

# **Skills Practice**

# **Blackline Masters**

Grade 2



Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

#### **MHEonline.com**



Copyright © 2015 McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with *SRA Open Court Reading*, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning

Send all inquiries to: McGraw-Hill Education 8787 Orion Place Columbus, OH 43240

ISBN: 978-0-07-666412-2 MHID: 0-07-666412-0

Printed in the United States of America.

I 2 3 4 5 6 7 8 9 QVS 20 I9 I8 I7 I6 I5 I4

# **Table of Contents**

#### Unit 1

Lesson 1 Phonics: /ch/ spelled <i>ch</i> , /th/ spelled <i>th</i> , /sh/ spelled <i>sh</i>
Lesson 2 Phonics: Closed Syllables 5 Phonics: /j/ spelled dge, /k/ spelled ck, /ch/ spelled tch
Lesson 3 Phonics: Inflectional         Endings -s, -es         Phonics: Inflectional Ending -ed
Lesson 4 Phonics: /ng/ spelled mg, /nk/ spelled nk, Inflectional Ending -ing
Lesson 5 Phonics: /er/ spelled er, ir,           ur, ear.         .17           Phonics: /or/ spelled or, ore         .19
Lesson 6 Fluency: A Trip

#### Unit 2

<b>Lesson 1 Phonics:</b> $/\bar{a}/$ spelled $a, a_e \dots .23$ <b>Phonics:</b> $/\bar{i}/$ spelled $i, i_e \dots25$
<b>Lesson 2 Phonics:</b> $/\bar{o}/$ spelled o, $o_e$ <b>27</b> <b>Phonics:</b> $/\bar{u}/$ spelled $u, u_e$ <b>29</b>
Lesson 3 Phonics: Long Vowels, InflectionalEndings -er, -est
Lesson 4 Phonics: /ē/ spelled e, e_e35 Phonics: Review Long Vowels
<b>Lesson 5 Phonics:</b> /ē/ spelled ee, ea; Homographs and Homophones

Phonics: /ē/	spelled e, e_e, ee, ea	<b>41</b>
--------------	------------------------	-----------

Lesson 6 Fluency: A Wreck ......43

#### Unit 3

Lesson 1 Phonics: /ā/ spelled ai_, _ay45 Phonics: /ā/ spelled a, a_e, ai_, _ay47
Lesson 2 Phonics: /ē/ spelled           _ie_, _y, _ey
Lesson 3 Phonics: Review /ā/ and /ē/53 Phonics: /f/ spelled <i>ph</i> , /m/ spelled <i>_mb</i> , Silent Letters
Lesson 4 Phonics: /s/ spelled ce, ci_, cy
Lesson 5 Phonics:         /ī/ spelled _igh,           _ie, _y61
Lesson 6 Fluency: A Rainy Day65

#### Unit 4

Lesson 1 Phonics: /o/ spelled _ow,
oa_, o, o_e67
Word Analysis: Compound Words, Synonyms and Antonyms
Lesson 2 Phonics: /ū/ spelled _ew, _ue, u, u_e
Words and Homophones
<b>Lesson 3 Phonics:</b> Review $/\bar{o}/$ and $/\bar{u}/75$
Word Analysis: Prefixes dis-, un77

Lesson 4 Phonics: / oo/ spelled oo	79
Word Analysis: Prefixes non-, re	81

<b>Lesson 5 Phonics:</b> / oo/ spelled u, u_e,
_ew, _ue
Word Analysis: Prefixes pre-, mis

#### Unit 5

Lesson 1 Phonics: /oo/ spelled oo89 Word Analysis: Comparative Ending -er, Superlative Ending -est, Irregular Comparatives .91
Lesson 2 Phonics: /ow/ spelled ow, ou93 Word Analysis: Suffixes -er, -or, -ness95
Lesson 3 Phonics: Review /oo/ and /ow/97 Word Analysis: Suffixes -ly, -y
Lesson 4 Phonics: /aw/ spelled aw, au_, augh, ough, all, al
Lesson 5 Phonics: /oi/ spelled           oi, _oy.         .105           Word Analysis: Words with the           Same Base         .107
Lesson 6 Fluency: Fossils

#### Unit 6

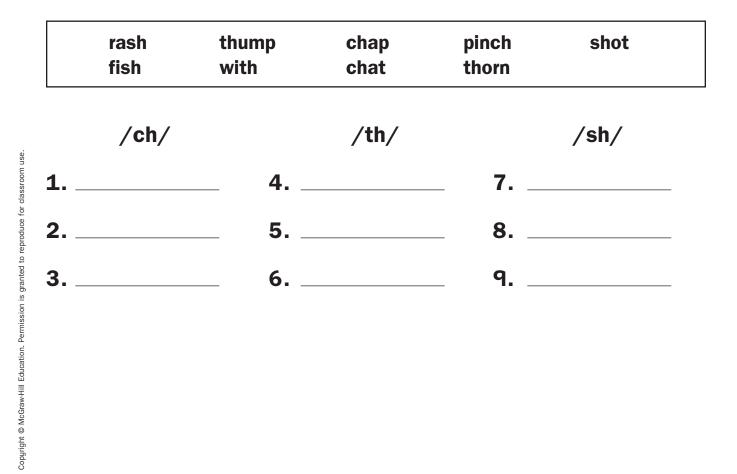
Lesson 1 Phonics: The ough Spelling Pattern
Lesson 2 Phonics: Review Silent         Letters       .115         Word Analysis: Prefixes dis-, un-, non117
Lesson 3 Phonics: Review ough Sounds and Silent Letters
Lesson 4 Phonics: Contrast /oo/ with /oo/ and /o/ with /ow/
Lesson 5 Phonics: Contrast /00/ with /u/ and /aw/ with /ow/
Lesson 6 Fluency: The United States of

# /ch/ spelled ch, /th/ spelled th, and /sh/ spelled sh

\_\_\_\_\_

**FOCUS** The letters in a consonant digraph combine to make one new sound. Some examples of consonant digraphs are /ch/ spelled *ch*, /th/ spelled *th*, and /sh/ spelled *sh*.

#### **PRACTICE** Sort the words below. Write each word under the correct heading.



# **APPLY** Choose a word from the box below to complete each sentence. Write the word on the line.

	trash	chest	ship	thud	inch	moth	shed
10.	Α			docke	ed in the	harbor.	
11.	The			flap	os its wir	ngs.	
12.	Sheldon	fell to th	e floor w	vith a			
13.	Put all $\_$			i	n the bla	ack bin.	
14.	Samanth	na pinneo	l a ribbo	n on her			
15.	The pant	ts are on	e			too sł	nort.
16.	Our tools	s are in t	he			<b>.</b>	
	le the wo sh/ spel		· · •	-			,
17.	Mindy is	a tennis	champ.				
18.	The snow	w melted	to slush	1			
19.	Pack a lu	unch for t	the trip.				_
20.	Ken will	go with S	Skip				

2 UNIT 1 • Lesson 1

# /w/ spelled wh\_ and /ar/ spelled ar

# **FOCUS** • The /w/ sound can be spelled wh\_. A vowel always follows wh in this spelling of /w/.

• When the letter *r* follows a vowel, it often changes the vowel sound. When *r* follows the letter *a*, it usually makes the /ar/ sound.

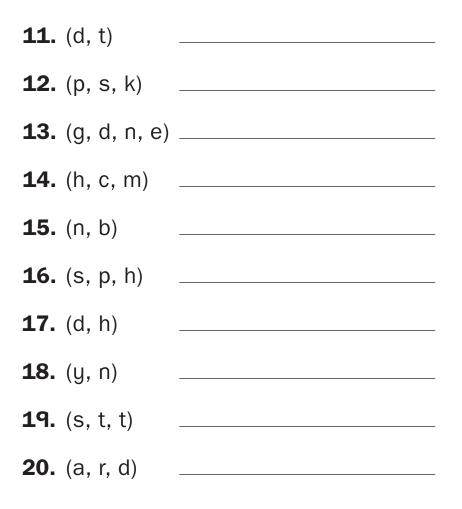
# **PRACTICE** Write the word from the box that best completes each sentence.

market	scarf	whip	when	dark	which
<b>1.</b> Grab a ha go outsid				bef	ore you
<b>2.</b> To			park shou	uld we go	)?
3. Come hor	ne before	e it gets			
<b>4.</b> Use a mix	er to			the ba	atter.
<b>5.</b> Get up			the a	ılarm ring	js.
<b>6.</b> Carla got	apples a	t the far	mers'		

**APPLY** Use the letters in parentheses to make a word with /w/ spelled  $wh_{-}$ .

7. (r, e, e)	
<b>8.</b> (a, m)	
<b>9.</b> (f, i, f)	
<b>10.</b> (t, a)	

# Use the letters in parentheses to make a word with /ar/ spelled *ar*.



# **Closed Syllables**

- **FOCUS** A closed syllable occurs when a vowel spelling is followed by a consonant spelling. The vowel sound is usually short.
  - If a word has two consonant spellings in the middle, you usually divide the word between the two consonants.

# **PRACTICE** Look at how the syllables are divided in the words below. Circle the correct way to divide each word.

<b>1.</b> pep/per	pe/pper
<b>2.</b> pic/nic	pi/cnic
3. exp/and	ex/pand
<b>4.</b> hic/cup	hicc/up
5. shelt/er	shel/ter
<b>6.</b> tu/nnel	tun/nel
7. ta/blet	tab/let
8.cob/web	co/bweb
<b>9.</b> bask/et	bas/ket

#### **APPLY** Divide each word into syllables.

<b>10.</b> n	mantel
<b>11.</b> ra	abbit
<b>12.</b> lä	aptop
<b>13.</b> c	classic
<b>14.</b> te	emper
<b>15.</b> s	slipper

#### Use the above words to write five different sentences.

16.	
17.	
18.	
19.	
20.	

# /j/ spelled mdge, /k/ spelled mck, and /ch/ spelled mtch

# **FOCUS** • The /j/ sound can be spelled **■***dge.* A short-vowel sound comes before this spelling.

- The /k/ sound can be spelled ■ck. A shortvowel sound comes before this spelling.
- The /ch/ sound can be spelled **t***ch*. A shortvowel sound comes before this spelling.

# **PRACTICE** Circle the spelling for /j/, /k/, or /ch/. Then write the short-vowel spelling for each word.

1. patch	
<b>2.</b> crack	
3. tickle	
4. ridge	
5. batch	
6. pledge	

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

**APPLY** Read the words in the box. Write *dge*, *ck*, or *tch* in each space to spell one of the words.

nudge	locker	stretch	pitcher	track	bridge
7. stre					
<b>8.</b> lo	er				
<b>9.</b> bri					
<b>10.</b> pi	er				
<b>11.</b> nu					
<b>12.</b> tra					
Use a word fr	om abov	e to com	plete each	ı sentenc	e.
<b>L3.</b> The pups		and	sniff each	n other.	
<b>L4.</b> The		is full of I	milk.		
<b>15.</b> Put your j	acket in	the			
16. Fast cars	zip arou	nd the		_•	
<b>17.</b> We bend	and		before we	run.	

# **Inflectional Endings** -s and -es

**FOCUS** Plural words show that there is more than one. Adding -s or -es to a noun makes it a regular plural.

# **PRACTICE** Read each singular noun. Then circle its plural form.

<b>1.</b> brush	brushs	brushes
<b>2.</b> box	boxs	boxes
<b>3.</b> wish	wishs	wishes
<b>4.</b> path	paths	pathes
5. class	classs	classes
6. chart	charts	chartes
7. champ	champs	champes
8. suffix	suffixs	suffixes

#### **APPLY** Read each singular noun in the box. Then write the plural form of the noun under the correct heading.

	fox	shark	branch	hill
	-S		-es	
	3		00	
9		11		
<b>10.</b> _		12		

Write a sentence using each plural word from above.

13.		
14.	 	 
<b>15.</b> _		
<b>16.</b> _		
_		

## Inflectional Ending -ed

**FOCUS** • The inflectional ending -ed can be added to a base word. The meaning of the word is not changed. Only the form and function of the word changes.

\_\_\_\_\_

• The *-ed* ending is used with the past tense form of a verb. It lets you know something has already happened.

#### **PRACTICE** Add -ed to each word. Write the new word on the line.

#### **APPLY** Circle the correct spelling for each word. Write the correct spelling on the line.

7. tricked	trickd	
8. claped	clapped	
9. pledged	pledgeed	
10. expanded	expandd	
<b>11.</b> patched	patchd	

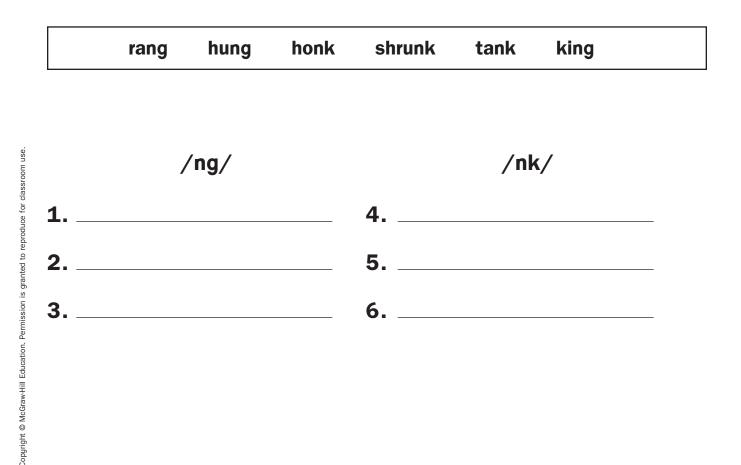
#### Use a word from above to complete each sentence.

- **12.** Stan \_\_\_\_\_\_ that he would do the dishes.
- **13.** Erin \_\_\_\_\_\_ her ripped jacket.
- **14.** Martha \_\_\_\_\_\_ us and hid in the closet.
- **15.** We \_\_\_\_\_\_ for the winners of the tennis match.
- **16.** The balloon \_\_\_\_\_\_ with air.

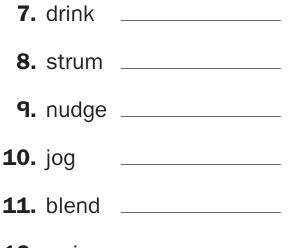
# /ng/ spelled $\blacksquare ng$ , /nk/ spelled $\blacksquare nk$ , **Inflectional Ending -ing**

- **FOCUS** /ng/ is a consonant sound that is spelled **•***ng*.
  - /nk/ is a consonant sound that is spelled **\_**nk.
  - The ending -ing lets you know something is happening now. This ending has the /ng/ sound.

