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<table>
<thead>
<tr>
<th>bookcase</th>
<th>lighthouse</th>
<th>downhill</th>
<th>headline</th>
<th>snowman</th>
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<tr>
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</tbody>
</table>
Choose words from the box to make new words. Write the words and the compound words on the lines. Draw a picture to illustrate each compound word.

light  house  sun  book  snow
worm  cook  head  phones  man

_______ + _______ = _________

_______ + _______ = _________

_______ + _______ = _________

_______ + _______ = _________

_______ + _______ = _________

_______ + _______ = _________
<table>
<thead>
<tr>
<th>nothing</th>
<th>herself</th>
<th>sideways</th>
</tr>
</thead>
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<td>myself</td>
<td>itself</td>
</tr>
<tr>
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<td>somewhere</td>
<td>outside</td>
</tr>
<tr>
<td>somehow</td>
<td>themselves</td>
<td>yourself</td>
</tr>
<tr>
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<td>beside</td>
<td>someone</td>
</tr>
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<td></td>
<td>checkout</td>
</tr>
<tr>
<td>inside</td>
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<td>----</td>
<td>----</td>
</tr>
<tr>
<td>without</td>
<td></td>
<td></td>
</tr>
<tr>
<td>everything</td>
<td></td>
<td></td>
</tr>
<tr>
<td>himself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>somebody</td>
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</tr>
<tr>
<td>Word 1</td>
<td>+</td>
<td>Word 2</td>
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<td>--------</td>
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</tr>
</tbody>
</table>

Choose words from the box to make new words. On the lines, write the two compounds.
<table>
<thead>
<tr>
<th>Add -s</th>
<th>Gloves</th>
<th>Splashes</th>
<th>Crashes</th>
<th>Lunches</th>
<th>Ashes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add -es</td>
<td>-es</td>
<td>-es</td>
<td>Churches</td>
<td>Kisses</td>
<td>Places</td>
</tr>
<tr>
<td></td>
<td>-es</td>
<td>-es</td>
<td>Wishes</td>
<td>Mixes</td>
<td>Eyelashes</td>
</tr>
<tr>
<td>Add -es</td>
<td>-es</td>
<td>-es</td>
<td>Buses</td>
<td>Horses</td>
<td>Peaches</td>
</tr>
<tr>
<td>Add -es</td>
<td>-es</td>
<td>-es</td>
<td>Taxes</td>
<td>Scratches</td>
<td>Voices</td>
</tr>
</tbody>
</table>

**Sort 3: Plural Endings -es, -s**
<table>
<thead>
<tr>
<th>Add -es</th>
<th>Add -s</th>
</tr>
</thead>
<tbody>
<tr>
<td>gloves</td>
<td>messes</td>
</tr>
<tr>
<td>foxes</td>
<td>brushes</td>
</tr>
<tr>
<td>benches</td>
<td></td>
</tr>
</tbody>
</table>
Make each of the following singular words plural by adding -s or -es. Write the words on the lines.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
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</thead>
<tbody>
<tr>
<td>wish</td>
<td></td>
</tr>
<tr>
<td>kiss</td>
<td></td>
</tr>
<tr>
<td>voice</td>
<td></td>
</tr>
<tr>
<td>speech</td>
<td></td>
</tr>
<tr>
<td>eyelash</td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>scratch</td>
<td></td>
</tr>
<tr>
<td>horse</td>
<td></td>
</tr>
<tr>
<td>peach</td>
<td></td>
</tr>
<tr>
<td>tax</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>place</td>
<td></td>
</tr>
<tr>
<td>splash</td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td>change</td>
<td></td>
</tr>
<tr>
<td>crash</td>
<td></td>
</tr>
<tr>
<td>branch</td>
<td></td>
</tr>
<tr>
<td>mix</td>
<td></td>
</tr>
<tr>
<td>ash</td>
<td></td>
</tr>
<tr>
<td>church</td>
<td></td>
</tr>
<tr>
<td>leash</td>
<td></td>
</tr>
<tr>
<td>goose</td>
<td>knives</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>knife</td>
<td>mouse</td>
</tr>
<tr>
<td>life</td>
<td>women</td>
</tr>
<tr>
<td>leaf</td>
<td>deer</td>
</tr>
<tr>
<td>-f or -fe to -ves</td>
<td>vowel change</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>wife</td>
<td>foot</td>
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<td>feet</td>
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</tbody>
</table>
Underline the word in each sentence that means more than one. Then write the singular form of the word on the line.

Devon thinks his cat will have nine lives.

Look at the geese flying through the air.

The kitchen knives are kept on the counter.

Ella often sees deer in her backyard.

Mia makes loaves of bread each week.

There were mice on the farm.

At night I hear wolves howling.

There are many women at the store.

Raj petted the sheep at the zoo.

My mother brushes her teeth after she eats.

The restaurant had a party for the wives.

Lily dipped her feet in the pool.
<table>
<thead>
<tr>
<th>rest</th>
<th>standing</th>
<th>pick</th>
<th>putting</th>
<th>picking</th>
</tr>
</thead>
<tbody>
<tr>
<td>yell</td>
<td>jump</td>
<td>put</td>
<td>pass</td>
<td>jumping</td>
</tr>
<tr>
<td>run</td>
<td>sit</td>
<td>yelling</td>
<td>stand</td>
<td>resting</td>
</tr>
<tr>
<td>swim</td>
<td>passing</td>
<td>swimming</td>
<td>running</td>
<td>sitting</td>
</tr>
<tr>
<td>VC base word</td>
<td>double + -ing</td>
<td>VCC base word</td>
<td>+ -ing</td>
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<td>--------------</td>
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<td>--------------</td>
<td>--------</td>
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<tr>
<td>get</td>
<td>getting</td>
<td>ask</td>
<td>asking</td>
<td></td>
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</tbody>
</table>
Complete each sentence by adding the ending '-ing' to the word in parentheses. Write the word on the line.

My neighbor is ____________ flowers from his garden. (pick)

Rosa is ____________ in a race this weekend. (run)

My mother and I like ____________ together on the sofa. (rest)

Luke is ____________ the ball to his teammate. (pass)

Jamal likes ____________ on the park bench. (sit)

Kyle thinks ____________ rope is fun. (jump)

The librarian is ____________ away the returned books. (put)

Ling enjoys ____________ each day after school. (swim)

Our teacher doesn’t like ____________ in the classroom. (yell)

Pablo gets bored ____________ around. (stand)

The weather is ____________ better. (get)

Sarah can’t go without first ____________ her parents. (ask)
<table>
<thead>
<tr>
<th>VCe base word</th>
<th>e-drop + -ing</th>
<th>VVC base word</th>
<th>+ -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ice</td>
<td>icing</td>
<td>sneak</td>
<td>sneaking</td>
</tr>
<tr>
<td>blame</td>
<td>score</td>
<td>tune</td>
<td>eating</td>
</tr>
<tr>
<td>use</td>
<td>clean</td>
<td>rain</td>
<td>ride</td>
</tr>
<tr>
<td>raining</td>
<td>driving</td>
<td>load</td>
<td>drive</td>
</tr>
<tr>
<td>cleaning</td>
<td>blaming</td>
<td>read</td>
<td>using</td>
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<tr>
<td>scoring</td>
<td>riding</td>
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<tr>
<td>tuning</td>
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<tr>
<td>VCe base word</td>
<td>e-drop + -ing</td>
<td>VVC base word</td>
<td>+ -ing</td>
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<tr>
<td>---------------</td>
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<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>ice</td>
<td>icing</td>
<td>sneak</td>
<td>sneaking</td>
</tr>
</tbody>
</table>
Make new words by adding the ending -ing to the following base words. Write the new words on the lines. Then write a sentence containing each new word.

<table>
<thead>
<tr>
<th>word</th>
<th>sentence</th>
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<tbody>
<tr>
<td>blame</td>
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<tr>
<td>clean</td>
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<tr>
<td>score</td>
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<td>eat</td>
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</table>

Sort 6: Adding -ing to Words With VCe and VVC Patterns
<table>
<thead>
<tr>
<th>Sort 7: Review of Inflected Ending -ing</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>adding</td>
</tr>
<tr>
<td>moving</td>
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<tr>
<td>cutting</td>
</tr>
<tr>
<td>double + -ing</td>
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<td>----------------</td>
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<tr>
<td>setting</td>
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</tbody>
</table>
Make new words by adding the ending **-ing** to the following base words. Write the new words on the lines.

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<tr>
<th>cut</th>
<th>grin</th>
<th>talk</th>
<th>take</th>
<th>jog</th>
<th>snow</th>
<th>work</th>
<th>have</th>
<th>push</th>
<th>smile</th>
<th>hike</th>
<th>read</th>
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<tbody>
<tr>
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<td>double + -ed</td>
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<tr>
<td></td>
<td>tapped</td>
<td>spoiled</td>
<td>tripped</td>
<td>guarded</td>
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</tr>
</tbody>
</table>

| + -ed         |                |                |                |                |                |
|---------------|----------------|----------------|----------------|----------------|
| landed        | asked          | chained        | snapped        | pointed        |

|                |                |                |                |                |
|                | slipped        | mailed         | sobbed          | dipped         |

|                |                |                |                |                |
|                | loaned          | punted         | dropped         | zipped         |

|                |                |                |                |                |
|                | tugged          | shouted        | stirred         | washed         |

|                |                |                |                |                |
|                | dripping        | jumped         | hissed          |                |

|                |                |                |                |                |
|                |                |                |                |                |

Sort 8: Adding -ed (Double/No Change)
### Adding -ed (Double/No Change)

<table>
<thead>
<tr>
<th>double + -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>tapped</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>+ -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>landed</td>
</tr>
</tbody>
</table>
Write on the lines words that end in **-ed** and match the spelling pattern.

<table>
<thead>
<tr>
<th>double + -ed</th>
<th>+ -ed</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>double + -ed</td>
<td>e-drop + -ed</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>stopped</td>
<td>smiled</td>
</tr>
<tr>
<td>rocked</td>
<td>roared</td>
</tr>
<tr>
<td>wagged</td>
<td>graded</td>
</tr>
<tr>
<td>baked</td>
<td>stamped</td>
</tr>
<tr>
<td>tasted</td>
<td>bailed</td>
</tr>
<tr>
<td>farmed</td>
<td>started</td>
</tr>
<tr>
<td>scored</td>
<td>rubbed</td>
</tr>
<tr>
<td>stared</td>
<td>handed</td>
</tr>
<tr>
<td>skated</td>
<td>marked</td>
</tr>
<tr>
<td>double + -ed</td>
<td>e-drop + -ed</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>stopped</td>
<td>smiled</td>
</tr>
</tbody>
</table>

**Sort 9: Adding -ed (Double/e-Drop/No Change)**
Make new words by adding the ending -ed to the base words. Write the new words on the lines. Then write a sentence containing each new word.

