesson 4.4 Pronunciation Key and Respellings

Read the paragraphs below. On the line, rewrite each respelling.

Sojourner Truth was the name that Isabella Van Wagener gave to herself. Isabella was born a /slɔːv/ ________________. Slaves /ôˈ fən/ ________________ took the last name of their master. /Wuns/ ________________ she was free, Isabella gave herself a new name. It may have /bɪn/ ________________ a way for her to shed the past and give herself a fresh start in the /wɜːld/ ________________.

Sojourner was granted her freedom in 1827. She spoke out /ə ˈgenst/ ________________ slavery /ˈev rə hwɑːr/ ________________ she went. /Lærj/ ________________ groups of people gathered to hear her speeches. With a /ˈfrend/ ________________, she wrote her biography, called The Narrative of Sojourner Truth.

In the 1850s, Sojourner /bɛ ˈkɑm/ ________________ involved with women’s rights. She began speaking about them /wɛn/ ________________ she gave speeches /əˈbɔut/ ________________ slavery. It was unusual at that time for women to talk about their rights, but Sojourner wasn’t /əˈfrɑːd/ ________________ of what anyone else /ˈθɔt/ ________________. She /stǔd/ ________________ her ground and had faith in what she believed to be just and /ˈrɪt/ ________________.
Lesson 4.4 Pronunciation Key and Respellings

Read each respelling and the set of words that follows it. Circle the word the respelling stands for.

1. /jenˈ tl/ genuine  jiggle  gentle
2. /tōˈ tem/ total  totem  tortoise
3. /wā/ weigh  wait  wall
4. /ē nuf¨/ easy  tough  enough
5. /fyū´ cher/ fuse  future  further

Read the sentences below. Underline the words that the respellings in the box stand for.

1. Imagine a shaggy animal the size of an elephant that weighs about seven tons and has tusks 15 feet long.
2. It sounds like a made-up creature, but at one time, wooly mammoths lived in Europe, Africa, Asia, and North America.
3. Experts believe that the mammoth lived between 1.6 million years and 10,000 years ago.
4. No one is sure if mammoths died out because of an Ice Age, disease, or overhunting.
5. Some people claim to have seen mammoths in remote parts of Siberia during the last 100 years. Nothing has ever been proven, though.
An **accent mark** (’) tells which syllable of a word is stressed. The stressed syllable is said with more force.

- In /lō’ shun/, the first syllable is stressed. Try saying the word *lotion* with the stress on the second syllable. Can you hear the difference?
- Remember, the schwa does not appear in stressed syllables.

Read each respelling below aloud to yourself. Listen to which syllable is stressed and underline it. If you are not sure, try stressing different syllables when you say the word.

1. /sōl jēr/
2. /hōk ē/
3. /rū bē/
4. /ə round/
5. /ri fyūz/
6. /pē īs/
7. /me skē tō/
8. /roi ēl/
9. /skwē kē/
10. /pē tā tō/

Read each pair of words below. Say the words to yourself and circle the letter of the word that has the accent in the correct place.

1. a. /sik’ nis/
   b. /sik nis’/
2. a. /ə gō’/
   b. /ə’ gō/
3. a. /prār ē’/
   b. /prār’ ē/  
4. a. /shuf’ ēl/
   b. /shuf ēl’/
5. a. /dout fel’/
   b. /dout’ fel/  
6. a. /pē’ īt/
   b. /pē īt’/
7. a. /hūr’ mit/ 
   b. /hūr mit’/ 
8. a. /ə’ fend/ 
   b. /ə fend’/
Lesson 4.5 Accent Marks

Read the paragraphs below. The words in bold are followed by their respellings. Add an accent (’) to each to show which syllable is stressed.

Emmanuel strolled along (e lông) the sidewalk in front of his school, watching for his friend Matt. Several (sev er el) days each week, they met after school and walked together (te geth er) to the rec center to play chess. Emmanuel preferred having plenty (plen tē) of time to think about each move, but Matt liked it better (bet ər) when they used the clock.

Suddenly, Matt came running (run ing) out of the school’s front door. Matt explained (ik splānd) that he had just spoken (spō ken) to Mr. Sanchez, the principal (prin se pel). He had agreed to join Emmanuel and Matt on Thursdays (thûrz dāz) to teach them new chess strategies. With a little help, the boys felt sure their game would improve in no time.

Some multiple-meaning words are spelled the same but pronounced differently. The word record can be pronounced /rek’erd/ or /ri kôrd’/. The meaning is different depending on the accents and pronunciation.

Underline the respelling that correctly completes each sentence below.

1. What time will Mr. Klein (/pri zent’, /prez’ ent/ his speech?
2. Kyle was stationed in the (‘di zûrt’, /dez’ ert/) for two years.
3. Who will (/kên dukt’, /kôn’ dukt/) the orchestra this year?
4. “I (/ob’ jikt/, /əb jekt’),” said the judge, pounding his gavel.
5. Santhe’s favorite (/sub’ jikt/, /seb jekt’/) is English, but she likes science, too.
Use the pronunciation key on the inside back cover of this book to answer the questions that follow.

