

Day 1 – Memory Word

The goal of this spelling workbook is to teach you *how* to spell. You'll learn many rules that will help you spell just about any word you need to spell. However, some words are “rule breakers” or just hard to remember and must be memorized. For that reason, you will need to memorize 35 words during the course of this year. When you write the memory words, pay attention to how they're spelled and to the hints provided—some of them quite silly! Then, try to spell the words without looking. You'll be reviewing these memory words often.

Memory word #1: surprise

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

Write *surprise* three times. Then add it to your memory word list (in the back of this workbook).

Day 2 – Adding on

Many of your lessons in this workbook will involve “adding on rules.” This is where you'll learn rules for creating longer words out of smaller parts. You'll be using these rules all year long to spell different words.

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

Fill in the missing syllable(s) for each word your teacher calls out.

_____ let _____ geon _____ ute _____ angle

_____ don de _____ er _____

Day 3 – Confusable Pair

Throughout this workbook, you'll be working with “confusable word sets.” Since the spelling of each of these words is correct, a spell checker won't help you. You must know which one to use.

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*.)

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

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

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

Day 4 – Adding on

Use lines to divide each of the following words into syllables.

optimistic megaphone kindergarten school presenting

Fill in the missing syllable(s) for each word your teacher calls out.

_____ et _____ splen _____ con _____ tion
air _____ jack class _____ tical

Day 5 – Building Blocks

Each week you'll be looking at one or two specific spelling constructions or rules. You'll learn when to use these constructions and whether or not there are any exceptions. You'll also have the chance to use these constructions to create new words. Be on the lookout for examples of the constructions in other books and articles you read.

Building blocks: **her/sir/turn**

These are three ways to make the same sound. Except when used as a suffix, *er* is usually followed by a silent *e* or by a consonant. Note: In a few cases, *er* makes a different sound (*berry, terrible, cereal*). In the word *souvenir*, *ir* makes a different sound. Spell the *er/ir/ur* words your teacher calls out.

Write words of your own using *er*, *ir*, and *ur*.

_____ er _____ er _____
_____ er _____ ir _____ ur _____ ur _____

Day 6 – Memory Word

Memory word #2: separate

(Hint: There is **a rat** in **separate**.)

Write *separate* three times. Then add it to your memory word list and review the list.

Write the memory word your teacher calls out. _____

Day 7 – Adding on

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

Use this rule to make the following words plural:

hat _____ home _____ school _____

book _____ tree _____ frog _____

Day 8 – Confusable Pair

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*.)

Note: When pronounced with a long *e* sound, *lead* is also the present tense form of *led*.

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

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

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

Day 9 – 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 (example: nap + ed = napped).

Use this rule to add *ed* to the following words:

plan _____ slop _____ ship _____

pen _____ trip _____ fret _____

Use this rule to add *ing* to the following words:

slap _____ mop _____ pet _____

shop _____ bet _____ dig _____

Day 10 – Building Blocks

Building blocks: **more/soar/pour**

Except when used as a suffix, *or* is usually followed by a silent *e* or by a consonant. Words using the *oar* construction sometimes require a silent *e* at the end. The *or* construction is the most common for this pronunciation; the *our* construction is the least common. Note: In a few cases, *or* makes a different sound (*word, work*). Also, the British use *our* for many words that Americans spell with *or* (*colour/color*). Spell the *or, oar, and our* words your teacher calls out.

Write words of your own using *or, oar, and our*.

_____ or _____ or _____ oar _____ our _____

Day 11 – Memory Word

Memory word #3: definitely

(Hint: Notice the word **finite** in the middle of **definitely**.)

Write *definitely* three times. Then add it to your memory word list and review the list.

Write the memory words your teacher calls out.

Day 12 – Adding on

When a word ends in a *silent e*, remove the *silent e* before you add a suffix that starts with a vowel (example: rake + ing = raking).

Use this rule to add *ing* to the following words:

bite _____ tame _____ shine _____

take _____ shake _____ skate _____

Use this rule to add *ed* to the following words:

brave _____ tape _____ love _____

bake _____ blame _____ shape _____