- roar
- bake
- start
- stop
- grade
- farm
- fish
- clip
- smile
- knot
- wave
- hand
<table>
<thead>
<tr>
<th>wanted</th>
<th>nodded</th>
<th>shouted</th>
<th>named</th>
</tr>
</thead>
<tbody>
<tr>
<td>waited</td>
<td>closed</td>
<td>hunted</td>
<td>called</td>
</tr>
<tr>
<td>saved</td>
<td>helped</td>
<td>stepped</td>
<td>lived</td>
</tr>
<tr>
<td>mixed</td>
<td>grabbed</td>
<td>liked</td>
<td>dropped</td>
</tr>
<tr>
<td>planned</td>
<td>seemed</td>
<td>started</td>
<td>passed</td>
</tr>
<tr>
<td>VC</td>
<td>VCe</td>
<td>VVC</td>
<td>VCC</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>hopped</td>
<td>hoped</td>
<td>joined</td>
<td>acted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make new words by adding the ending -ed to the following base words. Write the new words on the lines.

<table>
<thead>
<tr>
<th>plan</th>
<th>step</th>
</tr>
</thead>
<tbody>
<tr>
<td>mix</td>
<td>hunt</td>
</tr>
<tr>
<td>save</td>
<td>shout</td>
</tr>
<tr>
<td>wait</td>
<td>pass</td>
</tr>
<tr>
<td>want</td>
<td>drop</td>
</tr>
<tr>
<td>seem</td>
<td>live</td>
</tr>
<tr>
<td>grab</td>
<td>call</td>
</tr>
<tr>
<td>help</td>
<td>name</td>
</tr>
<tr>
<td>close</td>
<td>hop</td>
</tr>
<tr>
<td>nod</td>
<td>hope</td>
</tr>
<tr>
<td>start</td>
<td>join</td>
</tr>
<tr>
<td>like</td>
<td>act</td>
</tr>
<tr>
<td>keep</td>
<td>shone</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>threw</td>
<td>freeze</td>
</tr>
<tr>
<td>slide</td>
<td>kept</td>
</tr>
<tr>
<td>froze</td>
<td>drive</td>
</tr>
<tr>
<td>bleed</td>
<td>slid</td>
</tr>
<tr>
<td>drew</td>
<td>sweep</td>
</tr>
<tr>
<td>know</td>
<td>drove</td>
</tr>
<tr>
<td>bled</td>
<td>draw</td>
</tr>
<tr>
<td>shine</td>
<td>knew</td>
</tr>
<tr>
<td>swept</td>
<td>throw</td>
</tr>
<tr>
<td>Present</td>
<td>Past</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
</tbody>
</table>
Write the irregular past-tense form of each verb on the line. Then write a sentence containing the past-tense verb.

sleep
keep
draw
shine
sweep
throw
know
freeze
drive
slide
bleed

Sort 11: Unusual Past-Tense Words
<table>
<thead>
<tr>
<th>dinner</th>
<th>pretty</th>
<th>diner</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiger</td>
<td>penny</td>
<td>later</td>
</tr>
<tr>
<td>paper</td>
<td>puppy</td>
<td>rabbit</td>
</tr>
<tr>
<td>even</td>
<td>over</td>
<td>kitten</td>
</tr>
<tr>
<td>hello</td>
<td>ruler</td>
<td>lesson</td>
</tr>
<tr>
<td>busy</td>
<td>crazy</td>
<td>summer</td>
</tr>
<tr>
<td>open</td>
<td>happy</td>
<td>tiny</td>
</tr>
</tbody>
</table>
### Sort 12: Syllable Juncture in VCV and VCCV Patterns

<table>
<thead>
<tr>
<th></th>
<th>Oddball</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-VCCV-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|   | -VCV-  |   |   |   |   |   |   |
|sup|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |

---

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Read each of the words in the box. Write the words in the correct column. Break the words into two syllables by drawing a line between the two syllables.

<table>
<thead>
<tr>
<th>dinner</th>
<th>pretty</th>
<th>diner</th>
<th>tiger</th>
<th>penny</th>
<th>later</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>rabbit</td>
<td>even</td>
<td>over</td>
<td>kitten</td>
<td>hello</td>
</tr>
<tr>
<td>lesson</td>
<td>busy</td>
<td>crazy</td>
<td>summer</td>
<td>open</td>
<td>happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-VCV-</th>
<th>-VCCV-</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>su/per</td>
<td>sup/per</td>
<td></td>
</tr>
</tbody>
</table>

Sort 12: Syllable Juncture in VCV and VCCV Patterns
<table>
<thead>
<tr>
<th>winter</th>
<th>matter</th>
<th>female</th>
<th>follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>problem</td>
<td>water</td>
<td>final</td>
<td>number</td>
</tr>
<tr>
<td>butter</td>
<td>finger</td>
<td>fever</td>
<td>yellow</td>
</tr>
<tr>
<td>sister</td>
<td>pattern</td>
<td>member</td>
<td>bottom</td>
</tr>
<tr>
<td>chapter</td>
<td>moment</td>
<td>pillow</td>
<td>blanket</td>
</tr>
<tr>
<td>-VCV-</td>
<td>-VCCV- doublet</td>
<td>-VCCV- different</td>
<td>Oddball</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>silent</td>
<td>happen</td>
<td>basket</td>
<td></td>
</tr>
</tbody>
</table>
Sort 23: More Syllable Junctures in VCV and VCCV Patterns

1. Read each of the words in the box. Write the words in the correct column. Break the words into two syllables by drawing a line between the two syllables.

2. VCCV: -oddball -different -happening -silent

<table>
<thead>
<tr>
<th>VCV Open</th>
<th>VCV Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuna</td>
<td>menu</td>
</tr>
<tr>
<td>primate</td>
<td>robot</td>
</tr>
<tr>
<td>timid</td>
<td>wagon</td>
</tr>
<tr>
<td>chili</td>
<td>edit</td>
</tr>
<tr>
<td>siren</td>
<td>ripen</td>
</tr>
<tr>
<td>shiver</td>
<td>comic</td>
</tr>
<tr>
<td>humid</td>
<td>palace</td>
</tr>
<tr>
<td>frigid</td>
<td>sofa</td>
</tr>
<tr>
<td>bison</td>
<td>tulip</td>
</tr>
<tr>
<td>tiger</td>
<td>china</td>
</tr>
<tr>
<td>atom</td>
<td>habit</td>
</tr>
<tr>
<td>rodent</td>
<td>climate</td>
</tr>
<tr>
<td>cabin</td>
<td>rapid</td>
</tr>
</tbody>
</table>
# Open and Closed Syllables in VCV Patterns

<table>
<thead>
<tr>
<th>VCV Closed</th>
<th>VCV Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>menu</td>
<td>tuna</td>
</tr>
</tbody>
</table>
Read each of the words in the box. Write the words in the correct column. Break the words into two syllables by drawing a line between the two syllables.

<table>
<thead>
<tr>
<th>wagon</th>
<th>edit</th>
<th>china</th>
<th>frigid</th>
<th>atom</th>
</tr>
</thead>
<tbody>
<tr>
<td>comic</td>
<td>ripe</td>
<td>habit</td>
<td>bison</td>
<td>rodent</td>
</tr>
<tr>
<td>robot</td>
<td>palace</td>
<td>rapid</td>
<td>tiger</td>
<td>humid</td>
</tr>
<tr>
<td>sofa</td>
<td>tulip</td>
<td>climate</td>
<td>cabin</td>
<td>shiver</td>
</tr>
</tbody>
</table>

### VCV Closed

**men/u**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

### VCV Open

**tu/na**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
Sort 15: Syllable Juncture in VCV and VVCV Patterns

never  student  seven  second  lemon

pilot  peanut  humor  sneaker  music

trainer  planet  finish  present  minute

river  frozen  leader  lazy  easy
<table>
<thead>
<tr>
<th>Syllable Juncture in VCV and VVCV Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-V/CV- long</strong></td>
</tr>
<tr>
<td>human</td>
</tr>
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</tbody>
</table>

| **-VC/V- short**                          |
| wagon                                     |
|                                           |
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|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |

| **-VVCV- long**                           |
| reason                                    |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
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|                                           |
|                                           |
|                                           |
|                                           |
|                                           |
Read each of the words in the box. Write the words in the correct column. Break the words into two syllables by drawing a line between the two syllables.

<table>
<thead>
<tr>
<th>river</th>
<th>seven</th>
<th>never</th>
<th>sneaker</th>
<th>peanut</th>
<th>minute</th>
<th>finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>humor</td>
<td>pilot</td>
<td>present</td>
<td>planet</td>
<td>easy</td>
<td>leader</td>
<td>lemon</td>
</tr>
<tr>
<td>trainer</td>
<td>lazy</td>
<td>frozen</td>
<td>second</td>
<td>student</td>
<td>music</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-V/CV- long</th>
<th>-VC/V- short</th>
<th>-V/WCV- long</th>
</tr>
</thead>
<tbody>
<tr>
<td>hu/man</td>
<td>wag/on</td>
<td>rea/son</td>
</tr>
</tbody>
</table>

Sort 25: Syllable Juncture in VCV and VVCV Patterns
<table>
<thead>
<tr>
<th>riot</th>
<th>subtract</th>
<th>cruel</th>
<th>hundred</th>
<th>children</th>
</tr>
</thead>
<tbody>
<tr>
<td>kingdom</td>
<td>monster</td>
<td>English</td>
<td>lion</td>
<td>video</td>
</tr>
<tr>
<td>complete</td>
<td>area</td>
<td>trial</td>
<td>control</td>
<td>inspect</td>
</tr>
<tr>
<td>poet</td>
<td>pumpkin</td>
<td>kitchen</td>
<td>mushroom</td>
<td>diet</td>
</tr>
</tbody>
</table>
### Syllable Juncture in VCCCV and VV Patterns

<table>
<thead>
<tr>
<th>-VCC/CV-</th>
<th>-VC/CCV-</th>
<th>-VV-</th>
</tr>
</thead>
<tbody>
<tr>
<td>athlete</td>
<td>pilgrim</td>
<td>create</td>
</tr>
</tbody>
</table>

Sort 16: Syllable Juncture in VCCCV and VV Patterns
Read each of the words in the box. Write the words in the correct column. Break the words into two syllables by drawing a line between the two syllables.