1. Which symbol stands for the vowel sound in lake? ____________________
2. What are the pronunciation key words for the /th/ sound? ____________________
3. Which symbol stands for the vowel sound you hear in clip? ____________________
4. According to the pronunciation key, what are two pairs of letters that can make the /zh/ sound? ____________________
5. Which symbol stands for the ending sound in photo? ____________________
6. Which letters can make the /e/ sound? ____________________

Read the sentences below. Circle the words that the respellings in the box stand for.

/sed/ /bôgz/ /fêldz/ /nâ’ tiv/ /en jo’ /
/grôn/ /ev’ rē/ /kun’ trē/ /flōt/

1. For many people, cranberries are part of Thanksgiving dinner every year.
2. Some people also enjoy eating these tart berries in muffins or cakes.
3. It is said that the native people introduced the cranberry to English settlers in the early 1620s.
4. Today, cranberries are grown in bogs in northern parts of the country.
5. The fields are flooded when it is time to harvest.
6. When the bushes are shaken, the ripe berries float to the top of the water.
Look at the pictures below. Choose the respelling from the box that matches each picture, and write it on the line. Add an accent mark (’) to each respelling to show which syllable is stressed.

1. /flou úr/ 2. /nûr’ se rē/ 3. /e round’/ 4. /sad l’/ 5. /chêr ful’/ 6. /hu rā’/

/sûr kēl/ 6. /e round’/ 5. /hû’ rā/

Read each pair of respellings below. Say the words to yourself and underline the word that has the accent in the correct place.

1. /ban dij’/ /ban’ dij/ 4. /sad l’/ /sad’ l/
2. /nûr’ se rē/ /nûr se rē’/ 5. /chêr ful’/ /chêr’ ful/
3. /e round’/ /e’ round/ 6. /hu rā’/ /hu’ rā/
Answer Key

page 6

1. beach
2. tub
3. nine
4. cave
5. sock

8. hard c

page 7

1. star
2. trip
3. list
4. fort

page 8

Hard c Soft c

care - ing race

camp - cider
code - ice
cute - rice

flag; hard g
giraffe; soft g
cage; soft g
garden; hard g

page 9

1. hard g
2. soft g
3. hard c
4. soft c
5. soft g
6. soft c
7. hard g

page 10

1. fancy
2. ago
3. candle
4. bridge
5. camera
6. gem

page 11

Hard c Soft c

care - ing race

camp - cider
code - ice
cute - rice

flag; hard g
giraffe; soft g
cage; soft g
garden; hard g

page 12

1. always, busy
2. usually
3. is, sure
4. Saturday, days, best
5. cheese, salad, music, stereo
6. stack, news
7. measure, times
8. these, traditions

page 13

1. singing
2. yours
3. measure
4. sugar
5. those
6. silly

page 14

1. b, n, l
2. c, s, c, m
3. t, W, d, t, t
4. l, d
5. p, c
6. T, p
Lesson 1.4

BEGINNING TWO-LETTER BLENDS

TWO-LETTER BLENDS

/m/ mate, same, tame

/nd/ band, sand, stand

/rd/ card, hard, world

/sh/ dish, flash, trash

/sk/ book, cloak, cook

/sp/ stop, drop, slip

/tr/ true, thru, thru

/wh/ wish, dish, fresh

Example: am

1. am

BEGINNING THREE-LETTER BLENDS

BEGINNING THREE-LETTER BLENDS

/st/ cast, feast, تست

/str/ strait, match, مصر

/spl/ split, glass, مصر

/scr/ scrunch, shrink, مصر

/dr/ drug, drab, مصر

/br/ bring, bridge, مصر

/ld/ build, build, مصر

/ld/ build, build, مصر

/video

page 17

1. slow

2. plum

3. flossing

4. clothing

5. glass

6. slippers

7. black

page 18

1. drill

2. brag

3. freed

4. bridge

page 19

twig; two; quarterback question mark; twirl; quotes

page 20

1. split

2. squeaky

3. spread

4. squirrels

5. screws

6. sprain

7. square dancing

page 21

1. squeeze

2. thought

3. spread

4. splinter

5. think

6. scribble

page 22

ft; lift

It; salt

nk; trunk

1. belt

2. drank

3. blast

4. tart

5. find

page 23

rd; rd; rk; ld; sp; rt; rk

page 24

sc; gl; st

bl; qu; cr

1. switch

2. plumber

3. great

4. twist

5. blonde

6. snarl

7. quart

8. statue

9. trailer

10. sketch

11. prepare

12. cluster

page 25

1. spl

2. shr; squ

3. str

4. shr

5. thr

6. scr
page 26
1. The movie is based on a popular book by C. S. Lewis.
2. The animated movie like stars the voice of Will Smith.
3. The book 's Opening a Dead End on Her Head is based on a true story.
4. is one of the best-loved kids' books of all time.

