

Spelling STEPS



REPRODUCIBLE ACTIVITIES

SPELLING STEPS 2

3RD REVISION

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Introduction

Spelling Steps teaches students to spell the words they need for life situations. The vocabulary is drawn largely from a list developed from an analysis of adult reading materials including newspapers, magazines, novels, scientific journals, and other media.

The four-binder spelling program is based on a careful plan for teaching spelling skills. It ensures that students not only learn to spell the vocabulary words, but also master the skills needed to learn to spell new words in the future.

Each student progresses through the program at his or her own rate. Students may grade their own lesson tests and record their scores. This method is recommended for older students and independent study.

Each unit concludes with a review lesson and a unit test. The format for unit tests is left open so that teachers may adapt the test to the needs of each student. The teacher may select which words to include and may determine the length and style of the unit test.

Spelling Steps includes a wide variety of learning activities designed to reinforce and extend spelling skills. Attention is given to providing learning activities that are of interest to middle, secondary, and adult students.

About Checking and Recording

Teachers are encouraged to have students check their answers after completing each lesson. Students may record their scores on the Record of Progress chart for each unit review, beginning with Unit 3, Book 1. To allow students to check their own work, the answer keys may be reproduced and distributed.

A completed progress chart can be helpful for diagnosing a student's strengths and weaknesses. Parents might also like to see how progress is monitored. The process of self-checking, scoring, and monitoring is for analysis by both student and teacher to determine what skills need greater reinforcement.

Following the answer keys and individual student progress chart we have provided a class progress chart to help track up to 30 students' progress through the book. Finally, there is a reproducible certificate of achievement that can be awarded to students when a book is completed.

SPELLING STEPS CHECKLIST

- 1. Look at the word.**
- 2. Say the word out loud.**
- 3. Close your eyes and “see” the word in your mind. Spell the word out loud.**
- 4. Open your eyes. Look at the word to see if you spelled it correctly.**
- 5. Cover the word and write it.**
- 6. Check your spelling. If you made a mistake, start over with step 1.**
- 7. Cover the word and write it again.**

LESSON • 1

Checking Answers

➤ In *Spelling Steps*, you will check your own answers. This lesson gives you practice checking your work. Read the sentences below. Then write the correct answer in each blank. You may write your answers in either manuscript or cursive letters.

➤ The number words are

one
six

two
seven

three
eight

four
nine

five
ten

1. Write the number word that comes after *one*. _____
2. Write the number word that comes after *four*. _____
3. Write the number word that comes before *eight*. _____
4. Write the number word that comes before *ten*. _____

➤ The days of the week are

Sunday
Thursday

Monday
Friday

Tuesday
Saturday

Wednesday

5. Write the day of the week that comes *after* Sunday. _____
6. Write the day of the week that comes *after* Wednesday. _____
7. Write the day of the week that comes *before* Saturday. _____
8. Write the day of the week that comes *before* Monday. _____
9. If Sunday is the *first* day of the week, Thursday is the _____ day of the week.

**CHECK YOUR ANSWERS!**

Now, check your answers. If you had any errors, reread the questions. Find out why you missed each question.

LESSON • 2

Consonant Blend *pr*

- Read the **Everyday Spelling Words**. These words are about the U.S. Postal Service. You will find a list of Everyday Spelling Words in most lessons in *Spelling Steps 2*. Everyday Spelling Words are very useful in daily life.

EVERYDAY SPELLING WORDS

post	office	into	mail	carrier
air	stamp	mailbox	letter	airmail

1. Is it all right for you to write your answers in cursive writing? _____

2. Is it all right for you to write your answers in manuscript writing? _____

- Reread the words in the list of Everyday Spelling Words. Think about what each word means.

3. Fill in each blank with a word from the list of Everyday Spelling Words. The first blank has been filled in for you.

a. Will you go to the post office to _____ this letter?

b. _____ letters are carried by airplanes.

c. She works as a _____.

d. A letter carrier will not take a letter to the post _____ unless it has a _____ on it.

- The word *airmail* is made up of two words spelled together. This kind of word is called a *compound word*.

4. Write the other two compound words from the list at the top of the page.

REMEMBER!

A compound word is made up of two words together.

- On this page you will find another list of spelling words for this lesson. These are called **Skill-Building Words**. Most of the lessons in *Spelling Steps* will have a list like this one. They are words that will help you learn the skills of spelling.
- Read the Skill-Building Words. Say each word out loud. Notice that each word starts with two consonant letters. The two consonant letters are followed by a vowel letter.

SKILL-BUILDING WORDS			
prize	pride	prince	prime
price	press	print	profit

5. Write the two consonant letters you see at the beginning of each Skill-Building Word. _____

6. Do you know all the consonant letters? Write them here.

7. Do you know all the vowel letters? Write them here.

- Each of the **Skill-Building Words** starts with the consonant letters *pr*. When two consonant letters come together in a word, they are sometimes called a *consonant blend*. In each Skill-Building Word on this page, the *pr* is a consonant blend.
- In a consonant blend, the first consonant sound *blends* into the second consonant sound. Both sounds, however, are still heard when the word is spoken.

REMEMBER!

To spell a word that has a consonant blend, write *both* letters.

8. Say the Skill-Building Words out loud. Listen for the sound of the consonant blend *pr*.

a. Can you hear the *p* sound? _____

- b. Can you hear the *r* sound? _____
- c. Do the *p* sound and the *r* sound blend together? _____
9. To finish the sentences, fill in each blank with a Skill-Building Word that has a *pr* consonant blend.
- a. The _____ was a blue ribbon.
- b. What is the _____ of that car?
- c. The butcher said this steak is _____ meat.
- d. The _____ of England visited the United States.
- e. We have a lot of _____ in our basketball team.
- f. The order form says to _____ your name.
- g. I'll use this new iron to _____ my shirts.
- h. Our _____ from the sale was \$75.00.

HOW DID YOU DO? _____

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*. Save your test paper. You can use it to review for the unit test.

LESSON • 3

Consonant Blend *gr*

- Read the **Everyday Spelling Words** in the box. These words name things you buy at the supermarket.

EVERYDAY SPELLING WORDS

milk
beef

soap
pork

salt
cream

meat
beans

lamb
juice

- Underline each Everyday Spelling Word in the sentences below. The first one has been done for you.
 - You can use either milk or cream on cereal.
 - This fruit punch is made from orange juice and grape juice.
 - We eat pork and beans when we are camping.
 - I always buy the bath-size bars of soap.
 - Please pass the salt and pepper.
 - Beef, lamb, and pork are different kinds of meat.
- Write the six Everyday Spelling Words that have two vowels together.

- When you say *soap*, *meat*, *beef*, *cream*, *beans*, and *juice*, do you hear *both* vowel sounds in each word? _____
How many vowel sounds do you hear in each word? _____
- When you say *soap*, *meat*, *beef*, *cream*, *beans*, and *juice*, do you hear the vowel sound made by the *first* vowel or the *second* vowel? _____

**CHECK YOUR ANSWERS!**

Now, check your answers. If you had any errors, reread the questions. Find out why you missed each question.

► Read the **Skill-Building Words** in the box. Say each word out loud.

SKILL-BUILDING WORDS				
grass	green	grin	grill	greet
grade	grapes	graze	grand	gruff

5. Each Skill-Building Word begins with two consonants. Write the two consonants. _____
6. Say the Skill-Building Words out loud.
Do you hear *both* the sound of *g* and the sound of *r* at the beginning of each word? _____
7. Do the *g* sound and the *r* sound blend together? _____
8. Do you recall the *Rule to Remember* about consonant blends?
Fill in the blank in the rule.

*To spell a word that has a consonant blend, write both
_____ of the consonant blend.*

► In *Spelling Steps* lessons, you write about a sound in a word this way: /p/. The letter *p* between two slanted lines stands for a *sound* you can say and hear. The first sound you say and hear in the word *pin* is /p/.

/p/ means the *p* sound

/i/ means the *i* sound

/n/ means the *n* sound

► The **Skill-Building Words** in this lesson start with the *gr* sound, /gr/.

► Remember that a letter or letters between two slanted lines stands for a sound you hear and say. When you answer questions about sounds instead of letters, always put a slanted mark on each side of the letter or letters.

9. If you want to show the *sound* of *b*, how will you write it? _____

10. If you want to show the *sound* of the consonant blend *pr*, how will you write it? _____
11. Now use the Skill-Building Words from this lesson to answer these riddles.
- a. You walk on me. _____
 - b. I rhyme with the word *sand*. _____
 - c. Cows do this, but people do not. _____
 - d. You cook on me. _____
 - e. We are sweet and juicy. _____
 - f. I am a color. _____
 - g. You do this when you say hello to people. _____
 - h. I rhyme with the word *cuff*. _____
 - i. I am another word for *smile*. _____
 - j. I rhyme with the word *made*. _____
12. Write the Skill-Building Word that names more than one thing. _____

HOW DID YOU DO? _____

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*. Save your test paper. You can use it to review for the unit test.

LESSON • 4

Consonant Blend fr

- Read the **Everyday Spelling Words**. These words are about transportation. They are words that tell about moving people or things.

EVERYDAY SPELLING WORDS

plane
fare

airplane
railroad

airport
subway

car
taxi

detour
train

exit
yield

- Underline each Everyday Spelling Word in the sentences below.
 - The taxi driver said our fare was \$5.00. We added one dollar for a tip.
 - A yield sign on the street means to let the other car go first.
 - The plane was on time.
 - The detour on the road made me late for work.
 - The train ran off the railroad tracks and spilled its cargo of dangerous chemicals.
 - The airplane is due at the airport at 5:05 P.M.
 - We will ride downtown on the subway to save money.
 - To get to my house, take the Lake Street exit. Then go three blocks to Orchard Street.
- A *compound word* is made by joining two words together. Make compound words from the two lists of words below. The first one has been done for you.

a. air	mail	<u>airmail</u>
b. in	to	_____
c. mail	box	_____
d. rail	road	_____
e. air	plane	_____
f. air	port	_____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS			
from	free	freeze	frog
front	froze	frame	fret

3. All the words in the box begin with two consonant letters. Write the two consonant letters. _____

4. The words you just said start with what consonant sound? _____

► Look at your answer to question 4. Did you remember to put *fr* between two slanted lines? Remember, if you want to show a sound, always write a slanted line on each side of the letter or letters.

5. Read the sentences below. Then draw a line under the Skill-Building Words that are spelled with the *fr* consonant blend.

The frog jumped into the pond.

We got free tickets to the game.

6. Fill in each blank with a word that means something that happened yesterday or at some time in the past. The first one has been done for you.

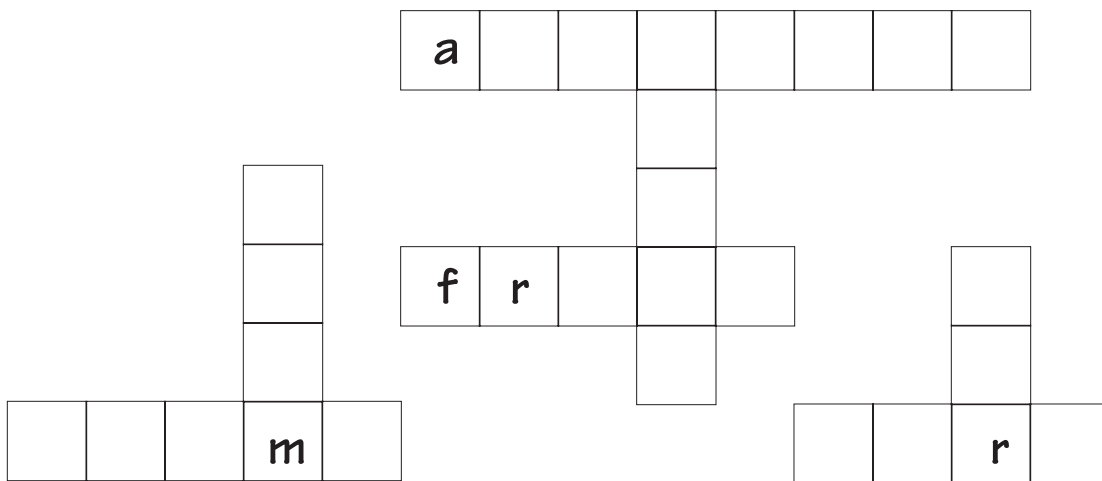
TODAY (PRESENT)	YESTERDAY (PAST)	TODAY (PRESENT)	YESTERDAY (PAST)
a. freeze	<u>froze</u>	e. feed	_____
b. sit	_____	f. fall	_____
c. meet	_____	g. make	_____
d. run	_____	h. ride	_____

7. To finish each sentence, fill in each blank with a Skill-Building Word.

a. I'll _____ the meat so it won't spoil.

b. The _____ sat on the log all day.

- c. The baby began to _____ when its mother left the room.
- d. The paint is peeling off the _____ door.
- e. We got _____ tickets _____ my uncle.
- f. Yesterday the rain _____ and became sleet and ice.
- g. Please put a _____ around the picture.
8. Complete the word puzzles that follow. Use only words from the Everyday Spelling Words and the Skill-Building Words in Unit 1, Lesson 4.

**HOW DID YOU DO?**

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*. Save your test paper. You can use it to review for the unit test.

LESSON • 5

Consonant Blends *dr, br, and cr*

- Read the **Everyday Spelling Words**. These words name things that people do in their free time.

EVERYDAY SPELLING WORDS

golf**bowl****dance****read****ski**

- Underline each Everyday Spelling Word in the sentences below.
 - He likes to bowl or play golf every weekend.
 - There is not enough snow to ski today.
 - They went to the dance at the lodge last week.
 - On rainy days, I like to stay home and read a good book.
- Write the Everyday Spelling Word that ends in silent *e*. _____
- Write the Everyday Spelling Word that has two vowel letters side by side. _____
- Say the word *read*. How many vowel sounds do you hear? _____
Do you hear the vowel sound made by the *first* vowel letter or the *second* vowel letter? _____

- Read the **Skill-Building Words**. Say each word out loud. Notice that all the words start with a consonant blend.

SKILL-BUILDING WORDS

drive**drove****drug****drip****drop****dress****drift****drum****drag****brave****bricks****crib****crack****creep****crept**

- Write the three different consonant blends you see at the beginning of the Skill-Building Words. _____
- Write the three different consonant blends you hear at the beginning of the Skill-Building Words. _____

7. Write the Skill-Building Word that begins with the *cr* blend and means something that happened in the past. _____
8. To finish each sentence, fill in each blank with a Skill-Building Word. Use words that start with the *dr* blend.
- a. Mom wore a pretty _____ to church.
 - b. This _____ strip was built for racing cars.
 - c. There is ice on the roads, so do _____ carefully.
 - d. The _____ in Dad's cold medicine made him sleepy.
 - e. The _____ beat got faster as the tempo of the music picked up.
 - f. They _____ a long way to see the game.
 - g. If you _____ your glasses, they may break.
 - h. It snowed so much that the snow piled up in a huge _____ .
9. To finish each sentence, fill in each blank with a Skill-Building Word. Use words that start with the *br* or the *cr* blend.
- a. The shell of an egg will _____ easily.
 - b. The baby has learned how to _____ along the floor.
 - c. The burglar _____ into the room quietly.
 - d. America is called "the home of the _____."
 - e. The house was built of _____.
 - f. The baby sleeps in a blue _____.
10. At the beginning of *crib*, *crack*, *creep*, and *crept*, the letter *c* spells what sound? _____
11. Is /**k**/ the *hard* sound (as in *car*) or *soft* sound (as in *face*) of *c*? _____

12. What is the soft sound of *c*? _____

13. Write the spelling word that begins with *br* and names more than one thing. _____

14. Use a Skill-Building Word to fill in each blank.

TODAY
(PRESENT)

YESTERDAY
(PAST)

TODAY
(PRESENT)

YESTERDAY
(PAST)

a. **drive** _____

b. **creep** _____

15. Change one letter in each spelling word to make a new word.

a. **drip** d r ____ p

b. **drove** d r ____ v e

16. Two of the Skill-Building Words end with the letters *ck*. Write those two words. _____

17. Say *brick* and *crack*. Listen for the *ending* sound in each word. Do you hear two consonant sounds? _____

18. What consonant sound do you hear at the end of *brick* and *crack*? _____

19. In *brick* and *crack*, do the letters *ck* spell a consonant blend? _____

► The *ck* in *brick* and *crack* is **not** a consonant blend because *ck* spells only one sound. In a consonant blend, both sounds are heard.

HOW DID YOU DO?

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*. Save your test paper. You can use it to review for the unit test.

Review

► The word *review* means to study again. This review will go over the spelling words and skills you have studied so far.