#### **PRACTICE** Sort the words below. Write each word under the correct heading.



**APPLY** Add *-ing* to the following words. Write each new word on the line.



**12.** swing \_\_\_\_\_

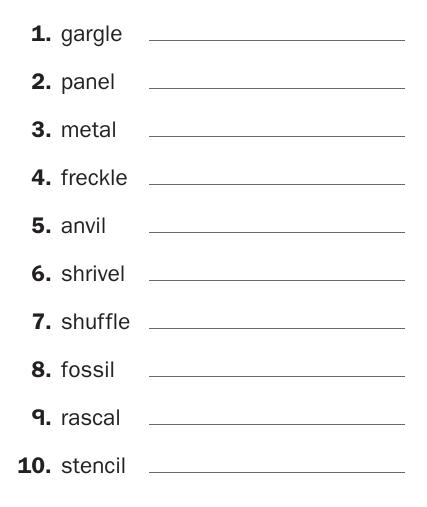
# Write a word from the box that rhymes with each word below.

crank	chunk	banging	long	winking	link
<b>13.</b> stink		1	<b>6.</b> blank		
<b>14.</b> clanging _		1	7. dunk		
<b>15.</b> song		1	<b>8.</b> thinkir	ng	

## Schwa; /əl/ spelled el, le, al, il

# FOCUS • The schwa sound is a vowel sound that is not stressed. The symbol for schwa is *ə*. • The letters *el, le, al,* and *il* are often found at the end of words. These letter combinations make the /əl/ sound.

# **PRACTICE** Write each word and divide it into syllables.



# **APPLY** Choose a word from the box below to complete each sentence. Write the word on the line.

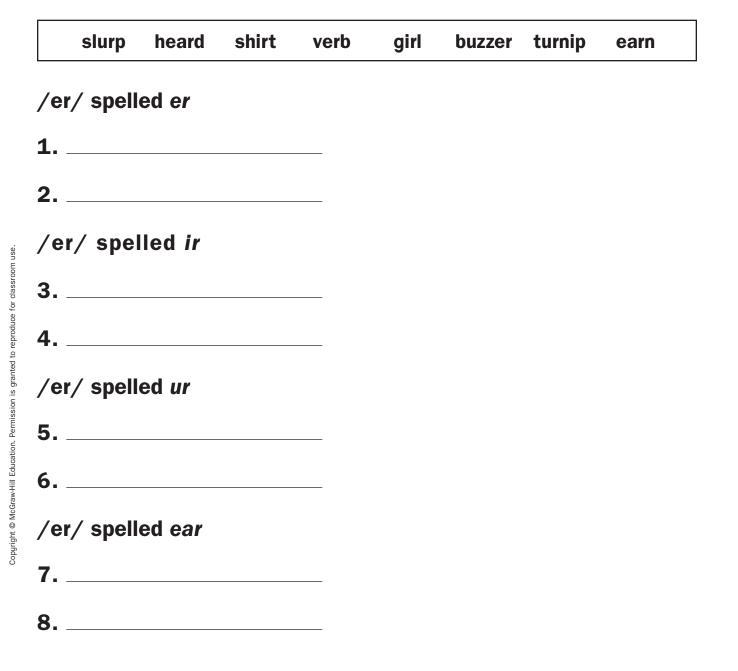
	puddle	model	rental	gravel	tranquil
11.	There are	lots of nice		properti	es on this street.
12.	The water	was		before the sto	orm started.
13.	The teach	er will		$_{-}$ how to read	fluently.
14.	There was	6 a	in	our yard after	the storm.
15.	The parkir	ng lot is cover	red with $_{-}$		<b>.</b>
	le the wor d on the li		əl/ sound	d. Then write	the
16.	Ann's ring	s sparkle.			
17.	This novel	is 350 page	s long.		
18.	Dad make	es a great lent	til soup.		
19.	Apple tart	is the best!			
20.	The tiger i	s my favorite	animal.		

#### /er/ spelled er, ir, ur, ear

# **FOCUS** • When *r* follows the letters *e*, *i*, *u*, or *a*, it usually makes the /er/ sound.

• The /er/ sound can also be spelled ear.

#### **PRACTICE** Sort the words under the correct heading.



**APPLY** Write *er, ir, ur,* or *ear* to complete each word.

- **9.** p\_\_\_\_ple
- **10.** wh\_\_\_\_\_l
- **11.** p\_\_\_\_\_mit
- **12.** k\_\_\_\_nel
- **13.** s\_\_\_\_\_ch
- **14.** b\_\_\_\_\_st

# Circle the word or words with /er/. Write each word on the line.

- 15. Jess is turning seven!
- **16.** Cam lost his sister's ring.
- **17.** Stir the pot to mix in the milk.

18. Bill can earn eight dollars cutting grass.

# /or/ spelled or, ore

**FOCUS** /or/ is a special vowel sound that can be spelled or and ore.

# **PRACTICE** Replace the underlined letter or letters to make a word with the *ore* spelling.

bor<u>n</u> + e = \_\_\_\_\_\_
 stor<u>m</u> + e = \_\_\_\_\_\_
 por<u>t</u> + e = \_\_\_\_\_\_
 tor<u>ch</u> + e = \_\_\_\_\_\_

**5.** cor<u>k</u> + e = \_\_\_\_\_

Replace the letter e with the new letter or letters to make a word with the *or* spelling.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

# **APPLY** Choose a word from the box below to complete each sentence. Write the word on the line.

fork	horse	wore	adore	short	
<b>11.</b> Dad		:	a cap to the	game.	
<b>12.</b> Pack a _			_ in the pic	nic basket.	
<b>13.</b> It is just	a		walk t	o the store.	
<b>14.</b> We		0	ur little kitte	en.	
<b>15.</b> The		t	rotted into t	he barn.	

# Draw a line matching a word on the left to a rhyming word on the right.

<b>16.</b> cord	a. chore
<b>17.</b> form	<b>b.</b> storm
18. forecast	c. escort
19. support	d. bored
<b>20.</b> shore	e. contrast

## **Fluency Checklist**

As you read the passage on the next page, be sure to keep the following things in mind to help you read with the appropriate rate, accuracy, and expression.

As you read, make sure you



pause longer at a period or other ending punctuation.

] raise your voice at a question mark.

use expression when you come to an exclamation point.

pause at commas but not as long as you would at a period.

think of the character and how he or she might say his or her words whenever you come to quotation marks.

remember not to read so fast that someone listening cannot hear the individual words or make sense of what is being read.

stop and reread something that does not make sense.

# Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use

#### **22** UNIT 1 • Lesson 6

more days to go.

#### Fluency • Skills Practice

explore the forest. Mom and Dad went with them. They discovered lots of things in the forest. The best thing was seeing two elks by the water. It was a good first day of camping, and they had four

After the tents were finished, they set up their cots. The kids filled their packs. They wanted to explore the forest. Mom and Dad went with them.

When the van stopped, the kids looked to see where they were. They saw a big forest. What would happen next? Dad jumped out of the van and started to unpack. The first things he grabbed were the tents. They would camp on this trip!

Traveling turned out to be fun! They went up and down hills. They went in and out of tunnels. Mom asked the kids if they wanted to sing. They said no thanks.

Mom packed lunches, water, and snacks. She did not want to stop on the trip. The kids packed things to help them have fun for the long ride.

Dad, Mom, and the kids went on a trip. They

until the van could fit no more.

packed the van before they left. Dad grabbed bags

# A Trip

# /ā/ spelled a and a\_e

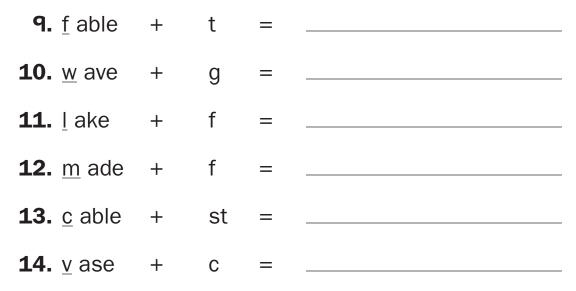
**FOCUS** The  $/\bar{a}/$  sound can be spelled with *a* and *a*\_*e*.

\_\_\_\_\_

# **PRACTICE** Read the following words. Underline the *a* or *a*\_e spelling pattern used in each word.

<b>1.</b> basic	5. cane
<b>2.</b> rake	6. favor
<b>3.</b> fade	<b>7.</b> able
4. staple	<b>8.</b> basis

Replace the underlined letters with the given letter or letters to create a rhyming word. The new word will have the same spelling for  $/\bar{a}/$ . Write the new word on the line.



# **APPLY** Choose a word from the box below to complete each sentence. Write the word on the line.

bacon	taste	makes	trade	table	apron	
<b>15.</b> My favorite breakfast is eggs and						
<b>16.</b> I will banana.			you m	y apple fo	or your	
<b>17.</b> Will you	please se	et the			for dinner?	
<b>18.</b> Aunt Kat	e		t	he best sa	alads.	
19. Dad wea	<b>19.</b> Dad wears an			when he is cooking.		
<b>20.</b> Kathy ca	n't wait t	0		th	ie pasta.	
Circle the co	rrect spe	elling of ea	ch word.			
<b>21.</b> baceon	bac	con				
22. fake	fak	,				
<b>23.</b> date	dae	et				
24. laybal	lab	el				
<b>25.</b> naem	nar	ne				
26. rake	rae	k				

Copyright @ McGraw-Hill Education. Permission is granted to reproduce for classroom use.

# /ī/ spelled i and i\_e

**FOCUS** The /i/ sound can be spelled with *i* and *i*\_e.

\_\_\_\_\_

#### **PRACTICE** Read the following words out loud. Underline the *i* or *i*\_e spelling pattern used in each word.

1.	idol	5.	side
2.	ride	6.	pilot
3.	item	7.	hike
4.	pipe	8.	iris

Write two sentences using any of the words spelled with *i* and *i* e from above.



# **APPLY** Choose a word from the box below to complete each sentence. Write the word on the line.

	silent	time	dime	virus	kite	child
11.	What			do yo	u wake u	p?
12.	A			is worth t	en cents.	
13.	Α			can make	you feel	sick.
14.	Miles let l	nis			$_{-}$ rise in t	he wind.
15.	The			sat on	her mom'	s lap.
	We must s are speak	0			when o	others

#### Circle the correct spelling of each word.

17.	blined	blind
18.	fier	fire
19.	wise	wis
20.	ireon	iron
21.	side	sid
22.	rise	ries

# $/\bar{o}/$ spelled o and o\_e

**FOCUS** The  $/\bar{o}/$  sound can be spelled with *o* and *o*\_e.

\_\_\_\_

**PRACTICE** Replace the beginning letter of each word with one of the following letters to make a new rhyming word. Write the new word on the line. Use each letter one time.

	j	d	r	W	m	S
<b>1.</b> n	0			<b>4.</b> rov	e	
<b>2.</b> n	ose _			<b>5.</b> hos	st	
<b>3.</b> h	ome _			<b>6.</b> poł	<e< th=""><th></th></e<>	
Use the pairs of words above to complete the following sentences. Write the words on the lines.						
<b>7.</b> U	se your _		to sr	nell the _		•
8		part	ies will ha	ve a		
	ly mom s ne park.	aid			I can	not go to
<b>10.</b> It	's no		_ to get a		in the	e eye.

**APPLY** Read the word in the box. Then read the sentence. Change the word in the box to make a new rhyming word that will complete the sentence. Write the word on the line.

11.	cone	My dog loves to chew on his
12.	toll	Mona put butter on the warm
13.	fold	The man on the corner hot dogs.
14.	roll	We dug a in the backyard.
15.	bolt	Suddenly, the car stopped with a
16.	nose	I watered the lawn with a

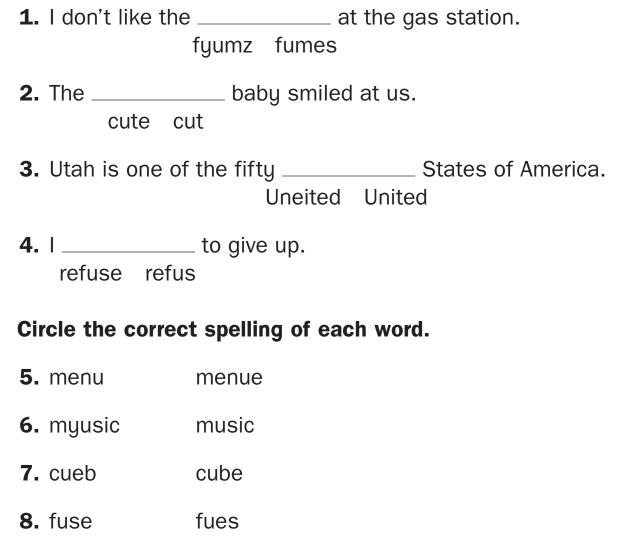
#### Circle the correct spelling of each word.

17.	sold	soled
18.	oveal	oval
19.	ohw	owe
20.	pose	pos
21.	toen	tone
22.	old	oled

# $/\bar{u}/$ spelled *u* and *u*\_e

**FOCUS** The  $/\bar{u}/$  sound can be spelled with *u* and *u\_e*.

# **PRACTICE** Read each sentence. Circle the word that correctly completes the sentence.



**APPLY** Use each word in the box in a sentence. Write the sentence on the lines.

	cute	humid	pupil	mule	mute	bugle
9.						
10.						
11.						
L <b>2.</b>						
L3.						
.4.						

# Long Vowels, Inflectional Endings -er and -est

#### **FOCUS** • The $/\bar{a}/$ sound can be spelled with *a* and *a\_e*.

- The /i sound can be spelled with *i* and *i*\_e.
- The /ō/ sound can be spelled with o and o\_e.
- The  $/\bar{u}/$  sound can be spelled with *u* and *u\_e*.
- The comparative ending -er compares two things.
- The superlative ending *-est* compares more than two things.

# **PRACTICE** Underline the long-vowel spelling in each word.

- **1.** blaze **5.** pilot
- **2.** music **6.** fume
- **3.** robot **7.** major
- 4. bite 8. stroke

# Circle the comparative or superlative adjective in each sentence.

- **9.** Is it safer to walk or ride a bike?
- **10.** This salsa is the mildest one we have made.
- **11.** Lola has the whitest smile.
- **12.** Jake's dog is older than mine.

#### **APPLY** Circle the correct spelling of each word. Write the correct spelling on the line.

<b>13.</b> unit	uneit	
<b>14.</b> wild	wiled	
<b>15.</b> blaed	blade	
<b>16.</b> cuteer	cuter	
<b>17.</b> zon	zone	
<b>18.</b> post	poste	
<b>19.</b> cradel	cradle	
20. boldest	boledest	
<b>21.</b> hive	hiv	
<b>22.</b> confus	confuse	

#### /n/ spelled kn\_ and gn; /r/ spelled wr\_

### **FOCUS** • The /n/ sound can be spelled with *kn*\_ and *gn*. When using the letters *kn* or *gn* together, you hear only the *n*.

• The /r/ sound can be spelled with *wr\_*. When using the letters *wr* together, you hear only the *r*.

# **PRACTICE** Add the letters as shown to form a word. Write the word on the line, and then read it aloud.

<b>1.</b> kn	+	ob	=	
<b>2.</b> gn	+	arl	=	
<b>3.</b> wr	+	inkle	=	
4. desi	+	gn	=	
<b>5.</b> kn	+	ife	=	
<b>6.</b> wr	+	ench	=	

## **APPLY** Choose a word from the box to complete each sentence. Write the word on the line.

ł	knelt	knack	wrap	gnat	wreck	knot	align	wrong	
7.	The s	tring is t	tangled	in a					
8.	8. Braces help teeth properly.								
9.	<b>9.</b> The catcher in the dirt and waited for a pitch.								
10.	<b>10.</b> Mr. Miller lets us correct an answer if it is								
11.	<b>11.</b> A buzzed around the picnic table.								
12.	<b>12.</b> Thick fog caused the cars to								
13.	l can	help		the	presents	6.			
14.	Amy i	is a sing	er with	а		for hig	h notes		

### /ē/ spelled e and e\_e

**FOCUS** The  $/\bar{e}/$  sound can be spelled with e and e\_e.

\_\_\_\_\_

# **PRACTICE** Read each sentence. Circle the word with $/\bar{e}/$ . Write e or e\_e on the line for the $/\bar{e}/$ spelling pattern of each word you circle.