page 27
1. thought
2. flea
3. them
4. whisper
5. hospital

page 28
ph; sh; ch
th; ch; sh
1. wash
2. pinch
3. month
4. graph
5. south
6. beach

page 29
1. When writing a paper, each paragraph should contain sentences that are about the same topic.
2. The babies splashed water on their parents at the kiddie pool.
3. A huge branch from the maple tree snapped during the ice storm.
4. The phonograph was the most common way of playing music for more than 100 years.
5. For dinner, we grilled mashed potatoes, and green beans.
6. Angelina came in fourth at the National Spelling Bee.

page 30
1. rich; such
2. mash; rush; blush
3. growth; sixth
4. autograph; telephone
5. bunch; which; trench
6. push; ash
7. tooth; math

page 31
1. thick
2. amazing
3. enough
4. snack
5. young
6. cough
7. eating
8. sick
9. quack

page 32
1. dumb
2. freight
3. writing
4. science
5. lamb

page 33
1. thumb
2. knit
3. scientist
4. writer
5. lamb
6. knapsack
7. scissors
8. wrist
9. kneel
10. wring

page 34
1. budge; ledge; badge
2. watch; pitch; scratch
3. gnarled; gnawed; design
4. Tonight's; flight; might; weigh
5. patchwork; matches; fetch
6. headlights; straight; thigh

page 35
dg; gh; tch
gn; dg; gh
tch; gh; dg
1. pledge
Add silent e to each word and then write the new word on the line. Draw a line to match each new word to a rhyming word in the second column.

1. scrap + e = ____________________ fume
2. twin + e = ____________________ drape
3. plum + e = ____________________ waste
4. rod + e = ____________________ code
5. past + e = ____________________ spine

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

1. ____________________ a female deer
2. ____________________ the opposite of false
3. ____________________ a large body of water
4. ____________________ the backbone
5. ____________________ a huge mammal that lives in the ocean

A vowel can make a long sound when followed by a consonant and silent e, as in rake, time, andh uge. Sometimes, this pattern is called VCe, which stands for vowel+consonant+silent e. The silent e makes the vowel say its name.

The letters o and u can also make a long sound when followed only by silent e, as in toe and due.

1. doe
2. true
3. lake
4. spine
5. whale

Long a Long i
made nice
Kate ride
ate price
date grime

Long o
vote June
Joe blue
shone Luke
hose huge

Long u
birthday sleigh
say weigh
spray neigh
tray eight

Answers will vary.

1. Answers will vary.
2. Answers will vary.

1. pass
2. catch
3. branch
4. also
5. rash

Answers will vary.

1. veil
2. stray
3. they
4. paid
**Lesson 1.15  Vowel Sounds (ee, ea, ie, ey)**

1. breeze
2. sweet
3. wheat
4. bleed
5. shield
6. wild

**Lesson 1.16  Vowel Sounds (oo, ew, ou, ui)**

1. I am a type of soap used for washing hair.
2. They had a light lunch of soup, sandwiches, fruit, and fresh juice. Will stretched out on his towel with a good book while Jenna went swimming. Mrs. Lyle grinned. “It looks like four days won’t be long enough for any of us!”
3. Will couldn’t wait to put on their bathing suits and hop in the pool. 
4. I am a group of people who work together on a boat or a plane.
5. They stopped in surprise when they heard a ____________________

**Lesson 1.17  Vowel Sounds (oa, ow, ou, old, ost)**

1. It was a gray, wet day. Mr. Watkins and his wife took a ____________________ by the river.
2. A man was ____________________ on a piece of driftwood in the chilly water! (couch, floating)
3. Mr. Watkins ran back to his car for a piece of rope to ____________________ the man to safety. (block, tow)
4. “I almost ____________________ up thinking someone would spot me,” said the man, huddled in Mrs. Watkins’ jacket. (almost, chop)
5. “What were you doing in the water on such a ____________________ day?” asked Mrs. Watkins. (pool, cold)
6. “I took my ____________________ out to test the new oars I just bought,” he replied. (rowboat, frog)
7. “A free limb snapped and cracked my boat,” he added. He ____________________ the Watkins where the branch had injured his leg. (showed round)
8. “I guess today was my lucky day,” he ____________________ his rescuers. (pound, told)

**Lesson 1.18  Vowel Sounds (oo, ew, ou, ui)**

1. bleach; between
2. spray; weigh
3. blind; midnight
4. mold; foam
5. long a; long i; long o; long e

**Lesson 1.19  Vowel Sounds (ou; ow)**

1. Unwind; thought
2. Threw; bruise
3. gown; brown
4. Flow; show
5. Owl; town

**Lesson 1.20  Vowel Sounds (au; ow; ow)**

1. A man was ____________________ on a piece of driftwood in the chilly water! (couch, floating)
2. I am eaten like a vegetable, but I am actually a type of fungus.
3. I am a type of soup that usually contains chunks of meat and vegetables.
4. I am a black-and-blue mark on your skin when you get hurt.
5. I am a type of soap used for washing hair.