1. Is *pr* a consonant blend in the words *prize* and *pride*? _____
2. Is *gr* a consonant blend in the words *grass* and *green*? _____
3. Is *fr* a consonant blend in the words *from* and *free*? _____
4. Is *dr* a consonant blend in the words *drive* and *drove*? _____
5. Is *br* a consonant blend in the words *brave* and *brick*? _____
6. Is *cr* a consonant blend in the words *crib* and *crack*? _____
7. How many sounds do you hear in each of the consonant blends you have studied so far? _____
8. When spelling a word that has a consonant blend, do you write both letters of the consonant blend? _____
9. Do you hear one or two consonant sounds at the end of *brick* and *crack*? _____
 What sound do you hear? _____
 Is *ck* in *brick* and *crack* a consonant blend? _____
 The *ck* in *brick* and *crack* is not a consonant blend because it only spells _____ sound.
10. *Airmail*, *into*, and *mailbox* are called _____ words.
11. Compound words are made by spelling _____ words together.
12. Combine each pair of words below to make compound words.

a. air mail _____	d. rail road _____
b. in to _____	e. air plane _____
c. mail box _____	f. air port _____

13. Use a spelling word from Unit 1 to fill in each blank.

TODAY
(PRESENT)

YESTERDAY
(PAST)

a. **freeze** _____

b. **drive** _____

b. **creep** _____

14. Write all the Skill-Building Words in Unit 1 that start with the *pr* consonant blend.

_____	_____
_____	_____
_____	_____
_____	_____

15. Write all the Skill-Building Words in Unit 1 that start with the *gr* consonant blend.

_____	_____
_____	_____
_____	_____
_____	_____

16. Write all the Skill-Building Words in Unit 1 that start with the *fr* consonant blend.

_____	_____
_____	_____
_____	_____
_____	_____

NAME _____

17. Write all the Skill-Building Words in Unit 1 that start with the *dr* consonant blend.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

18. Write all the Skill-Building Words in Unit 1 that start with the *br* consonant blend.

_____	_____
-------	-------

19. Write all the Skill-Building Words in Unit 1 that start with the *cr* consonant blend.

_____	_____
_____	_____

20. Write all the Everyday Spelling Words in Unit 1 that tell about transportation.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

21. Write all the Everyday Spelling Words in Unit One that tell about things people do in their free time.

_____	_____
_____	_____
_____	_____

22. Write all the Everyday Spelling Words in Unit 1 that tell about things you buy at the supermarket.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

23. Write all the Everyday Spelling Words in Unit 1 that tell about the U.S. Postal Service.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

HOW DID YOU DO?

- CHECK:** Check your answers in this review lesson.
- STUDY:** Turn back to each lesson in this unit and review the **Everyday Spelling Words** and the **Skill-Building Words**. Use your *SPELLING STEPS CHECKLIST* to study the words you cannot spell.
- TEST:** When you think you know how to spell the words in this unit, your teacher will test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- RECORD:** Your teacher will record your score.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 1

Consonant Blend tr

► Read the **Everyday Spelling Words** about measurement.

EVERYDAY SPELLING WORDS

measure

inch

foot

yard

ounce

pint

quart

gallon

pound

ton

PRETEST

At the beginning of most of the spelling lessons, you will take a pretest. This is to find out how many of the words you already know how to spell.

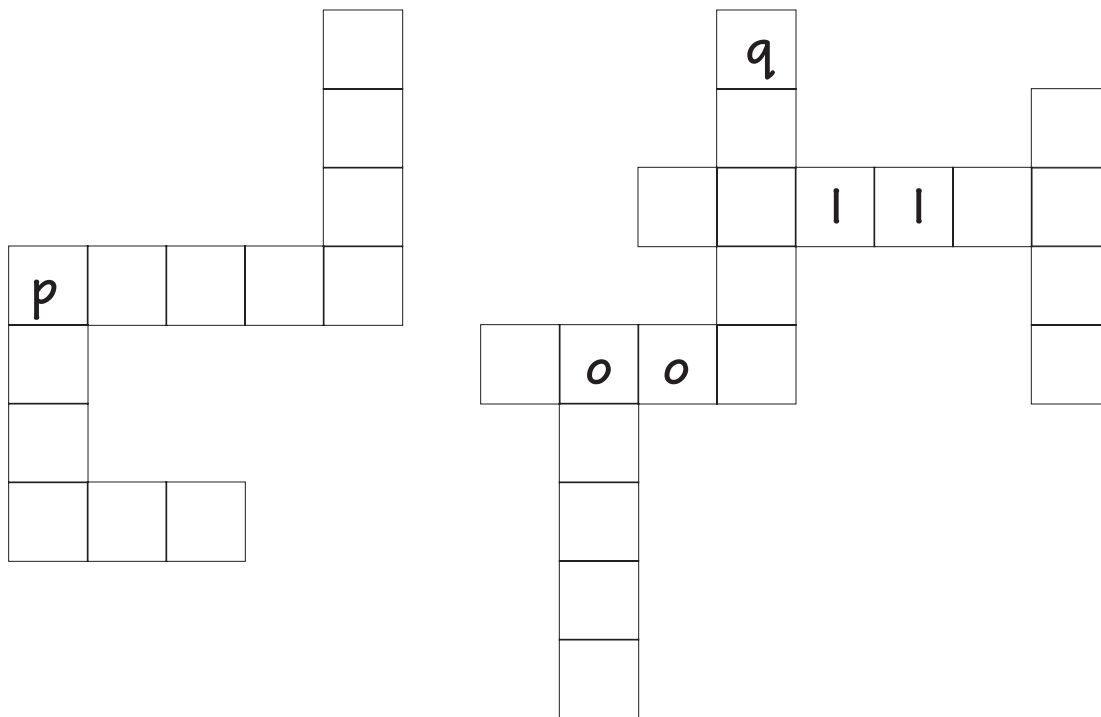
Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Then write the words on notebook paper, and check your work.

When you study the spelling words at the end of this lesson, study only the words you missed on this pretest.

Now, answer the questions about the **Everyday Spelling Words**, even if you already know how to spell many of them. Then answer the questions about the **Skill-Building Words**, even if you know how to spell many of them, too. Always answer all the questions in each lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. Fabric in many colors can be bought by the inch, foot, or yard.
 - b. Do we need to buy a quart or a gallon of milk?
 - c. That company buys iron by the ton.
 - d. The recipe calls for a 12-ounce can of tomato juice, a pint of water, and a pound of ground beef.

2. Complete these puzzles. Use only the Everyday Spelling Words in this lesson.



- Read the **Skill-Building Words**. Say each word out loud. Notice that all the words start with a consonant blend.

SKILL-BUILDING WORDS				
tree	trip	trap	tribe	tricks
tracks	trust	travel	trim	trade

- Write the consonant blend you *see* at the beginning of each Skill-Building Word. _____
- Write the consonant blend you *hear* at the beginning of each Skill-Building Word. _____
- To finish the sentences, fill each blank with a Skill-Building Word.
 - We will _____ the Christmas _____ today.
 - He took a _____ to Ohio.
 - Bob can do magic _____.

- d. Train _____ are made of steel.
- e. They set a _____ to catch the robber.
- f. She belongs to a Native American _____.
- g. You need a doctor you can _____.
- h. My daughter wants to _____ her bicycle for rollerblades.
- i. I will _____ to Florida by plane.

6. Fill in each blank with a Skill-Building Word that has a *plural* ending.

ONE MORE THAN ONE

- a. **trick** _____
- b. **track** _____

7. Change one letter to make a new spelling word. The new spelling word can be either an Everyday Spelling Word or a Skill-Building Word.

- a. **trap** t r ____ p
- b. **tricks** t r ____ c k s
- c. **ten** t ____ n

HOW DID YOU DO? _____

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 2

Consonant Blends *bl* and *cl*

► Read the **Everyday Spelling Words** about packaging.

EVERYDAY SPELLING WORDS

package

bottle

carton

jar

bag

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. The child asked for a bottle of orange soda.
 - b. The carton of eggs and the jar of jam are in the bag of groceries.
 - c. She brought me a package tied with a blue bow.
2. Write each Everyday Spelling Word word five times.

package _____

bottle _____

carton _____

jar _____

bag _____

► Read the **Skill-Building Words**. Say each word out loud. Notice that each word begins with a consonant blend.

SKILL-BUILDING WORDS

bless

blind

blend

block

black

blade

bleed

blaze

blame

class

clap

cliff

clock

cluck

club

3. Write the two different consonant blends you *see* at the beginning of the Skill-Building Words. _____
4. Write the two different consonant blends you *hear* at the beginning of the Skill-Building Words. _____
5. To finish the sentences, fill in each blank with a Skill-Building Word.
 - a. She lives just around the _____ from me.
 - b. The gray horse has a _____ mark on its head.
 - c. The seaside _____ is high and steep.
 - d. The pastor will _____ the new church.
 - e. He cannot see the snow because he is _____.
 - f. The letters *bl* spell a consonant _____.
 - g. You have to pay dues if you want to join that country _____.
 - h. The _____ of the chickens could be heard near the hen house.
 - i. Look at the _____ and tell me what time it is.
 - j. The bad cut made her hand _____.
 - k. The _____ of the knife was very sharp.
 - l. The _____ of thunder was close.
 - m. I don't _____ you for not wanting that job.
 - n. My typing _____ doesn't meet today.
 - o. The _____ from the fire could be seen for miles.

6. Write the Skill-Building Words that *rhyme* with these words.

a. **block** _____

d. **game** _____

b. **duck** _____

e. **haze** _____

c. **map** _____

f. **rub** _____

7. You know how to make words plural by adding -s, as in *blocks* and *clubs*. But some words would be hard to say if just -s were added.

a. Is *dishs* or *dishes* easier to say? _____

b. Is *boxs* or *boxes* easier to say? _____

Add -es to two Skill-Building Words to make them plural.

c. **bless** _____

d. **class** _____

REMEMBER!

How can you tell whether to use -s or -es to make a word plural?
You can usually tell from the way you *say* the word.

HOW DID YOU DO?

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 3

Consonant Blends *fl, gl, and pl*

► Read the **Everyday Spelling Words** about jobs and working.

EVERYDAY SPELLING WORDS						
hire	fire	boss	company	shift	card	labor

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. The boss of our section is also the manager who can hire and fire workers.
 - b. Sam works the day shift at our company, and Bill works the night shift.
 - c. Your ID card will prove that you are a member of the labor union.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
flag	flat	flake	flame	fluff
flock	glad	glass	glide	place
plate	plant	plan		

2. All the words you just read start with a consonant _____.
3. Write the three different consonant blends you *see* at the beginning of the Skill-Building Words.

4. Write the three different consonant blends you *hear* at the beginning of the Skill-Building Words.

5. To finish the sentences, fill in each blank with a Skill-Building Word that starts with the *fl*, *gl*, or *pl* consonant blend.

- a. The _____ from the fire was hot.
- b. Find a good _____ in the yard to plant the tree.
- c. At sunrise, a _____ of birds will _____ over those trees.
- d. Red, white, and blue are the colors in the American _____.
- e. We are all _____ you _____ to make the trip with us.
- f. The first _____ of snow fell early this year.
- g. Lie _____ on the ground.
- h. Please bring me a _____ of water.
- i. There was a lot of food on my _____.
- j. She will not _____ a vegetable garden this year.
- k. _____ up the pillow when you make the bed.

6. Make each word plural by adding -s or -es.

- | | |
|-----------------------|-----------------------|
| a. boss _____ | e. flake _____ |
| b. shift _____ | f. flame _____ |
| c. card _____ | g. glass _____ |
| d. flag _____ | h. place _____ |

7. Use spelling words to make new words by changing the beginning consonant blends. The first one has been done for you.

a. f l a g	– fl	+ dr	=	<u>drag</u>
b. f l a g	– fl	+ br	=	_____
c. f l a m e	– fl	+ fr	=	_____
d. f l u f f	– fl	+ gr	=	_____
e. f l o c k	– fl	+ fr	=	_____
f. f l o c k	– fl	+ cr	=	_____
g. f l o c k	– fl	+ bl	=	_____
h. f l o c k	– fl	+ cl	=	_____
i. g l a s s	– gl	+ gr	=	_____
j. g l a s s	– gl	+ br	=	_____
k. g l a s s	– gl	+ cl	=	_____
l. g l i d e	– gl	+ pr	=	_____
m. g l i d e	– gl	+ br	=	_____
n. p l a t e	– pl	+ gr	=	_____

HOW DID YOU DO?

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 4

Consonant Blends *sl* and *sc*

► Read the **Everyday Spelling Words** about working and making a living.

EVERYDAY SPELLING WORDS

raise
training

salary
safety

bonus
transfer

union
holiday

wages

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. After I get more training on the job, I'll get a raise in salary.
And at the end of one year, I'll get a bonus.
 - b. Some people joined the labor union last night, but others did not.
 - c. Work safety is important when thinking about taking a new job.
 - d. On this job, our wages are paid at the end of the day.
 - e. I may transfer to the company plant in Ohio.
 - f. We will get a holiday on the Fourth of July.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS

slide
slip

slid
scales

sleep
scarf

slept
score

sled
scat

slap

2. All the words you just read start with a _____
_____.

3. To finish the sentences, fill in each blank with a Skill-Building Word.

- a. A car may _____ and _____ on an icy road.
- b. The runner _____ into home base to tie the _____.
- c. I couldn't go to _____ last night because I had _____ all afternoon.
- d. She wore a red _____ around her neck to keep warm.
- e. I weighed 149 pounds on the doctor's _____.
- f. The blue _____ crashed into the snow bank.
- g. The woman said "_____!" to chase away the cat.
- h. We could hear the _____ of the water on the boat dock.

4. Use Skill-Building Words to fill in the blanks below.

TODAY	YESTERDAY
(PRESENT)	(PAST TENSE)

- a. **slide** _____
- b. **sleep** _____

► Sometimes *-d* or *-ed* is added to words to show that something happened yesterday or before the present time. This is called *past tense*.

5. Add *-d* or *-ed* to these spelling words from Unit 2, Lessons 3 and 4. The first two have been done for you.

TODAY	YESTERDAY
(PRESENT)	(PAST TENSE)

- a. **score** _____ scored
- b. **shift** _____ shifted

- c. **hire** _____
- d. **fire** _____
- e. **boss** _____
- f. **raise** _____
- g. **labor** _____
- h. **flame** _____
- i. **fluff** _____
- j. **glide** _____
- k. **place** _____
- l. **plant** _____

6. Write the Everyday Spelling Word that ends in *-ing*. _____

7. Add *-ing* to these spelling words from Unit 2, Lesson 3.

- a. **boss** _____
- b. **shift** _____
- c. **labor** _____
- d. **fluff** _____

HOW DID YOU DO? _____

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 5

Consonant Blend st

- Read the **Everyday Spelling Words**. These words are used on signs you might see on the street or in buildings.

EVERYDAY SPELLING WORDS

caution**danger****enter****restrooms****stop****stairs****PRETEST**

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. A yellow traffic light means *caution*; a red traffic light means *stop*.
 - b. You will see the restrooms as you enter the building.
 - c. If you see a *danger* sign, you must be careful.
 - d. When you are ready to go to the second floor, look for a door marked "Stairs."

- Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS

state**step****steep****still****stiff****stove****store****stuck****just****last****best****must****fast****list**

2. Write the consonant blend you see in each of the Skill-Building Words. _____
3. Is the *st* consonant blend at the beginning of each of the Skill-Building Words? _____

- In the words *just* and *last*, the *st* consonant blend is at the **end** of the words. In the words *faster* and *listing*, the *st* consonant blend is in the **middle** of the words.

REMEMBER!

Consonant blends can be at the beginning, in the middle, or at the end of a word.

4. Fill in each blank with a Skill-Building Word that has the *st* consonant blend.

- a. The baby took her first _____ today.
- b. The air was very _____ on the hot, summer day.
- c. Please _____ the names of the people you wish to invite to the party.
- d. The corner grocery _____ has fast delivery service.
- e. We must move the old _____ out of the kitchen.
- f. The driver got a speeding ticket for driving too _____.
- g. The mountain is too _____ to climb.
- h. Alaska is the biggest _____ in the Union.
- i. His back was sore and _____ from bending over so much.
- j. This is the _____ book I have ever read.
- k. The car got _____ in the mud.
- l. This is the _____ time I will shop at that store.

5. Add *-d* or *-ed* to these Skill-Building Words to show past tense.

PRESENT TENSE**PAST TENSE**

- a. **state** _____
- b. **store** _____
- c. **list** _____

6. Write the spelling words in Lesson 5 that *begin* with the consonant blend *st*.

_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Write the spelling words that *end* with the consonant blend *st*.