**1.** Did you complete the chores?

2. Mom's present is a secret.

### Choose a word from the box that makes sense in the sentence. Write the word on the line.

3. We \_\_\_\_\_ math class after lunch.

Mr. Jones showed us a problem.

\_\_\_\_\_ helped us find the answer.

**4.** Jessica is a runner.

\_\_\_\_\_ wins a lot of races.

Jessica likes to \_\_\_\_\_.

before
Не
began

compete rewind She

# **APPLY** Look at the pairs of words below. Choose the correctly spelled word that will complete the sentence. Write the word on the line.

5.	Gene is sick and has a
	(fever, fevr)
6.	An is a person who plays sports. (athlet, athlete)
7.	We will take a before the lesson. (preetest, pretest)
8.	books belong to Lena. (These, Thes)
9.	The sidewalk is made of (concret, concrete)
10.	Steve wants to a doctor. (bee, be)
11.	Two girls will in the tennis match. (compete, compet)
12.	The sign says " of Dog!" (Bewear, Beware)
13.	The Clarks will their kitchen next spring. (reemodel, remodel)
14.	Victor likes the school's new song. (theme, them)

#### Name

### Review $/\bar{a}/, /\bar{i}/, /\bar{o}/, /\bar{u}/, and /\bar{e}/$

#### **FOCUS** • The $/\bar{a}/$ sound can be spelled with *a* and *a\_e*.

- The  $/\bar{i}$  sound can be spelled with *i* and *i*\_e.
  - The  $/\bar{o}/$  sound can be spelled with o and o\_e.
  - The  $/\bar{u}/$  sound can be spelled with u and  $u_e$ .
  - The  $/\bar{e}/$  sound can be spelled with e and e\_e.

### **PRACTICE** Use a word from the box to complete each sentence. Write the word on the line.

	brave	accuse	pride	tempo	find	delete	maple	robe
1.	Milo ta	akes		in do	ing a g	ood job.		
2.	The		tree	e is start	ing to I	ose its l	eaves.	
3.	The ju	dge wore	e a blac	k				
4.	l can't		a	pen in i	my bac	kpack.		
5.	Did Ja	ne		_ Pete of	f taking	j her pap	per?	
6.	Rache	l was		whe	n she s	saw the	snake.	
7.	7. I like songs that have a fast							
8.	lt is wi	ise to		old	messa	ges fron	n your co	omputer.

**APPLY** Unscramble the following letters and write each new word on the line. Underline the spelling pattern in each word.

<b>9.</b> zies	
<b>10.</b> coanb	
<b>11.</b> psaeetmd	
<b>12.</b> e n m u	
<b>13.</b>   a o t t	
<b>14.</b> rdtae	
<b>15.</b> diclh	
<b>16.</b> u e a s m	

Write the long-vowel spelling for each word on the line.

<b>17.</b> Ohio	
<b>18.</b> fume	
<b>19.</b> hive	
<b>20.</b> basic	
21. precede	
<b>22.</b> idol	

#### /ē/ spelled ee and ea Homographs and Homophones

**FOCUS** The  $/\bar{e}/$  sound can be spelled with ee and ea.

\_\_\_\_

### **PRACTICE** Read the words in the box aloud. Then follow the directions below.

dream	week	feet	cheat
Write the words	with /ē/ spell	ed like <i>leaf</i> .	
1	2.		
Write the words	with /ē/ spelle	ed like need.	
3	4.		
<b>APPLY</b> Write a each sentence.	a word from the	box to comple	te
5. Friday is the	best day of the		
6. Reed's	i	s to become a	pilot.
7. It is not fair t	0	on a tes	t.
8. These socks	keep Dena's		warm.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

FOCUS	<ul> <li>Homophones are words that are pronounced</li> </ul>
	the same, but they are spelled differently and
	have different meanings. Example: <i>I can <u>see</u> a</i>
	fish swimming in the <u>sea</u> .
	<ul> <li>Homographs are words that are spelled the</li> </ul>
	same, but they have different meanings and
	sometimes different pronunciations.

## **PRACTICE** Circle the correct homophone to complete each sentence.

- **9.** The old steps (creek creak) under my feet.
- **10.** We all (past passed) the test.
- **11.** Hal was (find fined) for parking in the wrong spot.
- **12.** Mom helped me (reel real) in the fish.
- **13.** Did you (hear here) the alarm ring?
- **14.** Becca will (knead need) a jacket for the trip.

# **APPLY** Draw lines to connect each homograph to its meanings. Write the vowel sound the homograph makes on the line beside the correct definition.

15	show the way; go first	<b>a.</b> wind
16	to wrap around	
17	a type of metal	<b>b.</b> lead
18.	a breeze	U. IEau

#### /ē/ spelled ee, e\_e, ea, and e

**FOCUS** The  $/\bar{e}/$  sound can be spelled with *e*, *e*\_*e*, *ee*, and ea.

#### **PRACTICE** Underline the $/\bar{e}/$ spellings in the words below. Some words have two spellings for $/\bar{e}/.$

- **1.** beagle
- 2. between
- 3. legal
- 4. seaweed
- **5.** delete
- 6. complete
- 7. resubmit
- 8. extreme
- **9.** reheat
- 10. depend

## **APPLY** Choose the word that completes each sentence. Write the word on the line.

11.	Eve wants a	. But what does
	(tree, treat)	(she, me)
	to eat? W	II she have?
	(perfect, prefer)	(pants, peanuts)
	Or will she have something _	?
		(sweet, sweat)
12.	The talent show is only two	away.
		(weaks, weeks)
	Zeke can juggle	bags.
	(been, be	an)
	He also has a	puppet.
	(zebra, zero	)
	Zeke can	without moving his lips.
	(speck, speak)	
	It like the	puppet talks!
	(seems, seams)	

#### Fluency Checklist

As you read the passage on the next page, be sure to keep the following things in mind to help you read with the appropriate rate, accuracy, and expression.

As you read, make sure you



pause longer at a period or other ending punctuation.

raise your voice at a question mark.

use expression when you come to an exclamation point.

pause at commas but not as long as you would at a period.

think of the character and how he or she might say his or her words whenever you come to quotation marks.

remember not to read so fast that someone listening cannot hear the individual words or make sense of what is being read.

stop and reread something that does not make sense.

### A Wreck

Jean Smith just turned seven years old. A sign in her yard read, "Jean is seven!"

Jean's gift was a bike! It came in a huge box wrapped in white and green paper. Mom and Dad set the box in the yard. Jean knelt next to it and began to open it.

Jean was shocked! Jean did not see a bike. She just saw parts of a bike. She saw wheels and tires, green fenders, steel bars and pipes, knobs, pedals, and a seat. But she did not see a bike!

"That is not a bike!" Jean said. "It is a bike wreck!"

Both Mom and Dad chuckled. "No, it is not a wreck," said Mom.

"We just need to put these parts together." Dad added.

Mom held a paper that had been in the box. "We will read this. It will tell us how to do it," she told Jean.

After Mom read the paper, Mom and Dad got a wrench, a hammer, and other things. Jean helped Mom and Dad put the bike together. It did not take much time to finish.

The three Smiths looked at the green bike shining in the sun. "It looks pretty good for a wreck!" Dad said.

"I was wrong! It is not a wreck! It is my bike! I bet it is faster than most bikes!" Jean said.

Jean gave Mom and Dad a huge hug and said, "Thanks, Mom and Dad!"

### /ā/ spelled ai\_ and \_ay

#### **FOCUS** • The $/\bar{a}/$ sound can be spelled with $ai_{ai}$ and $_ay$ .

• Another letter follows the *ai* spelling.

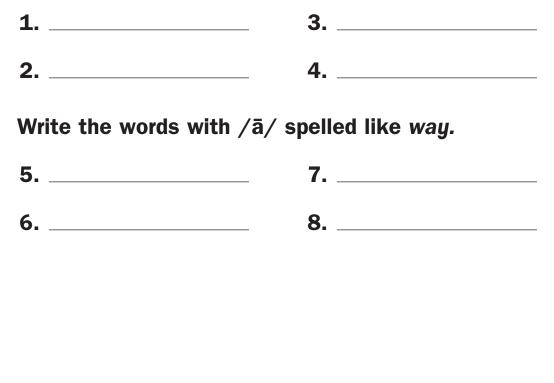
\_\_\_\_\_

• Another letter comes before the *ay* spelling.

#### **PRACTICE** Read the words in the box aloud.

aim	paint	okay	display
rain	away	waist	maybe

#### Write the words with $/\bar{a}/$ spelled like *aid*.



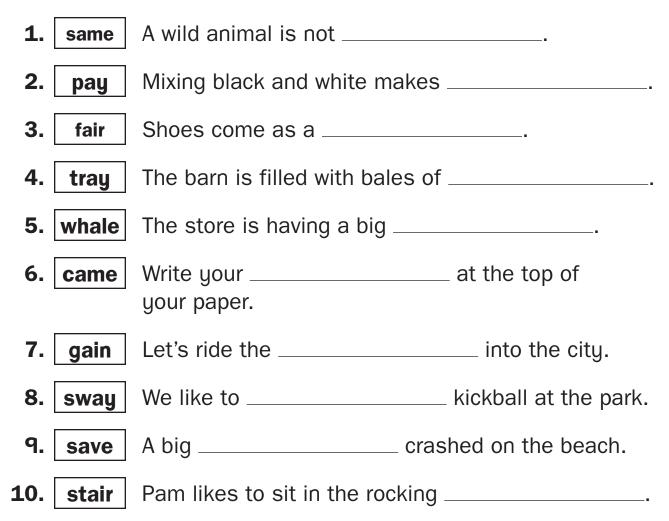
## **APPLY** Choose a word from the box to complete each sentence. Write the word on the line.

	bait away	braid wait	holiday spray	sway drain	•
٩.	Thanksgi	ving is my	favorite		<b>.</b>
10.	Dana wea	ars her hai	r in a		
11.	The teac	her will		our hom	ework.
12.	2. Nicole put on her fishing hook.				
13.	B. Pull the plug to let the water the sink.				out of
14.	Hank has	s to		$_{-}$ for his turn	on the swingset.
15.	Keep the	cat and d	og	fro	om each other.
16.			_ I will see yo	ou at the para	ade.
17.	The tall t	rees		in the winc	Ι.
18.	the suds		the car with	water to was	sh off all of

#### /ā/ spelled a, a\_e, ai\_, and \_ay

**FOCUS** The  $/\bar{a}/$  sound can be spelled with *a*, *a\_e*, *ai\_*, and *\_ay*.

**PRACTICE** Read the word in the box. Then read the sentence. Change the beginning of the word in the box to make a new rhyming word that completes the sentence.



## **APPLY** Read each sentence. Circle the word that correctly completes the sentence.

<b>11.</b> James want big pile.	s to	the leaves into a	
a. rake	<b>b.</b> rayke	c. rak	<b>d.</b> raik
	doo <b>b.</b> rane		
<b>13.</b> We made		_ pots in art cla	SS.
<b>a.</b> claiy	<b>b.</b> clay	c. claye	d. clae
<b>14.</b> The	is lo	cked each night	t at 9:00.
<b>a.</b> gayt	<b>b.</b> gait	c. geyt	d. gate
÷	red or green		
a. grapes	<b>b.</b> graips	c. graypes	<b>d.</b> greyps
16. A monkey h	as a	, but an	ape does not.
<b>a.</b> tayl	<b>b.</b> tael	c. taile	<b>d.</b> tail
	y is in the month		
<b>a.</b> Mai	<b>b.</b> Mae	<b>c.</b> May	<b>d.</b> Mey
<b>18.</b> A	of blac	k horses pulled	the wagon.
<b>a.</b> payr	<b>b.</b> pair	c. pare	<b>d.</b> pear
<b>19.</b> We cannot _		on the sidew	alk.
<b>a.</b> skat	<b>b.</b> skait	c. skate	<b>d.</b> skayt
20. Get a pump	to	the flat ti	re.
a. inflate	<b>b.</b> inflait	<b>c.</b> inflat	<b>d.</b> inflayt

### /ē/ spelled \_ie\_, \_y, and \_ey

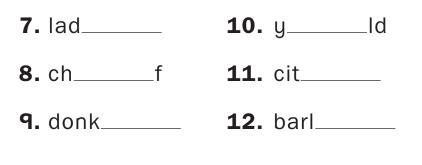
## **FOCUS** • The /ē/ sound can be spelled with \_ie\_, \_y, and \_ey.

- The \_*ie*\_ spelling pattern is usually found in the middle of a word.
- The \_y and \_ey spelling patterns are usually found at the end of a word.

# **PRACTICE** Read each word and underline the $/\bar{e}/$ spelling pattern.

- shield
   many
   alley
   valley
- **3.** pretty **6.** grief

Choose one of the  $/\bar{e}/$  spelling patterns listed above to complete each word. Write the letter or letters to complete each word.



<b>APPLY</b> Read the sentence. Choose the word that completes the sentence. Write the word on the line.				
<b>13.</b> A stole the gold ring. (thief, thefe, theyfe)				
<b>14.</b> My glass of milk is now (emptie, empty, emptee)				
<b>15.</b> We watched the swing on a rope. (monkie, monkee, monkey)				
<b>16.</b> Henry planted corn in the (feeld, field, feyld)				
<b>17.</b> How much is in the piggy bank? (money, monie, mony)				
<b>18.</b> Kathy felt to win the raffle. (lucky, luckie, luckey)				
<b>19.</b> The slept in her crib. (babey, baby, babie)				
<b>20.</b> Jerry likes in his tea. (honie, hony, honey)				
<b>21.</b> Can you help me pick some today? (berrys, berries, bareys)				
<b>22.</b> Will you read this with me? (storie, storey, story)				

#### /ē/ spelled e, e\_e, ee, ea, \_ie\_, \_y, and \_ey

**FOCUS** • Long vowels sound like their names.

• The /ē/ sound can be spelled with *e*, *e\_e*, *ee*, *ea*, \_*ie\_*, \_*y*, and \_*ey*.

# **PRACTICE** Unscramble the words below. Write the word on the first line and the $/\bar{e}/$ spelling pattern on the second line.



Copyright  $\otimes$  McGraw-Hill Education. Permission is granted to reproduce for classroom use.

#### **APPLY** Circle the correct spelling for each word.

- **11.** refund reefund
- **12.** finalley finally
- **13.** reason reeson
- **14.** cheif chief
- **15.** screan screen

### Choose a word from above to complete each sentence. Write the word on the line.

- **16.** We looked for days and \_\_\_\_\_\_ found the lost ring.
- **17.** The fire department promoted a new \_\_\_\_\_\_.
- **18.** Did Julie give a \_\_\_\_\_\_ for being absent?
- **19.** Please wipe the \_\_\_\_\_\_ with a soft cloth to keep it clean.
- **20.** The store will \_\_\_\_\_\_ your money or let you make an exchange.