**Lesson 1.21  Vowel Sounds (iou; yu)**

1. I am a Southern state. My capital is Nashville.
2. I am a game played on an ice rink on skates.
3. The son of a brother or sister is a _________.
4. I am a small bird that is often kept as a household pet.
5. I am a story that your mind makes up while you sleep.

**Lesson 1.22  Vowel Sounds (eou; au)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.23  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.24  Vowel Sounds (iou; au)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.25  Vowel Sounds (iou; au)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.26  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.27  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.28  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.29  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.30  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.31  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.32  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.33  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.34  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.35  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.36  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.37  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.38  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________

**Lesson 1.39  Vowel Sounds (ie; ie; oie; eie)**

1. ____________ ____________ ____________ ____________ ____________
2. ____________ ____________ ____________ ____________ ____________
3. ____________ ____________ ____________ ____________ ____________
4. ____________ ____________ ____________ ____________ ____________
5. ____________ ____________ ____________ ____________ ____________
Across
Vowel Sounds and Diphthongs
a group of houses near one
liquid food eaten with a spoon
cashew    juice    hook    neighborhood    August    chalk    soup    claw

64

Spectrum Word Study and Phonics Chapter 1 Lesson 22
diphthong in the word.
makes the schwa sound.
Read the sentences below. For each word in bold, circle the vowel that

65

Spectrum Word Study and Phonics Chapter 1 Lesson 21

spelled

People drink it, pour it on their cereal, and cook with it. Do you know where

7.

Lesson 1.21  More Vowel Diphthongs (ou, ow)

We are going to drive across the country in a

5.

You can find a map of

3.

The captain was ____________________ to say that Dixie chose Squad 615.

7. assault

5. autograph

2. baseball

1. southpaw

2. baseball

3. Roll; lawn

4. launch

5. autograph

6. law

7. assault

Vowel Sounds and Diphthongs

1. Oo

2. Oo

3. Oo

4. Oo

5. Oo

The vowels

diphthong

• The diphthong

• The diphthongs

Remember, a diphthong is a combination of two vowel sounds that

Down

1. pinpoint; foil; annoy

6. pinpoint; foil; annoy

page 60
1. Eva’s grandma travels

2. The clown made balloon

3. Who spilled grape juice

4. We need to find a crown

5. Oscar climbed to the top

6. Stratus and cumulus are

page 61

You’ll find milk in the refrigerator of almost every house in America. People drink it, pour it on their cereal, and cook with it. Do you know where

Dairy farms are located all across the country, but many are located in the Midwest. Farmers feed cows a mixture of hay, barley, corn, corn silage,

A mother cow produces around eight gallons of milk a day. In the past, people milked by hand. The farmer would stand on the ground or sit on a stool beside the cow or she would squeeze and pump the milk into pails from the cow’s udders. Today, cows go to a milking parlor where they are

The milk is picked up every day by a special truck. The metal tanks

store the milk and keep it cool as it travels to a processing plant. Now the

The milk is heated to kill any bacteria. It is put into bottles and cans, and

stored in refrigerated storage containers. This is faster and easier than milking by hand. Using the machine allows farmers to have more cows.

There is no doubt that they are a very important part of the

food industry.
Answer Key

3. children  
4. classical  
5. even  
6. possum  
7. often

page 66
1. When Max turned seven, he had his birthday party at the zoo.  
2. Max’s favorite part of the zoo is the Serpent House.  
3. He knows all the snakes by their common names.  
4. Green River Zoo keeps about 500 snakes at the Serpent House.  
5. Max’s friends joke that snakes are the most interesting reptiles.  
6. The zookeeper feeds the snakes small mammals like mice and rats.  
7. Snakes can open their mouths wide enough to eat animals that seem much too large for them.  
8. Max was surprised to learn that some snakes have sensors between their eyes and nose that allow them to “see” the heat of another animal.

page 67
1. apple  
2. marble  
3. purple  
4. beagle  
5. freckle  
6. simple  
7. maple  
8. castle

page 68
1. supply  
2. python  
3. scary  
4. easy  
5. shy  
6. yogurt  
7. myth

page 69
1. long e  
2. short i  
3. long i

page 70
1. circle  
2. turtle  
3. shark  
4. corn  
5. letter  
6. scarf  
7. horse  
8. first

Daniel Sullivan was the first person to be known as a horse whisperer. During the 1800s, he became famous in England for helping horses that no one else could help. Some horses were violent. Others had been abused. Daniel was able to calm the horses. They seemed to know they could trust him. Daniel taught two other men how to do horse whispering. Both men wrote books, and more people learned about helping troubled horses.

