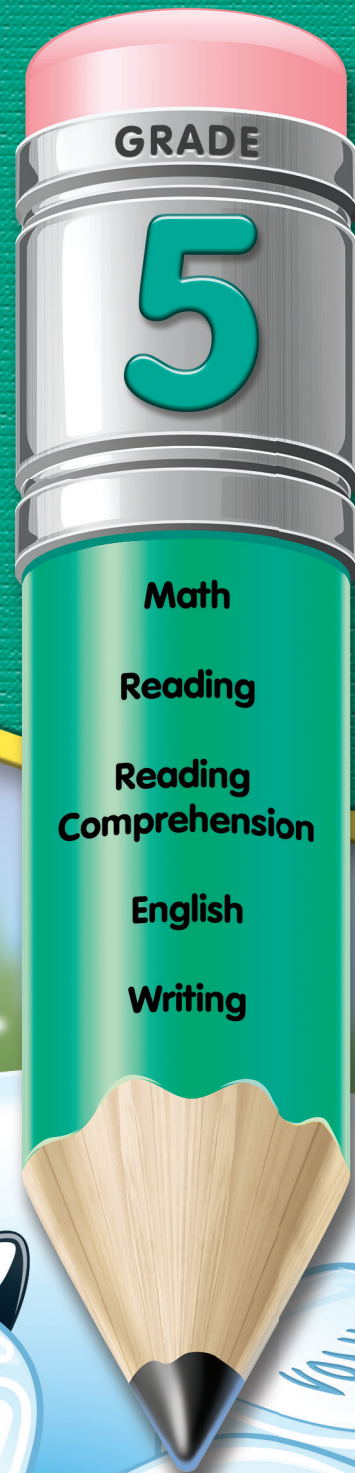




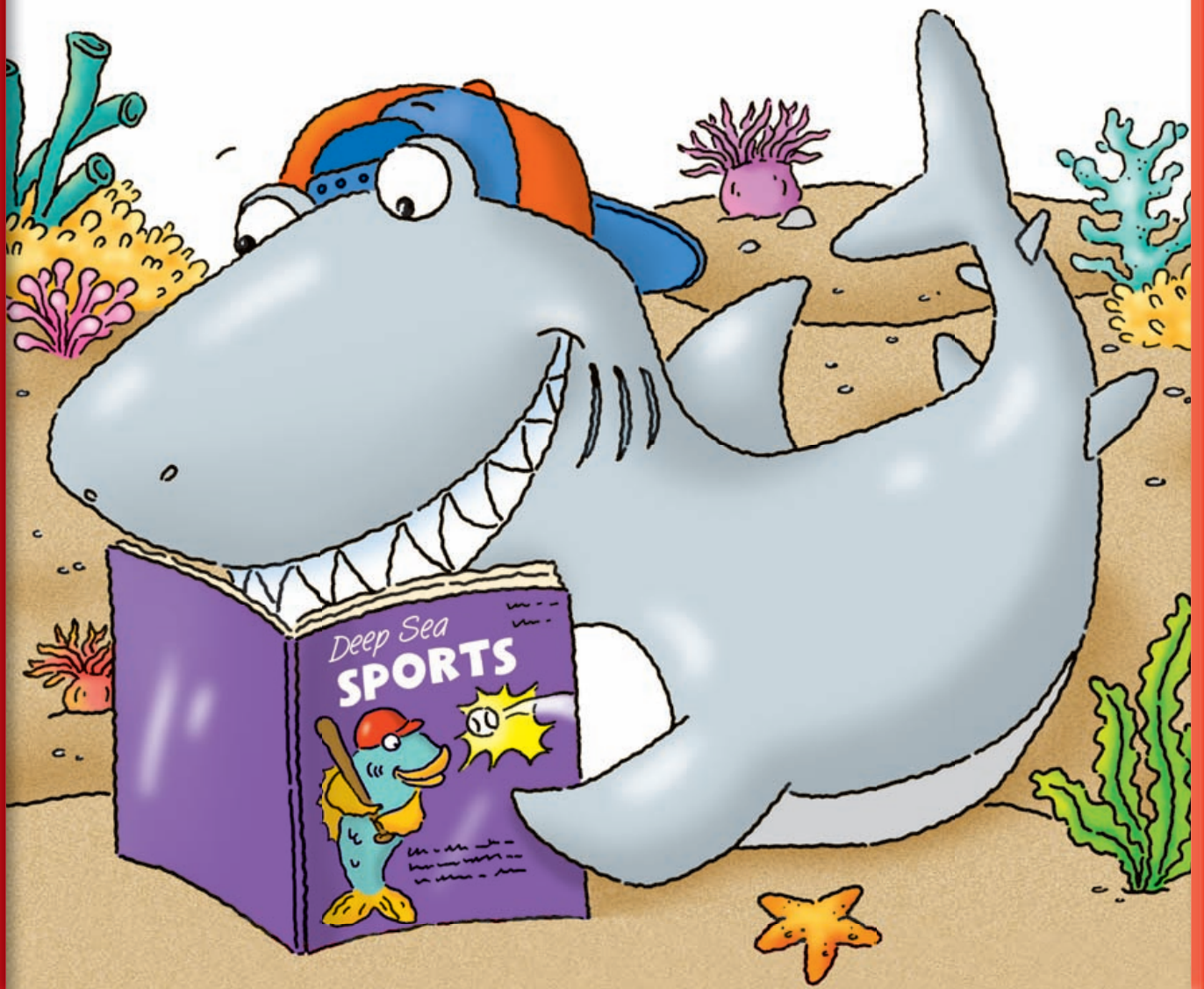
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READING



Spelling: Digraphs

A **digraph** is two consonants pronounced as one sound.