_____	_____	_____
_____	_____	_____

8. Write the spelling word that has the consonant blend *st* in the *middle* of the word. _____

9. Write the two spelling words that name more than one thing.

_____	_____
-------	-------

10. Write the spelling word that is a compound word. _____

HOW DID YOU DO? _____

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

UNIT • 2

Review

► The word *review* means to study again. This review will help you remember the words you learned in this unit.

1. Is *tr* a consonant blend in the words *trip* and *trust*? _____
2. Is *bl* a consonant blend in the words *bless* and *blind*? _____
3. Is *cl* a consonant blend in the words *class* and *club*? _____
4. Is *ss* a consonant blend in the words *boss* and *bless*? _____
5. Why is *ss* not a consonant blend in the words *boss* and *bless*?

6. Is *fl* a consonant blend in the words *flag* and *flame*? _____
7. Is *gl* a consonant blend in the words *glad* and *glass*? _____
8. Is *pl* a consonant blend in the words *plate* and *plant*? _____
9. Why is *pl* a consonant blend in the words *plate* and *plant*?

10. Is *ck* a consonant blend in the words *trick* and *track*? _____
11. Why is *ck* not a consonant blend in the words *trick* and *track*?

12. Is *sl* a consonant blend in the words *sleep* and *slip*? _____
13. Is *sc* a consonant blend in the words *score* and *scarf*? _____
14. In the words *score* and *scarf*, the letter *c* in
the consonant blend *sc* spells what sound? _____
15. Is *st* a consonant blend in the words *stop* and *stairs*? _____
16. Is *st* a consonant blend in the words *best* and *fast*? _____

17. Is *st* a consonant blend in the word *restroom*? _____

18. Is *ff* a consonant blend in the words *fluff* and *stiff*? _____

19. Why is *ff* not a consonant blend in the words *fluff* and *stiff*?

20. Fabric is usually measured by the _____, the
_____, or the _____.

21. Liquid (such as milk or water) is usually measured by the
_____, _____, _____,
or _____.

22. Sugar is usually measured by the _____.

23. Catsup is usually sold in a _____.

24. Eggs are usually sold in a _____.

25. Jelly is usually sold in a _____.

26. Write the plural of each spelling word below.

a. **trap** _____ j. **bag** _____

b. **foot** _____ k. **holiday** _____

c. **cliff** _____ l. **store** _____

d. **clock** _____ m. **sled** _____

e. **place** _____ n. **step** _____

f. **ton** _____ o. **card** _____

g. **tree** _____ p. **flake** _____

h. **plan** _____ q. **glide** _____

i. **package** _____

27. Write the *past tense* of the following words.

PRESENT TENSE (NOW)	PAST TENSE	PRESENT TENSE (NOW)	PAST TENSE
a. state _____		h. raise _____	
b. store _____		i. stick _____	
c. enter _____		j. trade _____	
d. slide _____		k. hire _____	
e. caution _____		l. fire _____	
f. measure _____		m. blend _____	
g. sleep _____		n. blame _____	

28. Add *-ing* to these spelling words from Unit 2.

a. block _____	f. labor _____
b. cluck _____	g. bleed _____
c. last _____	h. blend _____
d. train _____	i. trust _____
e. shift _____	j. list _____

29. Write all the Skill-Building Words in Unit 2 that begin with the *tr* consonant blend.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

30. Write all the Skill-Building Words in Unit 2 that begin with the *bl* consonant blend.

_____	_____	_____
_____	_____	_____
_____	_____	_____

31. Write all the Skill-Building Words in Unit 2 that begin with the *cl* consonant blend.

_____	_____	_____
_____	_____	_____

32. Write all the Skill-Building Words in Unit 2 that begin with the *fl* consonant blend.

_____	_____	_____
_____	_____	_____

33. Write all the Skill-Building Words in Unit 2 that begin with the *gl* consonant blend.

_____	_____	_____
-------	-------	-------

34. Write all the Skill-Building Words in Unit 2 that begin with the *pl* consonant blend.

_____	_____	_____

NAME _____

35. Write all the Skill-Building Words in Unit 2 that begin with the *sl* consonant blend.

_____	_____	_____
_____	_____	_____

36. Write all the Skill-Building Words in Unit 2 that begin with the *sc* consonant blend.

_____	_____	_____

37. Write all the Skill-Building Words in Unit 2 that begin with the *st* consonant blend.

_____	_____	_____
_____	_____	_____
_____	_____	

38. Write all the Skill-Building Words in Unit 2 that end with the *st* consonant blend.

_____	_____	_____
_____	_____	_____

39. Write all the Everyday Spelling Words in Unit 2 that name ways to measure something.

_____	_____	_____
_____	_____	_____
_____	_____	_____

40. Write all the Everyday Spelling Words in Unit 2 that name ways to package something.

_____	_____	_____

41. Write all the Everyday Spelling Words in Unit 2 that are about jobs, working, and making a living.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

42. Write all the Everyday Spelling Words in Unit 2 that are used on street signs or in buildings.

_____	_____	_____
_____	_____	_____

HOW DID YOU DO? _____

- 1. CHECK:** Check your answers in this review lesson.
- 2. STUDY:** Turn back to each lesson in this unit and review the **Everyday Spelling Words** and the **Skill-Building Words**. Use your *SPELLING STEPS CHECKLIST* to study the words you cannot spell.
- 3. TEST:** When you think you know how to spell the words in this unit, your teacher will test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Your teacher will record your score.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 1

Consonant Blends *sk, sn, and sm*

► Read the **Everyday Spelling Words** about using the telephone.

EVERYDAY SPELLING WORDS

yellow

pages

dialing

direct

long

person

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.

- Let your fingers do the walking in the yellow pages of the telephone book.
- You save money when you use direct dialing for long-distance telephone calls.
- A person-to-person telephone call costs more than a station-to-station call.

2. Write the Everyday Spelling Word that is *plural* (names more than one). _____

3. Write the Everyday Spelling Word that ends in *-ing*. _____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS

skate

skid

skill

skin

skim

skirt

snake

snore

sneeze

snap

smell

smile

smoke

smart

4. All the words you just read start with a _____.

5. Write the three different consonant blends you *see* at the beginning of the Skill-Building Words. _____
6. Write the three different consonant blends you *hear* at the beginning of the Skill-Building Words. _____
7. To finish the sentences, fill in each blank with a Skill-Building Word.
- a. They could _____ the _____ from the fire.
 - b. You were _____ to _____ the cream off the top of the milk.
 - c. It takes _____ to fly a plane.
 - d. After the wreck, the officer found the black _____ marks made by the tires on the street.
 - e. Most of the time, when you smile at people, they will _____ back.
 - f. I just had to _____ my fingers while the band played.
 - g. If you would sleep on your side, you might not _____ so loudly.
 - h. People with fair _____ have to be careful of the sun's rays.
 - i. A _____ is sometimes the first sign of a cold.
 - j. When the _____ crawled out from the old tree stump, the child was scared.
 - k. Jim wants a new _____ board for his birthday.
 - l. She wears a size 12 _____.

- Do you remember the **v-c-final e** pattern from *Spelling Steps 1*?
If not, see the reminder below.

REMEMBER!

Words that end with one vowel, one consonant, and the silent letter *e* often have a long vowel sound. This is the **v-c-final e** pattern.

- The words *made* and *like* have the **v-c-final e** pattern. The first vowel letter spells a long vowel sound and the final *e* is silent in both words.

8. Does the spelling word *skate* have the **v-c-final e** pattern? _____
What vowel sound does the letter *a* spell? _____
9. Does the spelling word *snake* have the **v-c-final e** pattern? _____
What vowel sound does the letter *a* spell? _____
10. Does the spelling word *snore* have the **v-c-final e** pattern? _____
What vowel sound does the letter *o* spell? _____
11. Does the spelling word *smile* have the **v-c-final e** pattern? _____
What vowel sound does the letter *i* spell? _____
12. Does the spelling word *smoke* have the **v-c-final e** pattern? _____
What vowel sound does the letter *o* spell? _____
13. Write the Skill-Building Word that matches its shape below.
The first one has been done for you.

a.

s	k	a	t	e
---	---	---	---	---

b.

--	--	--	--

c.

--	--	--	--	--	--

d.

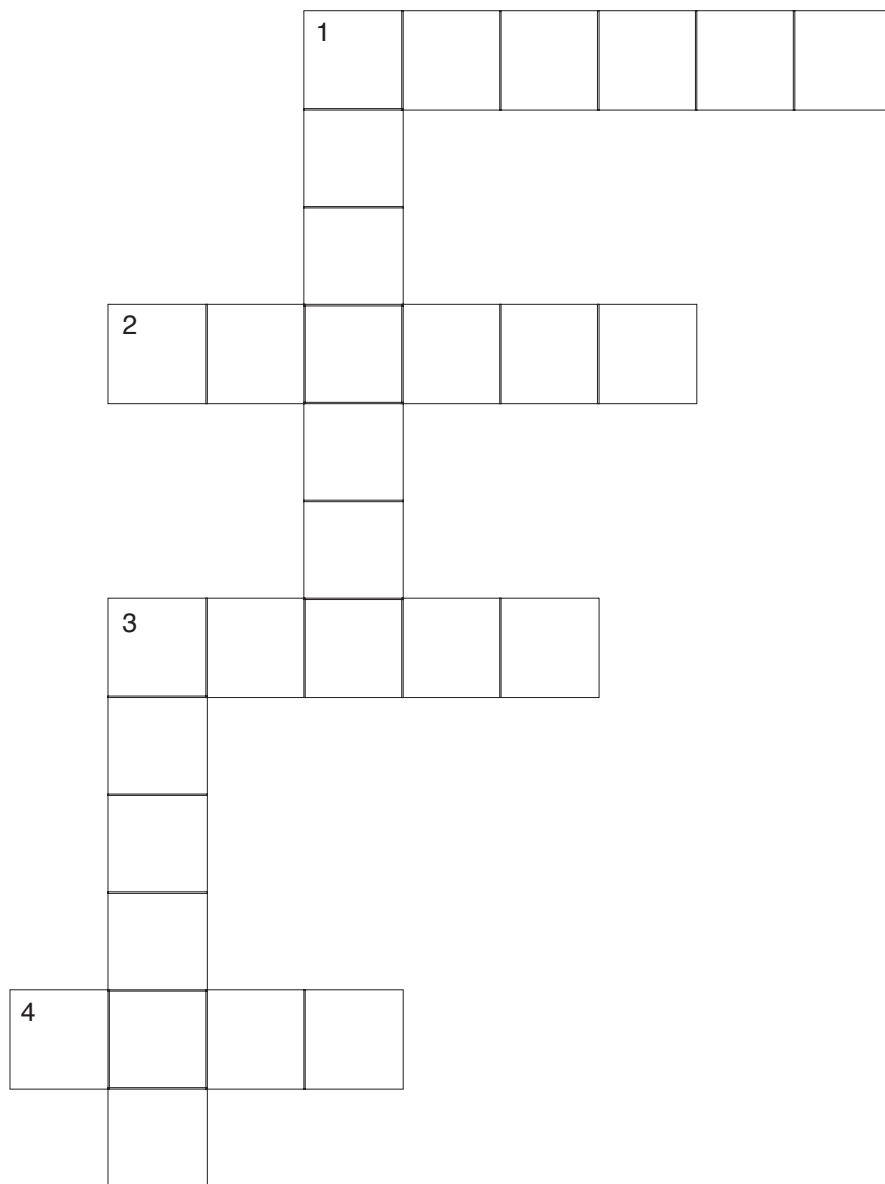
14. Complete the puzzle with Everyday Spelling Words.

ACROSS

1. ___ dialing costs less money.
2. ___ is a color.
3. Telephone numbers can be found in the ___ of the telephone book.
4. *Short* is the opposite of ___ .

DOWN

1. Direct ___ is easy if you know the number you are calling.
3. They made a person-to-___ call.



15. The following Everyday Spelling Words and Skill-Building Words are not spelled correctly. Write each word correctly. The first one has been done for you.

- | | | | |
|------------------|--------------------------|------------------|-------|
| a. papur | _____ <u>paper</u> _____ | k. skil | _____ |
| b. yeller | _____ | l. skine | _____ |
| c. dialin | _____ | m. smirt | _____ |
| d. purson | _____ | n. skime | _____ |
| e. direkt | _____ | o. smil | _____ |
| f. skat | _____ | p. skurt | _____ |
| g. snor | _____ | q. snak | _____ |
| h. smok | _____ | r. sneese | _____ |
| i. skide | _____ | s. smel | _____ |
| j. snep | _____ | | |

HOW DID YOU DO? _____

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 2

Consonant Blends *sp* and *sw*

- Read the **Everyday Spelling Words**. These are more words about using the telephone.

EVERYDAY SPELLING WORDS

station

telephone

call

wrong

number

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.

- a. This is a station-to-station telephone call.
- b. I dialed the wrong telephone number.

- Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS

space

spices

spill

spin

speed

spell

spend

spent

spot

spoke

sweep

swell

swift

swim

swam

2. Write the two different consonant blends you see at the beginning of the Skill-Building Words. _____
3. Write the two different consonant blends you hear at the beginning of the Skill-Building Words. _____
4. To finish the sentences, fill in each blank with a Skill-Building Word.
- a. Can you _____ all of these words without making a mistake?
- b. They sent a missile into outer _____.

- c. Nutmeg and cinnamon are _____ used in sweet rolls.
- d. If you have sprained your hand, it will soon begin to _____.
- e. At the swimming meet, she _____ the length of the pool with great speed.
- f. If you _____ the coffee, it will make a _____ on the rug.
- g. When someone _____ my name, I turned to see who it was.
- h. We must _____ the floor before our company comes.
- i. Another word for *fast* is _____.
- j. The child has learned to _____ a top.
- k. Do not _____ all your money at the fair.
- l. I would like to _____ in their new pool.
5. Make new words from these Skill-Building Words. The first one has been done for you.

	Add <i>-d</i> or <i>-ed</i>	Add <i>-s</i> or <i>-es</i>	Add <i>-ing</i>
a. space	<u>spaced</u>	<u>spaces</u>	<u>spacing</u>
b. spell	_____	_____	_____
c. spill	_____	_____	_____

► Look at the word *spacing*. Notice that the letter *e* is not used when adding *-ing* to the word *space*.

REMEMBER!

If a word ends with the **v-c-final e** pattern, then take away *e* before adding *-ing*.

6. Fill in each blank with a Skill-Building Word.

PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE
a. _____	spent	c. _____	swept
b. _____	swam	d. _____	spun

7. Fill in each blank with a Skill-Building Word that *rhymes* with the word next to it. The first one has been done for you.

a. face	_____ <i>space</i> _____	h. keep	_____
b. lend	_____	i. broke	_____
c. bell	_____	j. hot	_____
d. ill	_____	k. ham	_____
e. pin	_____	l. drift	_____
f. feed	_____	m. him	_____
g. dent	_____		

HOW DID YOU DO?

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 3

Consonant Blends *str*, *spr*, and *scr*

► Read the **Everyday Spelling Words** about different kinds of meats.

EVERYDAY SPELLING WORDS					
bacon	steak	ribs	roast	chops	hen

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

- Underline each Everyday Spelling Word in the sentences below.
 - Bacon and eggs are on the breakfast menu.
 - Buy a nice fat hen for the stew.
 - Lamb chops and mint jelly are good together.
 - We will barbecue a roast, some ribs, and a big steak for the Labor Day cookout.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
strain	strong	streak	stream	street
strike	sprain	spread	spring	scrap
scrape	scratch	scream	screen	

- All the Skill-Building Words start with how many consonant *letters*? _____
- Say *strain* and *strong*. Do you hear three beginning consonant sounds? _____
- What three beginning consonant sounds do you hear in *strain* and *strong*? _____
- Do the sounds /s/, /p/, and /r/ blend together in *sprain*, *spread*, and *spring*? _____
In *sprain*, *spread*, and *spring*, *spr* is a consonant blend.

6. Say *scrap*, *scrape*, and *scratch*. Do you hear three beginning consonant sounds in one consonant blend? _____
7. What three beginning consonant sounds do you hear in *scrap*, *scrape*, and *scratch*? _____
8. What sound does the letter *c* spell in *scrap* and *scrape*? _____
9. Do the sounds of /s/, /k/, and /r/ blend together in *scrap*, *scrape*, and *scratch*? _____
- In *scrap*, *scrape*, *scratch*, *scream*, and *screen*, *scr* is a consonant blend.
10. Write the three different consonant blends you *see* at the beginning of the Skill-Building Words. _____
11. Write the three different consonant blends you *hear* at the beginning of the Skill-Building Words. _____
12. To finish the sentences, fill each blank with a Skill-Building Word.
- I heard her _____ when the strange dog scared her.
 - They had their picnic near a cool _____ of water.
The stream came from a mountain _____.
 - The picnic lunch was _____ on a checked cloth they had brought.
 - My metal _____ door had to be replaced with a strong wooden door.
 - There is a _____ of dirt on the window.
 - Give that _____ of meat to the cat.
 - We need to _____ the old paint off before putting the new paint on.
 - Our _____ address has changed.