### $/\bar{a}/$ and $/\bar{e}/$ spellings

FOCUS	• The /ā/ sound can be spelled with a, a_e, ai_,
	and _ay.

The /ē/ sound can be spelled with e, e\_e, ee, ea, \_ie\_, \_y, and \_ey.

**PRACTICE** Underline the  $/\overline{a}/$  or  $/\overline{e}/$  spelling pattern in each word. Write the pattern, and then write a new word that has the same spelling pattern. The words do not have to rhyme.

<b>1.</b> leap	 
2. respond	 
<b>3.</b> raise	 
<b>4.</b> play	 
5. athlete	 
6. major	 
7. flake	 
8. bunnies	 
<b>9.</b> jersey	 
<b>10.</b> sweet	 

## **APPLY** Choose a word from the box to complete each sentence. Write the word on the line.

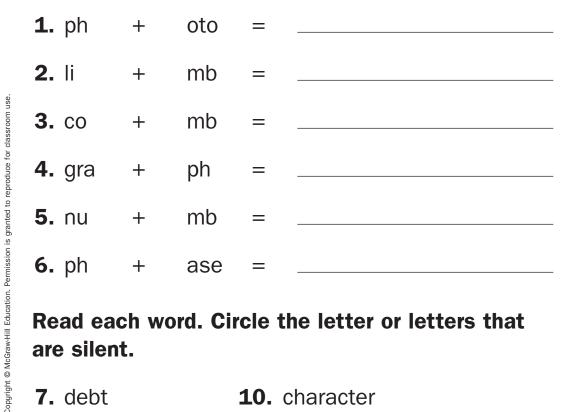
d = 4 = !!	• • • • • • • • • •			d	abiald	
detail	squeaky	prepare	reteree	daydream	snield	
<b>11.</b> The sh	opping cart	: has a		wheel.		
<b>12.</b> The	. The stoppe			ed the game due to rain.		
	<b>13.</b> A hat and glasses will the sun.			your face	from	
<b>14.</b> A story	is more in	teresting	with lots o	f		
<b>15.</b> When r	<b>15.</b> When my mind wanders I			about	the beach.	
<b>16.</b> We beg	<b>16.</b> We begin to			_ dinner at 5:00.		
Draw a line	e to connec	t the rhy	ming word	ls.		
17. played		delete				
<b>18.</b> repeat		cheater				
<b>19.</b> lazy		quirky				
20. peeled		made				
<b>21.</b> turkey		daisy				
22. meter		yield				

#### /f/ spelled ph, /m/ spelled \_mb, and silent letters

#### **FOCUS** • /f/ can be spelled with *ph*.

- /m/ can be spelled with \_mb. When using the letters *mb* together, the *b* is silent and you hear only the /m/ sound.
- Silent letters in a word are not heard when the word is pronounced.

#### **PRACTICE** Add the letters shown to form a word. Write the word on the line, then read it aloud.



#### Read each word. Circle the letter or letters that are silent.

- 7. debt **10.** character
- **11.** wrestle **8.** hour
- **9.** science **12.** adjust

	d the sentence. Cho e sentence. Write t	bose the word that he word on the line.		
<b>13.</b> My	was ri	nging all day.		
(for	ne, phone,)			
14. Maddie Id	oves the(sent, so	of this perfume. cent)		
<b>15.</b> Dad told	us to (listen, lisse	for the timer to beep.		
<b>16.</b> Mr. White	e called a (plumer, p	to fix the clogged drain. lumber)		
17. A chart is	<b>17.</b> A chart is made of rows and (columns, columbs)			
18. Holly hel	ped her little sister l	earn the (alphabet, alfabet)		
19. A bridge		to the mainland. d, island)		
<b>20.</b> Jonah pre	essed the button wit	h his (thumb, thum)		
	makes a , metaphor)	a comparison between two things.		
22. Stephani	e (climes, climbs)	up the ladder to the slide.		

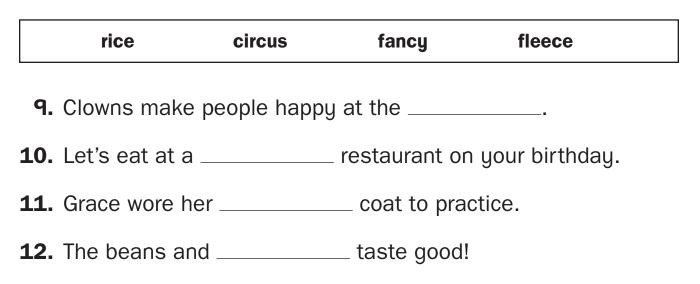
### /s/ spelled ce, ci\_, and cy

**FOCUS** The /s/ sound can be spelled *ce, ci\_*, and *cy.* 

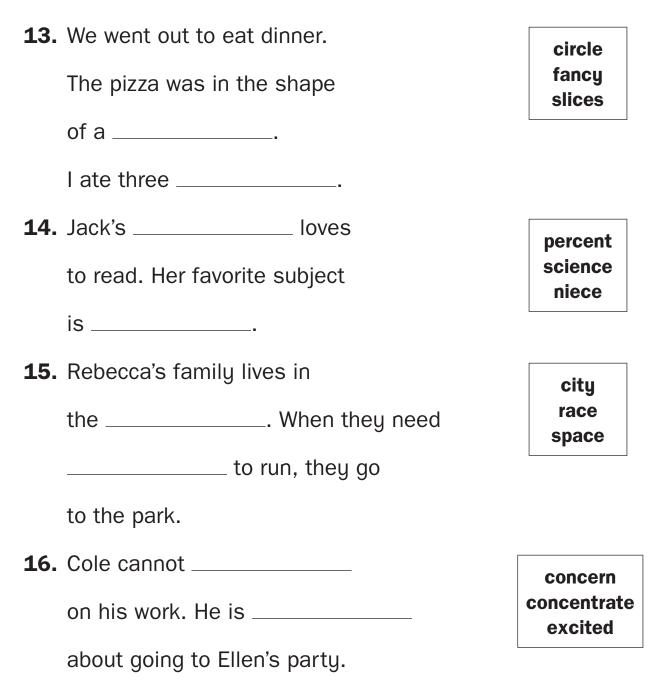
### **PRACTICE** Read each word aloud. Underline the spelling pattern that makes /s/.

- **1.** ice **5.** lacy
- **2.** policy **6.** city
- **3.** pencil **7.** trace
- 4. center 8. civil

Use a word from the box to complete each sentence. Write the word on the line.



# **APPLY** Choose a word from the box that makes sense in the sentence. Write the word on the line.



### /j/ spelled ge and gi\_

**FOCUS** The j sound can be spelled *ge* and *gi*.

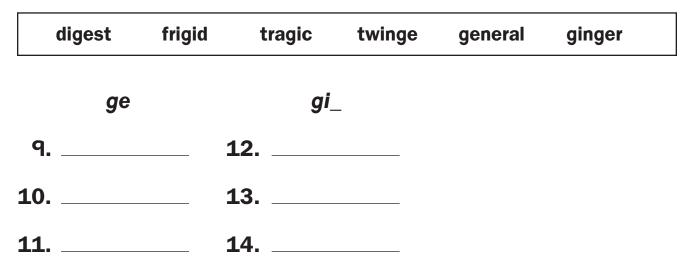
\_\_\_\_\_

## **PRACTICE** Read each word aloud. Underline the spelling pattern that makes /j/.

<b>1.</b> rage	5.	cringe
----------------	----	--------

- **2.** logic **6.** giraffe
- **3.** giant **7.** orange
- 4. gentle 8. general

Read the words in the box. Write each word under the correct heading.



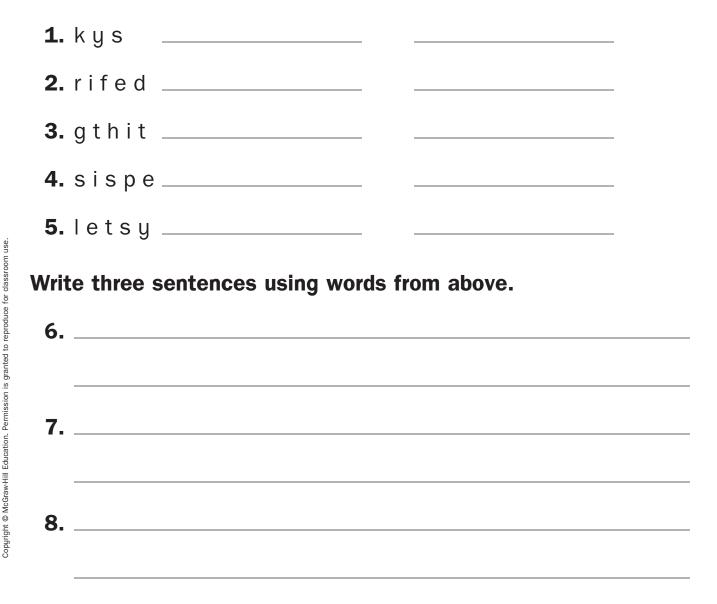
# **APPLY** Read the sentence. Choose the word that correctly completes the sentence. Write the word on the line.

**15.** Angela left a \_\_\_\_\_\_ for you. (message, messig) **16.** The car's \_\_\_\_\_\_ needs a tune-up. (enjine, engine) **17.** The number 153 has three \_\_\_\_\_\_. (digits, digets) 18. Can you \_\_\_\_\_\_ what it's like to be a bird? (imagen, imagine) **19.** We stayed in a \_\_\_\_\_ by the lake. (cottage, cottij) **20.** Be very \_\_\_\_\_\_ with the bunnies. (gintle, gentle) **21.** The glass vase is quite \_\_\_\_\_\_. (fragel, fragile) 22. Let's plant a \_\_\_\_\_ garden. (vegetable, vegitable) **23.** Marge ordered a \_\_\_\_\_\_ beverage. (larj, large) **24.** The cash \_\_\_\_\_\_ prints our receipt. (register, regester)

### /i/ spelled \_igh, \_ie, and \_y

**FOCUS** The /i/ sound can be spelled \_igh, \_ie, and \_y.

**PRACTICE** Unscramble the following words. Write the word on the first line and the /i/ spelling on the second line.



## **APPLY** Choose a word from the box to complete each sentence. Write the word on the line.

bright	lie	why	type	might	applied
<b>9.</b> If you s	leep in, į	Jon		$_{-}$ miss the t	ous.
10		$_{-}$ is the al	arm ringing	g?	
<b>11.</b> Lilah wo	ore a		yellow	rain jacket	
<b>12.</b> Brian		fo	r a job at th	ne market.	
<b>13.</b> Telling a	)		is not a w	ay to solve	problems.
<b>14.</b> What		of	pet is you	r favorite?	
Draw a line matching a word on the left to a rhyming word on the right.					
<b>15.</b> try	а	. high			

- **16.** night **b.** fight
- **17.** sighs **c.** dry
- **18.** pie **d.** dries

### /ī/ spelled *i*, *i*\_e, \_*igh*, \_*ie*, and \_*y*

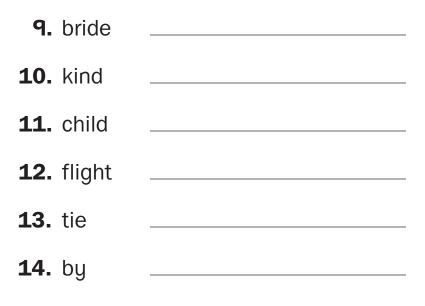
**FOCUS** The /i/ sound can be spelled *i*, *i*\_e, \_*igh*, \_*ie*, and \_*y*.

\_\_\_\_\_

### **PRACTICE** Underline the /i/ spelling pattern in each of the following words.

1.	idea	5.	light
2.	criticize	6.	incline
3.	flies	7.	China
4.	title	8.	shy

Change the first letter or letters of each word to make a new rhyming word. Write the word on the line.



## **APPLY** Choose a word from the box to complete each sentence. Write the word on the line.

high unties	beside shiny	diet why	quiet trial	•		
<b>15.</b> We must b	De	i	n the library			
<b>16.</b> Bo won th	e	fe	or best cost	ume.		
<b>17.</b> Is the top	shelf too		for yo	ou to reach?		
<b>18.</b> Jess is on	a dairy-free _		•			
19	9 do you like pizza so much?					
	Whenever I need help, Uncle Hal always gives me really good					
<b>21.</b> Mark alwa them off.	ys		his shoes b	efore he takes		
22. The twins	like to sit		each	other.		
23. The judge	. The judge wore a black robe during the					
24. Sally polis	. Sally polished the car until it was					

#### Name

#### A Rainy Day

Rain fell again. Mike told Mom, "This is so much rain! It has been raining day and night."

"Well, farm fields need rain. Rain will help my garden," said Mom.

"But, Mom, this much rain is boring!" said Mike.

For a while, Mike played different kinds of games on Mom's laptop in the den. But that quickly felt boring, as well. Then Mike just looked out at the yard. He gazed at the gray sky. The rain had stopped a bit. Now there was even a gopher on top of the fence. How did it climb up there?

Then Mike gazed at the street. Thanks to the rain, there was a tiny stream of water running down the side of the cement curb. The water rushed to a rusty drain. Mike saw the stream carry leaves down the street. Most leaves fell in the drain. Only some leaves did not. Why did those leaves escape the drain?

Before he realized it, Mike was thinking about what it might be like to ride a leaf on the current. If he were tiny like a leaf, could he slide over that drain and not drop in? Mike pretended he sat on the center of a leaf. He tightly held its edges while it spun around in the rushing stream. Mike twisted his body left and right. He tried to control the leaf! He had to lead it around wide gaps in the drain! He was not afraid. "I believe I can do it," Mike said to himself.

Soon Mike felt wet and cold! Fresh rain hit his face. He felt water rush over his leaf's edges!

Suddenly, the giant drain was right there! With great skill, Mike turned his leaf this way and that. Would the leaf fall into the drain's gaps? Or would Mike safely lead his leaf past those gaps?

Look out! Mike came close to slipping off his leaf! As he hung on, it spun and spun. Oh no! But Mike's leaf spun past the drain's gaps! It was not easy, but Mike made it! He was safe! As his leaf glided gently down the street, Mike yelled, "Yes!"

Mom came into the den. "Mike, did that yell mean rain is not boring?" she asked.

Mike grinned and said, "No, Mom. It means my daydreams are not boring!"

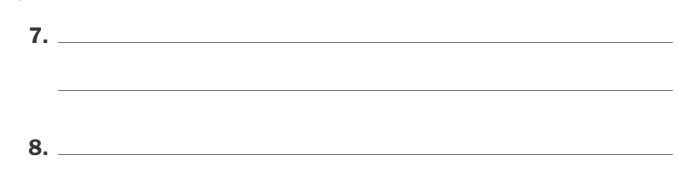
#### /ō/ spelled \_ow, oa\_, o, and o\_e

**FOCUS** The  $/\bar{o}/$  sound can be spelled \_*ow*, *oa*\_, *o*, and *o*\_e.

### **PRACTICE** Use the equations to add (+) and remove (-) letters to create different $/\overline{o}/$ words.

<b>1.</b> glow	– g + f	= f + b	=
<b>2.</b> poke	– p + j	= j + sp	=
<b>3.</b> grow	- g + c	= c + th	=
4. road	– r + t	= t + l	=
<b>5.</b> host	– h + p	= p + m	=
<b>6.</b> coat	- c + b	= b + m	=

Write two sentences using words from the equations above. Underline the  $/\bar{o}/$  spelling pattern in each word you choose.