Can you guess how horse whispering got its name? The trainers stand face to face with their horses. People who observed this thought the trainer must be whispering something special to the horse. Actually, horse whisperers just know a lot about horses. They understand these animals better than anyone. It takes work, and it takes a lot of patience. But most horse whisperers wouldn’t dream of doing anything else.

page 71
1. c  
2. d  
3. e  
4. b  
5. a

page 72
pear; share  
hair; swear  
tear; gear  
deer; rear  
stairs; pairs  
bear; stare  
spear; smear  
silverware; hare  
chair; prepare

page 73
hair; wear; aware; cares; prepare; years; nearly; volunteer; hear; share

1. spare  
2. engineer  
3. dear  
4. despair  
5. reindeer

page 74
1. applause  
2. fable  
3. lemon  
4. nickel  
5. canoe

page 75
1. long i; long i  
2. long e; y  
3. long i; short i; long e  
4. long e; short i  
5. y; long i

page 76
1. discover; miss  
2. worry; exclaim  
3. bury; suggest; search  
4. nod; quit
1. whispered; Answers will vary.
2. studying; Answers will vary.
3. explored; Answers will vary.
4. spied; Answers will vary.

**Page 78**

1. touch
2. reply
3. smile
4. coax
5. buzz
6. cry
7. pass
8. replace

1. cooks
2. scrambles; fries
3. watches
4. mixes
5. carries; shouts; opens

**Page 79**

1. plants; watches
2. worries
3. picks
4. harvests
5. rakes
6. pushes

1. hikes
2. climbs

3. finishes
4. buries

3. hottest
4. faster
5. largest
6. longest
7. closest
8. brightest

Hard g: longer; biggest
Soft g: largest

**Page 80**

**Page 81**

1. torpedoes
2. shampoos
3. pianos
4. igloos
5. mangoes

1. hottest
2. faster
3. largest
4. longest
5. closest
6. brightest
7. biggest
8. windier

**Page 82**

1. have; Answers will vary.
2. dripped; Answers will vary.
3. carrying; Answers will vary.

1. swims
2. tosses
3. studied
4. clapped
5. finishes

**Page 83**

1. died
2. largest
3. slowest
4. taller

**Page 84**

contents; glasses; dishes; pictures; friends; families; animals; wolves; mountains; cliffs; minutes

**Page 85**

radios; zoos; photos; videos; rodeos; buffaloes; tomatoes; potatoes; burros

**Page 86**

1. flamingos
2. zeroes
3. igloos
4. pianos
5. shampoos
6. mangoes

1. torpedoes
2. shampoos
3. heroes
4. patios
5. autos
6. mosquitoes
7. solos

One word in the second exercise has the schwa sound. Write the word on the line and circle the vowel that makes the schwa sound.
Review: Chapter 2 Lessons 4–6

Grade 4 Word Structure
Spectrum Word Study and Phonics Chapter 2 Lesson 6

On the lines below, list the three words with digraphs from exercise 1. Circle

Read the phrases below. Circle the letter of the correct plural possessive form.

____________________ ____________________ ____________________

Read each phrase below. If it is plural, write possessive. Then, underline the plural word or words in the sentence.

Rewrite each sentence below replacing the words in bold with a

hero

lady

thief

Singular P

Plur

Irregular Plurals, and Possessives

Review

the party of the Gilberts

1. 

4.

the barking of the dogs

3.

the laughter of the boys

2.

the presents belonging to the people

6.

__ the children's fruit pizza

5.

__ the mangoes and pears

__ Mrs. Polini's fruit salad

4.

__ the plum's pit

3.

__ a bushel of peaches

__ the strawberries' stems

1.

The

The

4.

3.

The

The

1.

kangaroo

bicycle

piano

The pianos' keys were yellowed with age.
The singers' voices echoed down the narrow hallways.
The pianos' keys were yellowed with age.
This city's orchestra is well known in many countries.

Possible answer: pale
tail; Answers will vary.
Possible answer: pain
mane; Answers will vary.
Possible answer: lane
cage; Answers will vary.

farmer's; Moses's; paintings' artist's; Women's; museum's

1. PL
backpack; snowfall;
snowflake; snowman;
snowstorm; firefly; fireman;
fireplace; firewood;
bathrobe; bathtub;
bathroom; seafood;
seaweed; seashell

page 97
something; homesick
 cupcakes; birthday;
flowerpots; homemade;
afternoon; underwater
birdfeeders; pinecones;
horseback; thunderstorm;
inside; popcorn; fireplace