- i. You make a _____ when you knock down all the bowling pins with your first ball.
- j. The stress and _____ of the new job was too great for the very old man.
- k. That dog likes to _____ its flea bites.
- l. She had to be very _____ to lift that much weight.
- m. If I turn my ankle, I might get a bad _____.

13. Make new words from these Skill-Building Words.

	Add <i>-d</i> or <i>-ed</i>	Add <i>-s</i> or <i>-es</i>	Add <i>-ing</i>
a. streak	_____	_____	_____
b. scream	_____	_____	_____
c. strain	_____	_____	_____
d. scratch	_____	_____	_____
e. scrape	_____	_____	_____
f. stream	_____	_____	_____

► Did you remember to drop the final *e* before adding *-ing* to *scrape*?

HOW DID YOU DO?

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 4

Consonant Blends *spl, shr, and thr*

► Read the **Everyday Spelling Words** about income tax.

EVERYDAY SPELLING WORDS

income

tax

city

federal

gross

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. I will file income tax returns to pay city, state, and federal taxes.
 - b. The taxes you pay are based on your gross income.
 - c. Many states have a sales tax on the everyday items we purchase.

2. Practice writing the Everyday Spelling Words. Write each word five times.

income _____

tax _____

city _____

federal _____

gross _____

3. Write the Everyday Spelling Word that is a *compound word*. _____

4. Write the Everyday Spelling Word that ends with *double s*. _____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
splash	split	splinter	shred	shrill
shrimp	shrink	shrug	thread	threat
thrift	thrill	throat	throb	throw

5. All the Skill-Building Words start with how many consonant letters? _____
6. All the Skill-Building Words start with a consonant _____.
7. Fill in each blank with a Skill-Building Word.
 - a. Fishing boats catch _____ in big nets.
 - b. The waterfall made a _____ as it fell on the rocks below.
 - c. I need a needle and _____ to sew on the button.
 - d. After we _____ the apple in half, we will _____ away the core.
 - e. Please _____ the paper into tiny pieces so no one can read it.
 - f. The exciting band music gave me a _____.
 - g. You can buy used clothes at the _____ shop.
 - h. The wooden _____ in my finger made my hand _____ with pain.
 - i. Her singing voice is very high and _____.
 - j. I saw him _____ his shoulders as he left.
 - k. Her cold began with a sore _____.

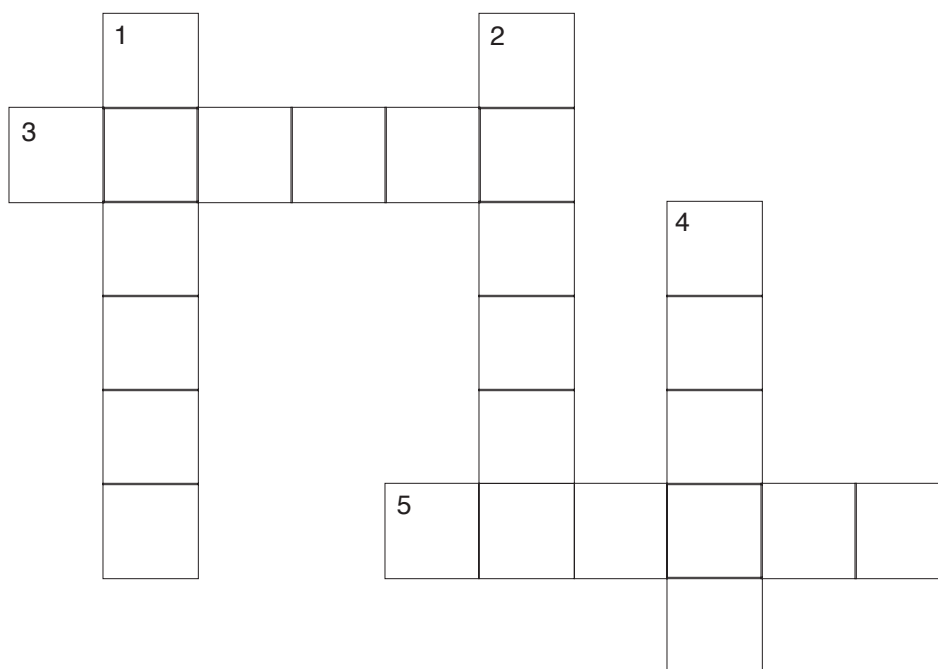
- l. Hot water will cause some fabrics to _____.
 - m. Losing that business account will be a _____
to his job.
8. Complete this puzzle with Skill-Building Words.

ACROSS

3. Something to eat: ____.
5. My ____ is sore.

DOWN

1. Needle and ____.
2. Spilling water can make a ____.
4. I will ____ away the spoiled food.



HOW DID YOU DO?

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 5

Plural Words

➤ Read the **Everyday Spelling Words**.

EVERYDAY SPELLING WORDS

bed	boat	girl	dish	watch
loss	boxes	woman	women	tooth
teeth	mouse	sheep	deer	party
baby	lady	penny	story	stories

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

➤ This spelling lesson teaches *singular* words and *plural* words. *Singular* means one person or thing. *Plural* means more than one person or thing.

➤ Many words are spelled with -s to show they are plural.

Singular

bed
boat
girl

Plural

beds
boats
girls

➤ Words that end in *sh*, *ch*, *s*, or *x* are usually made plural by adding -es.

Singular

dish
watch
loss
box

Plural

dishes
watches
losses
boxes

➤ In some words, letters within the word are changed to spell the plural.

Singular

foot
woman
tooth
mouse

Plural

feet
women
teeth
mice

► A very few words do not change at all in the plural form.

Singular

sheep
deer

Plural

sheep
deer

Look at these words.

Singular

party
baby
lady
penny
story

Plural

parties
babies
ladies
pennies
stories

1. What happens to the *y* in these singular words when *-es* is added?

The _____ is changed to _____ before *-es* is added.

2. Is there a consonant before the *y* in each of the singular words? _____

REMEMBER!

When adding *-es* to a word that ends in a consonant before a *y*, change the *y* to *i* before adding *-es*.

3. Write the *singular* spelling word that matches each *plural* word.

SINGULAR**PLURAL**

a. _____

boats

b. _____

pennies

c. _____

losses

d. _____

mice

e. _____

beds

f. _____

dishes

g. _____

stories

h. _____

girls

i. _____

watches

- | | |
|----------|---------|
| j. _____ | women |
| k. _____ | teeth |
| l. _____ | sheep |
| m. _____ | parties |
| n. _____ | ladies |
| o. _____ | deer |

4. Write the *plural* spelling word that matches each *singular* word.

SINGULAR	PLURAL
a. box	_____
b. woman	_____
c. story	_____
d. deer	_____
e. sheep	_____

5. Do not forget the *Rule to Remember* from this lesson: When adding *-es* to a word that ends in a consonant before a *y*, change the _____ to _____ before adding *-es*.

HOW DID YOU DO? _____

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling box. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

UNIT • 3

Review

► To *review* means to study again. This review will help you remember the words you learned in this unit.

1. Is *sk* a consonant blend in the words *skim* and *skirt*? _____
2. Is *sn* a consonant blend in the words *snap* and *snake*? _____
3. Is *ll* a consonant blend in the words *skill* and *smell*? _____
4. Why isn't *ll* a consonant blend in the words *skill* and *smell*?

5. Is *sm* a consonant blend in the words *smart* and *smile*? _____
6. Why is *sm* a consonant blend in the words *smart* and *smile*?

7. Is *sp* a consonant blend in the words *spell* and *spend*? _____
8. Is *sw* a consonant blend in the words *swim* and *swell*? _____
9. Why is *sw* a consonant blend in the words *swim* and *swell*?

10. Is *str* a consonant blend in the words *strong* and *street*? _____
11. How many sounds do you hear in the consonant blend *str*
in the words *strong* and *street*? _____
12. Is *spr* a consonant blend in the words *spring* and *spread*? _____
13. Is *scr* a consonant blend in the words *scream* and *scrap*? _____
14. Say the words *scream* and *scrap* out loud. What sound
does the letter *c* spell in the consonant blend *scr*? _____

NAME _____

15. Is *spl* a consonant blend in the words *split* and *splash*? _____16. Is *shr* a consonant blend in the words *shrimp* and *shrink*? _____17. Is *thr* a consonant blend in the words *thread* and *throw*? _____18. Fill in the blank in this *Rule to Remember*.

Words that end with one vowel, one consonant, and the silent letter e often have a long sound. This is the _____ pattern.

19. Does the word *space* have the **v-c-final e** pattern? _____What vowel sound does the *a* in *space* spell? _____20. Does the word *strike* have the **v-c-final e** pattern? _____What vowel sound does the *i* in *strike* spell? _____21. Add *-ing* to these spelling words from Unit 3.a. **skate** _____ c. **sneeze** _____b. **snore** _____ d. **smile** _____22. What rule did you have to remember when you added *-ing* to the spelling words above? Fill the blank below.

*If a word ends with the **v-c-final e** pattern, the _____ is not used when adding -ing.*

23. Add *-ing* to these spelling words from Unit 3.a. **space** _____ d. **scrape** _____b. **strain** _____ e. **thrill** _____c. **strike** _____

24. Add *-d* or *-ed* to these spelling words from Unit 3.

- a. **skate** _____ c. **spill** _____
b. **call** _____ d. **scrape** _____

25. Fill the blanks with spelling words in the correct tense.

- | PRESENT TENSE | PAST TENSE | PRESENT TENSE | PAST TENSE |
|-----------------|---------------|-----------------|-----------------|
| a. spend | _____ | f. speak | _____ |
| b. swim | _____ | g. _____ | threw |
| c. _____ | snored | h. _____ | threaded |
| d. _____ | swept | i. _____ | spaced |
| e. _____ | smiled | | |

26. *Singular* means _____ person or thing. *Plural* means _____.

27. Fill in the blanks.

- | SINGULAR | PLURAL | SINGULAR | PLURAL |
|-----------------|---------------|-----------------|--------------|
| a. _____ | beds | h. box | _____ |
| b. dish | _____ | i. woman | _____ |
| c. _____ | losses | j. _____ | mice |
| d. tooth | _____ | k. sheep | _____ |
| e. _____ | girls | l. _____ | boats |
| f. _____ | deer | m. story | _____ |
| g. watch | _____ | n. loss | _____ |

NAME _____

28. What rule do you have to remember to spell the plural of *story*?
Fill in the blanks.

*When adding -es to a word that ends in y with a consonant before
the _____, change _____ to _____ before adding -es.*

29. Add -es to make these spelling words plural.

- | | |
|-----------------------|-----------------------|
| a. party _____ | d. penny _____ |
| b. baby _____ | e. story _____ |
| c. lady _____ | |

30. Write all the Skill-Building Words in Unit 3 that start with the
sk consonant blend.

31. Write all the Skill-Building Words in Unit 3 that start with the
sn consonant blend.

32. Write all the Skill-Building Words in Unit 3 that start with the
sm consonant blend.

NAME _____

33. Write all the Skill-Building Words in Unit 3 that start with the *sp* consonant blend.

_____	_____	_____
_____	_____	_____
_____	_____	_____

34. Write all the Skill-Building Words in Unit 3 that start with the *sw* consonant blend.

_____	_____	_____
_____	_____	

35. Write all the Skill-Building Words in Unit 3 that start with the *str* consonant blend.

_____	_____	_____
_____	_____	_____

36. Write all the Skill-Building Words in Unit 3 that start with the *spr* consonant blend.

_____	_____	_____
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37. Write all the Skill-Building Words in Unit 3 that start with the *scr* consonant blend.

_____	_____	_____
_____	_____	

NAME _____

38. Write all the Skill-Building Words in Unit 3 that start with the *spl* consonant blend.

39. Write all the Skill-Building Words in Unit 3 that start with the *shr* consonant blend.

40. Write all the Skill-Building Words in Unit 3 that start with the *thr* consonant blend.

41. Write all the Everyday Spelling Words in Unit 3 that tell about using the telephone.

42. Write all the Everyday Spelling Words in Unit 3 that name different kinds of meat.

NAME _____

43. Write all the Everyday Spelling Words in Unit 3 that tell about income tax.

_____	_____	_____
_____	_____	

44. Write all the Everyday Spelling Words in Unit 3, Lesson 5.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	

HOW DID YOU DO? _____

- 1. CHECK:** Check your answers in this review lesson.
- 2. STUDY:** Turn back to each lesson in this unit and review the **Everyday Spelling Words** and the **Skill-Building Words**. Use your *SPELLING STEPS CHECKLIST* to study the words you cannot spell.
- 3. TEST:** When you think you know how to spell the words in this unit, your teacher will test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Your teacher will record your score.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 1

Consonant Digraph sh

- Read the **Everyday Spelling Words**. Do you remember the Everyday Spelling Words in Unit 1, Lesson 2, about the U.S. Postal Service? The words in this lesson are also about the U.S. Postal Service.

EVERYDAY SPELLING WORDS

address money delivery parcel return special order

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

- Underline each Everyday Spelling Word in the sentences below.
 - The letter came back because the address was not correct.
 - It is always a good idea to put a return address on all letters.
 - I paid my bill with a money order instead of a check.
 - The parcel came on Sunday because it was sent special delivery.
- One of the Everyday Spelling Words has *two* sets of double consonants. Write that word. _____

SKILL-BUILDING WORDS

shed	ship	shell	shop	shut
shave	blush	clash	flash	crash
crush	fresh	trash		

- Each **Skill-Building Word** is spelled with the consonant letters *sh*. The letters *sh* make only one sound in the Skill-Building Words. Say the Skill-Building Words out loud again. Listen for the one *sound* that *sh* spells.

REMEMBER!

Sometimes a single sound in a word is spelled by more than one letter.

- Remember, *sh* in the Skill-Building Words spells just one sound.

REMEMBER!

When two consonant letters combine to spell just one sound, they are called a *consonant digraph*.

- All the Skill-Building Words in this lesson have the *sh* consonant digraph.

3. The letters *sh* in the Skill-Building Words spell how many sounds? _____
4. To finish the sentences, fill each blank with a Skill-Building Word that has the *sh* consonant digraph.
 - a. The _____ had just returned from an ocean voyage.
 - b. She built a _____ for her animals so they would have shade from the sun.
 - c. Their viewpoints were so different that they were bound to _____ over the ruling.
 - d. Dump the _____ in the garbage can.
 - e. When you _____, your face turns pink.
 - f. Most men _____ their faces every morning.
 - g. Due to so much illness, the factory had to _____ down.
 - h. If you go to the _____ on the corner, you will find _____ fruits and vegetables.
 - i. After the _____ of the two trucks, the state police were called.
 - j. I saw a _____ of lightning in the sky last night.

k. She found a _____ on the beach.

l. Please _____ the ice for the lemonade.

► If a word tells what is happening now, it is *present tense*. If a word tells about something that has already happened, it is *past tense*.

5. Make new words by filling in the blanks.

PRESENT TENSE	PAST TENSE
a. shave	_____
b. blush	_____
c. clash	_____
d. flash	_____

Look at these spelling words.

PRESENT TENSE	PAST TENSE
shed	shed
ship	shipped
shop	shopped

6. Do *shed*, *ship*, and *shop* end with the **c-v-c (consonant-vowel-consonant)** pattern? _____

7. In spelling the past tense of *ship* and *shop*, what letter was doubled before *-ed* was added? _____

8. Fill in the blanks.

PRESENT TENSE	PAST TENSE
a. snap	_____
b. skin	_____
c. shred	_____

d. **shrug** _____e. **throb** _____f. **skid** _____g. **spot** _____

9. When adding *-ed* to words that end with the _____ pattern, double the last consonant before adding _____.
10. One of the words in each of the following groups of words is scrambled. Cross out each scrambled word. Then write it correctly on the line. The first one has been done for you.

a. shed	ship	shlel	<u>shell</u>
b. crahs	trash	crush	_____
c. blush	shave	shtu	_____
d. sherf	shop	clash	_____
e. desh	trash	fresh	_____
f. hsare	shed	shell	_____

HOW DID YOU DO? _____

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 2

Consonant Digraphs *ch* and *wh*

- Read the **Everyday Spelling Words** about foods that people often buy at the grocery store.