<table>
<thead>
<tr>
<th>poet</th>
<th>complete</th>
<th>riot</th>
<th>kingdom</th>
<th>pumpkin</th>
<th>subtract</th>
<th>monster</th>
</tr>
</thead>
<tbody>
<tr>
<td>area</td>
<td>kitchen</td>
<td>trial</td>
<td>English</td>
<td>cruel</td>
<td>mushroom</td>
<td>control</td>
</tr>
<tr>
<td>lion</td>
<td>hundred</td>
<td>diet</td>
<td>inspect</td>
<td>video</td>
<td>children</td>
<td></td>
</tr>
</tbody>
</table>

**-VCC/CV-**

<table>
<thead>
<tr>
<th>ath/lete</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>

**-VC/CCV-**

<table>
<thead>
<tr>
<th>pil/grim</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>

**-VV-**

<table>
<thead>
<tr>
<th>cre/ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>

*Sort 16: Syllable Juncture in VCCCV and VV Patterns*
<table>
<thead>
<tr>
<th>plotting</th>
<th>meeting</th>
<th>quoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>waited</td>
<td>faded</td>
<td>spelling</td>
</tr>
<tr>
<td>writing</td>
<td>nodded</td>
<td>shouting</td>
</tr>
<tr>
<td>acted</td>
<td>floated</td>
<td>skated</td>
</tr>
<tr>
<td>wanted</td>
<td>saving</td>
<td>standing</td>
</tr>
<tr>
<td>needed</td>
<td>hunted</td>
<td>taking</td>
</tr>
<tr>
<td>getting</td>
<td>using</td>
<td>leaking</td>
</tr>
<tr>
<td>-VCV-</td>
<td>-VCCV-</td>
<td>-VVCV-</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>hoping</td>
<td>hopping</td>
<td>cleaning</td>
</tr>
</tbody>
</table>

Sort 17: Open and Closed Syllables and Inflected Endings
Read each of the words in the box. Write the words in the correct column. Break the words into two syllables by drawing a line between the two syllables.

plotting  meeting  quoted  waited  faded  spelling  writing
nooded  shouting  acted  floated  skated  wanted  saving
standing  needed  hunted  taking  getting  using  leaking

-VCV-
hop/ing

-VCCV-
hop/ping

-VVCV-
clean/ing
<table>
<thead>
<tr>
<th>monkeys</th>
<th>babies</th>
<th>ponies</th>
</tr>
</thead>
<tbody>
<tr>
<td>stories</td>
<td>alleys</td>
<td>parties</td>
</tr>
<tr>
<td>valleys</td>
<td>trays</td>
<td>ladies</td>
</tr>
<tr>
<td>fireflies</td>
<td>boys</td>
<td>toys</td>
</tr>
<tr>
<td>donkeys</td>
<td>candies</td>
<td>duties</td>
</tr>
<tr>
<td>berries</td>
<td>journeys</td>
<td>families</td>
</tr>
<tr>
<td>+ -s</td>
<td>-y to i + -es</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>plays</td>
<td>cities</td>
<td></td>
</tr>
</tbody>
</table>
Make each of the following singular words plural. Write the plural words on the lines.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td></td>
</tr>
<tr>
<td>baby</td>
<td></td>
</tr>
<tr>
<td>pony</td>
<td></td>
</tr>
<tr>
<td>story</td>
<td></td>
</tr>
<tr>
<td>alley</td>
<td></td>
</tr>
<tr>
<td>party</td>
<td></td>
</tr>
<tr>
<td>valley</td>
<td></td>
</tr>
<tr>
<td>tray</td>
<td></td>
</tr>
<tr>
<td>lady</td>
<td></td>
</tr>
<tr>
<td>firefly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td></td>
</tr>
<tr>
<td>toy</td>
<td></td>
</tr>
<tr>
<td>donkey</td>
<td></td>
</tr>
<tr>
<td>candy</td>
<td></td>
</tr>
<tr>
<td>duty</td>
<td></td>
</tr>
<tr>
<td>berry</td>
<td></td>
</tr>
<tr>
<td>journey</td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>+ -ing</td>
<td>+ -s</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>crying</td>
<td>cries</td>
</tr>
<tr>
<td>replying</td>
<td>copying</td>
</tr>
<tr>
<td>studying</td>
<td>stays</td>
</tr>
<tr>
<td>replied</td>
<td>enjoying</td>
</tr>
<tr>
<td>studies</td>
<td>replies</td>
</tr>
<tr>
<td>enjoys</td>
<td>stayed</td>
</tr>
<tr>
<td>staying</td>
<td>studied</td>
</tr>
<tr>
<td>carried</td>
<td>enjoyed</td>
</tr>
</tbody>
</table>
### Adding Inflected Endings -s, -ed, and -ing to Words With Final -y

<table>
<thead>
<tr>
<th>+ -ing</th>
<th>+ -s</th>
<th>+ -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>crying</td>
<td>cries</td>
<td>cried</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>cry</td>
<td>carry</td>
<td>study</td>
</tr>
<tr>
<td>hurry</td>
<td>enjoy</td>
<td>copy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ed</th>
<th>s or + es</th>
<th>ing</th>
</tr>
</thead>
</table>

Correct columns. and ed. (Change y to i as necessary.) Write the new words in the words with final y. Read each word. Make new words by adding the endings -ing, -s or -es.
<table>
<thead>
<tr>
<th>complain</th>
<th>painter</th>
<th>decay</th>
</tr>
</thead>
<tbody>
<tr>
<td>mistake</td>
<td>crayon</td>
<td>parade</td>
</tr>
<tr>
<td>chocolate</td>
<td>mayor</td>
<td>maybe</td>
</tr>
<tr>
<td>escape</td>
<td>bracelet</td>
<td>amaze</td>
</tr>
<tr>
<td>pavement</td>
<td>basement</td>
<td>explain</td>
</tr>
<tr>
<td>railroad</td>
<td>raisin</td>
<td>today</td>
</tr>
<tr>
<td>remain</td>
<td>payment</td>
<td>obey</td>
</tr>
<tr>
<td></td>
<td>ā in 1st Syllable</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>rainbow</td>
<td></td>
</tr>
</tbody>
</table>
Read each of the long a words in the box. Write the words in the column that shows the vowel pattern they contain. Draw a line between the two syllables. Then underline the accented syllable.

<table>
<thead>
<tr>
<th>complain</th>
<th>painter</th>
<th>decay</th>
<th>mistake</th>
<th>crayon</th>
</tr>
</thead>
<tbody>
<tr>
<td>parade</td>
<td>railroad</td>
<td>mayor</td>
<td>maybe</td>
<td>escape</td>
</tr>
<tr>
<td>bracelet</td>
<td>amaze</td>
<td>pavement</td>
<td>basement</td>
<td>explain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ãi</th>
<th>ã_e</th>
<th>ãy</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain/bow</td>
<td>a/wake</td>
<td>pay/ment</td>
</tr>
<tr>
<td>delight</td>
<td>ninety</td>
<td>surprise</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>machine</td>
<td>decide</td>
<td>higher</td>
</tr>
<tr>
<td>advice</td>
<td>brightly</td>
<td>survive</td>
</tr>
<tr>
<td>forgive</td>
<td>driveway</td>
<td>combine</td>
</tr>
<tr>
<td>slightly</td>
<td>arrive</td>
<td>lightning</td>
</tr>
<tr>
<td>provide</td>
<td>sidewalk</td>
<td>favorite</td>
</tr>
<tr>
<td>invite</td>
<td>highway</td>
<td>describe</td>
</tr>
<tr>
<td>Long i Patterns in Accented Syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>i in 1st syllable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frighten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(oddball)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>i in 2nd syllable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>polite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(oddball)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oddball</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read each of the long *i* words in the box. Write the words in the column that shows the vowel pattern they contain. Draw a line between the two syllables. Then underline the accented syllable.

<table>
<thead>
<tr>
<th>delight</th>
<th>ninety</th>
<th>surprise</th>
<th>machine</th>
<th>decide</th>
<th>higher</th>
<th>advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>brightly</td>
<td>survive</td>
<td>forgive</td>
<td>driveway</td>
<td>combine</td>
<td>slightly</td>
<td>arrive</td>
</tr>
<tr>
<td>lightning</td>
<td>provide</td>
<td>sidewalk</td>
<td>favorite</td>
<td>invite</td>
<td>highway</td>
<td>describe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>īgh</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>fright/en</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ī_e</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>polite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Oddball</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>explode</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>lonely</td>
</tr>
<tr>
<td>bureau</td>
</tr>
<tr>
<td>lonesome</td>
</tr>
<tr>
<td>alone</td>
</tr>
<tr>
<td>soapy</td>
</tr>
<tr>
<td>awoke</td>
</tr>
<tr>
<td>Oddball</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td><strong>Ô in 2nd syllable</strong></td>
</tr>
<tr>
<td><strong>below</strong></td>
</tr>
<tr>
<td><strong>Ô in 1st syllable</strong></td>
</tr>
<tr>
<td><strong>toaster</strong></td>
</tr>
</tbody>
</table>
Read each of the long o words in the box. Write the words in the column that shows the vowel pattern they contain. Draw a line between the two syllables. Then underline the accented syllable.

<table>
<thead>
<tr>
<th>hostess</th>
<th>suppose</th>
<th>lonely</th>
<th>compose</th>
<th>owner</th>
<th>closely</th>
</tr>
</thead>
<tbody>
<tr>
<td>decode</td>
<td>lower</td>
<td>remote</td>
<td>loafer</td>
<td>alone</td>
<td>erode</td>
</tr>
<tr>
<td>soapy</td>
<td>approach</td>
<td>poster</td>
<td>awoke</td>
<td>postage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ōa</th>
<th>ō_e</th>
<th>ōCC or ōw</th>
</tr>
</thead>
<tbody>
<tr>
<td>toas/ter</td>
<td>ex/plode</td>
<td>be/ləʊ</td>
</tr>
</tbody>
</table>

Sort 22: Long o Patterns in Accented Syllables
<table>
<thead>
<tr>
<th>û in 1st syllable</th>
<th>û in 2nd syllable</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooster</td>
<td>include</td>
<td>useful</td>
</tr>
<tr>
<td>reduce</td>
<td>balloon</td>
<td>Tuesday</td>
</tr>
<tr>
<td>cartoon</td>
<td>doodle</td>
<td>raccoon</td>
</tr>
<tr>
<td>moody</td>
<td>refuse</td>
<td>noodle</td>
</tr>
<tr>
<td>toothache</td>
<td>excuse</td>
<td>pollute</td>
</tr>
<tr>
<td>beauty</td>
<td>shampoo</td>
<td>confuse</td>
</tr>
<tr>
<td>conclude</td>
<td>scooter</td>
<td>amused</td>
</tr>
</tbody>
</table>
Long u Patterns in Accented Syllables

<table>
<thead>
<tr>
<th>ù in 1\textsuperscript{st} syllable</th>
<th>ù in 2\textsuperscript{nd} syllable</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooster</td>
<td>include</td>
<td></td>
</tr>
</tbody>
</table>
Read each of the long u words in the box. Write the words in the column that shows the vowel pattern they contain. Draw a line between the two syllables. Then underline the accented syllable.