Examples: **sh** as in **shell**, **ch** as in **chew**, **th** as in **thin**

Directions: Write **sh**, **ch**, or **th** to complete each word below.

- | | |
|----------------|-----------------|
| 1. ____ reaten | 6. ____ allenge |
| 2. ____ ill | 7. peri ____ |
| 3. ____ ock | 8. ____ ield |
| 4. ____ iver | 9. ____ art |
| 5. ____ aw | 10. ____ rive |



Directions: Complete these sentences with a word, or form of the word, from the list above.

1. A trip to the South Pole would really be a (**ch**) _____.
2. The ice there never (**th**) _____ because the temperature averages -50°C .
3. How can any living thing (**th**) _____ or even live when it's so cold?
4. With 6 months of total darkness and those icy temperatures, any plants would soon (**sh**) _____.
5. Even the thought of that numbing cold makes me (**sh**) _____.
6. The cold and darkness (**th**) _____ the lives of explorers.
7. The explorers take along maps and (**ch**) _____ to help them find their way.
8. Special clothing helps protect and (**sh**) _____ them from the cold.
9. Still, the weather must be a (**sh**) _____ at first.
10. Did someone leave a door open? Suddenly, I feel a (**ch**) _____.

Spelling: Listening for Sounds

Not every word spelled with **ow** is pronounced **ou** as in **powder** and **however**. In the same way, not every word spelled with **ou** is pronounced **ou** as in **amount** and **announce**. The letters **ou** can be pronounced a number of ways.

Directions: Write the word from the box that rhymes with each of the words or phrases below. Some words are used twice.



doubt	amount	avoid	annoy	announce
choice	poison	powder	soil	however

joys in	_____	two counts	_____
shout	_____	loyal	_____
a boy	_____	crowd her	_____
employed	_____	Joyce	_____
now never	_____	a count	_____
voice	_____	employ	_____
a bounce	_____	louder	_____
enjoyed	_____	trout	_____

Spelling: The J and Ch Sounds

The **j** sound can be spelled with a **j** as in **jump**, with a **g** before **e** or **i** as in **agent** and **giant**, or with **ge** at the end of a word as in **page**.

The **ch** sound is often spelled with the letters **ch** but can also be spelled with a **t** before **u**, as in **nature**.



Directions: Use words from the box to complete the exercises below.

statue	imagination	jealous	future	arrangements
furniture	stranger	project	justice	capture

1. Say each word, and then write it in the correct row, depending on whether it has the **j** or **ch** sound.

j _____

ch _____

2. Write a word from the box that belongs to the same word family as each word below.

imagine _____	arranging _____
strangely _____	furnish _____
just _____	jealousy _____

Directions: Complete each sentence with a word containing the given sound.

- What is your group's (**j**) _____ this week?
- There is a (**ch**) _____ of George Washington in front of our school.
- She used her (**j**) _____ to solve the problem.
- My sister keeps rearranging the (**ch**) _____ in our room.

Spelling: Words with Silent Letters

Some letters in words are not pronounced, such as the **s** in **island**, the **t** in **listen**, the **k** in **knee**, the **h** in **hour**, and the **w** in **write**.

Directions: Use words from the box to complete the exercises below.

wrinkled	honest	aisle	knife	wrist
rhyme	exhaust	glisten	knowledge	wrestle

1. Write each word beside its silent letter. Two words have two silent letters—write them twice.

s _____

t _____

h _____

w _____

k _____

2. Write in the missing letter or letters for each word.

___ res ___ le

ex ___ aust

___ nife

glis ___ en

ai ___ le

___ nowledge

___ rinkle

r ___ yme

___ onest

___ rist

Directions: Complete each sentence with a word that has the given silent letter. Use each word only once.

1. He always tells the truth. He's very (**h**) _____.

2. I like (**s**) _____ seats in airplanes.

3. I need a sharper (**k**) _____ to cut this bread.

4. I think a long hike might (**h**) _____ me.

5. Did you sleep in that shirt? It is so (**w**) _____!

6. The snow seemed to (**t**) _____ in the sunlight.

7. To play tennis, you need a strong (**w**) _____.



Spelling: Syllables

A **syllable** is a part of a word with only one vowel sound. Some words have only one syllable, like **cat**, **leaf**, and **ship**. Some words have two or more syllables. **Be-lief** and **trac-tor** have two syllables, **to-ge-ther** and **ex-cel-lent** have three syllables, and **con-ver-sa-tion** has four syllables. Some words can have six or more syllables! The word **ex-tra-ter-res-tri-al**, for example, has six syllables.