### **APPLY** Choose a word from the box to complete each sentence.

	hollow oval	oak vote	bone frozen		mow loaf	
٩.	<b>9.</b> We can ice-skate on the pond.					
10.	LO. Rabbits made a nest in the log.					
11.	. Anna gets paid to the grass.					
12.	<b>12.</b> Luke has a fever and a sore					
13.	We for class president next week.				ext week.	
14.	The warm o			of bread smells wonderful.		
15.	Let's rest under the giant			tree.		
16.	Barkley hid his			in the backyard.		
17.	The racetrack has an			shape.		
18.	. The large, bus stopped to pick us u					

#### **Compound Words, Synonyms, and Antonyms**

## **FOCUS** • A **compound word** is made when two words are put together to make a new word. For example: gold + fish = goldfish

\_\_\_\_\_

- **Synonyms** are words that are similar in meaning. *Tired* and *sleepy* are synonyms.
- **Antonyms** are words that are opposite in meaning. *Bad* and *good* are antonyms.

### **PRACTICE** Combine the words below to make a compound word. Write the new word on the line.

**1.** table + cloth = \_\_\_\_\_ **2.** home + work = \_\_\_\_\_ **3.** lady + bug =Draw a line to match each word to its synonym. **4.** choose **a.** giggle **5.** ill **b.** select 6. laugh c. sick Draw a line to match each word to its antonym. 7. before **a.** work **b.** after 8. over **9.** play **c.** under

#### **APPLY** Fill in each blank with a compound word.

10.	A bath for a bird is a		
11.	A pot to put tea in is a		
12.	Light that comes from the sun is		
13.	A cone that comes from a pine tree is a		
14.	A cake that is made in a cup is a		
	te a synonym for the word in parentheses ( ) to uplete the sentence.		
15.	(angry) Mr. Banks was that we broke the window.		
16.	(seat) Sit on the next to Tori.		
17.	(shout) I had to so Dad could hear me over the lawnmower.		
	te an antonym for the word in parentheses ( ) to uplete the sentence.		
18.	(gloomy) Lots of people go to the park on a		
	day.		
19.	(last) We were in line to get tickets for the show.		
20.	(close) The weather is warm enough for me to		
	my window.		

\_ •

#### $/\bar{u}/$ spelled \_ew, \_ue, u, and u\_e

**FOCUS** The  $/\bar{u}/$  sound can be spelled \_ew, \_ue, u, and  $u_e$ .

#### **PRACTICE** Read the following words aloud.

cue	pew	humor	compute	
unit	amuse	value	curfew	

Write the words with  $/\bar{u}/$  spelled like hue.

1	2.
Write the words v	vith /ū/ spelled like <i>few.</i>
3	4
Write the words v	vith /ū/ spelled like <i>music.</i>
5	<b>6.</b>
Write the words v	vith /ū/ spelled like <i>cute.</i>

**APPLY** Circle the word with  $/\overline{u}/$  in each sentence. Write the word and its  $/\overline{u}/$  spelling pattern on the lines.

**9.** Lexi is always home before her curfew.

10. Did Max use all of the cups?

**11.** A police officer came to the rescue!

12. Was the stolen art returned to the museum?

**13.** A sunny day is good for a barbecue.

**14.** Water spewed from the broken hose.

\_\_\_\_

\_\_\_\_\_

**15.** Gus gave his chums a huge hug.

**16.** Angela refuses to give up.

#### **Multiple-Meaning Words**

FOCUS Multiple-meaning words are spelled and pronounced the same but have different meanings. Example:
 bark Meaning 1: the sound a dog makes Meaning 2: the outer coating on a tree

### **PRACTICE** Use the multiple-meaning words below to complete the sentences. Use each word twice.

kind	last	sink		
<b>1.</b> Hugo is always you like?	What	of pizza do		
2. A hole in the boat wi in the s	Il cause it to till need to be washed			
<b>3.</b> December is the sneakers will not	month of the another yea	•		
<b>APPLY</b> Read the two meanings for a multiple-meaning word. Write the word on the line.				
<b>4.</b> a deep, round dish for knocking down pins	or holding liquids <b>or</b> to with a ball			
5. to cram or wedge int	o something <b>or</b> a type	e of jelly		
6. a water bird with a b	ill and webbed feet th	at quacks <b>or</b> to lowe		

 a water bird with a bill and webbed feet that quacks or to lower or bend down quickly \_\_\_\_\_\_ **FOCUS** Homophones are words that are pronounced the same but have different spellings and meanings. **Example:** I see a dolphin swimming in the sea.

### **PRACTICE** Use these homophones to complete the sentences.

we'll wheel	rowed road	cents sense
•	s 50 Use you smell to sniff the perfume	
Ŭ	't roll if it's missing a be ready for the tes	•
	It the side of the their boat to shore.	Henry and
<b>APPLY</b> Read the tw Write the homophor	womeaningsforapairofho nes on the lines.	omophones.
<b>10.</b> the number afte	er seven	_
past tense of ea	at	_
<b>11.</b> the opposite of	yes	_
to understand		_
12. using the voice	to be heard	_
to be permitted		_
<b>74</b> UNIT 4 • Lesson 2	١	Word Analysis • Skills Practice

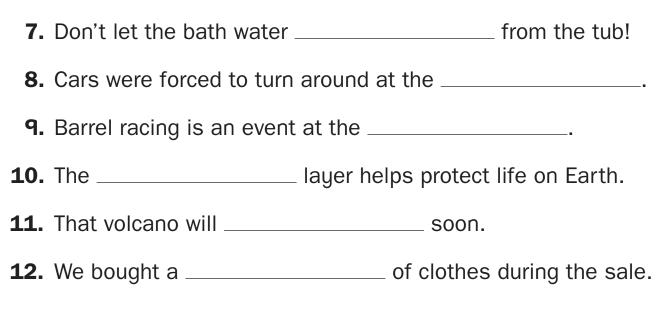
#### /ō/ spelled \_ow, oa\_, o and o\_e

**FOCUS** The  $/\bar{o}/$  sound can be spelled \_*ow*, *oa*\_, *o*, and *o*\_e.

### **PRACTICE** Read the following words aloud. Underline the $/\bar{o}/$ spelling or spellings in each word.

- **1.** rodeo **4.** explode
- **2.** overflow **5.** roadblock
- **3.** ozone **6.** boatload

### **APPLY** Write one of the words from above to complete each sentence.



#### /ū/ spelled \_ew, \_ue, u, and u\_e

**FOCUS** The  $/\bar{u}/$  sound can be spelled \_ew, \_ue, u, and  $u_e$ .

#### **PRACTICE** Read the following word pairs. Circle the word with $/\overline{u}/$ .

- **13.** full fuel
- **14.** abuse abrupt
- **15.** continent continue
- **16.** humid hummed
- **17.** volume volunteer
- **18.** cupped cupid

#### **APPLY** Draw a line to connect the rhyming words.

- **19.** skews **a.** venue
- **20.** few **b.** contribute
- **21.** menu **c.** pew
- **22.** distribute **d.** fuse

#### Prefix dis-

FOCUS	<ul> <li>A prefix is added to the beginning of a word and changes the meaning of that word.</li> </ul>
	<ul> <li>The prefix <i>dis</i>- means "the opposite of" or "not."</li> <li>Example: dis + comfort = discomfort (the lack</li> </ul>

or opposite of comfort)

#### **PRACTICE** Add the prefix *dis*- to the base words below. Write the new word on the first line. Then write the meaning of the new word.

Base Word	New Word	New Meaning
1. advantage		
2. appear		
3. order		
4. respect		

#### **APPLY** Write two sentences using the new words from above.



#### Prefix un-

- **FOCUS** A **prefix** is added to the beginning of a word and changes the meaning of that word.
  - The prefix *un* means "the opposite of" or "not."
     Example: un + happy = unhappy (not happy)

## **PRACTICE** Add the prefix *un*- to the base words below. Write the new word on the first line. Then write the meaning of the new word.

Base Word	New Word	New Meaning
7. buckle		
8. ripe		
9. common		
<b>10.</b> stuck		
<b>11.</b> real		
	e blank with the prefix	

#### create a new word that makes sense in the sentence.

**12.** Joe used a key to \_\_\_\_\_lock the safe.

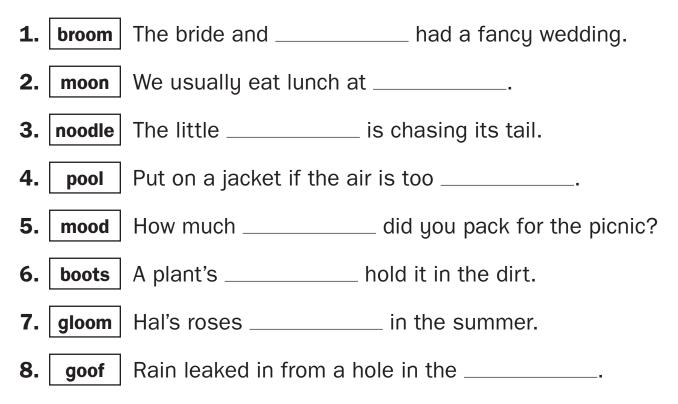
- **13.** We were \_\_\_\_\_\_interested in the boring speech.
- **14.** It is \_\_\_\_\_\_safe for the wires to be

\_\_\_\_\_connected.

#### /oo/ spelled oo

**FOCUS** The  $\overline{00}$  sound can be spelled *oo*.

## **PRACTICE** Read the sentence. Change the word in the box to make a new rhyming word. Write the new word on the line.



### **APPLY** Choose a word from the box to complete each sentence. Write the word on the line.

	moon cartoon	•			
9.	Matt prefers	s to study ir	n his		
10.	A dentist us	es	to clea	an and fix t	teeth.
11.	Let's watch <sup>-</sup> Scooby Doo		with a	a dog name	ed
12.	The rocket $\_$		into the a	ir.	
13.	Α	ring n	night slip off ų	your finger.	
14.		some fo	ood into the c	at's dish.	
15.	Sally needs	a warm pai	r of	for t	he winter.
16.	Does Nick's	swimming		_ have a d	iving board?
17.	l will go to th	ne party, ar	nd Tess will co	ome	
18.	A full	Ca	an light up the	e night.	

#### Prefix non-

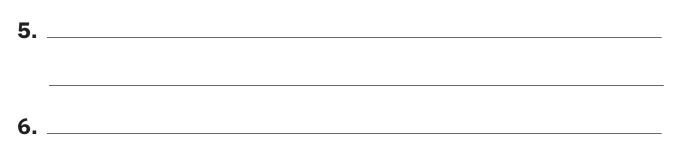
### **FOCUS** • A **prefix** is added to the beginning of a word and changes the meaning of that word.

The prefix *non*- means "the opposite of" or "not."
 Example: non + human = nonhuman (not human)

**PRACTICE** Add the prefix *non-* to the base words below. Write the new word on the first line. Then write the meaning of the new word.

Base Word	New Word	New Meaning
<b>1.</b> living		
<b>2.</b> fat		
<b>3.</b> fiction		
4. sense		

### **APPLY** Write two sentences using the new words from above.



#### Prefix re-

FOCUS	• A <b>prefix</b> is added to the beginning of a word
	and changes the meaning of that word.
	<ul> <li>The prefix re- means "again" or "back."</li> </ul>
	<b>Example:</b> re + play = replay (play again or
	play back)

**PRACTICE** Add the prefix *re*- to the base words below. Write the new word on the first line. Then write the meaning of the new word.

	Base Word	New Word	New Meaning
7.	call		
8.	trace		
9.	turn		
10.	do		
11.	write		

**APPLY** Fill in the blank with the prefix *non*- or *re*- to create a new word that makes sense in the sentence.

- **12.** Bree wants to \_\_\_\_\_\_join the swim team next summer.
- **13.** Josh uses \_\_\_\_\_\_toxic cleaners that do not harm his skin.
- **14.** We will \_\_\_\_\_\_\_decorate the room after we \_\_\_\_\_\_paint the walls.

#### /oo/ spelled u, u\_e, \_ew, and \_ue

**FOCUS** The  $\overline{00}$  sound can be spelled with *u*, *u*\_e, \_ew, and \_ue.

### **PRACTICE** Use the words in the box to fill in the blanks.

rumor	stew	utility	cashew	tune	
drew	ruin	clue	flute	pursue	

Write the words with  $\overline{00}$  spelled like grew.

1	3
2	_
Write the words with ,	/oo/ spelled like <i>rude.</i>
4	5
Write the words with ,	/oo/ spelled like <i>due.</i>
6	7
Write the words with ,	/oo/ spelled like <i>truth.</i>
8	10.
9	_

**APPLY** Replace the underlined letter or letters to create a rhyming word. The new word will have the same spelling pattern for  $\sqrt{00}/$ .

11.	<u>cl</u> ue	+	tr	=	
12.	new	+	ch	=	
13.	<u>b</u> lue	+	g	=	
14.	<u>co</u> nclude	+	i	=	

#### Read the paragraph. Circle the misspelled words. Write the words correctly on the blanks below.

Summer begins in the month of Jewn. Lots of nue blossoms appear on trees and plants. People swim in cool, bloo pools. They listen to tewns as they cut the grass. Other summer activities inclood hiking and camping. Some like to brue iced tea and then sip it on the porch.

15.	
<b>16.</b>	
17.	
<b>18.</b>	
19.	
20.	

#### Prefix pre-

FOCUS	<ul> <li>A prefix is added to the beginning of a word</li> </ul>
	and changes the meaning of that word.

 The prefix pre- means "before in place, time, or order." Example: pre + made = premade (made ahead of time)

**PRACTICE** Add the prefix *pre*- to the base words below. Write the new word on the first line. Then write the meaning of the new word.

Base Word	New Word	New Meaning
1. cooked		
<b>2.</b> pay		
3. pack		
4. game		
from above.	two sentences using	the new words
6.		

#### Prefix mis-

FOCUS	• A <b>prefix</b> is added to the beginning of a word
	and changes the meaning of that word.

 The prefix *mis*- means "bad," "wrong," or "incorrectly." **Example:** mis + judge = misjudge (to judge incorrectly)

**PRACTICE** Add the prefix *mis*- to the base words below. Write the new word on the first line. Then write the meaning of the new word.

Base Word	New Word	New Meaning
7. count		
8. behave		
9. match		
<b>10.</b> place		

### **APPLY** Fill in the blank with the prefix *pre-* or *mis-* to create a new word that makes sense in the sentence.

- **11.** Kaylee felt like a \_\_\_\_\_\_fit and didn't have fun at camp.
- **12.** Dad \_\_\_\_\_\_arranged for a cab to pick us up at the airport.
- **13.** If you \_\_\_\_\_\_soak the shirt before washing, the stain might come out.
- **14.** Toby would never \_\_\_\_\_\_treat his pets.