<table>
<thead>
<tr>
<th>amuse</th>
<th>Tuesday</th>
<th>raccoon</th>
<th>useful</th>
<th>pollute</th>
<th>moody</th>
</tr>
</thead>
<tbody>
<tr>
<td>confuse</td>
<td>doodle</td>
<td>reduce</td>
<td>toothache</td>
<td>balloon</td>
<td>scooter</td>
</tr>
<tr>
<td>shampoo</td>
<td>beauty</td>
<td>cartoon</td>
<td>cougar</td>
<td>conclude</td>
<td>noodle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>oo</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>roos/ter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>u_e</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in/clude</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oddball</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sort 23: Long u Patterns in Accented Syllables
<table>
<thead>
<tr>
<th>ē in 1&lt;sup&gt;st&lt;/sup&gt; syllable</th>
<th>ē in 1&lt;sup&gt;st&lt;/sup&gt; syllable</th>
<th>ē in 2&lt;sup&gt;nd&lt;/sup&gt; syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>needle</td>
<td>feather</td>
<td>succeed</td>
</tr>
<tr>
<td>leather</td>
<td>increase</td>
<td>season</td>
</tr>
<tr>
<td>compete</td>
<td>reader</td>
<td>heavy</td>
</tr>
<tr>
<td>defeat</td>
<td>pleasant</td>
<td>feature</td>
</tr>
<tr>
<td>sweater</td>
<td>freedom</td>
<td>indeed</td>
</tr>
<tr>
<td>meaning</td>
<td>steady</td>
<td>extreme</td>
</tr>
<tr>
<td>fifteen</td>
<td>eastern</td>
<td>repeat</td>
</tr>
<tr>
<td>thirteen</td>
<td>healthy</td>
<td></td>
</tr>
<tr>
<td>e in 1st syllable</td>
<td>e in 1st syllable</td>
<td>e in 2nd syllable</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>needle</td>
<td>feather</td>
<td>succeed</td>
</tr>
</tbody>
</table>
Read each of the words in the box. Write the words in the column that shows the vowel pattern and sound they contain. Draw a line between the two syllables. Then underline the accented syllable.

<table>
<thead>
<tr>
<th>leather</th>
<th>increase</th>
<th>sweater</th>
<th>compete</th>
<th>reader</th>
<th>heavy</th>
<th>defeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>pleasant</td>
<td>feature</td>
<td>freedom</td>
<td>indeed</td>
<td>meaning</td>
<td>steady</td>
<td>thirteen</td>
</tr>
<tr>
<td>extreme</td>
<td>fifteen</td>
<td>eastern</td>
<td>repeat</td>
<td>healthy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ēe or ē_e</th>
<th></th>
<th>ēa</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nee/dle</td>
<td></td>
<td>feath/er</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sort 24: Long and Short e Patterns in Accented Syllables
<table>
<thead>
<tr>
<th>lightning</th>
<th>useful</th>
<th>invade</th>
</tr>
</thead>
<tbody>
<tr>
<td>debate</td>
<td>speaker</td>
<td>freezer</td>
</tr>
<tr>
<td>delete</td>
<td>disease</td>
<td>flowing</td>
</tr>
<tr>
<td>crayon</td>
<td>define</td>
<td>advice</td>
</tr>
<tr>
<td>compose</td>
<td>decay</td>
<td>refrain</td>
</tr>
<tr>
<td>remote</td>
<td>enclose</td>
<td>frighten</td>
</tr>
<tr>
<td>salute</td>
<td>dispute</td>
<td>dainty</td>
</tr>
<tr>
<td>awake</td>
<td>polite</td>
<td>brightly</td>
</tr>
</tbody>
</table>
Sort 25: Review Long Vowel Patterns in Accented Syllables
3. Read each phrase. Look at the word in boldface type. Draw a line between the two syllables.

2. Circle the long vowel in each boldface word.

3. Underline the accented syllable of each boldface word.

<table>
<thead>
<tr>
<th>colored crayon</th>
<th>define the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>invade with caution</td>
<td>close the freezer</td>
</tr>
<tr>
<td>seek advice</td>
<td>shining brightly</td>
</tr>
<tr>
<td>delete the mistakes</td>
<td>debate the issue</td>
</tr>
<tr>
<td>don’t frighten animals</td>
<td>useful instructions</td>
</tr>
<tr>
<td>salute the officer</td>
<td>lightning bolt</td>
</tr>
<tr>
<td>flowing river</td>
<td>remote control</td>
</tr>
<tr>
<td>chronic disease</td>
<td>guest speaker</td>
</tr>
<tr>
<td>dispute the charges</td>
<td>enclose the yard</td>
</tr>
<tr>
<td>use polite manners</td>
<td>sing the refrain</td>
</tr>
<tr>
<td>dainty flowers</td>
<td>compose a story</td>
</tr>
</tbody>
</table>

Sort 25: Review Long Vowel Patterns in Accented Syllables
<table>
<thead>
<tr>
<th>1st Syllable</th>
<th>ou/ow</th>
<th>ou/ow</th>
<th>oil/oy</th>
<th>oil/oy</th>
</tr>
</thead>
<tbody>
<tr>
<td>drowsy</td>
<td>voyage</td>
<td>moisture</td>
<td>poison</td>
<td>allow</td>
</tr>
<tr>
<td>coward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trouble</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>double</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appoint</td>
<td></td>
<td></td>
<td></td>
<td>about</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Syllable</th>
<th>announce</th>
<th>avoid</th>
<th>employ</th>
<th>around</th>
</tr>
</thead>
<tbody>
<tr>
<td>destroy</td>
<td>thousand</td>
<td>annoy</td>
<td>county</td>
<td>southern</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oddball:
- pointed
- northern

Sort 26: Ambiguous Vowels oy/oi and ou/ow in Accented Syllables
### 1st Syllable

<table>
<thead>
<tr>
<th>oi/oy</th>
<th>ou/ow</th>
</tr>
</thead>
</table>

### 2nd Syllable

<table>
<thead>
<tr>
<th>oi/oy</th>
<th>ou/ow</th>
<th>Oddball</th>
</tr>
</thead>
</table>

---

Sort 26: Ambiguous Vowels oy/oi and ou/ow in Accented Syllables
1. Write on the lines words that contain vowel patterns oy, oi, ou, and ow.
2. Circle the vowel pair within the word.
3. Choose two words and use each in a sentence. Write your sentences on the lines below.

**oy voyage**

**oi moisture**

**ow drowsy**

**ou announce**

**ou country**

1. 

2. 

Sort 26: Ambiguous Vowels oy/oi and ou/ow in Accented Syllables
<table>
<thead>
<tr>
<th>Oddball</th>
<th>August</th>
<th>awkward</th>
<th>awesome</th>
<th>faucet</th>
<th>sausage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALSO/also</td>
<td>almost</td>
<td>although</td>
<td>laughed</td>
<td>flawless</td>
<td>gawking</td>
</tr>
<tr>
<td>aw/awful</td>
<td>author</td>
<td>lawyer</td>
<td>laundry</td>
<td>caution</td>
<td>auction</td>
</tr>
<tr>
<td>au/sauce</td>
<td>always</td>
<td>all right</td>
<td>autumn</td>
<td>gnawed</td>
<td>already</td>
</tr>
<tr>
<td>Oddball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>al</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>also</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aw</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>awful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>au</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sauce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sort 27: Ambiguous Vowels au/aw/al in Accented Syllables
1. Read each of the words in the box. Write the words in the column that shows the vowel pattern they contain.

2. Draw a line between the two syllables in each word. Underline the accented syllable of each word.

3. Choose three words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>awkward</th>
<th>laundry</th>
<th>always</th>
<th>gnawed</th>
<th>haunted</th>
<th>already</th>
</tr>
</thead>
<tbody>
<tr>
<td>lawyer</td>
<td>gawking</td>
<td>almost</td>
<td>faucet</td>
<td>caution</td>
<td>flawless</td>
</tr>
<tr>
<td>autumn</td>
<td>sausage</td>
<td>awesome</td>
<td>author</td>
<td>although</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>au</th>
<th>aw</th>
<th>al</th>
</tr>
</thead>
<tbody>
<tr>
<td>sau/cer</td>
<td>aw/ful</td>
<td>al/so</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

Sort 27: Ambiguous Vowels au/aw/al in Accented Syllables
<table>
<thead>
<tr>
<th>ar in 1st Syllable</th>
<th>ă in 1st Syllable</th>
<th>ă in 2nd Syllable</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>garden</td>
<td>airplane</td>
<td>compare</td>
<td></td>
</tr>
<tr>
<td>careful</td>
<td>beware</td>
<td>fairy</td>
<td>harvest</td>
</tr>
<tr>
<td>carpet</td>
<td>barely</td>
<td>partner</td>
<td>barefoot</td>
</tr>
<tr>
<td>haircut</td>
<td>aware</td>
<td>toward</td>
<td>declare</td>
</tr>
<tr>
<td>repair</td>
<td>parents</td>
<td>market</td>
<td>pardon</td>
</tr>
<tr>
<td>hardly</td>
<td>marble</td>
<td>despair</td>
<td>dairy</td>
</tr>
<tr>
<td><strong>ar in 1st Syllable</strong></td>
<td><strong>ā in 1st Syllable</strong></td>
<td><strong>ā in 2nd Syllable</strong></td>
<td><strong>Oddball</strong></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>garden</td>
<td>airplane</td>
<td>compare</td>
<td></td>
</tr>
</tbody>
</table>

Sort 28: r-Influenced a in Accented Syllables
1. Write on the lines words that contain the r-influenced a in the first syllable or the second syllable.
2. Choose three words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>ar in 1st Syllable</th>
<th>ā in 1st Syllable</th>
<th>ā in 2nd Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>garden</td>
<td>airplane</td>
<td>compare</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

Sort 28: r-Influenced a in Accented Syllables
<table>
<thead>
<tr>
<th>or in 1&lt;sup&gt;st&lt;/sup&gt; Syllable</th>
<th>or in 2&lt;sup&gt;nd&lt;/sup&gt; Syllable</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>report</td>
<td>shorter</td>
</tr>
<tr>
<td>order</td>
<td>record</td>
<td>sorry</td>
</tr>
<tr>
<td>perform</td>
<td>forest</td>
<td>corner</td>
</tr>
<tr>
<td>normal</td>
<td>reward</td>
<td>before</td>
</tr>
<tr>
<td>ashore</td>
<td>forty</td>
<td>border</td>
</tr>
<tr>
<td>northern</td>
<td>explore</td>
<td>chorus</td>
</tr>
<tr>
<td>forward</td>
<td>corncob</td>
<td>florist</td>
</tr>
<tr>
<td>ignore</td>
<td>adore</td>
<td></td>
</tr>
<tr>
<td>inform</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### r-Influenced o in Accented Syllables