1. some thing
2. home sick
3. cup cakes
4. birth day
5. flower pots
6. home made
7. after noon
8. under water
9. bird feeders
10. pine cones
11. horse back
12. thunder storm
13. in side
14. pop corn
15. fire place

page 98
1. I
2. they are
3. you’ll
4. that is
5. will
6. it will

1. did not; didn’t
2. could not; couldn’t

1. did not; didn’t
2. could not; couldn’t

3. I am; I’m
4. It is; It’s
5. Has not; Hasn’t

page 99
It’s: aren’t; You’ll: shouldn’t;
can’t; He’s; They’re; don’t;
you’d

1. It is
2. are not
3. You will
4. should not
5. can not
6. He is
7. They are
8. do not
9. you would

page 100
startfish; star and fish
 fireworks; fire and works
 wheelchair; wheel and
 chair
 horseshoe; horse and shoe
 sailboat; sail and boat
 basketball; basket and ball

page 101
1. could not; o
2. she will; wi
3. I am; a
4. does not; o
5. they are; a

page 102
1. uncommon
2. unhurt
3. impossible
4. unsafe
5. impatient
6. disagree
7. invisible
8. disconnect

1. My dog rarely __________ when he is given a command.
2. Tony is adventurous and is always __________ of trying new things.
3. If your answer is __________, the computer will make a beeping sound.
4. We received an __________ phone call late last night.
5. I don’t mean to be __________ but I don’t have time to talk right now.

page 103
prewashed
1. Preheat; Precut
2. remix
3. rearrange
4. Preplan; misjudged;
reheat
5. reuse; recycle

page 104
1. antislavery; against
slavery
2. nonfiction; not fiction
3. antifreeze; against
freezing
4. nonstop; without
stopping
5. antitheft; against theft
6. nonverbal; not verbal
Lesson 2.11  
Grade 4 Word Structure  

Spectrum Word Study and Phonics 

Page 108  

NAME  

Lesson 2.11  
Syllables  

Read the words below. Underline the VCV pattern in each word. On the line, write long if...  

1. female  
2. lemon  
3. rhino  
4. pedal  
5. minus  
6. lemon  

Syllables  

Suffixes  

Add a suffix to each base word below. Write the new word on the first line.  

1. owner  
2. friend  
3. weak  
4. happy  
5. kind  
6. smooth  

Suffixes  

Vowel Consonant Vowel  

• If it has a short sound, the word is usually divided after the first vowel sound you hear.  
• If it has a long sound, the word is usually divided after the first vowel.  

Vowel-Consonant-Vowel  

When you see a word that has the vowel-consonant-vowel pattern...  

Lesson 2.10  
Suffixes  

Add a suffix to each base word below. Write the new word on the first line.  

1. soft  
2. high  
3. human  
4. soft  
5. own  
6. ship  

Suffixes  

Exercise  

1. the math symbol used in subtraction ____________________  
2. a sour yellow fruit ____________________  
3. the part of a bicycle that you rest your feet on ____________________  
4. the opposite of male ____________________  
5. sliver ____________________  
6. the math symbol used in subtraction ____________________  
7. the part of a bicycle that you rest your feet on ____________________  
8. the opposite of male ____________________  
9. sliver ____________________  

Exercise  

1. possible answers: was, his, Annabelle’s, hours  
2. possible answers: antislavery, beliefs, ask, squirted, soon, against, sister, sign.  

Page 105  

1. subway  
2. supersoft  
3. subhuman  
4. submarine  
5. superstar  
6. subzero  

Page 106  

1. superpowers  
2. superhighways  
3. submerged  
4. superfine  
5. supersized  

Page 107  

1. frozen; Answers will vary.  
2. valuable; Answers will vary.  
3. breakable; Answers will vary.  
4. bitten; Answers will vary.  

Page 108  

1. bendable  
2. loosen  
3. enjoyable  
4. brighten  

Page 109  

1. sixish  
2. advertisement  
3. Spanish  
4. agreement  
5. reddish  
6. entertainment  

Page 110  

1. arrangement  
2. government  
3. girlish  
4. fiftyish  
5. amazement  

Page 111  

1. happiness; Answers will vary.  
2. hidden; Answers will vary.  
3. agreement; Answers will vary.  

Page 112  

cricket; 2 banana; 3 alligator; 4 hammer; 2 bike; 1 watermelon; 4 alligator; hammer; watermelon  

Page 113  

1. foot/ball; subject  
2. dis/like; cheerful  
3. thun/der; subway  
4. mis/lead; reuse  
5. door/knob; cactus  
6. non/stop; kindness  

Page 114  

1. second  
2. short  
3. long  
4. short  
5. short  
6. long  
7. short  

Answer Key  

170
I didn't have everything under control. Luckily, I was getting myself into.

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

1. raced through the house
2. brought along
3. spending time with
4. as good as gold
5. huge

Read the sentences below. On the line, write a synonym from the box for each word in bold.

1. The twins were being as good as gold.
   Synonyms: as good as gold, acting well

Spectrum Word Study and Phonics Chapter 3 Lesson 1
Grade 4 Vocabulary
Read the sets of words below. Number the words in order from least to most specific, with Ex.:
penny ______ currency ______ coin ______

Match each word in column 1 with a more specific word in column 2.