Directions: Follow the instructions below.

- Count the syllables in each word below, and write the number of syllables on the line.

- | | |
|--------------------|------------------------|
| a. badger _____ | f. grease _____ |
| b. location _____ | g. relationship _____ |
| c. award _____ | h. communication _____ |
| d. national _____ | i. government _____ |
| e. necessary _____ | j. Braille _____ |

- Write four words with four syllables each in the blanks.

- | | |
|----------|----------|
| a. _____ | c. _____ |
| b. _____ | d. _____ |

- Write one word with five syllables and one with six syllables. If you need help, use a dictionary.

Five syllables: _____

Six syllables: _____

Writing: Sounding Out Syllables

Directions: Use words from the box to complete the exercises below.

decision	division	pressure	addition	ancient
subtraction	confusion	multiplication	social	correction

1. Write each word in the row showing the correct number of syllables.

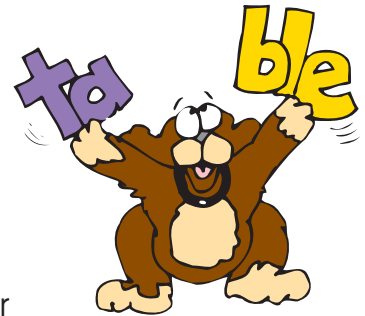
Two: _____

Three: _____

Five: _____

2. Write in the missing syllables for each word.

____ cial sub ____ ____ tion mul ____ pli ____ tion pres ____ ____
 di ____ sion an ____ ____ ____ deci ____ ____ ____ ad ____ ____ tion
 ____ ____ fusion cor ____ ____ ____ tion



3. Beside each word below, write a word with the same number of syllables. Use each word from the box only once.

daily	_____	challenging	_____
syllable	_____	election	_____
decreasing	_____	threaten	_____
advantage	_____	shivering	_____
title	_____	experimenting	_____

Writing: Word Families

A **word family** is a group of words based on the same word. For example, **playful**, **playground**, and **playing** are all based on the word **play**.

Directions: Use words from the box to complete the exercises below.

decision	division	pressure	addition	create
subtraction	confusion	multiplication	social	correction

1. Write the word that belongs to the same word family as each word below.

correctly	_____	confused	_____
divide	_____	subtracting	_____
pressing	_____	society	_____
multiply	_____	decide	_____
added	_____	creativity	_____

2. Complete each sentence by writing the correct form of the given word.

Example: Have you (decide) decided what to do? Did you make a (decide) decision yet?

I am (add) _____ the numbers right now. Would you check my (add) _____ ?

This problem has me (confuse) _____. Can you clear up my (confuse) _____ ?

This is a (press) _____ problem. We feel (press) _____ to solve it right away.

Is he (divide) _____ by the right number? Will you help him with his (divide) _____ ?

Try to answer (correct) _____. Then, you won't have to make any (correct) _____ on your paper later on.

Writing: Word Families

Directions: Write the word that belongs to the same word family as each word below.

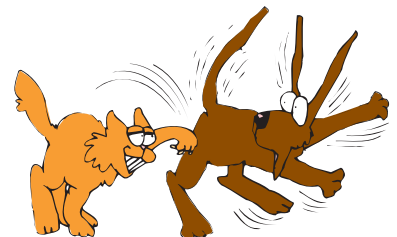
doubt	amount	avoid	annoy	announce
choice	poison	powder	soil	however

avoidance	_____	annoyance	_____
doubtful	_____	soiled	_____
announcement	_____	poisonous	_____
choose	_____	amounted	_____
powdery	_____	whenever	_____

Directions: Complete each sentence by writing the correct form of the given word.

Example: Are you (doubt) doubting my word? You never (doubt) doubted it before.

- The teacher is (announce) _____ the next test. Did you hear what he (announce) _____?
- This stream was (poison) _____ by a chemical from a factory nearby.
- Is the chemical (poison) _____ any other water supply? How many (poison) _____ does the factory produce?
- My cat always (annoy) _____ our dog.
- Last night, Camie (annoy) _____ Lucas for hours.
- I think Carrie is (avoid) _____ me. Yesterday, she (avoid) _____ walking home with me.



Spelling: Double Consonants

When adding endings such as **ing** and **ed** to verbs, use the following rule: Double the final consonant of verbs that have short vowel sounds and end with only one consonant. For example, **rip** becomes **ripped**, and **beg** becomes **begging**. However, do not double the final consonant in words that end in double consonants. For example, **rock** ends with two consonants, **ck**. So even though it has a short vowel sound, **rock** becomes **rocked**.



Directions: Add **ed** to the verbs below. Remember, when a verb ends with **e**, drop the **e** before adding an ending (**taste**, **tasting**). The first one has been done for you.

top topped

pet _____

sob _____

brag _____

scrub _____

flip _____

rip _____

punch _____

rinse _____

stock _____

lack _____

dent _____

Directions: Add **ing** to the verbs below. The first one has been done for you.

flap flapping

scrub _____

stock _____

dent _____

pet _____

sob _____

snack _____

flip _____

rinse _____

brag _____

lack _____

punch _____