<table>
<thead>
<tr>
<th>Oddball</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>or in 2nd Syllable</th>
<th>report</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>or in 1st Syllable</th>
<th>morning</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
1. Write on the lines words that contain the r-influenced o in the first syllable or the second syllable.
2. Choose three words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>or in 1st Syllable</th>
<th>or in 2nd Syllable</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>report</td>
<td></td>
</tr>
<tr>
<td>wardrobe</td>
<td>worse</td>
<td>waffle</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>warning</td>
<td>world</td>
<td>wander</td>
</tr>
<tr>
<td>warden</td>
<td>worry</td>
<td>squat</td>
</tr>
<tr>
<td>warrior</td>
<td>worthy</td>
<td>squash</td>
</tr>
<tr>
<td>quarter</td>
<td>worship</td>
<td>squabble</td>
</tr>
<tr>
<td>quarrel</td>
<td>worthwhile</td>
<td>squad</td>
</tr>
<tr>
<td>swarm</td>
<td>dwarf</td>
<td>backward</td>
</tr>
<tr>
<td>/war/</td>
<td>/wor/</td>
<td>/wa/</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>warmth</td>
<td>worker</td>
<td>watch</td>
</tr>
</tbody>
</table>

Sort 30: Words With war /wɔ/ Before the Vowel
1. Write on the lines words that contain /w/ or the /w/ sound before the vowel.
2. Choose three words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>/war/</th>
<th>/wor/</th>
<th>/wa/</th>
</tr>
</thead>
<tbody>
<tr>
<td>warmth</td>
<td>worker</td>
<td>watch</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

Sort 30: Words With /w/ or /w/ Before the Vowel
<table>
<thead>
<tr>
<th>person</th>
<th>firmly</th>
<th>purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>spirit</td>
<td>perfect</td>
<td>dirty</td>
</tr>
<tr>
<td>further</td>
<td>merry</td>
<td>certain</td>
</tr>
<tr>
<td>birthday</td>
<td>hurry</td>
<td>mermaid</td>
</tr>
<tr>
<td>thirsty</td>
<td>turtle</td>
<td>perhaps</td>
</tr>
<tr>
<td>birdbath</td>
<td>furnish</td>
<td>service</td>
</tr>
<tr>
<td>during</td>
<td>Thursday</td>
<td>circle</td>
</tr>
</tbody>
</table>
### 
**Sort 31: /aə/ Spelled er, ir, ur in First Syllables**

<table>
<thead>
<tr>
<th>er</th>
<th>nervous</th>
</tr>
</thead>
<tbody>
<tr>
<td>ir</td>
<td>thirty</td>
</tr>
<tr>
<td>ur</td>
<td>sturdy</td>
</tr>
</tbody>
</table>
1. Sort the words into groups with similar syllables:
   - Oppo
   - Study
   - Thirty
   - Nervous
   - Er

2. Choose three words and use each in a sentence. Write your sentences on the lines below.

   - Er
   - Study
   - Thirty

   Write words that contain er and ur in the first syllable.
<table>
<thead>
<tr>
<th>sermon</th>
<th>earthquake</th>
<th>teardrop</th>
</tr>
</thead>
<tbody>
<tr>
<td>sincere</td>
<td>cheerful</td>
<td>serpent</td>
</tr>
<tr>
<td>learner</td>
<td>spearmint</td>
<td>adhere</td>
</tr>
<tr>
<td>hermit</td>
<td>pearly</td>
<td>yearbook</td>
</tr>
<tr>
<td>merely</td>
<td>thermos</td>
<td>rehearse</td>
</tr>
<tr>
<td>appear</td>
<td>kernel</td>
<td>yearning</td>
</tr>
<tr>
<td>dreary</td>
<td>earnest</td>
<td>searching</td>
</tr>
</tbody>
</table>
### /ər/ and r-Influenced e Spelled er, ear, ere, eer in Accented Syllables

<table>
<thead>
<tr>
<th>/ər/</th>
<th>ear = /ur/</th>
<th>early</th>
</tr>
</thead>
<tbody>
<tr>
<td>mercy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/r/-Influenced e</th>
<th>ear</th>
<th>ere</th>
<th>eer</th>
</tr>
</thead>
<tbody>
<tr>
<td>nearby</td>
<td></td>
<td>severe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>career</td>
</tr>
</tbody>
</table>
1. Write words that contain /ar/ and r-influenced e on the lines.
2. Choose two words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>er = /ur/</th>
<th>ear = /ur/</th>
</tr>
</thead>
<tbody>
<tr>
<td>mer/cy</td>
<td>ear/ly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>r-Influenced e</th>
</tr>
</thead>
<tbody>
<tr>
<td>ear</td>
</tr>
<tr>
<td>near/ly</td>
</tr>
<tr>
<td>ere</td>
</tr>
<tr>
<td>se/vere</td>
</tr>
<tr>
<td>eer</td>
</tr>
<tr>
<td>ca/reer</td>
</tr>
</tbody>
</table>

1. 
2. 

Sort 32: /ar/ and r-Influenced e Spelled er, ear, ere, eer in Accented Syllables
<table>
<thead>
<tr>
<th>cradle</th>
<th>middle</th>
<th>tremble</th>
</tr>
</thead>
<tbody>
<tr>
<td>able</td>
<td>table</td>
<td>single</td>
</tr>
<tr>
<td>settle</td>
<td>bottle</td>
<td>scribble</td>
</tr>
<tr>
<td>rifle</td>
<td>muscle</td>
<td>sample</td>
</tr>
<tr>
<td>rattle</td>
<td>paddle</td>
<td>battle</td>
</tr>
<tr>
<td>bugle</td>
<td>bridle</td>
<td>handle</td>
</tr>
<tr>
<td>cable</td>
<td>jungle</td>
<td>scramble</td>
</tr>
<tr>
<td>VCle</td>
<td>VCCle doublet</td>
<td>VCCle</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>title</td>
<td>little</td>
<td>simple</td>
</tr>
</tbody>
</table>

Sort 33: Unaccented Final Syllable -le
3. Read each sentence. Choose a word from the box that best completes the sentence and write it on the line. (Note: Not all words have to be used and each word can be used only once.)

2. Draw a line between the two syllables in each word.

5. Underline the accented syllable of each word.

<table>
<thead>
<tr>
<th>scramble</th>
<th>battle</th>
<th>cable</th>
<th>rattle</th>
<th>scribble</th>
<th>able</th>
<th>rifle</th>
</tr>
</thead>
<tbody>
<tr>
<td>handle</td>
<td>tremble</td>
<td>settle</td>
<td>cradle</td>
<td>bugle</td>
<td>jungle</td>
<td>single</td>
</tr>
<tr>
<td>table</td>
<td>paddle</td>
<td>bridle</td>
<td>middle</td>
<td>muscle</td>
<td>sample</td>
<td>bottle</td>
</tr>
</tbody>
</table>

1. The kayaker used her ____________ to glide across the water.
2. Amin’s family eats dinner at the ____________ each night.
3. Megan’s hands ____________ when she is nervous.
4. The audience heard the ____________ blare at the concert.
5. The athlete pulled a ____________ while running.
6. The veterinarian used his hands to ____________ the kitten.
7. Sonya ordered a ____________ of water with lunch.
8. Monkeys and tigers live in the ____________.
9. The rock climber used a safety ____________ when climbing.
<table>
<thead>
<tr>
<th>saddle</th>
<th>level</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>fragile</td>
<td>couple</td>
</tr>
<tr>
<td>angel</td>
<td>fossil</td>
<td>metal</td>
</tr>
<tr>
<td>special</td>
<td>angle</td>
<td>novel</td>
</tr>
<tr>
<td>evil</td>
<td>signal</td>
<td>needle</td>
</tr>
<tr>
<td>pedal</td>
<td>stencil</td>
<td>local</td>
</tr>
<tr>
<td>bundle</td>
<td>vowel</td>
<td>journal</td>
</tr>
<tr>
<td>cancel</td>
<td>pupil</td>
<td>jewel</td>
</tr>
<tr>
<td>struggle</td>
<td>council</td>
<td></td>
</tr>
</tbody>
</table>

Sort 34: Unaccented Final Syllable /əl/ Spelled -le, -el, -il, -al
<table>
<thead>
<tr>
<th>Aligned</th>
<th>Oddball</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-al</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-il</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-el</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-le</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sort 34: Unaccented Final Syllable /al/ Spelled -le, -el, -il, -al**
Sort:
- Unaccented Final Syllable /əl/ Spelled -el, -al, -il, -ol

<table>
<thead>
<tr>
<th>S</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>oddball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>final</td>
<td>-el</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td>-il</td>
<td></td>
<td></td>
</tr>
<tr>
<td>model</td>
<td>-el</td>
<td></td>
<td></td>
</tr>
<tr>
<td>castle</td>
<td>-le</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Underline the accented syllable of each word.

3. Write on the lines words that contain -le, -el, -il, or -ol in the final syllable.
<table>
<thead>
<tr>
<th>brother</th>
<th>doctor</th>
<th>dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td>favor</td>
<td>rather</td>
<td>solar</td>
</tr>
<tr>
<td>cover</td>
<td>flavor</td>
<td>mirror</td>
</tr>
<tr>
<td>motor</td>
<td>sugar</td>
<td>grammar</td>
</tr>
<tr>
<td>weather</td>
<td>silver</td>
<td>father</td>
</tr>
<tr>
<td>rumor</td>
<td>popular</td>
<td>tractor</td>
</tr>
<tr>
<td>mother</td>
<td>harbor</td>
<td>lunar</td>
</tr>
<tr>
<td>regular</td>
<td>cedar</td>
<td>after</td>
</tr>
<tr>
<td>calendar</td>
<td>flower</td>
<td>error</td>
</tr>
<tr>
<td>-er</td>
<td>-ar</td>
<td>-or</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>spider</td>
<td>collar</td>
<td>color</td>
</tr>
</tbody>
</table>

Sort 35: Unaccented Final Syllable /ər/ Spelled -er, -ar, -or
1. Write on the lines words that contain -er, -ar, or -or in the final syllable.
2. Draw a line between the two syllables and underline the accented syllable in each word.
3. Choose three words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>-er</th>
<th>-ar</th>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td>spi/der</td>
<td>col/lar</td>
<td>col/or</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 

Sort 35: Unaccented Final Syllable /ər/ Spelled -er, -ar, -or
<table>
<thead>
<tr>
<th>dreamer</th>
<th>creator</th>
<th>later</th>
</tr>
</thead>
<tbody>
<tr>
<td>sooner</td>
<td>driver</td>
<td>sailor</td>
</tr>
<tr>
<td>stronger</td>
<td>farmer</td>
<td>visitor</td>
</tr>
<tr>
<td>smaller</td>
<td>jogger</td>
<td>editor</td>
</tr>
<tr>
<td>fresher</td>
<td>writer</td>
<td>younger</td>
</tr>
<tr>
<td>swimmer</td>
<td>older</td>
<td>smoother</td>
</tr>
<tr>
<td>voter</td>
<td>director</td>
<td>juror</td>
</tr>
<tr>
<td>governor</td>
<td>shopper</td>
<td>brighter</td>
</tr>
<tr>
<td>People Who Do Things</td>
<td>Words to Compare</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>dancer</td>
<td>bigger</td>
<td></td>
</tr>
<tr>
<td>actor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Read each word. Make new words by adding the ending -er, -or, or -on. (Double the final consonant and drop the e as necessary.) Write the new words on the lines.
2. Write an A above the agents and a C above the comparatives.

