

CONTENTS

Lesson 1:	Words with final consonant teams/blends.....	4
Lesson 2:	Closed syllables	8
Lesson 3:	Open syllables.....	12
Lesson 4:	Long ā (silent e ; vowel teams ay, ai, eigh, ey).....	16
Lesson 5:	Long ē (silent e ; vowel teams ee, ea, ey; y)	20
Lesson 6:	Long ī (silent e ; i before two consonants; vowel teams ie, igh; y).....	24
Lesson 7:	Long ō (silent e ; o before two consonants; vowel teams oa, ow, oe, ou, ough).....	28
Lesson 8:	Long ū (silent e ; vowel teams ue, ui, ew, oo, ough)	32
Lesson 9:	Hard and soft c and g ; consonant team dge	36
Lesson 10:	h -teams (ch, sh, th, wh, tch)	40
Lesson 11:	Initial consonant blends (r, l, w, qu , three-letter consonant blends).....	44
Lesson 12:	Vowel teams for /oi/ (oi, oy) and /ou/ (ow, ou)	48
Lesson 13:	Consonant teams /b/ (bu), /g/ (gu), gn	52
Lesson 14:	More consonant teams with a silent letter (kn, mb, wr)	56
Lesson 15:	Silent letters h, s, t, w	60
Lesson 16:	Sounds for /f/ (gh, ph)	64
Lesson 17:	r -controlled vowels spelled /âr/ air, are, ear, err, ar	68
Lesson 18:	r -controlled vowels spelled /ôr/ or, ore, our, oor, war	72
Lesson 19:	r -controlled vowels spelled /ûr/ ear, ir, ur, wor	76
Lesson 20:	Two sounds of ch (/k/, /sh/), chr, sch	80
Lesson 21:	Two spellings for /sh/ (ti, ci) and two spellings for /zh/ (si, su)	84
Lesson 22:	Words ending in /əl/ (le, el)	88
Lesson 23:	Double Rule (1-1-1 Rule).....	92
Lesson 24:	Drop Rule (silent e).....	96
Lesson 25:	Change Rule (y to i)	100
Lesson 26:	Vowel teams for /ē/ (ei, ie) ; vowel team for /ā/ (ei) ; Spelling Rule #1	104
Lesson 27:	Compound words	108
Lesson 28:	Contractions and possessives.....	112
Lesson 29:	Plurals that add -es	116
Lesson 30:	Irregular plurals	120
Lesson 31:	Vowel teams for /ô/ (aw, au, al/all, aught), /ä/ or /ö/ spelled o	124
Lesson 32:	Prefixes.....	128
Lesson 33:	Suffixes.....	132
Lesson 34:	Homophones	136
Dictionary	141



LESSON 2

PHONICS FOCUS

- A closed syllable ends with a consonant, and the vowel is normally short.
Ex: den-tist
- Words with closed syllables can be divided in one of the following ways:
 - » Between two consonants
Ex: pas-ture
 - » Between double consonants
Ex: hic-cup
 - » After the first closed syllable
Ex: ten-don

- | | |
|-------------|-----------------|
| 1. budget | <i>budget</i> |
| 2. jacket | <i>jacket</i> |
| 3. tendon | <i>tendon</i> |
| 4. dentist | <i>dentist</i> |
| 5. context | <i>context</i> |
| 6. distant | <i>distant</i> |
| 7. signal | <i>signal</i> |
| 8. lesson | <i>lesson</i> |
| 9. splendor | <i>splendor</i> |
| 10. comic | <i>comic</i> |
| 11. culprit | <i>culprit</i> |
| 12. tractor | <i>tractor</i> |
| 13. vivid | <i>vivid</i> |
| 14. absent | <i>absent</i> |
| 15. hiccup | <i>hiccup</i> |
| 16. rustic | <i>rustic</i> |
| 17. manner | <i>manner</i> |
| 18. fatten | <i>fatten</i> |
| 19. pasture | <i>pasture</i> |
| 20. insect | <i>insect</i> |

Write the words in which the second syllable begins with a vowel.

1. _____
2. _____
3. _____

Write the words that are divided between double consonants.

4. _____
5. _____
6. _____
7. _____

Write the words that are divided between consonants.

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

COLUMN 1

COLUMN 2

COLUMN 3

1. *budget*
2. *jacket*
3. *tendon*
4. *dentist*
5. *context*
6. *distant*
7. *signal*
8. *lesson*
9. *splendor*
10. *comic*
11. *culprit*
12. *tractor*
13. *vivid*
14. *absent*
15. *hiccup*
16. *rustic*
17. *manner*
18. *fatten*
19. *pasture*
20. *insect*

COLORFUL LETTERS

- ☐ Write all words in pencil.
- ☐ Go back and write over ...
 - ☐ vowels/vowel teams with RED
 - ☐ consonant teams/blends with BLUE
 - ☐ silent e with a SLASH
- ☐ Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.
- ☐ Underline prefixes and suffixes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

- | | |
|-------------|-------------|
| 1. budget | 11. culprit |
| 2. jacket | 12. tractor |
| 3. tendon | 13. vivid |
| 4. dentist | 14. absent |
| 5. context | 15. hiccup |
| 6. distant | 16. rustic |
| 7. signal | 17. manner |
| 8. lesson | 18. fatten |
| 9. splendor | 19. pasture |
| 10. comic | 20. insect |

CLASSIFY: Look carefully at each of the words given. Think how they are related; what do they have to do with each other? Write the list word that best fits with each word group.

1. missing, gone, _____
2. hoe, pitchfork, _____
3. ligament, joint, _____
4. glory, majesty, _____
5. covering, shell, _____
6. gesture, flag, _____
7. field, prairie, _____
8. assignment, exercise, _____

CLUE: FARM ANIMALS

Riddle 1: I cannot lay eggs, but I will crow loudly every morning to **signal** that it's time to get up for breakfast. The **splendor** of the **vivid** red comb on my head will make you the envy of even your most **distant** neighbors. I bravely protect all my friends in the coop. Who am I?

Riddle 2: You will usually find me lounging about a **pasture**, eating delicious grass that will **fatten** me up. Some of my kind make a drink that you might like to put on cereal. I am often white and black, but not like a barcode. Who am I?

Riddle 3: If you ask me to, I can change the **manner** in which I walk: I can trot or canter or gallop. My kind were more popular before the invention of the car, and now I may seem a bit **rustic**. If an **insect** lands on me, I will flick it with my long tail. Who am I?

rooster, cow, horse

SPELLING SENTENCES: Use a spelling word to fill in the blank.

budget	context	dentist	hiccup	jacket	manner	signal	vivid
comic	culprit	fatten	insect	lesson	rustic	tractor	

1. The creature was a spider, not an _____, because it had eight legs.
2. What _____ in *Homer Price* discusses the doughnut machine?
3. Shane's loud _____ made the class laugh.
4. Always conduct yourself in a positive _____.
5. When you hear the whistle, that is your _____ to begin play.
6. Does your _____ give a toothbrush and floss sample after every cleaning?
7. Hang your _____ on a hook instead of tossing it on the floor!
8. The colors of the rainbow were so _____ that you could see every one.
9. The _____ act came after the saxophone solo.
10. What is the _____ of this disagreement?
11. The cottage was a bit too _____ for the city girl.
12. Young adults must learn to make a _____ and live within their means.
13. That calf will _____ if he continues to eat four meals a day.
14. Most farmers use a _____ to work their fields.
15. The _____ must appear in court to answer for his crimes.