

Key #1: hat

Monday

1. Fill in the missing letters as your teacher calls out each target word.

_____ a _____ _____ a _____ _____ a _____ _____ a _____ _____ a _____

2. Make your own words by putting letters in the blanks.

_____ a _____ _____ a _____ _____ a _____

(Watch out: The *a* in have makes the hat sound even though have ends with an *e*!)

3. This week's memory word is *laugh*. Write *laugh* three times.

Tuesday

Adding on: When you don't know how to spell a word, it helps to spell it one syllable at a time. Use lines to divide each of the following words into syllables. Hint: Every syllable must have at least one vowel! Here is an example: yes/ter/day

whisper doghouse tomorrow Monday banana test lemon

Wednesday

Use *than* to compare things. (I am taller *than* Sam.)

Use *then* to tell when. (If you eat supper, *then* you can have dessert.)

(Hint: *Then* rhymes with *when*.)

1. Write the correct word (*than* or *then*) in each blank.

We ran around and _____ sat down. I like shorts better _____ pants.

2. Write your own sentence with *than* and your own sentence with *then*.

Thursday

1. In each pair, underline the word that is spelled correctly.

plan/plon hed/had snup/snap ran/ren sand/sind

2. Search this page for words that use Key #1. Circle any that you find.

Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

Key #2: ten

Monday

1. Fill in the missing letters as your teacher calls out each target word.

_____ e _____ _____ e _____ _____ e _____ _____ e _____ _____ e _____

2. Make your own words by putting letters in the blanks.

_____ e _____ _____ e _____ _____ e _____

3. This week's memory word is *friend*. Write *friend* three times.

Tuesday

Adding on: Fill in the missing syllable for each word your teacher calls out.

_____tist _____ter pig_____ _____ding

Wednesday

Led means guided. (I *led* Betty around at the festival.)

Lead is a heavy metal or the graphite in your pencil. (You can't bend that piece of *lead*.)

1. Write the correct word (*led* or *lead*) in each blank.

Ted _____ the class down the hall. Jen's pencil ran out of _____.

2. Write your own sentence with *led* and your own sentence with *lead*.

Thursday

1. In each pair, underline the word that is spelled correctly.

tent/tant men/min neste/nest laff/laugh pan/paan went/wint

2. Search this page for words that use Key #2. Circle any that you find.

Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

Key #3: win

Monday

1. Fill in the missing letters as your teacher calls out each target word.

_____ i _____ _____ i _____ _____ i _____ _____ i _____ _____ i _____

2. Make your own words by putting letters in the blanks.

_____ i _____ _____ i _____ _____ i _____

(Watch out: The *i* in notice, give, and live makes the win sound even though these words end with *e*!)

3. This week's memory word is *women*. Write *women* three times.

(Hint: One man, two men. One woman, two women.)

Tuesday

Adding on: You can usually make a noun plural by adding an *s* at the end.

1. Use this rule to make three of your target words plural.

2. Make your own plural words using Key #1, #2, or #3.

_____s _____s _____s

Wednesday

Its means that something belongs to *it*. (The dog hid *its* bone.)

It's is a contraction meaning *it is*. (*It's* too bad we missed the party.)

1. Write the correct word (*its* or *it's*) in each blank.

Missy is glad that _____ finally winter. Bill's kitten licked _____ paw.

2. Write your own sentence with *its* and your own sentence with *it's*.

Thursday

1. In each pair, underline the word that is spelled correctly.

mint/minte hus/his panz/pans friend/frend sip/sep pets/petss

2. Search this page for words that use Key #3. Circle any that you find.

Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

Key #4: hot

Monday

1. Fill in the missing letters as your teacher calls out each target word.

_____ o _____ _____ o _____ _____ o _____ _____ o _____ _____ o _____

2. Make your own words by putting letters in the blanks.

_____ o _____ _____ o _____ _____ o _____

3. This week's memory word is *yacht*. Write *yacht* three times.

Tuesday

Adding on: When a one-syllable word ends in (or is made only of) consonant-vowel-consonant, double the last letter before you add a suffix that starts with a vowel (nap + ed = napped).

4. Use this rule to add *ed* to three of your target words.

5. Make your own *ed* words using Key #1, #2, #3, or #4.

_____ed _____ed _____ed

Wednesday

Son is a boy child. (Is Ron your *son*?)

Sun is that bright star in the sky. (The *sun* is hot today.)

(Hint: Son and boy both have an *o* in the middle.)

1. Write the correct word (*son* or *sun*) in each blank.

It's not good to look right at the _____. Tom took his _____ to soccer practice.

2. Write your own sentence with *son* and your own sentence with *sun*.

Thursday

1. In each pair, underline the word that is spelled correctly.

lot/lat hen/hin mom/moom zapped/zaped wimen/women spotted/spotted lands/landz

2. Search this page for words that use Key #4. Circle any that you find.

Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

Key #5: nut

Monday

1. Fill in the missing letters as your teacher calls out each target word.

_____ u _____ _____ u _____ _____ u _____ _____ u _____ _____ u _____

2. Make your own words by putting letters in the blanks.

_____ u _____ _____ u _____ _____ u _____

3. This week's memory word is *surprise*. Write *surprise* three times.

(Hint: Surprise has a surprise *r* inside!)

Tuesday

Adding on: When a one-syllable word ends in (or is made only of) consonant-vowel-consonant, double the last letter before you add a suffix that starts with a vowel (nap + ing = napping).

1. Use this rule to add *ing* to three of your target words.

2. Make your own *ing* words using Key #1, #2, #3, #4, or #5.

_____ing _____ing _____ing

Wednesday

Some is an amount. (I put *some* water in the cup.)

Sum is what you get when you add numbers together. (The *sum* of two and two is four.)

1. Write the correct word (*some* or *sum*) in each blank.

_____ kids were running at the park. We had fun figuring out the _____ of two and ten.

2. Write your own sentence with *some* and your own sentence with *sum*.

Thursday

1. In each pair, underline the word that is spelled correctly.

fun/fen hunt/hont sune/sun peting/petting yoht/yacht laped/lapped tens/tenz

2. Search this page for words that use Key #5. Circle any that you find.

Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.

Review #1

Monday

1. Fill in the missing letters as your teacher calls out each word.

_____ a _____ e _____ i _____ o _____ u _____

2. Make your own words by putting letters in the blanks.

_____ a _____ e _____ i _____ o _____ u _____

Tuesday

Adding on:

1. Use the rules you've learned so far to spell each word correctly.

make pet plural: _____ add *ing* to beg: _____

add *ed* to sip: _____ add *er* to bat: _____

2. Divide the following words into syllables.

s i n g i n g t e l e p h o n e s a n d w i c h s t a m p c o m p u t e r m u s i c

3. Fill in the missing syllable for each word your teacher calls out.

_____ day ter _____ ic _____ ty kit _____

Wednesday

Circle the words that correctly complete each sentence.

If the sun/son comes out after lunch, than/then we'll play some/sum games outside.

My son/sun Roger lead/led the dog on it's/its daily walk.

The some/sum of four and six is less then/than twenty.

It's/Its time to buy new lead/led for my pencil.

Thursday

In each pair, underline the word that is spelled correctly.

rat/ret frend/friend kids/kidz women/wimin yaht/yacht tagging/taging suprize/surprise

stoped/stopped laughs/laffs hopped/hupped rugs/rogs box/boxe fens/fins

Friday

Check Yourself: On a separate sheet of paper, correctly spell each word that your teacher calls out.