<table>
<thead>
<tr>
<th>Agent or Comparative</th>
<th>Agent or Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>edit</td>
</tr>
<tr>
<td>old</td>
<td>write</td>
</tr>
<tr>
<td>dream</td>
<td>strong</td>
</tr>
<tr>
<td>create</td>
<td>young</td>
</tr>
<tr>
<td>big</td>
<td>vote</td>
</tr>
<tr>
<td>drive</td>
<td>smooth</td>
</tr>
<tr>
<td>visit</td>
<td>sail</td>
</tr>
<tr>
<td>soon</td>
<td>farm</td>
</tr>
<tr>
<td>jog</td>
<td>govern</td>
</tr>
<tr>
<td>fresh</td>
<td>swim</td>
</tr>
<tr>
<td>dance</td>
<td>small</td>
</tr>
<tr>
<td>direct</td>
<td>act</td>
</tr>
<tr>
<td>bright</td>
<td>jury</td>
</tr>
<tr>
<td>rancher</td>
<td>nature</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>failure</td>
<td>senior</td>
</tr>
<tr>
<td>capture</td>
<td>pleasure</td>
</tr>
<tr>
<td>pitcher</td>
<td>future</td>
</tr>
<tr>
<td>mixture</td>
<td>treasure</td>
</tr>
<tr>
<td>culture</td>
<td>posture</td>
</tr>
<tr>
<td>secure</td>
<td>stretcher</td>
</tr>
</tbody>
</table>
Write on the lines words that contain \-cher, \-ture, \-sure, or \-ure in the final syllable.

<table>
<thead>
<tr>
<th>-cher = /chur/</th>
<th>-ture = /chur/</th>
</tr>
</thead>
<tbody>
<tr>
<td>catcher</td>
<td>picture</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-sure = /zhur/</th>
<th>-ure = /yur/</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>measure</td>
<td>figure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sort 37: Final Syllable /ar/ Spelled -cher, -ture, -sure, -ure
<table>
<thead>
<tr>
<th>eleven</th>
<th>unison</th>
<th>captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>mission</td>
<td>oxygen</td>
</tr>
<tr>
<td>gallon</td>
<td>bargain</td>
<td>organ</td>
</tr>
<tr>
<td>heaven</td>
<td>ribbon</td>
<td>fountain</td>
</tr>
<tr>
<td>orphan</td>
<td>chosen</td>
<td>apron</td>
</tr>
<tr>
<td>curtain</td>
<td>slogan</td>
<td>abdomen</td>
</tr>
<tr>
<td>bacon</td>
<td>children</td>
<td>certain</td>
</tr>
<tr>
<td>urban</td>
<td>pardon</td>
<td>villain</td>
</tr>
<tr>
<td>Oddball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>-ain</td>
<td>mountain</td>
<td></td>
</tr>
<tr>
<td>-an</td>
<td>human</td>
<td></td>
</tr>
<tr>
<td>-on</td>
<td>dragon</td>
<td></td>
</tr>
<tr>
<td>-en</td>
<td>broken</td>
<td></td>
</tr>
</tbody>
</table>

Sort 38: Unaccented Final Syllable /an/ Spelled -en, -on, -an, -ain
1. Read the beginning of each word. Choose the final syllable -en, -on, -an, or -ain that best completes the word.
2. Write the new word on the line and read it aloud.
3. Choose three words and use each in a sentence. Write your sentences on the lines below.

| elev__ | fount__ |
| suburb__ | heav__ |
| capt__ | ribb__ |
| wom__ | chos__ |
| oxyg__ | orph__ |
| missi__ | apr__ |
| gall__ | curt__ |
| barg__ | slog__ |
| org__ | childr__ |
| abdom__ | bac__ |
| urb__ | pard__ |
| unis__ | cert__ |
| vill__ |       |

1. 
2. 
3. 

Sort 58: Unaccented Final Syllable /ən/ Spelled -en, -on, -an, -ain
<table>
<thead>
<tr>
<th>another</th>
<th>degree</th>
<th>believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>divide</td>
<td>awhile</td>
<td>depend</td>
</tr>
<tr>
<td>between</td>
<td>direct</td>
<td>among</td>
</tr>
<tr>
<td>desire</td>
<td>beneath</td>
<td>upon</td>
</tr>
<tr>
<td>aboard</td>
<td>develop</td>
<td>because</td>
</tr>
<tr>
<td>against</td>
<td>defend</td>
<td>begun</td>
</tr>
<tr>
<td>afraid</td>
<td>aloud</td>
<td>astonish</td>
</tr>
<tr>
<td>behavior</td>
<td>agenda</td>
<td>decision</td>
</tr>
<tr>
<td>beforehand</td>
<td>delete</td>
<td></td>
</tr>
</tbody>
</table>
### Unaccented Initial Syllables a-, de-, be-

<table>
<thead>
<tr>
<th>a-</th>
<th>de-</th>
<th>be-</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>again</td>
<td>debate</td>
<td>beyond</td>
<td></td>
</tr>
</tbody>
</table>

---

*Sort 39: Unaccented Initial Syllables a-, de-, be-*
1. Read the ending of each word. Choose the initial syllable a-, de-, or be- that best completes the word.

2. Write the new word on the line and read it aloud.

3. Choose two words and use each in a sentence. Write your sentences on the lines below.

| __nother | __neath |
| _______ | _______ |
| __gree | __board |
| _______ | _______ |
| __lieve | __velop |
| _______ | _______ |
| __stonish | __cause |
| _______ | _______ |
| __while | __gainst |
| _______ | _______ |
| __yond | __fend |
| _______ | _______ |
| __pend | __gun |
| _______ | _______ |
| __tween | __bate |
| _______ | _______ |
| __mong | __fraid |
| _______ | _______ |
| __sire | __loud |
| _______ | _______ |
| __gain | __lete |
| _______ | _______ |
| __genda | __havior |
| _______ | _______ |
| __forehand | __cision |

1. 

2. 

Sort 39: Unaccented Initial Syllables a-, de-, be-
<table>
<thead>
<tr>
<th>circle</th>
<th>gymnast</th>
<th>common</th>
</tr>
</thead>
<tbody>
<tr>
<td>gossip</td>
<td>central</td>
<td>giraffe</td>
</tr>
<tr>
<td>camel</td>
<td>golden</td>
<td>century</td>
</tr>
<tr>
<td>genius</td>
<td>college</td>
<td>garage</td>
</tr>
<tr>
<td>cyclist</td>
<td>general</td>
<td>custom</td>
</tr>
<tr>
<td>gutter</td>
<td>cider</td>
<td>gingerbread</td>
</tr>
<tr>
<td>collect</td>
<td>cereal</td>
<td>govern</td>
</tr>
<tr>
<td>gurgle</td>
<td>cavern</td>
<td>giant</td>
</tr>
<tr>
<td>Soft c</td>
<td>Soft g</td>
<td>Hard c</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>cement</td>
<td>gentle</td>
<td>correct</td>
</tr>
</tbody>
</table>

**Sort 4C: Initial Hard and Soft c and g**
1. The book club will ______________ weekly.

2. The ______________ gained speed on the downhill slope.

3. Aida plans to major in biology at ______________.

4. The teacher outlined the ______________ concept of the project.

5. The craftsman made a ______________ desk.

6. My cousin is training to become a ______________.

7. Apple ______________ was served at the harvest party.

8. Some of the leaves had changed to a ______________ color.

9. Malik volunteered to ______________ the problem.

10. There was a ______________ breeze near the ocean.

11. The class measured the diameter of the ______________.

12. Cheryl stores her athletic equipment in the ______________.

13. We explored the underground ______________.

14. Our teacher asked for a volunteer to ______________ our reports.

15. My teacher discourages ______________ at school.
<table>
<thead>
<tr>
<th>garbage</th>
<th>princess</th>
<th>luggage</th>
<th>science</th>
<th>courage</th>
<th>express</th>
</tr>
</thead>
<tbody>
<tr>
<td>police</td>
<td>gadget</td>
<td>address</td>
<td>package</td>
<td>message</td>
<td>possess</td>
</tr>
<tr>
<td>manage</td>
<td>sentence</td>
<td>surgeon</td>
<td>compass</td>
<td>practice</td>
<td>challenge</td>
</tr>
<tr>
<td>fidget</td>
<td>actress</td>
<td>distance</td>
<td>office</td>
<td>village</td>
<td>arrange</td>
</tr>
</tbody>
</table>

Sort 41: Final -s and Soft c and g
### Final -s and Soft c and g

<table>
<thead>
<tr>
<th></th>
<th>-ce = /s/</th>
<th>-ss = /s/</th>
<th>ge = /j/</th>
<th>-age = /ij/</th>
</tr>
</thead>
<tbody>
<tr>
<td>notice</td>
<td>recession</td>
<td>budget</td>
<td>bandage</td>
<td></td>
</tr>
</tbody>
</table>

**Sort 2:** Final -s and Soft c and g
<table>
<thead>
<tr>
<th>Bandage</th>
<th>Budget</th>
<th>Recess</th>
<th>Notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>age = /</td>
<td>ge = /</td>
<td>ss = /</td>
<td>ce = /</td>
</tr>
</tbody>
</table>

Write on the lines words that contain ce, ss, ge, or age in the final syllable.
<table>
<thead>
<tr>
<th>vague</th>
<th>guard</th>
<th>language</th>
</tr>
</thead>
<tbody>
<tr>
<td>gauge</td>
<td>shrug</td>
<td>league</td>
</tr>
<tr>
<td>guitar</td>
<td>zigzag</td>
<td>guide</td>
</tr>
<tr>
<td>fatigue</td>
<td>iceberg</td>
<td>argue</td>
</tr>
<tr>
<td>strong</td>
<td>guilty</td>
<td>guest</td>
</tr>
<tr>
<td>dialogue</td>
<td>guidance</td>
<td>plague</td>
</tr>
<tr>
<td>intrigue</td>
<td>catalog</td>
<td>penguin</td>
</tr>
<tr>
<td>Oddball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>-g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ladybug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-gue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-gu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>guess</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read each sentence. Choose a word from the box that best completes the sentences and write it on the line. (Note: Not all words will be used and each word can be used only once.)