EVERYDAY SPELLING WORDS

sugar

flour

bread

coffee

peas

corn

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. I take no sugar and cream in my coffee because I'm on a diet.
 - b. Please buy one can of peas and two cans of corn for this recipe.
 - c. This kind of bread makes the best toast.
 - d. I always use all-purpose flour when I bake cakes and cookies.
2. Write each Everyday Spelling Word five times.

sugar _____

flour _____

bread _____

coffee _____

peas _____

corn _____

3. Write the Everyday Spelling Word that starts with the consonant blend *br*. _____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS					
chat	chop	chip	charge	cheese	church
stitch	whip	when	where	what	white
change	which				

4. Nine Skill-Building Words are spelled with the consonant digraph *ch*. Say these nine words out loud again. Can you hear the sound that *ch* spells? _____
How many sounds does *ch* spell? _____
5. Read the six Skill-Building Words that start with the consonant digraph *wh*. Say the six words. Can you hear the sound that *wh* spells? _____
How many sounds does *wh* spell? _____
6. When two consonant letters combine to spell just one sound, they are called a _____ .
7. Write the three consonant digraphs that you have learned so far in Unit 4. _____
8. One Skill-Building Word is spelled with *both* the *ch* digraph and the *wh* digraph. Write that word. _____
9. Fill in each blank with a Skill-Building Word that has the *ch* or the *wh* consonant digraph.
 - a. His family usually goes to _____ on Sundays.
 - b. When making an angel food cake, you must always _____ the egg whites.
 - c. A sharp knife is needed to _____ onions.
 - d. _____ will he think when he hears the news?
 - e. You will need a credit card to _____ a purchase at the department store.

- f. Put a bit of _____ in the mousetrap.
- g. After our little _____, I feel much better.
- h. The bride wore a _____ wedding dress.
- i. _____ you see him, tell him I said “hello.”
- j. _____ were you last night?
- k. “A _____ in time saves nine” is an old saying.
- l. _____ way should I turn on Bond Street?
- m. She got so dirty she had to _____ her clothes.
- n. One of our new dinner plates has a _____ in it.

10. Add *-ing* to each word below.

- a. **stitch** _____
- b. **shell** _____
- c. **flash** _____

11. Read these words and answer the sentences that follow.

snap	snapping
skin	skinning
shred	shredding
shrug	shrugging
throb	throbbing
skid	skidding

- a. Do *snap*, *skin*, *shred*, *shrug*, *throb*, and *skid* all end with the **c-v-c pattern**? _____
- b. Suppose you want to add *-ing* to *snap*, *skin*, *shred*, *shrug*, *throb*, and *skid*. What letter will you double before adding *-ing*? _____

REMEMBER!

When adding *-ing* to words that end with the **c-v-c pattern**, double the last consonant before adding *-ing*.

12. Add *-ing* to each word.

a. **chat** _____

c. **chip** _____

b. **chop** _____

d. **whip** _____

13. Remember, when adding *-ing* to words that end with the _____ pattern, double the last consonant letter before adding _____.

14. Change letters to make new words.

a. **c h a t** – c h + h = _____

b. **c h a t** – c h + b r = _____

c. **c h o p** – c h + m = _____

d. **c h o p** – p + s e = _____

e. **c h a r g e** – g e + m = _____

f. **w h i p** – w h + d = _____

g. **w h e n** – w h + m = _____

h. **w h i t e** – w h + b = _____

i. **w h i c h** – c h + l e = _____

HOW DID YOU DO?

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 3

Consonant Digraphs *th* (voiced) and *th* (voiceless)

► Read the **Everyday Spelling Words** about banking.

EVERYDAY SPELLING WORDS					
bank	check	account	savings	note	interest

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.

- Every payday she deposits her check in the bank.
- Interest on the note is \$27.21 per month.
- He has \$220.00 in his savings account at the bank.

2. Complete this puzzle with Everyday Spelling Words.

ACROSS

- a word with double consonants
- a building
- a word that ends with *st*

DOWN

- a word that begins with a digraph
- A word that rhymes with *vote*

1		2					
3		4					
5							

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
thank	think	thing	thick	thin
thirteen	than	that	them	then
this	they	thirty	there	

► Notice that all the Skill-Building Words begin with either the voiceless *th* digraph or the voiced *th* digraph.

► In the following words, the *th* consonant digraph is *voiceless*.

thank thin think thick thing thirty thirteen

Voiceless /th/ means the vocal cords in the throat are not vibrated when the */th/* is spoken.

► In the following words, the *th* consonant digraph is *voiced*.

than this that they them there then

Voiced /th/ means the vocal cords in the throat are vibrated when the */th/* is spoken.

3. To finish the sentences, fill in each blank with a Skill-Building Word.

- I would rather go fishing _____ bowling.
- _____ is the correct way to solve the problem.
- I would like to _____ you for this lovely gift.
- John and Ann asked me to ride with _____.
- How can _____ allow her to miss school?
- _____ is the opposite of _____.
- _____ are 25 children on the playground.
- The number _____ is larger than the number _____.

- i. I _____ this dress looks better on you than on Nicole.
- j. How can that ugly _____ possibly be used?
- k. Now and _____ I remember the fun we had last summer.
- l. _____ rhymes with *miss*.
4. Add *-ing* to the following Skill-Building Words.
- a. **thank** _____
- b. **think** _____
- c. **thin** _____

► Did you remember to double the *n* in *thin* before adding *-ing*?

5. What sound does the *s* spell in the word *these*? _____
6. What sound does the *s* spell in the word *this*? _____
7. Fill in the missing vowel letters in the Skill-Building Words.
Then write each word two times.
- a. t h _ r t _ _ n _____
- b. t h _ r _ _____

HOW DID YOU DO? _____

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 4

Consonant Digraphs *ng* and *ph*

► Read the **Everyday Spelling Words** about household appliances.

EVERYDAY SPELLING WORDS

washer

dryer

radio

tape

player

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.
 - a. They heard the football game on the radio.
 - b. You need a washer and dryer to do the family's laundry.
 - c. When he bought his tape player, he also bought four new tapes.

2. Write the Everyday Spelling Word that has the *sh* consonant digraph. _____

3. Write the three Everyday Spelling Words that end with *-er*. _____

4. Write the word *tape*. _____

5. Add *-ing* to the spelling word *tape*. _____

6. Did you remember to drop the letter *e* in *tape* before adding *-ing*?
Fill in the blanks in the *Rule to Remember*.

*If a word ends with the **v-c-final e pattern**,
drop the _____ before adding _____.*

7. Add *-s* or *-es* to the spelling word *tape*. _____

8. Add *-d* or *-ed* to the spelling word *tape*. _____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
king	ring	sing	bring	string
drink	drank	ink	pink	sink
photo	phone	phony	pharmacy	alphabet

► Ten Skill-Building Words have the **/ng/** sound. Say *king*, *ring*, *sing*, *bring*, and *string* out loud. Notice that the **/ng/** sound can be *heard* at the end of each word. The consonant digraph *ng* can be *seen* at the end of each word.

Say *drink*, *drank*, *ink*, *pink*, and *sink*. The **/ng/** sound can be *heard* just before the **/k/** sound in each of these words. The **/ng/** sound is spelled with just the letter *n* in these words—not the letters *ng*.

REMEMBER!

The **/ng/** sound can be spelled *ng* or *n*.

9. Five Skill-Building Words are spelled with the consonant digraph *ph*. Say *photo*, *phone*, *phony*, *pharmacy*, and *alphabet*.

Can you hear the sound that *ph* spells? _____

How many sounds does *ph* spell? _____

What sound does *ph* spell? _____

10. To finish each sentence, fill in each blank with a Skill-Building Word.

- She is going to _____ with the choir tonight.
- _____ the water slowly.
- The _____ has on his royal robes and crown.
- He gave her an engagement _____ before the party.
- Because she pretends to be somebody she is not, people say she is a _____.
- I will go to the _____ to buy my medicine.
- The rain smeared the _____ on my book report.

- h. Did you hear the _____ ring?
- i. He _____ the cola fast, and some spilled on his shirt.
- j. The kitchen _____ is full of dishes.
- k. Pale _____ is the color I chose for my new shirt.
- l. In kindergarten, children learn to write the _____.
- m. The _____ on my kite is not long enough.
- n. May I _____ my camera and take a
_____ of your family?

11. Fill in each blank with a Skill-Building Word.

PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE
a. _____	rang	c. _____	brought
b. _____	sang	d. _____	drank

12. Write the two Skill-Building Words that start with the *dr* consonant blend.

13. Write the two Skill-Building Words that end with the letter *y*.

HOW DID YOU DO?

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 5

Silent Consonant Patterns *kn, wr, and gn*

► Read the **Everyday Spelling Words** about cars.

EVERYDAY SPELLING WORDS

tires

gasoline

battery

filter

power

brakes

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. To finish each sentence, fill in each blank with an Everyday Spelling Word.
 - a. The oil _____ helps keep the oil in a car clean.
 - b. Because he left the car lights on, he had to have the _____ recharged.
 - c. She bought a set of four new steel-belted radial _____ for her car.
 - d. The tank of this car holds 20 gallons of _____.
 - e. Fred's new car has both _____ steering and power _____.
2. Write the spelling word that rhymes with *fires*. _____
3. Write the two spelling words that end in *-er*. _____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
knees	knife	knit	knock	knot
knob	wrap	wreck	write	wrench
wrist	gnats	gnaw	sign	wrong

4. Notice the words in the top line of the box.
They all start with the same two consonant letters. Write those two letters. _____

5. Look again at the words that start with the consonant letters *kn*.

a. Do you hear the /**k**/ when you say the words? _____

b. Do you hear the /**n**/ when you say the words? _____

► The *k* is silent in words that begin with *kn*.

6. Say all the Skill-Building Words that begin with *wr*.

a. Do you hear the /**w**/ when you say the words that begin with *wr*? _____

b. Do you hear the /**r**/ when you say the words that begin with *wr*? _____

c. Is the *w* silent in words that begin with *wr*? _____

7. Say the three Skill-Building Words that are spelled with *gn*.

a. Do you hear the /**g**/ when you say *gnats*, *gnaw*, and *sign*? _____

b. Do you hear the /**n**/? _____

c. When words are spelled with *gn*, the *g* is usually _____.

8. To finish each sentence, fill each blank with a Skill-Building Word.

- a. Mark wore his new watch on his left _____.
- b. The carving _____ was very sharp.
- c. The red yarn was used to _____ a scarf.
- d. Sometimes rats will _____ on paper and books.
- e. *Right* is the opposite of _____.
- f. _____ on the door, and I will open it.
- g. She tied a _____ in the end of the rope.
- h. He waded up to his _____ in the water.
- i. She needed a screwdriver and a _____ to repair the kitchen sink.
- j. I will _____ the package with brown paper and string.
- k. If you drive too fast, you may _____ your car.
- l. The front door of the new house had a beautiful brass _____.
- m. Screen doors and windows keep out _____ and other flying insects.
- n. I must _____ a letter to her.
- o. I saw a _____ advertising that new hotel.

9. Make new words. Write them on the lines.

	Add -s or -es	Add -d or -ed	Add -ing
a. knit	_____	_____	_____
b. knot	_____	_____	_____
c. knock	_____	_____	_____
d. wreck	_____	_____	_____

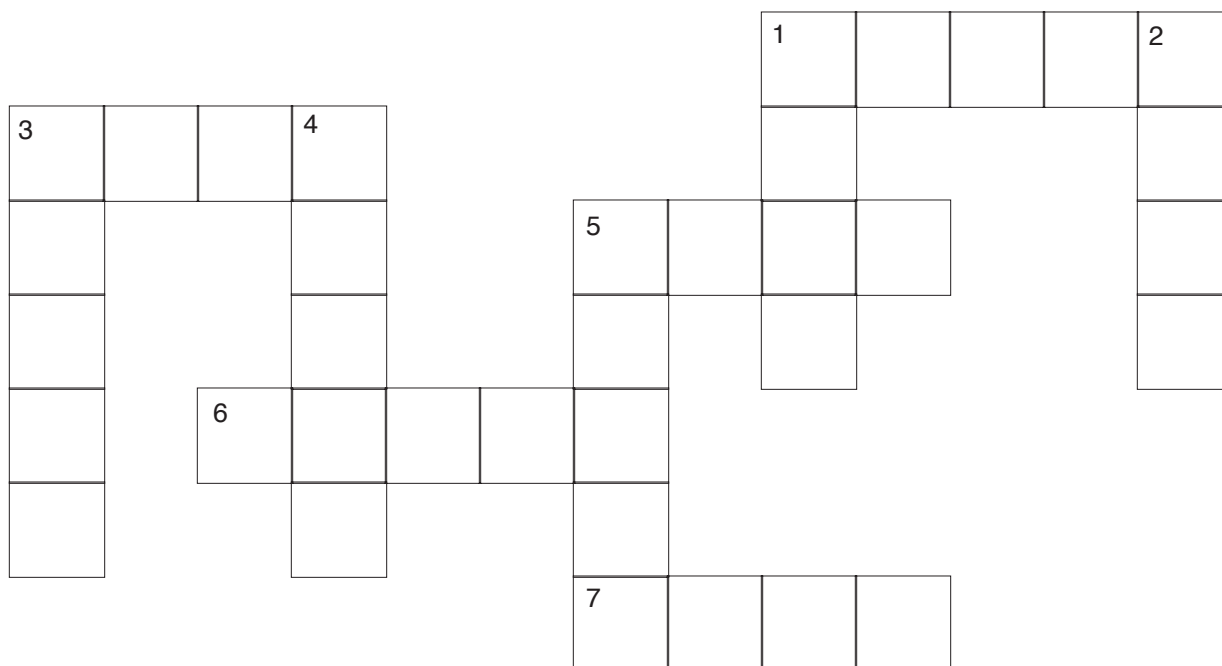
10. Complete the puzzle with Skill-Building Words.

ACROSS

- ___ on the door before you enter.
- Rats do this.
- Tie a ___ in the rope.
- You can cut with this.
- A hotel might advertise on this.

DOWN

- Turn this to open a door.
- Rhymes with *sit*
- Insects
- Opposite of *right*
- Parts of the legs



11. The letters of the following Skill-Building Words have been scrambled. Unscramble the letters and write each word correctly three times.

a. **n i f e k**

b. **r i t e w**

c. **n a t s g**

d. **r o n g w**

e. **n o t k**

HOW DID YOU DO?

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

Review

► To *review* means to study again. This review will help you remember the words you learned in this unit.

1. How many *letters* does a consonant digraph have? _____
2. How many *sounds* can a consonant digraph spell? _____
3. Write the consonant digraph in *ship* and *crush*. _____
4. Write the consonant digraph in *chop* and *chip*. _____
5. Write the consonant digraph in *when* and *what*. _____
6. Write the consonant digraph in *thin* and *thirty*. _____
7. Write the consonant digraph in *king* and *bring*. _____
8. Write the consonant digraph in *photo* and *phone*. _____
9. Write the consonant letter that is silent in *knit* and *knob*. _____
10. Write the consonant letter that is silent in *wrap* and *wrist*. _____
11. Write the consonant letter that is silent in *gnat* and *sign*. _____
12. When adding *-ed* to words that end with the **c-v-c pattern**, double the _____ before adding *-ed*.
13. When adding *-ing* to words that end with the **c-v-c pattern**, double the _____ before adding *-ing*.
14. Add *-ed* to these Unit 4 spelling words.
 - a. **ship** _____
 - b. **chat** _____
 - c. **shop** _____
 - d. **whip** _____
 - e. **thin** _____
 - f. **knit** _____

15. Add *-ing* to these Unit 4 spelling words.

a. **shed** _____

d. **chip** _____

b. **shut** _____

e. **wrap** _____

c. **chop** _____

f. **knot** _____

16. Fill in each blank with a Unit 4 spelling word.

PRESENT TENSE

PAST TENSE

PRESENT TENSE

PAST TENSE

a. _____

rang

d. _____

drank

b. _____

sang

e. _____

sank

c. _____

shut

f. _____

wrote

17. Write all the Skill-Building Words in Unit 4 that have the consonant digraph *sh*.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

18. Write all the Skill-Building Words in Unit 4 that have the consonant digraph *ch*.

_____	_____	_____
_____	_____	_____
_____	_____	_____

19. Write all the Skill-Building Words in Unit 4 that have the consonant digraph *wh*.

_____	_____	_____
_____	_____	_____

20. Write all the Skill-Building Words in Unit 4 that have the consonant digraph *th*.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

21. Write all the Skill-Building Words in Unit 4 that have the consonant digraph *ng* or the sound /**ng**/ spelled with just the letter *n*.