1. cry yank
2. mammal wail
3. quiet wrench
4. pull monkey
5. tool silent

Purple.

posted, coin

Read each sentence below. On the line, ...

Answers will vary. Possible answers:
1. Jimmy dove off the high dive onto the cool waters of the neighbor’s pool.
2. Put down your bag and come inside.
3. There are 18 pupils in Ms. Hershey’s class.
4. Ebony leaves for school at 7:35 every morning.
5. I like Mr. Dabney because he is kind and has a great sense of humor.
6. When do you think the eggs will hatch?
7. José and Cristina got their dog at the pound.
Answers will vary.
Answers will vary.
Answers will vary.
Answer Key

4. Answers will vary.

1. On the line, write three words that begin or end with a digraph.
   Possible answers: chicken, comforting, cheery, with, flock, blackbirds.

2. Which word contains a vowel diphthong? Circle the diphthong.

page 143
1. dead to the world
2. neck and neck
3. all in the same boat
4. set someone straight
5. on cloud nine
6. plain as the nose on his/her face
7. felt like a million dollars
8. down in the dumps
9. stole the spotlight

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

page 144
1. mist
2. nice
3. pizza
4. squat
5. fabulous
6. dispatch
7. flounder

1. 3, 2, 1
2. 2, 1, 3
3. 1, 3, 2
4. 3, 2, 1
5. 2, 3, 1
6. 2, 3, 1

page 145
1. accordion
2. African
3. anyone

4. band
5. became
6. blues
7. bouncy
8. Cajun
9. Creole
10. fingers
11. first
12. folk
13. form
14. jazz
15. popular
16. snapping
17. tapping
18. toes
19. washboard
20. zydeco

accordion, fingers, first, form, popular, washboard

page 146
1. b
2. c
3. b
4. c
5. a
6. b

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

page 147
1. page 97
2. page 98
3. page 220
4. page 97
5. page 98
6. page 222
7. page 220

page 148
1. sunny
2. laugh
3. sandwich
4. whisper
5. busy
6. buzz
7. split
8. mango

1. 2
2. the first
3. noun

page 149
sport, judge, success, weigh, compare, draw, rule, tell, professional, win, young

page 150
Atlantis: The Last Empire
Because of Winn-Dixie
The Incredibles
The Princess Bride
Robots

Spectrum Word Study and Phonics
Grade 4
174
Answer Key
### Answer Key

- **The Rookie**
- **The Secret of Roan Inish**
- **Spy Kids**
- **The Wizard of Oz**

---

**Page 151**

<table>
<thead>
<tr>
<th>accent</th>
<th>respelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. city</td>
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</tr>
<tr>
<td>2. clap</td>
<td>-ap</td>
</tr>
<tr>
<td>3. peacock</td>
<td>-ock</td>
</tr>
<tr>
<td>4. bunch</td>
<td>-unch</td>
</tr>
<tr>
<td>5. mosquito</td>
<td>-osquito</td>
</tr>
<tr>
<td>6. yell</td>
<td>-el</td>
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**Page 152**

<table>
<thead>
<tr>
<th>number</th>
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<tbody>
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<td>1. f</td>
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<tr>
<td>2. d</td>
<td>-ap</td>
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<tr>
<td>3. j</td>
<td>-ock</td>
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<tr>
<td>4. a</td>
<td>-unch</td>
</tr>
<tr>
<td>5. h</td>
<td>-osquito</td>
</tr>
<tr>
<td>6. c</td>
<td>-el</td>
</tr>
<tr>
<td>7. b</td>
<td>-eak</td>
</tr>
<tr>
<td>8. e</td>
<td>-ap</td>
</tr>
<tr>
<td>9. i</td>
<td>-ock</td>
</tr>
<tr>
<td>10. g</td>
<td>-unch</td>
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**Page 153**

<table>
<thead>
<tr>
<th>number</th>
<th>word</th>
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<tbody>
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<td>1. circus</td>
<td>-eak</td>
</tr>
<tr>
<td>2. elephant</td>
<td>-ap</td>
</tr>
<tr>
<td>3. juggler</td>
<td>-ock</td>
</tr>
<tr>
<td>4. tightrope</td>
<td>-unch</td>
</tr>
<tr>
<td>5. lion</td>
<td>-osquito</td>
</tr>
<tr>
<td>6. clown</td>
<td>-el</td>
</tr>
<tr>
<td>7. acrobat</td>
<td>-eak</td>
</tr>
</tbody>
</table>