#### **Ocean Life**

Did you know that ocean water has salt in it? Thousands of living things make the ocean their home. Plants and animals have parts that help them live in the saltwater. Some creatures are tiny, but the largest animal on Earth lives in the ocean too!

Kelp is a kind of plant that lives in the ocean. It can grow very tall underwater. It is very different from land plants. It does not have a trunk like trees. Kelp is not delicate though. It has strong stems that can move in the water. Parts that trap air bubbles help this plant float. Then it can get closer to the sunlight above the water.

Many kinds of plants live in the ocean. Some plants are large like kelp. Other plants are so tiny that you need a microscope to see them! These tiny plants float in the water. They like to live in cool water. They need a lot of sunlight to live.

The bottom of the ocean does not get much sunlight. It is very dark and cold. One kind of fish that lives there glows like a flashlight! The glowing part helps the fish find food. This part can be bad though. Sometimes it is hard for this fish to hide from other animals. Living things in Earth's oceans help each other. A sea anemone is an animal that lives in the ocean. It can sting other animals. It does not harm one kind of fish though. The clownfish shares its food with the anemone. A sea anemone is a protective home for the clownfish.

Another ocean animal is a giant octopus. It is big and has eight arms! It is a shy, but very smart animal. An octopus can change the coloration of its body. Then it can blend in with parts of the ocean. The camouflage helps the octopus get food and hide from other animals.

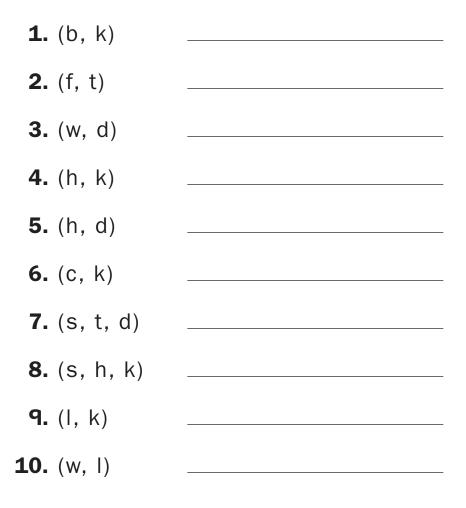
The largest animal on Earth is the blue whale. It eats tiny animals. During the summer, blue whales like to live in cool ocean water. A lot of food can be found there. During the winter, blue whales live in warm ocean water. Baby blue whales are born there.

The ocean is home to many plants and animals. Scientists continue to learn more and more about the ocean every year. You should too!

#### /oo/ spelled oo

**FOCUS** The /oo/ sound is spelled with *oo*. The *oo* spelling pattern is usually found in the middle of a word.

### **PRACTICE** Use the letters in parentheses () to write a word on the line with the oo spelling pattern.



Copyright  $\otimes$  McGraw-Hill Education. Permission is granted to reproduce for classroom use.

### **APPLY** Read each word, and then write a new rhyming word on the line.

<b>11.</b> book	
<b>12.</b> hood	
<b>13.</b> shook	
<b>14.</b> look	
<b>15.</b> stood	

### Complete each sentence by writing one of the above words on the blank line.

**16.** I like to read a \_\_\_\_\_\_ before I go to sleep.

- **17.** My jacket has a \_\_\_\_\_\_ for cold or rainy weather.
- **18.** Charlie \_\_\_\_\_\_ at the bus stop with his friends.
- **19.** The doctor is taking a \_\_\_\_\_\_ at Anna's sore throat.
- **20.** The mayor \_\_\_\_\_\_ hands with all of her supporters.

### **Comparative Ending** *-er*, **Superlative Ending** *-est*, and **Irregular Comparatives**

FOCUS	• The <b>comparative ending</b> -er shows a	
	comparison between two things.	

- The **superlative ending** -est shows a comparison among three or more things.
- Some words that show comparison do not follow the usual patterns of adding -er or -est. These words are irregular comparatives.

### **PRACTICE** Add -er to the following words. Write each new word on the line.

1. clean	 <b>3.</b> easy	
<b>2.</b> mad	 4. dark	

### Add *-est* to the following words. Write each new word on the line.

5.	bright	 7.	smooth	
6.	funny	 8.	wise	

### Draw a line to match the comparative form to its superlative form.

٩.	worse	a.	best
10.	more	b.	most
11.	less	C.	worst
12.	better	d.	least

### **APPLY** Circle the correct word to complete each sentence.

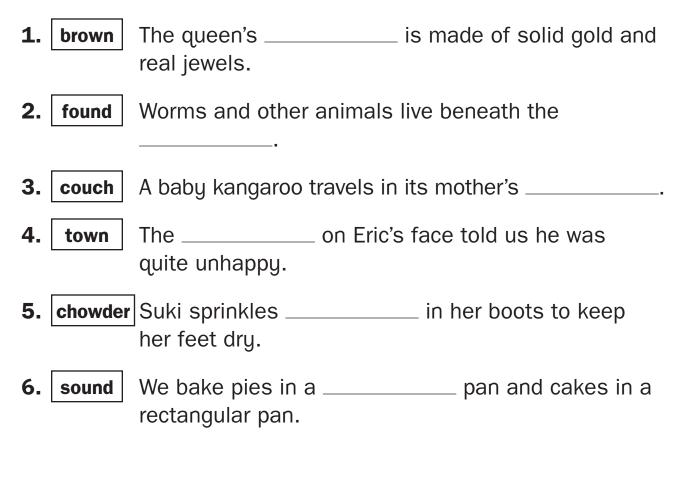
- **13.** Lance's bike is ( newer newest ) than Henry's.
- **14.** Mr. Jones raked the (biggest bigger) pile of leaves on our street.
- **15.** The lunchroom is (noisyest noisiest) on Fridays.
- 16. Which of these two books costs (less least)?
- **17.** This feels like the (hottest hotest) day of the year!
- **18.** Nate's hair is (curlier curlyer) on rainy days.
- **19.** Kate said that was the (worse worst) movie she'd ever seen!
- **20.** The public pool is ( deepest deeper ) than our swimming pool.
- **21.** The new washer works much ( best better ) than the old one did.
- **22.** Zack has the (least less) amount of absences this year.
- **23.** I thought the sequel was ( least less ) exciting than the first movie.
- **24.** The car looked a lot ( shiniest shinier ) after we waxed it.

#### /ow/ spelled ow and ou\_

**FOCUS** The /ow/ sound can be spelled *ow* and *ou*\_.

\_\_\_\_\_

## **PRACTICE** Read the sentence. Change the word in the box to make a new rhyming word that completes the sentence. Write the new word on the line.



### **APPLY** Read the sentence. Circle the word that completes each sentence. Write the word on the line.

7. Use a hamme	r to	the nails i	nto the wood.
a. pownd	<b>b.</b> pound	<b>c.</b> pond	<b>d.</b> puond
8. The	cheered w	hen our team	won the game.
a. crowd	<b>b.</b> crowed	<b>c.</b> croud	d. croued
<b>9.</b> Who gets to ta	ake a	first this	morning?
a. shouwer	<b>b.</b> shour	c. shouer	d. shower
<b>10.</b> Liza wore a ne	2W	$\_$ and skirt to	the meeting.
a. blouse	<b>b.</b> blows	<b>c.</b> blues	<b>d.</b> blous

Read each hint. Fill in the blank with *ow* or *ou* to complete the word.

<b>11.</b> squeaks and eats cheese	m	se
12. has a petals and a stem	fl	er
13. used for drying off	t	el
14. used for eating and talking	m	th
15. what basketballs do	b	nce
16. sound a wolf makes	h	

#### Suffixes -er, -or, and -ness

<b>FOCUS</b> • A <b>suffix</b> is added to the end of a base word. Adding a suffix changes the meaning of the word.		
<ul> <li>The suffixes -er and -or can mean "one who." They refer to a person or thing that does a certain action.</li> </ul>		
	<b>Examples:</b> heat + er = heater (a thing that heats) collect + or = collector (one who collects)	
<ul> <li>The suffix -ness means "the state of being."</li> <li>Example: dark + ness = darkness (the state or being dark)</li> </ul>		

**PRACTICE** Add the suffix *-er, -or,* or *-ness* to the base words below. Write the new word, and then write its meaning.

	New Word	Meaning
<b>1.</b> work + er =		
2. calculate + or =		
3. still + ness =		
<b>4.</b> act + or =		
5. goofy + ness =		
<b>6.</b> manage + er =		

### **APPLY** Add the suffix *-er, -or,* or *-ness* to a word from the box. Then write the word to complete a sentence.

ill Iove	play bright	sail illustrate	
7. Dr. Burns wil	I know how to	cure the	
8. She is the a	uthor and the $$		of the book.
<b>9.</b> Wear sungla	sses to shield _ of the sun.	your eyes fro	m the
<b>10.</b> A good	has r	hythm and gra	ace.
<b>11.</b> Children gigo	gled at the clov	vn's	
<b>12.</b> Did the	send	a message fi	rom her boat?
13. Which hocke	y	$_{-}$ scored the ${\mathfrak{g}}$	goal?
<b>14.</b> Lee is an an	imal	and has I	ots of pets.
Write two sente	nces using the	words from	the box.
dream	er sh	yness	protector
15			
16.			

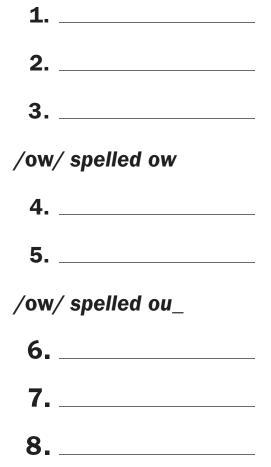
#### /oo/ and /ow/

- **FOCUS** The /oo/ sound is spelled *oo*.
  - The /ow/ sound can be spelled ow or ou\_.

#### **PRACTICE** Sort the words under the correct heading.

hook	frown	stood	pout
amount	woof	prowl	council

#### /oo/ spelled oo



### **APPLY** Use a word from the box to complete each sentence.

scowl hoof	pouch drown	cookies cloud	plow look	
<b>9.</b> Layne kee	ps her penci	ils in a zipper	ed	
10. Oranges a	nd apples ar	re both		
11. A large trad	ctor pulls the	e	across	the field.
12. There was	n't a	in the	clear, blue	e sky.
13. Sally likes	to drink mill	k with her		-•
<b>14.</b> The grump his face.	y store clerł	k always has	a	on
<b>15.</b> Mix milk, b	outter, and $\_$	·	to make th	e batter.
16. The goat's		was covere	ed in mud.	
<b>17.</b> Manny like	es to	his pa	incakes in	syrup.
<b>18.</b> Never	di	rectly at the s	sun!	

#### Suffixes -ly and -y

#### **FOCUS** • A **suffix** is added to the end of a base word. Adding a suffix changes the meaning of the word.

- The suffix -Iy means "in a certain way."
- The suffix -y means "like" or "full of."

### **PRACTICE** Choose a suffix from above to add to each base word. Write the meaning of the new word.

Meaning:	
Meaning:	
Meaning:	
Meaning:	
using the words from above.	
	<ul> <li>Meaning:</li> <li>Meaning:</li> <li>Meaning:</li> <li>Meaning:</li> <li>using the words from above.</li> </ul>

# **APPLY** Add *-ly* or *-y* to the base word in parentheses () to form a new word that completes the sentence. Write the new word on the line. Then write the meaning of the new word.

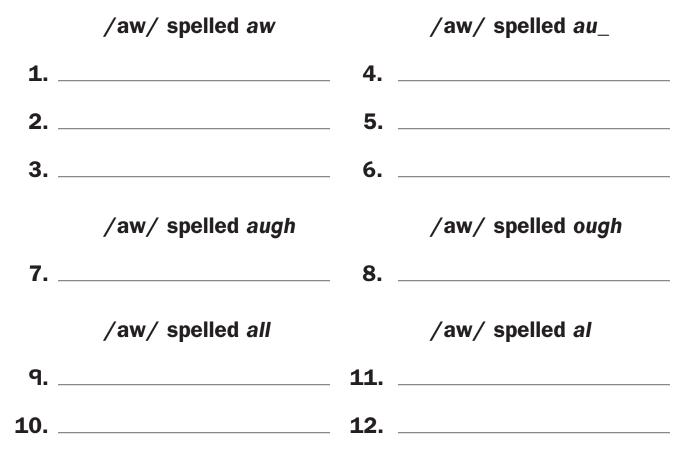
8.	(Storm)	weather makes our pets u	pset.
	New Meaning:		
٩.	Spread the butter (even)		ast.
	New Meaning:		
10.	A bird (sudden) New Meaning:		)W.
11.	We need to clean out our (n	ness)	
	basement this weekend.		
	New Meaning:		
12.	Hold the baby chick very (ca New Meaning:		
13.	Liza (bold) New Meaning:		phone.
14.	The spilled glue left a (stick my desk.	.) spot	ON
	New Meaning:		
15.	Trevor trimmed the dog's (sl New Meaning:		ır.

#### /aw/ spelled aw, au\_, augh, ough, all, and al

**FOCUS** The /aw/ sound can be spelled *aw*, *au\_*, *augh*, ough, all, and al.

#### **PRACTICE** Sort the words under the correct heading.

flaw	cause	brought	naughty	stalk	awning	
recall	haunt	laundry	gnaw	false	stall	



**APPLY** Use the letters in parentheses and an /aw/ spelling pattern to make a word.

13.	(f, t)	
14.	(k, w)	
15.	(h, r, t, o)	
16.	(d, e, r, t)	
17.	(s, b, e, a, b)	
18.	(n, r, d)	

#### Circle the correct spelling for each set of words.

19.	walet	wallet
20.	tought	taught
21.	fawlt	fault
22.	calm	caulm
23.	auful	awful
24.	thoughtful	thaughtful

#### Suffixes -able and -ment

#### **FOCUS** • A **suffix** is added to the end of a base word. Adding a suffix changes the meaning of the word.

- The suffix -able means "able to be or worthy of being" or "tending toward."
- The suffix **-ment** means "the act, process, or result of" or "the condition of being."

**PRACTICE** Add the suffix *-able* or *-ment* to the base words below. Write the new word and the meaning of the new word.

Base Word	-able	New Meaning
<b>1.</b> honor		
<b>2.</b> use		
<b>3.</b> remark		
Base Word	-ment	New Meaning
<b>4.</b> pay		
<b>5.</b> manage		

### **APPLY** Add the suffix *-able* or *-ment* to a word from the box. Then write the word to complete a sentence.

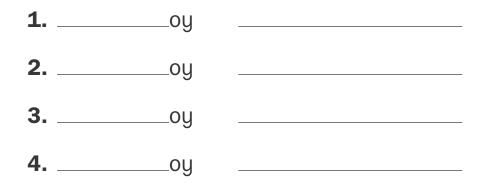
	agree advertise	move depend	engage reason		
7.	7. We went to the store after we saw the				
8.	Even a slight broken leg.	caus	es pain in Rachel	'S	
٩.	Matt and his parents his allowance.	s reached an	a	bout	
10.	Is 7:00 a	time for	the party to star	rt?	
11.	Riku is a every day.	worker w	vho shows up on	time	
12.	The happy couple and the party.	nounced their		at	
Write two sentences using words from the box.					

	lovable	valuable	judgment	treatment	
13.					
14.					