_____	_____	_____
_____	_____	_____
_____	_____	_____

22. Write all the Skill-Building Words in Unit 4 that have the consonant digraph *ph*.

_____	_____	_____
_____	_____	

NAME _____

23. Write all the Skill-Building Words in Unit 4 that have the silent consonant pattern *kn*.

_____	_____	_____
_____	_____	_____

24. Write all the Skill-Building Words in Unit 4 that have the silent consonant pattern *wr*.

_____	_____	_____
_____	_____	_____

25. Write all the Skill-Building Words in Unit 4 that have the silent consonant pattern *gn*.

_____	_____	_____
-------	-------	-------

26. Write all the Everyday Spelling Words in Unit 4 that tell about the U.S. Postal Service.

_____	_____	_____
_____	_____	_____

27. Write all the Everyday Spelling Words in Unit 4 that tell about foods people buy at the grocery store.

_____	_____	_____
_____	_____	_____

28. Write all the Everyday Spelling Words in Unit 4 that tell about banking.

_____	_____	_____
_____	_____	_____

NAME _____

29. Write all the Everyday Spelling Words in Unit 4 that tell about household appliances.

30. Write all the Everyday Spelling Words in Unit 4 that tell about cars.

31. Write the Everyday Spelling Word in Unit 4 that has the consonant digraph *ch*.

32. Write the Everyday Spelling Word in Unit 4 that has the consonant digraph *ng*.

33. Write the Everyday Spelling Word in Unit 4 that has the consonant digraph *sh*.

HOW DID YOU DO?

1. **CHECK:** Check your answers in this review lesson.
2. **STUDY:** Turn back to each lesson in this unit and review the **Everyday Spelling Words** and the **Skill-Building Words**. Use your *SPELLING STEPS CHECKLIST* to study the words you cannot spell.
3. **TEST:** When you think you know how to spell the words in this unit, your teacher will test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
4. **RECORD:** Your teacher will record your score.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 1

Silent Consonant Patterns *mb, gh, and tch*

► Read the **Everyday Spelling Words** about cars.

EVERYDAY SPELLING WORDS

steering
seat

wheel
belt

wind
horn

shield
jack

plugs
bright

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the following sentences.
 - a. The windshield cracked when a rock hit it.
 - b. Fasten your seat belt, or the buzzer will not shut off.
 - c. To make a right turn, a driver must turn the steering wheel to the right.
 - d. The horn on my car got stuck, and the noise disturbed the neighbors.
 - e. We will need a jack to change the flat tire.
 - f. She said my car needed new points and plugs.
 - g. The lights of the approaching car were so bright they blinded me.
 - h. A seat belt will keep a driver from hitting the windshield in a crash.
 - i. Jack up the car so we can see where the power steering fluid is leaking.
 - j. It is not safe to drive this car because the lights and the horn do not work.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
climb	comb	dumb	crumb	bomb
night	light	freight	high	sigh
daughter	switch	match	patch	butcher

2. Read the top line of Skill-Building Words. All the words on this line end with which two consonant letters? _____

Say the five words that end with *mb*.

Do you hear /**b**/ at the end of each word? _____

Do you hear /**m**/ at the end of each word? _____

That means the _____ is silent in most words that end with the *mb* pattern.

3. Say the following six Skill-Building Words: *night*, *light*, *freight*, *high*, *sigh*, and *daughter*. All these words are spelled with *ght* or *gh*.

Do you hear /**g**/ or /**h**/ when you say *night*, *light*, *freight*, *high*, *sigh*, or *daughter*? _____

That means the *gh* pattern is silent in many words.

4. Say the following four Skill-Building Words: *switch*, *match*, *patch*, and *butcher*. All these words are spelled with *tch*.

Do you hear /**t**/ in each word? _____

Do you hear the /**ch**/ digraph in each word? _____

That means the _____ is silent in most words that are spelled with the *tch* pattern.

5. To finish the sentences, fill in each blank with a Skill-Building Word.

a. Please go find the light _____ and turn on the lights.

b. Because he made poor grades in school, some students thought he was _____.

c. The child dropped a _____ from the cookie she was eating.

- d. The little girl wanted to _____ up the tree.
- e. Everybody had to leave the building in a hurry because someone had hidden a _____ inside.
- f. I will ask the _____ to cut the steaks one inch thick.
- g. Our friends' _____ won the racing trophy.
- h. I keep a flash _____ handy in case the electricity goes off.
- i. That train is pulling only 10 _____ cars.
- j. She was so happy to hear the good news that she breathed a big _____ of relief.
- k. The shelf was too _____ for me to reach.
- l. *Day* is the opposite of _____.
- m. She needed a _____ to fix her hair.
- n. Strike a _____, and we will light the fire.
- o. A _____ covered the torn place in his jeans.
6. Write the four Skill-Building Words that have the /**ch**/ digraph.
- _____

HOW DID YOU DO?

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 2

Vowel Patterns *ou* and *ow*

► Read the **Everyday Spelling Words** about health care.

EVERYDAY SPELLING WORDS				
doctor	nurse	dentist	hospital	patient
checkup	surgery	x-ray	diet	cavity

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.

- She went to the doctor for a checkup and was told she needed surgery.
- An x-ray of the patient's lungs was made while he was in the hospital.
- The dentist found a cavity in one of my teeth. She said I should be careful about my diet and not eat so many sweets.
- A registered nurse is sometimes called an R.N.

► Look at the spelling word x-ray. Notice the mark between the letter x and the word ray. This punctuation mark is called a *hyphen*. When you write the spelling word x-ray, remember to write the hyphen.

2. Write the spelling word x-ray four times.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
out	about	our	found	round
around	house	without	how	now
down	however	brown	crowd	town

3. Which two vowel letters do eight of the Skill-Building Words have? _____

4. Which two letters stand for the *ou* sound in *down*, *brown*, and *crowd*? _____

► Say all the Skill-Building Words and listen to the sound that *ou* and *ow* spell. *Ou* and *ow* spell only one sound.

5. Do *ou* and *ow* spell the same sound in all the Skill-Building Words? _____

6. Say all the Skill-Building Words again. Be sure you hear the *one* sound that *ou* and *ow* spell.

7. To finish the sentences, fill in each blank with a Skill-Building Word.

- a. My _____ is the first one on the block.
- b. _____ your help, we cannot finish the project by Friday.
- c. In baseball, if you get three strikes, you are _____.
- d. When bananas are bruised, they turn _____.
- e. A city has more people living in it than a _____.
- f. An old saying is, "Two is company, three is a _____."
- g. I was _____ to call you when you rang the doorbell.
- h. We can take _____ CD's to the party tonight.
- i. He took a trip _____ the world.
- j. She fell _____ the stairs.
- k. There are always lost and _____ ads in the newspaper.
- l. _____ is a good time to finish your work.

- m. Tennis balls are _____ in shape.
- n. Do you know _____ to drive a car?
8. Write the three Skill-Building Words that end with the letter *t*.

9. Write the Skill-Building Word that starts with a consonant blend and ends with the letter *n*. _____
10. Write the Skill-Building Word that starts with a consonant blend and ends with the letter *d*. _____
11. What sound does *c* spell in *crowd*? _____
12. Write the Skill-Building Word that is spelled with a consonant digraph. _____
Write the letters that spell the consonant digraph in that word. _____
13. Write the four Skill-Building Words that are spelled with only three letters.

HOW DID YOU DO? _____

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 3

Vowel Patterns *oi* and *oy*

- Read the **Everyday Spelling Words**. These are words often found in the classified ads section of the newspaper.

EVERYDAY SPELLING WORDS				
classified	ads	lost	reward	apartment
estate	rent	real	bedroom	employment

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

- Underline each Everyday Spelling Word in the sentences below.
 - Classified ads can be found in almost every newspaper.
 - There is a reward offered for the return of the lost dog.
 - We found our two-bedroom apartment listed in the “For Rent” section of the classified ads.
 - The Page Real Estate Company had a two-bedroom, one-bath house listed for sale in the paper.
 - Look in the “Employment” section of the classified ads.
 - We could not find employment in this bedroom community.
 - I lost a real diamond ring in the bedroom of that apartment.
 - Many men and women have found employment in the real estate business.
- Write the Everyday Spelling Word in this lesson that is a compound word. _____
- Write the Everyday Spelling Word in this lesson that is *plural*. _____

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
point	choice	voice	avoid	oil
spoil	boil	broil	noise	boy
toy	joy	oyster	employ	enjoy

4. Nine of the Skill-Building Words in the two top lines have the same two vowel letters. What are these vowels? _____
5. Which two vowel letters are in each of the remaining six words? _____
6. Say all the Skill-Building Words out loud. Listen to the sound that *oi* and *oy* spell. Notice that *oi* and *oy* spell only one sound. Do *oi* and *oy* spell the same sound in all the Skill-Building Words? _____
7. Say all the Skill-Building Words out loud again. Be sure you hear the *one* sound that *oi* and *oy* spell.
8. To finish the sentences, fill in each blank with a Skill-Building Word.
 - a. After his _____ changed, his singing improved.
 - b. You must _____ the eggs before we can dye them for Easter.
 - c. Nan was his first _____ for a partner at the square dance.
 - d. Sharpen the _____ on the pencil.
 - e. The accident happened because he could not _____ the truck.
 - f. I put _____ on the door hinge to stop it from squeaking.
 - g. Some people say that too much attention can _____ a baby.
 - h. The doctor said I should bake, boil, or _____ all meats.

- i. The crowd made a lot of _____ with its loud cheering.
- j. Use this special knife to open the _____ shells.
- k. _____ is another word for *pleasure* or *happiness*.
- l. She was surprised to find a _____ piano under the Christmas tree.
- m. We must choose one _____ and one girl to be king and queen of the carnival.
- n. I _____ two people as full-time welders at the shipyard.
- o. We want you to _____ the ice cream and cake.
9. Find and circle the spelling words *oil*, *noise*, *boy*, *toy*, *joy*, and *oyster*. Words may read across or down. The first one has been done for you.

Q	W	E	O	I	L	R	T	Y	U
W	N	Z	X	C	B	O	Y	V	T
E	O	L	O	Y	S	T	E	R	O
R	I	D	F	G	P	H	J	K	Y
T	S	L	Z	X	J	C	V	B	N
Y	E	M	Q	W	O	E	R	T	Y
P	Q	W	E	R	Y	T	Y	U	I

HOW DID YOU DO?

- CHECK:** Check your answers in this lesson.
- STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 4

Vowel Pattern oo

► Read the **Everyday Spelling Words** about health and health care.

EVERYDAY SPELLING WORDS

cancer	clinic	cough	degrees	fever
germs	measles	mumps	pain	pulse

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.

- When I cough, my chest hurts. The doctor wants to take an x-ray.
- Normal body temperature for a person is 98.6 degrees Fahrenheit. A higher body temperature means the person has a fever.
- Measles and mumps are diseases that can be transmitted from one person to another. There are, however, vaccines to prevent these diseases.
- Pulse rate measures how fast the heart pumps blood.
- His back injury caused a lot of pain. He may undergo surgery.
- For the patient's safety, an operating room must be free of germs.
- One day, medical science may have a cure for cancer.
- There are five doctors on the staff of that clinic.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS

moon	school	room	too	food
proof	broom	soon	noon	book
good	stood	look	took	cook

- Reread the first nine Skill-Building Words in the two top lines. Listen to the vowel sound *oo* spells in these nine words. The letters *oo* spell only one vowel sound in these nine Skill-Building Words.
- Read the remaining six Skill-Building Words. Listen to the vowel sound *oo* spells in these six words. *Oo* spells only one vowel sound in the last six Skill-Building Words.

2. Does *oo* spell the same vowel sound in all the Skill-Building Words? _____

3. Fill in each blank with a Skill-Building Word.

- a. As soon as the _____ is ready, we will serve dinner.
- b. A half _____ is part dark and part light.
- c. Our _____ won the state basketball championship.
- d. Your birth certificate will give _____ of your age.
- e. *Also* is another word for _____.
- f. How _____ will the taxi be here?
- g. We _____ in line one hour before we were seated.
- h. The opposite of *bad* is _____.
- i. Twelve o'clock in the daytime is called _____.
- j. Move over and make _____ for another person to sit down.
- k. I used a _____ to sweep the sidewalk.
- l. Make sure you learn all the facts in your history _____.
- m. When he did not come home, I went to _____ for him.
- n. They used a recipe from the _____ book to make the cake.
- o. She _____ my car and went to the city.

4. Write the three Skill-Building Words that end with *n*.

5. Write the four Skill-Building Words that end with *k*.

6. Write the three Skill-Building Words that end with *d*.

7. Write the two Skill-Building Words that end with *m*.

8. Write the Skill-Building Word that ends with *oo*.

9. Write the Skill-Building Word that ends with *l*.

10. Write the Skill-Building Word that ends with *f*.

HOW DID YOU DO?

1. **CHECK:** Check your answers in this lesson.
2. **STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
3. **TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
4. **RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
5. **RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

LESSON • 5

Long /i/ Spelled y

► Read the **Everyday Spelling Words** about insurance.

EVERYDAY SPELLING WORDS					
insurance	term	health	benefits	major	medical
premium	group	basic	claim	form	

PRETEST

Before you do this lesson, have someone call out the **Everyday Spelling Words** and the **Skill-Building Words**. Write the words on notebook paper. Check your spelling. You will need to study only the words you missed. But do answer all the questions in this lesson.

1. Underline each Everyday Spelling Word in the sentences below.

- The premium for my car insurance is \$94.12 a month.
- The kind of life insurance I have is called term insurance.
- His health insurance is group insurance. It pays basic benefits, such as hospital room and board, for 40 days. His health insurance also pays major medical benefits.
- To collect his benefits, he must fill out a claim form. The claim form must also be signed by the doctor and the hospital.

► Read the **Skill-Building Words**. Say each word out loud.

SKILL-BUILDING WORDS				
sty	fly	my	sly	fry
try	pry	goodbye	deny	reply
apply	style	cyclone	hydrant	

► All the Skill-Building Words are spelled with the letter y.

► Say all the Skill-Building Words out loud again. Listen for the sound that y spells in all the words.

2. What sound does *y* spell in all the Skill-Building Words? _____

3. To finish the sentences, fill in each blank with a Skill-Building Word.

- a. She had an appointment this afternoon to _____
for the job.
- b. The winds from the _____ took the roof off my
house.
- c. The firefighter's hose is connected to the water _____
on the south side of the house.
- d. As the train left the station, Joe stood on the platform waving
_____.
- e. It is difficult to stay on a diet and _____ yourself
your favorite foods.
- f. A _____ is caused by an infection of the eyelid.
- g. Because the criminals were very _____, they
fooled a lot of people.
- h. It is quicker to _____ an egg than to hard boil it.
- i. If at first you do not succeed, _____ again.
- j. Some people like to _____ into other people's
business.
- k. When I am busy, the time seems to _____ by.
- l. I locked _____ keys in the car today.
- m. He modeled a suit in the _____ show.
- n. I expect a _____ to my letter within 10 days.

4. Write the three Skill-Building Words that do *not* end with *y*.

5. Write the Skill-Building Words in alphabetical order.

a. _____

h. _____

b. _____

i. _____

c. _____

j. _____

d. _____

k. _____

e. _____

l. _____

f. _____

m. _____

g. _____

n. _____

6. One of the Skill-Building Words is a compound word. Write it.

HOW DID YOU DO?

- 1. CHECK:** Check your answers in this lesson.
- 2. STUDY:** Use your *SPELLING STEPS CHECKLIST* to study the spelling words you missed on the pretest for this lesson.
- 3. TEST:** When you think you know how to spell all the words, have someone call them out for you. Write the words on notebook paper. Check them against the words in the spelling boxes. Cross out each word you missed, and write it correctly.
- 4. RECORD:** Get out your *RECORD OF PROGRESS*. Mark the number of words you spelled correctly.
- 5. RESTUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

UNIT • 5

Review

► To *review* means to study again. This review will help you remember the words you learned in this unit.