<table>
<thead>
<tr>
<th>guard</th>
<th>guitar</th>
<th>guide</th>
<th>guilty</th>
<th>guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>vague</td>
<td>league</td>
<td>fatigue</td>
<td>strong</td>
<td>plague</td>
</tr>
<tr>
<td>zigzag</td>
<td>shrug</td>
<td>iceberg</td>
<td>guest</td>
<td>intrigue</td>
</tr>
<tr>
<td>gauge</td>
<td>language</td>
<td>argue</td>
<td>dialogue</td>
<td>catalog</td>
</tr>
</tbody>
</table>

1. The musician played a ____________ while she sang.
2. My grandfather has a ____________ memory of his childhood.
3. Claire picked out a new outfit from the ____________.
4. The coach encouraged the players to ____________ off their loss.
5. Jin planned his class schedule with some ____________ from his advisor.
6. The smell of the fresh flowers was ____________.
7. The bowling ____________ competes on Saturday mornings.
8. Tourists followed a tour ____________ around the city.
9. My grandmother speaks more than one ____________.
10. The actor memorized his ____________ for the movie.
11. After the marathon, Marcella was overcome with ____________.
12. The hikers followed the ____________ path down the mountain.
13. We went to the auditorium to hear the ____________ speaker.
14. The penguins gathered on the ____________.
15. A light went on when the gas ____________ was near empty.
<table>
<thead>
<tr>
<th>quick</th>
<th>pocket</th>
<th>traffic</th>
</tr>
</thead>
<tbody>
<tr>
<td>index</td>
<td>stomach</td>
<td>hammock</td>
</tr>
<tr>
<td>nickel</td>
<td>topic</td>
<td>complex</td>
</tr>
<tr>
<td>attack</td>
<td>pickle</td>
<td>picnic</td>
</tr>
<tr>
<td>buckle</td>
<td>metric</td>
<td>ticket</td>
</tr>
<tr>
<td>electric</td>
<td>plastic</td>
<td>perplex</td>
</tr>
<tr>
<td>shoebox</td>
<td>jacket</td>
<td>racetrack</td>
</tr>
<tr>
<td>rocket</td>
<td>fabric</td>
<td>unlock</td>
</tr>
<tr>
<td>struck</td>
<td>specific</td>
<td></td>
</tr>
<tr>
<td>-ck</td>
<td>ck</td>
<td>-ic</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>shock</td>
<td>chicken</td>
<td>magic</td>
</tr>
</tbody>
</table>

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Write on the lines words that contain the /k/ sound spelled as ck, -ic, or -x.

<table>
<thead>
<tr>
<th>-ck</th>
<th>ck</th>
<th>-ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>shock</td>
<td>chicken</td>
<td>magic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-x</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>relax</td>
<td></td>
</tr>
<tr>
<td>squirrel</td>
<td>equator</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>racquet</td>
<td>squirming</td>
</tr>
<tr>
<td>frequent</td>
<td>mosquito</td>
</tr>
<tr>
<td>quality</td>
<td>equipment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Syllable</td>
<td>2nd Syllable</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>question</td>
<td>equal</td>
</tr>
</tbody>
</table>
1. The tennis player prepared to serve by raising his ___________.

2. Snowstorms in the northeast are ___________ in winter.

3. Shayna located the ___________ on the globe.

4. My grandmother has several ___________ quilts in her home.

5. Some of the kids felt ___________ after the roller-coaster ride.

6. My sister hopes to ___________ for the race.

7. The coach spoke at the awards ___________.

8. The ___________ buried the acorns in the yard.

9. Luckily, I returned from the forest with no ___________ bites.

10. My backpack is made of ___________ material.

11. The team hoped to ___________ its opponent.

12. The hiker was responsible for carrying her ___________ on the expedition.

13. Raj called the radio station with his music ___________.

14. Our English teacher likes to give surprise ___________.

15. Vonelle could not wait to read the ___________ to the novel.
<table>
<thead>
<tr>
<th>fasten</th>
<th>resign</th>
<th>wreckage</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge</td>
<td>honor</td>
<td>thought</td>
</tr>
<tr>
<td>listen</td>
<td>assignment</td>
<td>wrestle</td>
</tr>
<tr>
<td>rhyme</td>
<td>brought</td>
<td>glisten</td>
</tr>
<tr>
<td>answer</td>
<td>rhythm</td>
<td>bought</td>
</tr>
<tr>
<td>khaki</td>
<td>though</td>
<td>doorknob</td>
</tr>
<tr>
<td>campaign</td>
<td>kneepad</td>
<td>soften</td>
</tr>
<tr>
<td>gnarl</td>
<td>sword</td>
<td>knockout</td>
</tr>
<tr>
<td>Silent t</td>
<td>Silent g</td>
<td>Silent w</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>castle</td>
<td>design</td>
<td>wrinkle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Silent k</th>
<th>Silent h</th>
<th>Silent gh</th>
</tr>
</thead>
<tbody>
<tr>
<td>knuckle</td>
<td>honest</td>
<td>through</td>
</tr>
</tbody>
</table>
1. Read the incomplete word. Choose the silent letter t, g, w, k, h, or letters gh that best completes the word.
2. Write the new word on the line and read it aloud.
3. Choose three words and use each in a sentence. Write your sentences on the lines below.

<table>
<thead>
<tr>
<th>fas__en</th>
<th>r__ythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>_nowledge</td>
<td>thou_</td>
</tr>
<tr>
<td>lis__en</td>
<td>__neepad</td>
</tr>
<tr>
<td>r__yme</td>
<td>s__ord</td>
</tr>
<tr>
<td>ans__er</td>
<td>__reckage</td>
</tr>
<tr>
<td>campai__n</td>
<td>thou__t</td>
</tr>
<tr>
<td>__narl</td>
<td>__restle</td>
</tr>
<tr>
<td>k__aki</td>
<td>glis__en</td>
</tr>
<tr>
<td>resi__n</td>
<td>bou__t</td>
</tr>
<tr>
<td>__onor</td>
<td>door__nob</td>
</tr>
<tr>
<td>assi__nment</td>
<td>sof__en</td>
</tr>
<tr>
<td>brou__t</td>
<td>__nockout</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 

Sort 45: Words With Silent Consonants
<table>
<thead>
<tr>
<th>physics</th>
<th>elephant</th>
<th>cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>naughty</td>
<td>phantom</td>
<td>nephew</td>
</tr>
<tr>
<td>tough</td>
<td>taught</td>
<td>photocopy</td>
</tr>
<tr>
<td>dolphin</td>
<td>rough</td>
<td>caught</td>
</tr>
<tr>
<td>photograph</td>
<td>trophy</td>
<td>laughter</td>
</tr>
<tr>
<td>fought</td>
<td>telephone</td>
<td>homophone</td>
</tr>
<tr>
<td>paragraph</td>
<td>phonics</td>
<td>height</td>
</tr>
<tr>
<td>ph-</td>
<td>ph</td>
<td>-gh = /f/</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
<td>----------</td>
</tr>
<tr>
<td>phrase</td>
<td>alphabet</td>
<td>enough</td>
</tr>
</tbody>
</table>

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Sort the words with gh and ph.

1. Write three words that contain ph.
2. Write a sentence containing "gh = /f/ and silent gh.
3. Write sentences on the lines below.

daughter
gh

enough

alphabet

phrase

gh = /f/
<table>
<thead>
<tr>
<th>recopy</th>
<th>uncle</th>
<th>unkind</th>
</tr>
</thead>
<tbody>
<tr>
<td>recycle</td>
<td>unwrap</td>
<td>reptile</td>
</tr>
<tr>
<td>refill</td>
<td>unselfish</td>
<td>refinish</td>
</tr>
<tr>
<td>unbutton</td>
<td>unhappy</td>
<td>rewrite</td>
</tr>
<tr>
<td>retrace</td>
<td>unpack</td>
<td>retake</td>
</tr>
<tr>
<td>unfair</td>
<td>return</td>
<td>uneven</td>
</tr>
<tr>
<td>review</td>
<td>unequal</td>
<td>unbeaten</td>
</tr>
<tr>
<td>remodel</td>
<td>rescue</td>
<td></td>
</tr>
<tr>
<td>Prefixes</td>
<td>re-</td>
<td>un-</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>rebuild</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oddball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Write the meaning of the prefix on the line next to each header.

Prefix re-: ____________________________
Prefix un-: ____________________________

2. Make new words by adding the prefix **re-** or **un-** to the following base words. Write the words on the lines.
   (Note: You can add more than one prefix to some words.)

<table>
<thead>
<tr>
<th>base word</th>
<th>new words</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>________</td>
</tr>
<tr>
<td>able</td>
<td>________</td>
</tr>
<tr>
<td>copy</td>
<td>________</td>
</tr>
<tr>
<td>cycle</td>
<td>________</td>
</tr>
<tr>
<td>kind</td>
<td>________</td>
</tr>
<tr>
<td>wrap</td>
<td>________</td>
</tr>
<tr>
<td>fill</td>
<td>________</td>
</tr>
<tr>
<td>selfish</td>
<td>________</td>
</tr>
<tr>
<td>finish</td>
<td>________</td>
</tr>
<tr>
<td>happy</td>
<td>________</td>
</tr>
<tr>
<td>model</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>dislike</td>
<td>mistreat</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>precious</td>
<td>disable</td>
</tr>
<tr>
<td>premature</td>
<td>disobey</td>
</tr>
<tr>
<td>preteen</td>
<td>displace</td>
</tr>
<tr>
<td>preview</td>
<td>dishonest</td>
</tr>
<tr>
<td>preheat</td>
<td>disloyal</td>
</tr>
<tr>
<td>disappear</td>
<td>precaution</td>
</tr>
<tr>
<td>miscount</td>
<td>distant</td>
</tr>
<tr>
<td>Prefixes dis-, mis-, pre-</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td></td>
</tr>
<tr>
<td>disagree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>mis-</td>
<td></td>
</tr>
<tr>
<td>misspell</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-</td>
<td></td>
</tr>
<tr>
<td>preschool</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Oddball</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Make new words by adding the prefix dis-, mis-, or pre- to the following base words. Write the words on the lines. (Note: You can add more than one prefix to some words.)

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Prefix 1</th>
<th>Prefix 2</th>
<th>Prefix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>treat</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>fix</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>able</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>match</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>mature</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>obey</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>place</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>teen</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>cover</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>spell</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>count</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>behave</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>view</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>honest</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>judge</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>heat</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>loyal</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>test</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>appear</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>caution</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>agree</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>school</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>trust</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

2. Choose three derived words and write a definition for each.

1. ___
2. ___
3. ___
<table>
<thead>
<tr>
<th>extend</th>
<th>nonfiction</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>forearm</td>
<td>extra</td>
<td>nonstop</td>
</tr>
<tr>
<td>indecent</td>
<td>forehead</td>
<td>express</td>
</tr>
<tr>
<td>nonfat</td>
<td>foresee</td>
<td>exclude</td>
</tr>
<tr>
<td>foreshadow</td>
<td>explode</td>
<td>income</td>
</tr>
<tr>
<td>foremost</td>
<td>expand</td>
<td>nonprofit</td>
</tr>
<tr>
<td>insight</td>
<td>explore</td>
<td>indoor</td>
</tr>
<tr>
<td>nonskid</td>
<td>inhuman</td>
<td></td>
</tr>
<tr>
<td>Prefix</td>
<td>Word</td>
<td>Meanings</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>fore-</td>
<td>forecast</td>
<td>future events or outcomes</td>
</tr>
<tr>
<td>in-</td>
<td>incomplete</td>
<td>not complete</td>
</tr>
<tr>
<td>in-</td>
<td>indent</td>
<td>gathering or setting something into a specific position</td>
</tr>
<tr>
<td>non-</td>
<td>nonsense</td>
<td>not making sense or nonsense</td>
</tr>
</tbody>
</table>
| ex-    | exit | going out or leaving a place or situation
1. Write the meaning of the prefix on the line next to each header.