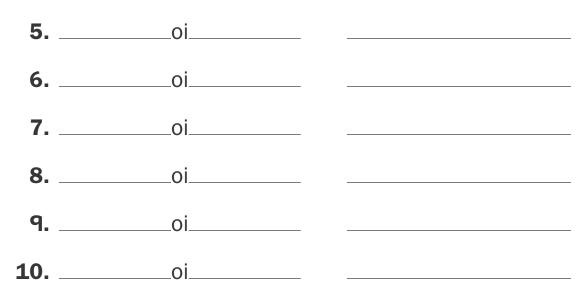
### /oi/ spelled oi and \_oy

**FOCUS** The /oi/ sound can be spelled with *oi* and \_*oy*.

### **PRACTICE** Write a letter on the line to create a word with the \_oy spelling pattern. Then write the whole word.



Write a letter on the lines to create a word with the oi spelling pattern. Then write the whole word.



## **APPLY** Write *oi* or *oy* on the line to complete each word with the correct /oi/ spelling pattern.

- **11.** Juan could not av\_\_\_\_\_\_d stepping in the puddle.
- **12.** Lots of girls and b\_\_\_\_\_s ran around the playground during recess.
- **13.** P\_\_\_\_\_\_nt the telescope toward the stars.
- **14.** Rain sp\_\_\_\_\_led our plans for a picnic.
- **15.** Eliza enj\_\_\_\_\_\_s knitting and other crafts.
- **16.** The cake was m\_\_\_\_\_st and tasty.
- **17.** The r\_\_\_\_\_al family lives in a palace.
- **18.** A tornado can destr\_\_\_\_\_\_ a house in seconds.
- **19.** Please keep your v\_\_\_\_\_ces down while you are in the library.
- **20.** The c\_\_\_\_\_\_ns in Luke's pocket equal 75 cents.
- **21.** Grace is ann\_\_\_\_\_ed by the ticking clock.
- **22.** Our next v\_\_\_\_\_age will be a trip to Ireland.

#### Name

### Words with the Same Base

 FOCUS
 A base word is a word that can stand alone. A base word can give a clue to the meaning of other words in its word family.
 Example: base word—kind word family—unkind, kindly, kindness, kindest

### **PRACTICE** Write the base word for each word family below.

1. walks, walker, walkway

base word: \_\_\_\_\_

2. handed, handful, handy

base word:

3. restate, stately, statement

base word: \_\_\_\_\_

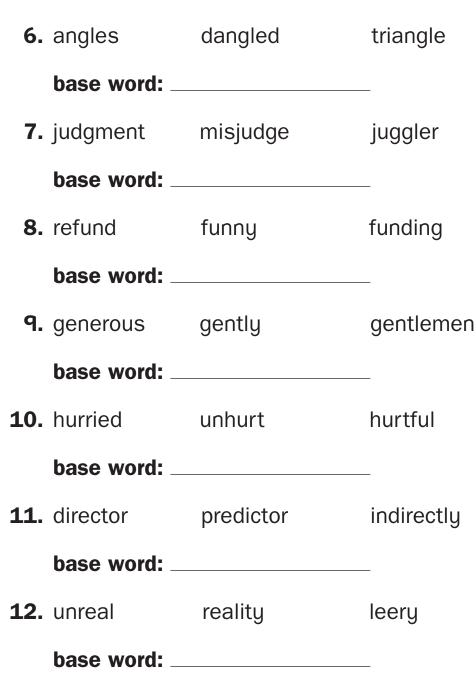
4. writer, written, writing

base word:

5. disfavor, favorable, favorite

base word:

#### **APPLY** Circle the words in the same word family. Then write the base word on the line.



#### Name

### Fossils

Fossils give us clues about plants and animals that lived long ago. Scientists find most fossils buried in the ground. Have you ever seen a real fossil? Maybe you have seen a picture of a fossil. Have you ever seen a dinosaur bone? A dinosaur bone is a fossil!

There are different kinds of fossils. Some plants and animals died and were buried in mud. The mud got hard and turned into rock. Sometimes plants and animals left a print in the mud. Some of the prints were footprints. These prints turned into rocks too.

Scientists find fossils all over Earth. One of the main reasons to search for fossils is to learn more about what Earth was like long ago. Fossils provide a way to study plants and animals that are no longer alive on Earth.

Studying fossils is also a way to learn how old something is. Scientists have found fossils of the fern plant which is still alive today. That means ferns are very old!

Some of the most popular fossils are those of dinosaurs. Perhaps it is the mystery around dinosaurs that makes them so interesting. No living human has ever seen a living dinosaur. All we have are fossils. There were lots of dinosaurs. The fossils that scientists find vary in size, but they all started off as bone. The dinosaur bones became fossils over time. Scientists collect these fossils and put them together to learn about the dinosaurs.

Sometimes the fossils are together in one place. They are the fossilized bones of the whole dinosaur. Other times the fossils are in different places. When that happens, the fossils are like pieces of a puzzle. Scientists examine each fossil. Then they put all of the fossils together for the correct dinosaur. They solve the puzzle.

So we know that fossils can come from plants as well as the bones of animals. Can you think of another kind of fossil? What about the whole body of an insect trapped inside a rock?

Some insects get stuck in the sticky liquid, or sap, that slides down the trunks of trees. Insects can get stuck in the sap. Over time, the sap gets hard. Once it becomes a solid it is called amber. Inside the amber is the body of the insect.

It is by studying the fossilized remains of animals and plants that we have any guesses about what they used to be like. Fossils are very helpful to both scientists and students. They help us learn about living things from the past.

### The ough Spelling Pattern

# FOCUS • The ough spelling pattern has many different sounds. The letter t at the end of the ough pattern

 The letter t at the end of the ough pattern will most often cause ough to make the /aw/ sound.

## **PRACTICE** Use the words in the box to answer the questions.

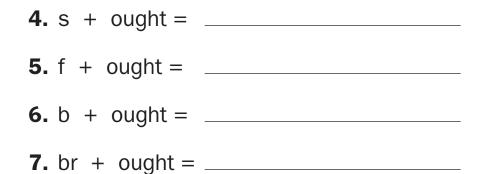
		though	bought	dough	tough	
--	--	--------	--------	-------	-------	--

**1.** Which words have the same vowel sound as *no*?

2. Which word has the same vowel sound as saw?

3. Which word has the same vowel sound as *puff*?

## **APPLY** Add the given letter to the *ought* spelling pattern. Write the new word on the line.



#### Circle the correct word to complete each sentence.

- 8. Donna (bough, bought) apples at the market.
- 9. Do we have (enough, enought) chairs for everyone?
- **10.** I (though, thought) class started at 8:30.
- **11.** The children (fought, fough) over whose turn it was.
- **12.** Use a rolling pin to flatten the cookie (dought, dough).
- **13.** (Althought, Although) I live close to the school, I still ride the bus.
- **14.** Raj (brought, bough) his tent for the camping trip.
- **15.** We (sough, sought) sand and sun on our beach vacation.

### **Synonyms and Antonyms**

## **FOCUS** • **Synonyms** are words that are similar in meaning. *Happy* and *glad* are synonyms.

• **Antonyms** are words that are opposite in meaning. *Up* and *down* are antonyms.

## **PRACTICE** In each box, circle the synonym and draw a line under the antonym for each given word.

<b>1.</b> near	close	apart	far
2. winner	helper	loser	champion
3. before	beside	after	earlier

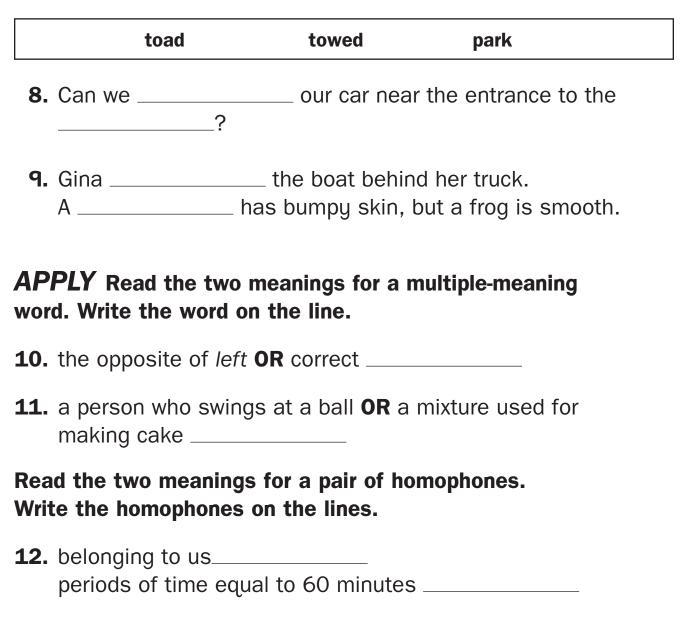
## **APPLY** Write the synonym or antonym for the word in parentheses to complete the sentence.

- **4.** (frown) Curtis has the warmest \_\_\_\_\_\_.
- (bend) Slow down when you come to a \_\_\_\_\_ in the road.
- 6. (bright) Mom did not finish working until it was \_\_\_\_\_\_ outside, so we had a late dinner.
- (hilarious) The \_\_\_\_\_ movie had us laughing all night long.

### **Multiple-Meaning Words and Homophones**

**FOCUS** Multiple-meaning words are spelled and pronounced the same but have different meanings. Homophones are words that are pronounced the same but have different spellings and meanings.

## **PRACTICE** Use the multiple-meaning word and the homophones below to complete the sentences.



**114** UNIT 6 • Lesson 1

### **Silent Letters**

**FOCUS** Silent letters in a word are not heard when the word is read.

## **PRACTICE** Read each word. Circle the letter or letters that are silent.

<b>1.</b> hour	<b>11.</b> crumb
<b>2.</b> doubt	<b>12.</b> school
<b>3.</b> rhyming	<b>13.</b> adjust
4. scene	<b>14.</b> knuckles
<b>5.</b> knit	15. muscle
6. wrench	<b>16.</b> design
<b>7.</b> lamb	17. science
8. island	<b>18.</b> ache
9. scent	<b>19.</b> thistle
<b>10.</b> listen	<b>20.</b> autumn

## **APPLY** Circle the correct word that completes each sentence.

- **21.** Martin ate (hafe, half) of the sandwich.
- 22. Can you (answer, anser) the math question?
- **23.** The (shent, scent) of roses filled the air.
- 24. Did you (listen, lissen) to the band play?
- **25.** Cara hit her (thumn, thumb) with a hammer.
- **26.** The (scine, sign) tells us which road to take.

#### Look at each pair of words with a silent-consonant spelling pattern. Underline the spelling pattern in each word. Write a third word with the same spelling pattern.

27.	knee	knot	
28.	climb	numb .	
29.	wrong	wrist	
30.	gnat	sign	
31.	rhombus	rhythm .	
32.	taught	daughter	

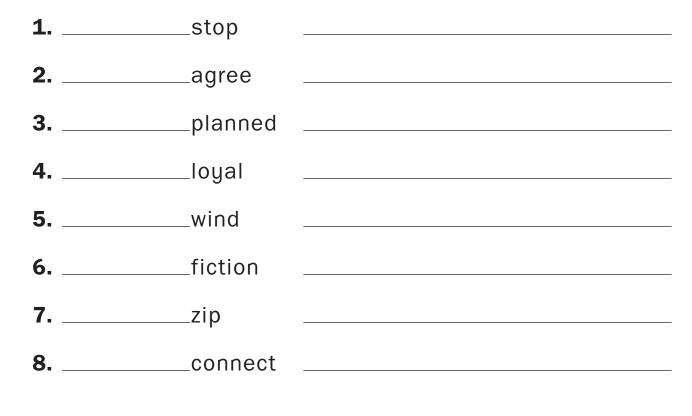
#### The Prefixes dis-, un-, and non-

## **FOCUS** A **prefix** is added to the beginning of a word and changes the meaning of that word.

\_\_\_\_\_

- The prefix *dis* means "to do the opposite of" or "not to."
- The prefix **un-** means "the opposite of" or "not."
- The prefix *non-* means "to do the opposite of" or "not."

## **PRACTICE** Choose a prefix from above to add to each base word. Write the meaning of the new word.



**APPLY** Choose one of the following prefixes to add to the base word in parentheses () to form a new word that completes the sentence. Write the new word on the line. Then write the meaning of the new word.

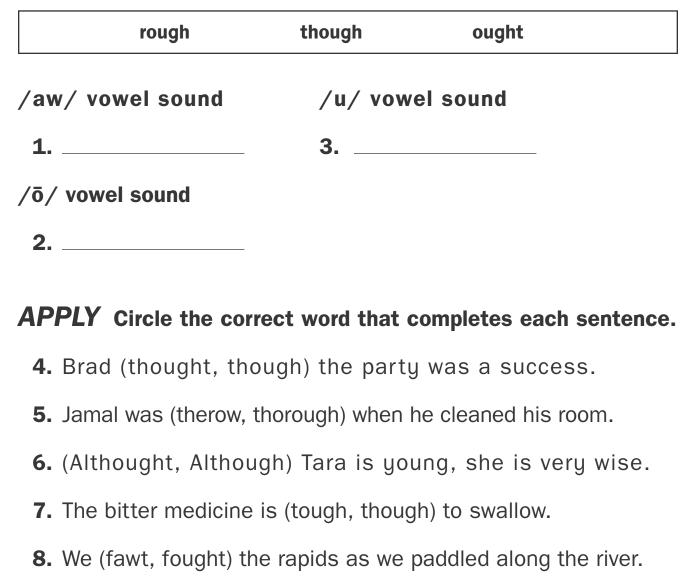
	dis-	un-	non-
٩.	Karl was (able)		_ to attend the party.
	New Meaning:		
10.	You must speak to the p		bey)
	New Meaning:		
11.	Joan (wrapped)		_ her birthday gift.
	New Meaning:		
12.	We use (toxic) safe for the environment		cleaners that are
	New Meaning:		
13.	Please (connect) the charger.		your phone from
	New Meaning:		
14.	Toby uses (fat)		
	New Meaning:		

### The ough Spelling Pattern

## **FOCUS** • The *ough* spelling pattern has many different sounds.

• Adding the letter *t* to the end of the *ough* pattern makes *ough* say the /aw/ sound.

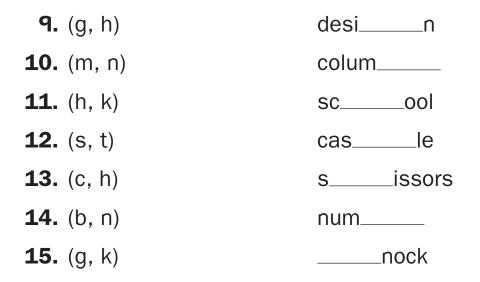
#### **PRACTICE** Sort the words under the correct heading.



### **Silent Letters**

**FOCUS** Silent letters in a word are not heard when the word is read.

### **PRACTICE** Choose a letter in parentheses () to complete each word. Write the letter on the line.



**APPLY** Unscramble the following words, and then write each new word on the line. Underline the silent letter or letters in each word.