1. What letter is silent in *climb*, *comb*, *dumb*, *crumb*, and *bomb*? _____
2. What two consonant letters are silent in *night*, *light*, *freight*, *high*, *sigh*, and *daughter*? _____
3. Write the consonant letter that is silent in *switch*, *match*, *patch*, and *butcher*. _____
4. *Ou* spells how many sounds in *out*, *about*, *our*, *found*, *round*, and *house*? _____
5. *Ow* spells how many sounds in *how*, *now*, *down*, *brown*, *crowd*, and *town*? _____
6. Do the *ou* in *out* and the *ow* in *how* spell the same sound? _____
7. *Oi* spells how many sounds in *point*, *choice*, *voice*, *oil*, and *boil*? _____
8. *Oy* spells how many sounds in *boy*, *toy*, *joy*, *oyster*, *employ*, and *enjoy*? _____
9. Do the *oi* in *point* and the *oy* in *boy* spell the same sound? _____
10. How many sounds does *oo* spell in *moon*, *school*, *food*, *room*, and *soon*? _____
11. How many sounds does *oo* spell in *book*, *good*, *stood*, *look*, and *cook*? _____

NAME _____

12. Do the *oo* in *moon* and the *oo* in *book* spell the same sound? _____

13. What sound does *y* spell in *fry*, *goodbye*, *style*, and *hydrant*? _____

14. Write all the Skill-Building Words in Unit 5, Lesson 1, that end in *mb*. Remember that the *b* is silent.

_____	_____	_____
_____	_____	_____

15. Write all the Skill-Building Words in Unit 5, Lesson 1, that are spelled with silent *gh*.

_____	_____	_____
_____	_____	_____

16. Write all the Skill-Building Words in Unit 5, Lesson 1, that are spelled with silent *t*.

_____	_____	_____

17. Write all the Skill-Building Words in Unit 5, Lesson 2, that are spelled with the vowel pattern *ou*.

_____	_____	_____
_____	_____	_____
_____	_____	

18. Write all the Skill-Building Words in Unit 5, Lesson 2, that are spelled with the vowel pattern *ow*.

_____	_____	_____
_____	_____	_____

19. Write all the Skill-Building Words in Unit 5, Lesson 3, that are spelled with the vowel pattern *oi*.

_____	_____	_____
_____	_____	_____
_____	_____	_____

20. Write all the Skill-Building Words in Unit 5, Lesson 3, that are spelled with the vowel pattern *oy*.

_____	_____	_____
_____	_____	_____

21. Write all the Skill-Building Words in Unit 5, Lesson 4, that are spelled with the vowel pattern *oo*.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HOW DID YOU DO?

- CHECK:** Check your answers in this review lesson.
- STUDY:** Turn back to each lesson in this unit and review the **Everyday Spelling Words** and the **Skill-Building Words**. Use your *SPELLING STEPS CHECKLIST* to study the words you cannot spell.
- TEST:** When you think you know how to spell the words in this unit, your teacher will test you. Write the words on notebook paper. Check your spelling. Cross out each word you missed, and write it correctly.
- RECORD:** Your teacher will record your score.
- RE STUDY:** If you missed any spelling words on the test, restudy those words using your *SPELLING STEPS CHECKLIST*.

Answer Key, Unit 1**Unit 1, Lesson 1**

1. two
2. five
3. seven
4. nine
5. Monday
6. Thursday
7. Friday
8. Sunday
9. fifth

Unit 1, Lesson 2

1. yes
2. yes
3. a. post, mail
b. Airmail
c. letter carrier
d. office, stamp
4. into, mailbox
5. p, r
6. b, c, d, f, g, h, j, k, l,
m, n, p, q, r, s, t, v,
w, x, y, z
7. a, e, i, o, u
8. a. yes
b. yes
c. yes
9. a. prize
b. price
c. prime
d. prince
e. pride
f. print
g. press
h. profit

Unit 1, Lesson 3

1. a. milk, cream
b. juice, juice
c. pork, beans
d. soap
e. salt
f. Beef, lamb, pork, meat
2. soap, meat, beef, cream,
beans, juice
3. no, one
4. first
5. gr
6. yes
7. yes
8. letters
9. /b/
10. /pr/
11. a. grass
b. grand
c. graze
d. grill
e. grapes
f. green
g. greet
h. gruff
i. grin
j. grade
12. grapes

Answer Key, Unit 1**Unit 1, Lesson 4**

1.
 - a. taxi, fare
 - b. yield, car
 - c. plane
 - d. detour
 - e. train, railroad
 - f. airplane, airport
 - g. subway
 - h. exit
2.
 - a. airmail
 - b. into
 - c. mailbox
 - d. railroad
 - e. airplane
 - f. airport
3. fr
4. /fr/
5. frog, free
6.
 - a. froze
 - b. sat
 - c. met
 - d. ran
 - e. fed
 - f. fell
 - g. made
 - h. rode
7.
 - a. freeze
 - b. frog
 - c. fret
 - d. front
 - e. free, from
 - f. froze
 - g. frame
8. Words spelled across: airplane, front, frame, fare. Words spelled down: from, plane, car.

Unit 1, Lesson 5

1.
 - a. bowl, golf
 - b. ski
 - c. dance
 - d. read
2. dance
3. read
4. one, first
5. dr, br, cr
6. /dr/, /br/, /kr/
7. crept
8.
 - a. dress
 - b. drag
 - c. drive
 - d. drug
 - e. drum
 - f. drove
 - g. drop
 - h. drift
9.
 - a. crack
 - b. creep
 - c. crept
 - d. brave
 - e. bricks
 - f. crib
10. /k/
11. hard
12. /s/
13. bricks
14.
 - a. drove
 - b. crept
15.
 - a. drop
 - b. drive
16. brick, crack
17. no
18. /k/
19. no

Answer Key, Unit 1

Unit 1 Review

- | | | |
|----------------------|-------------------|---------------------|
| 1. yes | 14. prize, pride | 19. crib, crack |
| 2. yes | prince, prime | creep, crept |
| 3. yes | price, press | 20. plane, airplane |
| 4. yes | print, profit | airport, car |
| 5. yes | 15. grass, green | detour, exit |
| 6. yes | grin, grill | fare, railroad |
| 7. two | greet, grade | subway, taxi |
| 8. yes | grapes, graze | train, yield |
| 9. one, /k/, no, one | grand, gruff | 21. golf, bowl |
| 10. compound | 16. from, free | dance, read, ski |
| 11. two | freeze, frog | 22. milk, soap |
| 12. a. airmail | front, froze | salt, meat |
| b. into | frame, fret | lamb, beef |
| c. mailbox | 17. drive, drove | pork, cream |
| d. railroad | drug, drip | beans, juice |
| e. airplane | drop, dress | 23. post, office |
| f. airport | drift, drum | mail, air |
| 13. a. froze | drag | airmail, stamp |
| b. drove | 18. brave, bricks | into, mailbox |
| c. crept | | letter, carrier |

Answer Key, Unit 2

Unit 2, Lesson 1

- | | |
|---------------------------------|-------------------------------|
| 1. a. inch, foot, yard | 5. a. trim, tree |
| b. quart, gallon | b. trip |
| c. ton | c. tricks |
| d. ounce, pint, pound | d. tracks |
| 2. Words spelled down: yard, | e. trap |
| pint, quart, inch, ounce. Words | f. tribe |
| spelled across: pound, ton, | g. trust |
| gallon, foot. | h. trade |
| 3. tr | i. travel |
| 4. /tr/ | 6. a. tricks, b. tracks |
| | 7. a. trip, b. tracks, c. ton |

Answer Key, Unit 2**Unit 2, Lesson 2**

- | | | |
|----|---------------------|--------------|
| 1. | a. bottle | k. blade |
| | b. carton, jar, bag | l. clap |
| | c. package | m. blame |
| 3. | bl, cl | n. class |
| 4. | /bl/, /kl/ | o. blaze |
| 5. | a. block | 6. a. clock |
| | b. black | b. cluck |
| | c. cliff | c. clap |
| | d. bless | d. blame |
| | e. blind | e. blaze |
| | f. blend | f. club |
| | g. club | 7. a. dishes |
| | h. cluck | b. boxes |
| | i. clock | c. blesses |
| | j. bleed | d. classes |

Unit 2, Lesson 3

- | | | |
|----|--------------------------|--------------|
| 1. | a. boss, hire, fire | 6. a. bosses |
| | b. shift, company, shift | b. shifts |
| | c. card, labor | c. cards |
| 2. | blend | d. flags |
| 3. | fl, gl, pl | e. flakes |
| 4. | /fl/, /gl/, /pl/ | f. flames |
| 5. | a. flame | g. glasses |
| | b. place | h. places |
| | c. flock, glide | 7. a. drag |
| | d. flag | b. brag |
| | e. glad, plan | c. frame |
| | f. flake | d. gruff |
| | g. flat | e. frock |
| | h. glass | f. crock |
| | i. plate | g. block |
| | j. plant | h. clock |
| | k. Fluff | i. grass |
| | | j. brass |
| | | k. class |
| | | l. pride |
| | | m. bride |
| | | n. grate |

Answer Key, Unit 2**Unit 2, Lesson 4**

1. a. training, raise, salary, bonus
b. union
c. safety
d. wages
e. transfer
f. holiday
2. consonant blend
3. a. slip (or slide), slide (or slip)
b. slid, score
c. sleep, slept
d. scarf
e. scales
f. sled
g. scat
h. slap
4. a. slid
b. slept
5. a. scored
b. shifted
c. hired
d. fired
e. bossed
f. raised
g. labored
h. flamed
i. fluffed
j. glided
k. placed
l. planted
6. training
7. a. bossing
b. shifting
c. laboring
d. fluffing

Unit 2, Lesson 5

1. a. caution, stop
b. restrooms, enter
c. danger
d. Stairs
2. st
3. no
4. a. step
b. still
c. list
d. store
e. stove
f. fast
g. steep
h. state
i. stiff
j. best
k. stuck
l. last
5. a. stated
b. stored
c. listed
6. stop, stairs, state
step, steep, still
stiff, stove, store, stuck
7. just, last, best
must, fast, list
8. restrooms
9. restrooms, stairs
10. restrooms

Answer Key, Unit 2**Unit 2 Review**

1. yes
2. yes
3. yes
4. no
5. because only one
/s/ is heard
6. yes
7. yes
8. yes
9. because both the /p/
and the /l/ are heard
10. no
11. because only one sound
is heard
12. yes
13. yes
14. /k/
15. yes
16. yes
17. yes
18. no
19. because only one
/f/ is heard
20. inch, foot, yard
21. ounce, pint, quart, gallon
22. pound
23. bottle
24. carton
25. jar
26. a. traps
b. feet
c. cliffs
d. clocks
e. places
f. tons
g. trees
h. plans
i. packages
j. bags
k. holidays
l. stores
m. sleds
n. steps
o. cards
p. flakes
q. glides
27. a. stated
b. stored
c. entered
d. slid
e. cautioned
f. measured
g. slept
h. raised
i. stuck
j. traded
k. hired
l. fired
m. blended
n. blamed

Answer Key, Unit 2**Unit 2 Review, continued**

- | | |
|------------------|----------------------------|
| 28. a. blocking | 34. place, plate |
| b. clucking | plant, plan |
| c. lasting | 35. slide, slid |
| d. training | sleep, slept |
| e. shifting | sled, slap |
| f. laboring | slip |
| g. bleeding | 36. scales, scarf |
| h. blending | score, scat |
| i. trusting | 37. state, step |
| j. listing | steep, still |
| 29. tree, trip | stiff, stove |
| trap, tribe | store, stuck |
| tricks, tracks | 38. just, last |
| trust, travel | best, must |
| trim, trade | fast, list |
| 30. bless, blind | 39. inch, foot, yard |
| blend, block | ounce, pint, quart |
| black, blade | gallon, pound, ton |
| bleed, blaze | 40. bottle, carton |
| blame | jar, bag |
| 31. class, clap | 41. hire, fire |
| cliff, clock | boss, company |
| cluck, club | shift, card |
| 32. flag, flat | labor, raise |
| flake, flame | salary, bonus |
| fluff, flock | union, wages |
| 33. glad, glass | training, safety |
| glide | transfer, holiday |
| | 42. caution, danger, enter |
| | restrooms, stop, stairs |

Answer Key, Unit 3**Unit 3, Lesson 1**

1. a. yellow, pages
b. direct, dialing, long
c. person, person
2. pages
3. dialing
4. consonant blend
5. sk, sn, sm
6. /sk/, /sn/, /sm/
7. a. smell, smoke
b. smart, skim
c. skill
d. skid
e. smile
f. snap
g. snore
h. skin
i. sneeze
j. snake
k. skate
l. skirt
8. yes, long /a/
9. yes, long /a/
10. yes, long /o/
11. yes, long /i/
12. yes, long /o/
13. a. skate, b. skid
c. sneeze, d. snap
14. Across: 1. direct, 2. yellow,
3. pages, 4. long. Down:
1. dialing, 3. person.
15. a. paper
b. yellow
c. dialing
d. person
e. direct
f. skate
g. snore
h. smoke
i. skid
j. snap
k. skill
l. skin
m. smart
n. skim
o. smile
p. skirt
q. snake
r. sneeze
s. smell

Unit 3, Lesson 2

1. a. station, station
telephone, call
b. wrong, telephone, number
2. sp, sw
3. /sp/, /sw/
4. a. spell
b. space
c. spices
d. swell
e. swam
f. spill, spot
g. spoke
h. sweep
i. swift
j. spin
k. spend
l. swim
5. a. spaced, spaces, spacing
b. spelled, spells, spelling
c. spilled, spills, spilling
6. a. spend
b. swim
c. sweep
d. spin
7. a. space
b. spend
c. spell or swell
d. spill
e. spin
f. speed
g. spent
h. sweep
i. spoke
j. spot
k. swam
l. swift
m. swim

Answer Key, Unit 3

Unit 3, Lesson 3

- | | | |
|--|---|--|
| 1. a. Bacon
b. hen
c. chops
d. roast, ribs, steak
2. three
3. yes
4. /s/, /t/, /r/, or /str/
5. yes
6. yes
7. /skr/
8. /k/
9. yes
10. str, spr, scr
11. /str/, /spr/, /skr/ | 12. a. scream
b. stream
spring
c. spread
d. screen
e. streak
f. scrap
g. scrape
h. street
i. strike
j. strain
k. scratch
l. strong
m. sprain | 13. a. streaked, streaks,
streaking
b. screamed, screams,
screaming
c. strained, strains,
straining
d. scratched, scratches,
scratching
e. scraped, scrapes,
scraping
f. streamed, streams,
streaming |
|--|---|--|

Unit 3, Lesson 4

- | | |
|--|---|
| 1. a. income, tax, city, federal
b. gross, income
c. tax
3. income
4. gross
5. three
6. blend
7. a. shrimp
b. splash
c. thread
d. split, throw | e. shred
f. thrill
g. thrift
h. splinter, throb
i. shrill
j. shrug
k. throat
l. shrink
m. threat
8. Across: 3. shrimp, 5. throat.
Down: 1. thread, 2. splash, 4. throw. |
|--|---|

Unit 3, Lesson 5

- | | |
|--|---|
| 1. y, i
2. yes
3. a. boat
b. penny
c. loss
d. mouse
e. bed
f. dish
g. story
h. girl
i. watch
j. woman | k. tooth
l. sheep
m. party
n. lady
o. deer
4. a. boxes
b. women
c. stories
d. deer
e. sheep
5. y, i |
|--|---|

Answer Key, Unit 3**Unit 3 Review**

1. yes
2. yes
3. no
4. because only one /l/ is heard
5. yes
6. because both the /s/ and the /m/ are heard
7. yes
8. yes
9. because both the /s/ and the /w/ are heard
10. yes
11. three
12. yes
13. yes
14. /k/
15. yes
16. yes
17. yes
18. v-c-final e
19. yes, long /a/
20. yes, long /i/
21. a. skating
b. snoring
c. sneezing
d. smiling
22. e
23. a. spacing
b. straining
c. striking
d. scraping
e. thrilling
24. a. skated
b. called
c. spilled
d. scraped
25. a. spent
b. swam
c. snore
d. sweep
e. smile
f. spoke
g. throw
h. thread
i. space
26. one, more than one person or thing
27. a. bed
b. dishes
c. loss
d. teeth
e. girl
f. deer
g. watches
h. boxes
i. women
j. mouse
k. sheep
l. boat
m. stories
n. losses
28. y, y, i
29. a. parties
b. babies
c. ladies
d. pennies
e. stories

Answer Key, Unit 3**Unit 3 Review, continued**

- | | |
|---|---|
| 30. skate, skid
skill, skin
skim, skirt | 43. income, tax
city, federal
gross |
| 31. snake, snore
sneeze, snap | 44. bed, girl
boat, dish |
| 32. smell, smile
smoke, smart | watch, loss
boxes, woman |
| 33. space, spices
spill, spin
speed, spell
spend, spent
spot, spoke | women, tooth
teeth, mouse
sheep, deer
party, baby
lady, penny |
| 34. sweep, swell
swift, swim, swam | story, stories |
| 35. strain, strong
streak, stream
street, strike | |
| 36. sprain, spread, spring | |
| 37. scrap, scrape
scratch, scream, screen | |
| 38. splash, split, splinter | |
| 39. shred, shrill,
shrimp, shrink, shrug | |
| 40. thread, threat, thrift
thrill, throat, throb, throw | |
| 41. yellow, pages
dialing, direct
long, person
station, telephone
call, wrong, number | |
| 42. bacon, steak
ribs, roast
chops, hen | |