Prefix ex-: 
Prefix non-: 
Prefix in-: 
Prefix fore-: 

2. Make new words by adding the prefix ex-, non-, in-, or fore- to the following base words or word parts. Write the words on the lines. (Note: You can add more than one prefix to some words.)

___tend
___fiction
___correct
___arm
___plore
___stop
___decent
___head
___press
___fat
___see
___clude
___profit

___shadow
___plode
___come
___most
___pand
___door
___sight
___human
___complete
___sense
___cast
___dent
___skid

Sort 49: Prefixes ex-, non-, in-, fore-
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Prefix</th>
<th>Word</th>
<th>Prefix</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>unique</td>
<td>octagon</td>
<td>octopus</td>
<td>unison</td>
<td>universe</td>
<td></td>
</tr>
<tr>
<td>unity</td>
<td>bisect</td>
<td>triple</td>
<td>October</td>
<td>trio</td>
<td></td>
</tr>
<tr>
<td>biweekly</td>
<td>triangle</td>
<td>bilingual</td>
<td>triplet</td>
<td>uniform</td>
<td></td>
</tr>
<tr>
<td>trilogy</td>
<td>unicorn</td>
<td>pentagon</td>
<td>union</td>
<td>triplet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Prefixes uni-, bi-, tri-, and Other Numbers

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Other Number Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni-</td>
<td>unicycle</td>
<td>quadrangle</td>
</tr>
<tr>
<td>bi-</td>
<td>bicycle</td>
<td></td>
</tr>
<tr>
<td>tri-</td>
<td>tricycle</td>
<td></td>
</tr>
</tbody>
</table>
1. Write the meaning of the prefix on the line next to each header.

Prefix uni-:

Prefix bi-:

Prefix tri-:

Other Number Prefix:

2. Make new words by adding the prefix uni-, bi-, tri-, or that of some other number to the following base words or word parts. Write the words on the lines. (Note: You can add more than one prefix to some words or word parts.)

---

___cycle
___rangle
___ty
___weekly
___logy
___agon
___corn
___sect
___angle
___que

___lingual
___ple
___opus
___on
___plet
___ober
___son
___pod
___form
___verse

---

Sort 50: Prefixes uni-, bi-, tri-, and Other Numbers
<table>
<thead>
<tr>
<th>clearly</th>
<th>quickly</th>
<th>easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>angrily</td>
<td>rainy</td>
<td>foggy</td>
</tr>
<tr>
<td>snowy</td>
<td>noisily</td>
<td>lazily</td>
</tr>
<tr>
<td>loudly</td>
<td>quietly</td>
<td>dimly</td>
</tr>
<tr>
<td>stormy</td>
<td>misty</td>
<td>windy</td>
</tr>
<tr>
<td>daily</td>
<td>cloudy</td>
<td>roughly</td>
</tr>
<tr>
<td>chilly</td>
<td>sleepily</td>
<td>breezy</td>
</tr>
<tr>
<td>busily</td>
<td>smoothly</td>
<td>merrily</td>
</tr>
<tr>
<td>Suffixes -y, -ly, -ily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-y</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sunny</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-ly</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-ily</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>happily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. During ______________ weather, we prepare to stay indoors.

2. The emergency vehicle moved ______________ to the hospital.

3. After much practice, Dana ______________ completed the equation.

4. We used a flashlight to explore the ______________ lit cave.

5. My family likes to ski in a ______________ location.

6. Our cat ______________ moved from the floor after napping.

7. The news anchor ______________ delivered his lines.

8. Greg ______________ shared his good news with the class.

9. At the library, we work together ______________.

10. The excited friends ______________ greeted one another.

11. Flying a kite is fun to do on a ______________ day.

12. Talia shielded her face from the ______________ wind.

13. The parade of people passed ______________ through town.

14. The hikers moved slowly up the ______________ path.

15. On ______________ days it’s fun to look for shapes in the sky.
<table>
<thead>
<tr>
<th>calmer</th>
<th>prettiest</th>
<th>dirtier</th>
</tr>
</thead>
<tbody>
<tr>
<td>easiest</td>
<td>closer</td>
<td>crazier</td>
</tr>
<tr>
<td>coolest</td>
<td>calmest</td>
<td>hotter</td>
</tr>
<tr>
<td>fewest</td>
<td>closest</td>
<td>craziest</td>
</tr>
<tr>
<td>weaker</td>
<td>prettier</td>
<td>easier</td>
</tr>
<tr>
<td>dirtiest</td>
<td>fewer</td>
<td>hottest</td>
</tr>
<tr>
<td>cooler</td>
<td>weakest</td>
<td>lazier</td>
</tr>
<tr>
<td>funniest</td>
<td>laziest</td>
<td>funnier</td>
</tr>
</tbody>
</table>
### Comparatives -er, -est

<table>
<thead>
<tr>
<th>-er</th>
<th>-est</th>
<th>-ier</th>
<th>-iest</th>
</tr>
</thead>
<tbody>
<tr>
<td>braver</td>
<td>bravest</td>
<td>happier</td>
<td>happiest</td>
</tr>
</tbody>
</table>

*Sort 52: Comparatives -er, -est*
1. Make new words by adding the suffix -**er** or -**est** to the following base words. (Change -y to i, drop the e, and double the final letter as necessary.) Write the words on the lines.

2. Write three new base words on the lines provided. Make new words by adding the suffix -**er** or -**est** to these words. (Change -y to i, drop the e, and double the final letter as necessary.) Write the words on the lines.

<table>
<thead>
<tr>
<th>Word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lazy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>calm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pretty</td>
<td></td>
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<tr>
<td>few</td>
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<tr>
<td>crazy</td>
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<tr>
<td>cool</td>
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<tr>
<td>dirty</td>
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<tr>
<td>hot</td>
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</tr>
<tr>
<td>weak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Sort 52: Comparatives -**er**, -**est***
<table>
<thead>
<tr>
<th>thankfulness</th>
<th>helplessness</th>
<th>peacefulness</th>
<th>worthlessness</th>
<th>plentiful</th>
<th>fearlessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>hopelessness</td>
<td>happiness</td>
<td>restless</td>
<td>penniless</td>
<td>dreadful</td>
<td>gratefulness</td>
</tr>
<tr>
<td>goodness</td>
<td>faithful</td>
<td>weakness</td>
<td>painful</td>
<td>harmless</td>
<td>awareness</td>
</tr>
<tr>
<td>colorful</td>
<td>thoughtfulness</td>
<td>illness</td>
<td>kindness</td>
<td>fearful</td>
<td>truthfulness</td>
</tr>
</tbody>
</table>

*Sort 53: Suffixes -ness, -ful, -less*
1. Write the meaning of the suffix on the line next to each header.

<table>
<thead>
<tr>
<th>Suffix -ness:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suffix -ful:</td>
<td></td>
</tr>
<tr>
<td>Suffix -less:</td>
<td></td>
</tr>
</tbody>
</table>

2. Make new words by adding the suffix -ness, -ful, or -less, or a combination of these suffixes to the following base words. (Change -y to i as necessary.) Write the words on the lines.

<table>
<thead>
<tr>
<th>base word</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>care</td>
<td>ill</td>
</tr>
<tr>
<td>home</td>
<td>thought</td>
</tr>
<tr>
<td>dark</td>
<td>rest</td>
</tr>
<tr>
<td>grace</td>
<td>peace</td>
</tr>
<tr>
<td>good</td>
<td>kind</td>
</tr>
<tr>
<td>color</td>
<td>hope</td>
</tr>
<tr>
<td>hope</td>
<td>pain</td>
</tr>
<tr>
<td>thank</td>
<td>penny</td>
</tr>
<tr>
<td>weak</td>
<td>happy</td>
</tr>
<tr>
<td>faith</td>
<td>fear</td>
</tr>
<tr>
<td>worth</td>
<td>harm</td>
</tr>
<tr>
<td>help</td>
<td>plenty</td>
</tr>
<tr>
<td>dread</td>
<td>truth</td>
</tr>
<tr>
<td>aware</td>
<td>grate</td>
</tr>
<tr>
<td>cellar</td>
<td>weather</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>allowed</td>
<td>flour</td>
</tr>
<tr>
<td>bored</td>
<td>seller</td>
</tr>
<tr>
<td>whether</td>
<td>aloud</td>
</tr>
<tr>
<td>flower</td>
<td>board</td>
</tr>
<tr>
<td>vary</td>
<td>their</td>
</tr>
<tr>
<td>desert</td>
<td>principle</td>
</tr>
<tr>
<td>chews</td>
<td>merry</td>
</tr>
<tr>
<td>very</td>
<td>higher</td>
</tr>
<tr>
<td>dessert</td>
<td>principal</td>
</tr>
<tr>
<td>choose</td>
<td>marry</td>
</tr>
<tr>
<td>there</td>
<td>hire</td>
</tr>
</tbody>
</table>
## Homophones

<table>
<thead>
<tr>
<th>berry</th>
<th>bury</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
2. Say each word aloud. Think of a word that sounds the same but is spelled differently and has a different meaning.

3. Write a sentence that uses the new word.

3. Underline the homophone.

cellar
weather
allowed
flower
board
their
merry
very
dessert
principal
choose
hire
bury
desert
aloud
<table>
<thead>
<tr>
<th>Noun</th>
<th>Present</th>
<th>Rebel</th>
<th>Rebel</th>
<th>Object</th>
<th>Export</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Permit</td>
<td>Record</td>
<td>Reject</td>
<td>Conduct</td>
<td>Produce</td>
</tr>
<tr>
<td>Present</td>
<td>Record</td>
<td>Desert</td>
<td>Object</td>
<td>Produce</td>
<td>Reject</td>
<td>Contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Permit</td>
<td>Subject</td>
<td>Subject</td>
<td>Conduct</td>
<td>Export</td>
</tr>
</tbody>
</table>
Write a sentence using each word as a noun and a verb.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence as Noun</th>
<th>Sentence as Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>record</td>
<td></td>
<td></td>
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<tr>
<td>permit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rebel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>object</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject</td>
<td></td>
<td></td>
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<tr>
<td>reject</td>
<td></td>
<td></td>
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<tr>
<td>produce</td>
<td></td>
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<tr>
<td>conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>export</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contract</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>