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**Page 154**

<table>
<thead>
<tr>
<th>number</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. slave, often, Once, been, world, against, everywhere, Large, friend, became, when, about, afraid, thought, stood, right</td>
<td>-eak</td>
</tr>
<tr>
<td>2. enough</td>
<td>-el</td>
</tr>
<tr>
<td>3. future</td>
<td>-eak</td>
</tr>
<tr>
<td>4. imagine</td>
<td>-ap</td>
</tr>
<tr>
<td>5. like; creature; Asia</td>
<td>-eak</td>
</tr>
<tr>
<td>6. lived; million</td>
<td>-eak</td>
</tr>
<tr>
<td>7. Ice; disease</td>
<td>-eak</td>
</tr>
<tr>
<td>8. Some; claim; remote</td>
<td>-eak</td>
</tr>
</tbody>
</table>

---

**Page 155**

<table>
<thead>
<tr>
<th>number</th>
<th>word</th>
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</thead>
<tbody>
<tr>
<td>1. gentle</td>
<td>-eak</td>
</tr>
<tr>
<td>2. totem</td>
<td>-ap</td>
</tr>
<tr>
<td>3. weigh</td>
<td>-o</td>
</tr>
<tr>
<td>4. hear</td>
<td>-eak</td>
</tr>
<tr>
<td>5. see</td>
<td>-eak</td>
</tr>
</tbody>
</table>

---

**Spelling Calendar**

**Grade 4**

| letter | 3.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>-eak</td>
</tr>
<tr>
<td>e</td>
<td>-ap</td>
</tr>
<tr>
<td>i</td>
<td>-o</td>
</tr>
<tr>
<td>o</td>
<td>-u</td>
</tr>
<tr>
<td>u</td>
<td>-eak</td>
</tr>
</tbody>
</table>

---

**Possible answers:**

- /s/ sailboat, justice, oyster, toast, custom
- /z/ amuse

---

**Page 156**

<table>
<thead>
<tr>
<th>number</th>
<th>respelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /o/</td>
<td>-eak</td>
</tr>
<tr>
<td>2. /aʊ/</td>
<td>-ap</td>
</tr>
<tr>
<td>3. /æ/</td>
<td>-ock</td>
</tr>
<tr>
<td>4. /ʌ/</td>
<td>-osquito</td>
</tr>
<tr>
<td>5. /e/</td>
<td>-el</td>
</tr>
<tr>
<td>6. /e/</td>
<td>-eak</td>
</tr>
</tbody>
</table>

---

**Page 157**

Emmanuel strode along (on long), the sidewalk front of his school, watching for his friend Matt. Several boys ran into Matt's path as he walked together (together) to the rec center to play chess. Emmanuel preferred having plenty (plenty) of time to think about each move, but Matt liked it better (better) when they used the clock.

Suddenly, Matt came running (running) out of the school's front doors (door). He explained (explained) that he had just spoken (spoken) to Mr. Sanchez, the principal (principal), and he had agreed to join Emmanuel and Matt on Thursday (Thursday) to teach them new chess strategies. With a little help, the boys felt sure their game would improve in no time.

Some multiple-meaning words are spelled the same but pronounced differently. The word record (record) can be pronounced (record) (/rekˈərˌd/ or /rɪˈkɑrˌd/). The meaning is different depending on the accents and pronunciation.

Underline the respelling that correctly completes each sentence below.

1. Kyle was stationed in the desert (dʒəˈrɛst) for two years.
2. The judge, pounding his gavel, said the verdict (vərˈdikt) (vərˈdikt) (/vərˈdikt/ or /vərˈdikt/). I am English, but she's science, too.

---

**Page 158**

<table>
<thead>
<tr>
<th>number</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /æ/</td>
<td>-eak</td>
</tr>
<tr>
<td>2. /θ/</td>
<td>-ap</td>
</tr>
<tr>
<td>3. /i/</td>
<td>-o</td>
</tr>
<tr>
<td>4. /u/</td>
<td>-eak</td>
</tr>
<tr>
<td>5. /d/</td>
<td>-ap</td>
</tr>
<tr>
<td>6. /aʊ/</td>
<td>-eak</td>
</tr>
</tbody>
</table>

---

**Spectrum Word Study and Phonics**

**Grade 4**
1. every
2. enjoy
3. said; native
4. grown; bogs; country
5. fields
6. float

**Answer Key**

Spectrum Word Study and Phonics
Grade 4

1. /joʊk/  
2. /flou'ûr/  
3. /ba lô/  

4. /win'dô/  
5. /sûr'kel/  
6. /trezh'er/  

7. /be lün'ë/  
8. /zê'bre/  
9. /tì'gër/  

Read each pair of spellings below. Say the words to yourself and underline the word that has the accent in the correct place.

1. /ban'dij'/ /ban'dij/
2. /nûr'së rô/ /nûr'së rô'
3. /e rund'/ /e' rund/
4. /sad l'/ /sad' l/
5. /chêr'ful/ /chêr'ful/
6. /hu rô'/ /hu' rô/
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- Dictionary skills

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- Hard and soft consonants
- Long and short vowel sounds
- Vowel pairs
- Answer key