Answer Key, Unit 4**Unit 4, Lesson 1**

- | | |
|------------------------------|--------------------|
| 1. a. address | 5. a. shaved |
| b. return, address | b. blushed |
| c. money, order | c. clashed |
| d. parcel, special, delivery | d. flashed |
| 2. address | 6. yes |
| 3. one | 7. the last letter |
| 4. a. ship | 8. a. snapped |
| b. shed | b. skinned |
| c. clash | c. shredded |
| d. trash | d. shrugged |
| e. blush | e. throbbed |
| f. shave | f. skidded |
| g. shut | g. spotted |
| h. shop, fresh | 9. c-v-c, -ed |
| i. crash | 10. a. shell |
| j. flash | b. crash |
| k. shell | c. shut |
| l. crush | d. fresh |
| | e. shed |
| | f. share |

Unit 4, Lesson 2

- | | | |
|----------------------|--------------|--------------------------------|
| 1. a. sugar, coffee | 9. a. church | 10. a. stitching |
| b. peas, corn | b. whip | b. shelling |
| c. bread | c. chop | c. flashing |
| d. flour | d. What | 11. a. yes, b. the last letter |
| 3. bread | e. charge | 12. a. chatting |
| 4. yes, one | f. cheese | b. chopping |
| 5. yes, one | g. chat | c. chipping |
| 6. consonant digraph | h. white | d. whipping |
| 7. sh, ch, wh | i. When | 13. c-v-c, -ing |
| 8. which | j. Where | 14. a. hat |
| | k. stitch | b. brat |
| | l. Which | c. mop |
| | m. change | d. chose |
| | n. chip | e. charm |
| | | f. dip |
| | | g. men |
| | | h. bite |
| | | i. while |

Answer Key, Unit 4**Unit 4, Lesson 3**

1. a. check, bank
b. Interest, note
c. savings, account, bank
2. Across: 1. account, 3. bank,
5. interest. Down: 2. check,
4. note.
3. a. than
b. This
c. thank
d. them
e. they
f. Thick, thin
g. There
h. thirty, thirteen
i. think
j. thing
k. then
l. This
4. a. thanking, b. thinking, c. thinning
5. /z/
6. /s/
7. a. thirteen, b. there

Unit 4, Lesson 4

1. a. radio
b. washer, dryer
c. tape, player
2. washer
3. washer, dryer, player
4. tape
5. taping
6. e, ing
7. tapes
8. taped
9. yes, one, /f/
10. a. sing
b. Drink
c. king
d. ring
e. phony
f. pharmacy
g. ink
h. phone
i. drank
j. sink
k. pink
l. alphabet
m. string
n. bring, photo
11. a. ring
b. sing
c. bring
d. drink
12. drink, drank
13. phony, pharmacy

Answer Key, Unit 4**Unit 4, Lesson 5**

- | | |
|-----------------------------|--------------------------------|
| 1. a. filter | 9. a. knits, knitted, knitting |
| b. battery | b. knots, knotted, knotting |
| c. tires | c. knocks, knocked, knocking |
| d. gasoline | d. wrecks, wrecked, wrecking |
| e. power, brakes | 10. Across: 1. knock, 3. gnaw, |
| 2. tires | 5. knot, 6. knife, 7. sign. |
| 3. filter, power | Down: 1. knob, 2. knit, |
| 4. kn | 3. gnats, 4. wrong, 5. knees. |
| 5. a. no, b. yes | 11. a. knife |
| 6. a. no, b. yes, c. yes | b. write |
| 7. a. no, b. yes, c. silent | c. gnats |
| 8. a. wrist | d. wrong |
| b. knife | e. knot |
| c. knit | |
| d. gnaw | |
| e. wrong | |
| f. Knock | |
| g. knot | |
| h. knees | |
| i. wrench | |
| j. wrap | |
| k. wreck | |
| l. knob | |
| m. gnats | |
| n. write | |
| o. sign | |

Unit 4 Review

- | | | |
|--------|------------------------------|------------------------|
| 1. two | 10. w | 16. a. ring |
| 2. one | 11. g | b. sing |
| 3. sh | 12. last consonant | c. shut |
| 4. ch | 13. last consonant | d. drink |
| 5. wh | 14. a. shipped, b. chatted | e. sink |
| 6. th | c. shipped, d. whipped | f. write |
| 7. ng | e. thinned, f. knitted | 17. shed, ship, shell, |
| 8. ph | 15. a. shedding, b. shutting | shop, shut, shave, |
| 9. k | c. chopping, d. chipping | blush, clash, flash, |
| | e. wrapping, f. knotting | crash, crush, fresh |
| | | trash |

Answer Key, Unit 4**Unit 4 Review, continued**

- | | |
|---|--|
| 18. chat, chop, chip
charge, cheese
church, change
stitch, which | 24. wrap, wreck, write
wrench, wrist, wrong |
| 19. whip, when, where
what, white, which | 25. gnats, gnaw, sign |
| 20. thank, think, thing
thick, thin, thirteen
thirty, than, that
them, then, this
they, there | 26. address, money, order, parcel
return, special, delivery |
| 21. king, ring, sing
bring, string, drink
drank, ink, pink, sink | 27. sugar, flour, bread, coffee
peas, corn |
| 22. photo, phone, phony
pharmacy, alphabet | 28. bank, check, account, savings
note, interest |
| 23. knees, knife, knit
knock, knot, knob | 29. washer, dryer, radio, tape, player |
| | 30. tires, gasoline, battery, filter
power, brakes |
| | 31. check |
| | 32. savings |
| | 33. washer |

Answer Key, Unit 5**Unit 5, Lesson 1**

- | | |
|--|--|
| 1. a. wind, shield
b. seat, belt
c. steering wheel
d. horn
e. jack
f. plugs
g. bright
h. seat, belt
wind, shield
i. Jack, steering
j. horn | 5. a. switch
b. dumb
c. crumb
d. climb
e. bomb
f. butcher
g. daughter
h. light
i. freight
j. sign
k. high
l. night
m. comb
n. match
o. patch |
| 2. mb, no, yes, b | |
| 3. no | |
| 4. no, yes, t | 6. switch, match, patch, butcher |

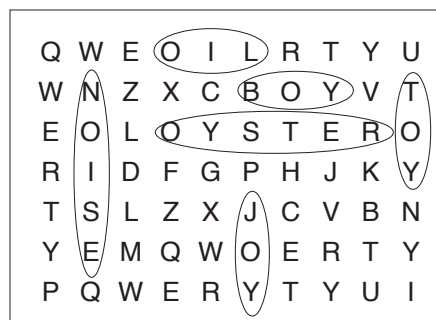
Answer Key, Unit 5

Unit 5, Lesson 2

- | | | |
|---|--|---|
| 1. a. doctor, checkup, surgery
b. x-ray, patient, hospital
c. dentist, cavity, diet
d. nurse
3. ou
4. ow
5. yes | 7. a. house
b. Without
c. out
d. brown
e. town
f. crowd
g. about
h. our
i. around
j. down
k. found
l. Now
m. round
n. how | 8. out, about, without
9. brown
10. crowd
11. /k/
12. without, th
13. out, our, how, now |
|---|--|---|

Unit 5, Lesson 3

- | | | |
|---|---|----|
| 1. a. Classified ads
b. reward, lost
c. bedroom, apartment
Rent, classified, ads
d. Real, Estate, bedroom
e. Employment
classified, ads
f. employment, bedroom
g. lost, real, bedroom
apartment
h. employment, real, estate
2. bedroom
3. ads
4. oi
5. oy
6. yes | 8. a. voice
b. boil
c. choice
d. point
e. avoid
f. oil
g. spoil
h. broil
i. noise
j. oyster
k. Joy
l. toy
m. boy
n. employ
o. enjoy | 9. |
|---|---|----|



Unit 5, Lesson 4

- | | |
|--|---|
| 1. a. cough
b. degrees, fever
c. Measles, mumps
d. Pulse
e. pain
f. germs
g. cancer
h. clinic
2. no
3. a. food
b. moon
c. school
d. proof
e. too
f. soon | g. stood
h. good
i. noon
j. room
k. broom
l. book
m. look
n. cook
o. took
4. moon, soon, noon
5. book, look, took, cook
6. food, good, stood
7. room, broom
8. too
9. school
10. proof |
|--|---|

Answer Key, Unit 5**Unit 5, Lesson 5**

1. a. premium, insurance
b. insurance, term, insurance
c. health, insurance, group
insurance, basic, benefits
health, insurance, major
medical, benefits
d. benefits, claim, form
claim, form
2. long /i/
3. a. apply
b. cyclone
c. hydrant
d. goodbye
e. deny
f. sty
g. sly
h. fry
i. try
j. pry
k. fly
l. my
- m. style
n. reply
4. style, cyclone, hydrant
5. a. apply
b. cyclone
c. deny
d. fly
e. fry
f. goodbye
g. hydrant
h. my
i. pry
j. reply
k. sly
l. sty
m. style
n. try
6. goodbye

Unit 5 Review

1. b
2. gh
3. t
4. one
5. one
6. yes
7. one
8. one
9. yes
10. one
11. one
12. no
13. long /i/
14. climb, comb, dumb
crumb, bomb
15. night, light, freight
high, sigh, daughter
16. switch, match, patch, butcher
17. out, about, our, found, round
around, house, without
18. how, now, down, however
brown, crowd, town
19. point, choice, voice, avoid, oil
spoil, boil, broil, noise
20. boy, toy, joy, oyster, employ, enjoy
21. moon, school, room, too, food
proof, broom, soon, noon, book
good, stood, look, took, cook

Master Spelling List

UNIT 1, Lesson 2

post	office	into	mail	carrier
air	stamp	mailbox	letter	airmail
prize	pride	prince	prime	price
press	print	profit		

Lesson 3

milk	soap	salt	meat	lamb
beef	pork	cream	beans	juice
grass	green	grin	grill	greet
grade	grapes	graze	grand	gruff

Lesson 4

plane	airplane	airport	car	detour
exit	fare	railroad	subway	taxi
train	yield	from	free	freeze
frog	front	froze	frame	fret

Lesson 5

golf	bowl	dance	read	ski
drive	drove	drug	drip	drop
dress	drift	drum	drag	brave
bricks	crib	crack	creep	crept

UNIT 2, Lesson 1

measure	inch	foot	yard	ounce
pint	quart	gallon	pound	ton
tree	trip	trap	tribe	tricks
tracks	trust	travel	trim	trade

Lesson 2

package	bottle	carton	jar	bag
bless	blind	blend	block	black
blade	bleed	blaze	blame	class
clap	cliff	clock	cluck	club

Lesson 3

hire	fire	boss	company	shift
card	labor	flag	flat	flake
flame	fluff	flock	glad	glass
glide	place	plate	plant	plan

Lesson 4

raise	salary	bonus	union	wages
training	safety	transfer	holiday	slide
slid	sleep	slept	sled	slap
slip	scales	scarf	score	scat

Master Spelling List

Lesson 5

caution	danger	enter	restrooms	stop
stairs	state	step	steep	still
stiff	stove	store	stuck	just
last	best	must	fast	list

UNIT 3, Lesson 1

yellow	pages	dialing	direct	long
person	skate	skid	skill	skin
skim	skirt	snake	snore	sneeze
snap	smell	smile	smoke	smart

Lesson 2

station	telephone	call	wrong	number
space	spices	spill	spin	speed
spell	spend	spent	spot	spoke
sweep	swell	swift	swim	swam

Lesson 3

bacon	steak	ribs	roast	chops
hen	strain	strong	streak	stream
street	strike	sprain	spread	spring
scrap	scrape	scratch	scream	screen

Lesson 4

income	tax	city	federal	gross
splash	split	splinter	shred	shrill
shrimp	shrink	shrug	thread	threat
thrift	thrill	throat	throb	throw

Lesson 5

bed	boat	girl	dish	watch
loss	boxes	woman	women	tooth
teeth	mouse	sheep	deer	party
baby	lady	penny	story	stories

UNIT 4, Lesson 1

address	money	order	parcel	return
special	delivery	shed	ship	shell
shop	shut	shave	blush	clash
flash	crash	crush	fresh	trash

Lesson 2

sugar	flour	bread	coffee	peas
corn	chat	chop	chip	charge
cheese	church	stitch	whip	when
where	what	white	change	which

Lesson 3

bank	check	account	savings	note
interest	thank	think	thing	thick
thin	thirteen	than	that	them
then	this	they	thirty	there

Master Spelling List

Lesson 4

washer	dryer	radio	tape	player
king	ring	sing	bring	string
drink	drank	ink	pink	sink
photo	phone	phony	pharmacy	alphabet

Lesson 5

tires	gasoline	battery	filter	power
brakes	knees	knife	knit	knock
knot	knob	wrap	wreck	write
wrench	wrist	gnats	gnaw	sign
wrong				

UNIT 5, Lesson 1

steering	wheel	wind	shield	plugs
seat	belt	horn	jack	bright
climb	comb	dumb	crumb	bomb
night	light	freight	high	sigh
daughter	switch	match	patch	butcher

Lesson 2

doctor	nurse	dentist	hospital	patient
checkup	surgery	x-ray	diet	cavity
out	about	our	found	round
around	house	without	how	now
down	however	brown	crowd	town

Lesson 3

classified	ads	lost	reward	apartment
estate	rent	real	bedroom	employment
point	choice	voice	avoid	oil
spoil	boil	broil	noise	boy
toy	joy	oyster	employ	enjoy

Lesson 4

cancer	clinic	cough	degrees	fever
germs	measles	mumps	pain	pulse
moon	school	room	too	food
proof	broom	soon	noon	book
good	stood	look	took	cook

Lesson 5

insurance	term	health	benefits	major
medical	basic	group	premium	claim
form	sty	fly	my	sly
fry	try	pry	goodbye	deny
reply	apply	style	cyclone	hydrant

Record of Progress

1. Find the unit you are studying.
2. Then find the column for the lesson test you just took.
3. Find the box in that column that tells the number of words you spelled correctly on the test.
4. Mark that box.

UNIT 1						UNIT 2						UNIT 3						UNIT 4						UNIT 5				
LESSON 2	LESSON 3	LESSON 4	LESSON 5			LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
																								25	25	25	25	25
																								24	24	24	24	24
																								23	23	23	23	23
																								22	22	22	22	22
																								21	21	21	21	21
	20	20	20			20	20	20	20	20		20	20	20	20	20		20	20	20	20	20		20	20	20	20	20
	19	19	19			19	19	19	19	19		19	19	19	19	19		19	19	19	19	19		19	19	19	19	19
18	18	18	18			18	18	18	18	18		18	18	18	18	18		18	18	18	18	18		18	18	18	18	18
17	17	17	17			17	17	17	17	17		17	17	17	17	17		17	17	17	17	17		17	17	17	17	17
16	16	16	16			16	16	16	16	16		16	16	16	16	16		16	16	16	16	16		16	16	16	16	16
15	15	15	15			15	15	15	15	15		15	15	15	15	15		15	15	15	15	15		15	15	15	15	15
14	14	14	14			14	14	14	14	14		14	14	14	14	14		14	14	14	14	14		14	14	14	14	14
13	13	13	13			13	13	13	13	13		13	13	13	13	13		13	13	13	13	13		13	13	13	13	13
12	12	12	12			12	12	12	12	12		12	12	12	12	12		12	12	12	12	12		12	12	12	12	12
11	11	11	11			11	11	11	11	11		11	11	11	11	11		11	11	11	11	11		11	11	11	11	11
10	10	10	10			10	10	10	10	10		10	10	10	10	10		10	10	10	10	10		10	10	10	10	10
9	9	9	9			9	9	9	9	9		9	9	9	9	9		9	9	9	9	9		9	9	9	9	9
8	8	8	8			8	8	8	8	8		8	8	8	8	8		8	8	8	8	8		8	8	8	8	8
7	7	7	7			7	7	7	7	7		7	7	7	7	7		7	7	7	7	7		7	7	7	7	7
6	6	6	6			6	6	6	6	6		6	6	6	6	6		6	6	6	6	6		6	6	6	6	6
5	5	5	5			5	5	5	5	5		5	5	5	5	5		5	5	5	5	5		5	5	5	5	5
4	4	4	4			4	4	4	4	4		4	4	4	4	4		4	4	4	4	4		4	4	4	4	4
3	3	3	3			3	3	3	3	3		3	3	3	3	3		3	3	3	3	3		3	3	3	3	3
2	2	2	2			2	2	2	2	2		2	2	2	2	2		2	2	2	2	2		2	2	2	2	2
1	1	1	1			1	1	1	1	1		1	1	1	1	1		1	1	1	1	1		1	1	1	1	1
Number of Words Correct																												

Class Chart for *Spelling Steps 2*

Student's Name	U1	U2	U3	U4	U5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

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