<b>16.</b> t c n e s	
<b>17.</b> obtud	
<b>18.</b> lewesrt	
<b>19.</b> wenk	
<b>20.</b> u s m l e c	
<b>21.</b> mutanu	
<b>22.</b> dhcro	

#### The Prefixes re-, pre-, and mis-

## **FOCUS** A **prefix** is added to the beginning of a word and changes the meaning of that word.

- The prefix re- means "again" or "back."
- The prefix *pre-* means "before in place, time, or order."
- The prefix *mis* means "bad," "wrong," or "incorrectly."

## **PRACTICE** Add a prefix to each base word. Write the new word. Then write the meaning of the new word.

1. mis + judge =

New Meaning:

2. re + play =

New Meaning:

3. mis + spell =

New Meaning:

**4.** pre + cook =

New Meaning:

**5.** re + mix =

New Meaning:

- 6. pre + select =
  - New Meaning:



**APPLY** Choose one of the following prefixes to add to the base word in parentheses () to form a new word that completes the sentence. Write the new word on the line. Then write the meaning of the new word.

	re-	pre-	mis-
7.	If you (treat)	a car, it wo	n't run properly.
	New Meaning:		
8.	Press the backward arrow	to (wind)	the song.
	New Meaning:		
9.	Libby (cut) the quilt.	_ some fabric	before starting
	New Meaning:		
10.	The piano needs to be (tur move to the new house.	ned)	after we
	New Meaning:		
11.	We (ordered)	tickets mor	oths before the show.
	New Meaning:		
12.	Chris (places) always finds it!	his phone	e every day, but he
	New Meaning:		

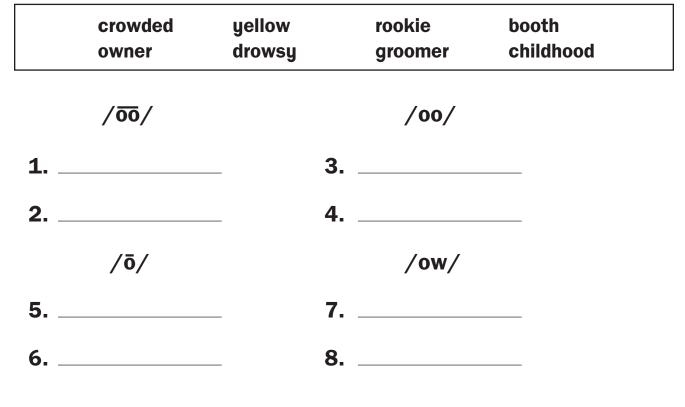
Copyright @ McGraw-Hill Education. Permission is granted to reproduce for classroom use.

### Contrast $\overline{00}$ with $\overline{00}$ and $\overline{0}$ with $\overline{0}$

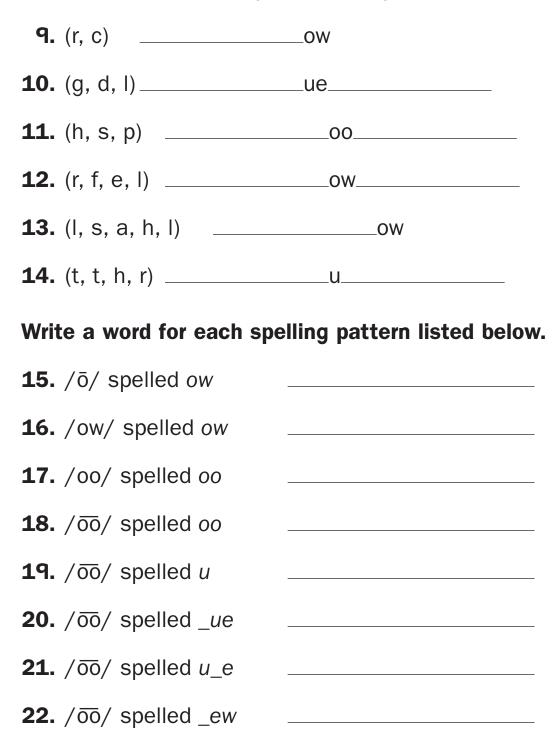
## **FOCUS** • The oo spelling pattern can make the /oo/ and /oo/ sounds.

- The *u*, *u*\_e, \_*u*e, and \_*ew* spelling patterns can make the /oo/ sound.
- The ow spelling pattern can make the /ō/ sound or the /ow/ sound.

### **PRACTICE** Write the following words under the correct sound.



## **APPLY** Unscramble the letters in parentheses () to make a word with the given spelling pattern.



### **Comparatives and Superlatives**

### **FOCUS** • The **comparative ending** -*er* shows a comparison between two things.

- The **superlative ending** -est shows a comparison among three or more things.
- Some words that show comparisons do not follow the usual patterns of adding *-er* or *-est*. These words are **irregular comparatives**.

## **PRACTICE** Add -er or -est to the following words. Write each new word on the line.

 1. fresh + er = \_\_\_\_\_
 4. loud + er = \_\_\_\_\_

 2. safe + est = \_\_\_\_\_
 5. wet + er = \_\_\_\_\_

 3. angry + est = \_\_\_\_\_\_
 6. narrow + est = \_\_\_\_\_\_

#### **APPLY** Choose a word from the box to complete each sentence.

most	better	farther	least	worse	farthest	

- 7. Jake hopes he sleeps \_\_\_\_\_ tonight than he did last night.
- 8. Five students made paper airplanes, and Rosie's flew the
- **9.** The winner is the person who scores the \_\_\_\_\_ points.
- **10.** Buddy is a good dog and causes the \_\_\_\_\_\_ trouble of any pet I know.
- **11.** The doctor said to call if my pain gets \_\_\_\_\_.
- **12.** Is it \_\_\_\_\_\_ to walk to the school or the store?

#### Suffixes -er, -or, and -ness

<b>FOCUS</b> • A suffix is added to the end of a base word.
Adding a suffix changes the meaning of the word.
<ul> <li>The suffixes -er and -or can mean "one who." It</li> </ul>
refers to a person or thing that does a certain
action. <b>Examples:</b> eraser (a thing that erases)
actor (one who acts)
<ul> <li>The suffix -ness means "the state of being."</li> </ul>
Example: shyness (the state of being shy)

## **PRACTICE** Add the suffix *-er, -or,* or *-ness* to the base words below. Write the new word, and then write its meaning.

<b>13.</b> toast + er =	
<b>14.</b> sail + or =	

**15.** calm + ness = \_\_\_\_\_

**APPLY** Add the suffix *-er, -or,* or *-ness* to a word from the box. Then write the word to complete a sentence.

fond	senate	sweep	bumpy	jog
<b>16.</b> A	is el	ected by the	people in his	or her state.
<b>17.</b> Marley's v	vivid outfits sh	ow her	of	bright colors.
<b>18.</b> The	of	f the road ca	used me to fe	el sick.
<b>19.</b> Use a		to clean the	floor.	
20. We passe	ed a	on th	ne path in the	park.

**126** UNIT 6 • Lesson 4

### Contrast $\overline{00}$ with $\overline{1}$ and $\overline{aw}$ with $\overline{0}$

#### **FOCUS** • The /oo/ and /u/ sounds can be spelled *u*, *u*\_e, \_ue, and \_ew.

- The /aw/ sound can be spelled aw and au\_.
- The /ow/ sound can be spelled ow and ou\_.

# **PRACTICE** Underline the /ow/ or /aw/ spelling pattern in each word. Write a rhyming word that has the same spelling pattern.

<b>1.</b> crown	<b>4.</b> claw
2. pause	5. shower
3. sound	<b>6.</b> yawn

Read the clue and fill in the correct  $/\overline{oo}/$  or  $/\overline{u}/$  spelling pattern to complete the word.

7. a person	h man
8. to say no	ref s
<b>9.</b> a thick soup	st
10. a spring flower	t lip
<b>11.</b> to disagree	arg
12. to make dirty	poll t

## **APPLY** Circle the correct word that completes each sentence.

13.	<b>13.</b> What interesting shapes do you see in the?					
	a. clowds	<b>b.</b> clouds	<b>c.</b> clauds	d. cloweds		
14.	Does the cost	of a meal	a	drink?		
	a. inclewd	<b>b.</b> includ	c. inclued	d. include		
15.	Grandma's rin	g has great	t	o Jenny.		
	a. value	<b>b.</b> valew	<b>c.</b> valu	d. valaue		
16.	A kite was	ir	the tree's bra	nches.		
	a. cought	<b>b.</b> cawght	<b>c.</b> caut	<b>d.</b> caught		
17.	You can count	on Manny to a	lways tell the _			
	a. trueth	<b>b.</b> truth	<b>c.</b> truthe	<b>d.</b> trouth		
18.	The	of the st	torm caused a	lot of damage.		
	<b>a.</b> furye	<b>b.</b> furry	<b>c.</b> fury	<b>d.</b> furey		
19.	We heard wolv	/es	in the dis	tance.		
	<b>a.</b> houl	<b>b.</b> howl	<b>c.</b> hawl	d. howel		
20.	I need to	this	s library book.			
	a. renu	<b>b.</b> reknew	c. renue	d. renew		

### Suffixes -ly, -y, -able, -ment and Word Families

FOCUS	<ul> <li>A suffix is added to the end of a base word and changes the meaning of the word.</li> </ul>
	The suffix -Iy means "in a certain way."
	The suffix <b>-y</b> means "like" or "full of."
	The suffix <b>-able</b> means "able to be or worthy of being" or "tending toward."
	The suffix <i>-ment</i> means "the act, process, or result of" or "the condition of being."
	<ul> <li>A base word is a word that can stand alone.</li> <li>A base word can give a clue to the meaning of other words in the word family.</li> </ul>
	<b>Example:</b> base word—kind word family—unkind, kindly, kindness, kindest

**PRACTICE** Add the suffix *-ly, -y, -able,* or *-ment* to the base words below. Write the new word and the meaning of the new word.

Base Word		Suffix		New Word	New Meaning
1. sincere -	ł	ly	=		
<b>2.</b> ship	ł	ment	=		
<b>3.</b> chew -	ł	able	=		
<b>4.</b> ice -	ł	y	=		

#### Write the base word for each word family below.

5. likely, unlike, likable base word: \_\_\_\_\_ 6. unworthy, worthwhile, worthless base word: 7. investor, reinvest, investment base word: \_\_\_\_\_ **APPLY** Circle the words in the same word family. Then write the base word on the line. 8. shaky shacks shakable base word: \_\_\_\_\_ **9.** easy easily eastern base word: \_\_\_\_\_ **10.** convertible comforter converter base word: \_\_\_\_\_ **11.** devalue developer development base word: \_\_\_\_\_ **12.** screamer creamy creamer base word: \_\_\_\_\_ **13.** correctly contractor incorrect base word: \_\_\_\_\_ **14.** manager management angrily base word: \_\_\_\_\_

#### Date

#### **The United States of America**

Do you know why we celebrate the Fourth of July? It is the birthday of the United States! July 4, 1776, is the date the Founding Fathers adopted the Declaration of Independence.

Today the Unites States is a free country. But it was not so a long time ago. The United States used to be part of England. England made the laws and told people here how to live.

Many people did not like the way they were treated by England. The laws were not fair. They wanted to be free, so they decided to fight for their freedom.

People explained their reasons for starting a new country by writing the Declaration of Independence. Thomas Jefferson, Benjamin Franklin, and John Adams helped write it.

The Declaration of Independence is one of the most important writings in the history of the United States. It declared that people were free to make new rules. It talks about many of the freedoms we enjoy today. It says that all people are created equal. It also explains our rights such as "life, liberty, and the pursuit of happiness."

The leaders in the early United States of America had to make many decisions to set up their government. Some of them thought that each state should have its own government. Others believed that the states should come together to form one government. Smaller states were afraid that larger states would have too much power. In May of 1787, the leaders of the United States met for a convention. We call this group of leaders the Founding Fathers. Many of them helped write the Declaration. They were farmers, lawyers, or traders. They all wanted to make a new set of laws that would keep the United States free.

Leaders from most states traveled to Philadelphia. Their job was to write the Constitution. The Constitution was a set of laws for the new country. It took a while to write.

In September of 1787, the Constitution was finally finished. Nine states had to approve it before it became law. This happened in June of 1788.

The Constitution explains the rights and duties of all citizens. It also tells how our government works. It set up the three branches of government, each with different powers. Each branch watches over the other two branches.

The Constitution is a living document. This means that people can make changes to it. The founders had to make some changes. Some people thought the Constitution did not protect people's rights. They wanted to add a new part to the Constitution to do this, and the founders agreed to update it.

Changes to the Constitution are called amendments. The founders added ten amendments. The first ten amendments are called the Bill of Rights.

The Declaration, the Constitution, and the Bill of Rights have granted Americans the freedoms that we have today. It is because of those freedoms that we celebrate the birth of this country on the Fourth of July.

Unit 1, Lesson 1 • Pages 1-2 **1–3.** /ch/: chap, pinch, chat **4–6.** /th/: thump, with, thorn 7-9. /sh/: rash, shot, fish **10.** ship **11.** moth **12.** thud **13.** trash 14. chest **15.** inch **16.** shed 17. champ **18.** slush **19.** lunch **20.** with Unit 1, Lesson 1 • Pages 3-4 1. scarf 2. which 3. dark 4. whip 5. when 6. market 7. where 8. wham **9.** whiff **10.** what **11.** dart **12.** spark 13. garden 14. charm **15.** barn 16. sharp **17.** hard **18.** yarn 19. start **20.** radar Unit 1, Lesson 2 • Pages 5-6 1. pep/per 2. pic/nic 3. ex/pand **4.** hic/cup 5. shel/ter 6.tun/nel 7. tab/let

9. bas/ket 10. man/tel **11.** rab/bit **12.** lap/top 13. clas/sic 14.tem/per 15. slip/per Possible Answers: 16–20 16. Mom asked me to dust the mantel. **17.** This song is a classic. **18.** I got in trouble for my bad temper. **19.** I found my slipper under my bed. 20. I have a rabbit background on my laptop. Unit 1, Lesson 2 • Pages 7-8 1. tch. a 2. ck. a **3.** ck, i **4.** dge, i 5. tch. a 6. dge, e **7.** tch **8.** ck 9. dge **10.** tch **11.** dge **12.** ck 13. nudge **14.** pitcher 15. locker **16.** track **17.** stretch **18.** bridge Unit 1, Lesson 3 • Pages 9-10 1. brushes 2. boxes **3.** wishes 4. paths 5. classes 6. charts 7. champs

8. suffixes

- 9. sharks
- **10.** hills
- **11.** foxes
- 12. branches
- Possible Answers: 13–16
- **13.** The lifeguard spotted sharks near the coast.
- **14.** We look for bike paths with lots of hills.
- **15.** There are foxes in the forest.
- **16.** The tree branches are bare during the winter.
- Unit 1, Lesson 3 Pages 11-12
  - 1. dodged
  - 2. blossomed
  - 3. stretched
  - 4. planned
  - 5. instructed
  - 6. shrugged
  - 7. tricked
  - 8. clapped
  - 9. pledged
- 10. expanded
- **11.** patched
- **12.** pledged
- 13. patched
- 14. tricked
- **15.** clapped
- 16. expanded

Unit 1, Lesson 4 • Pages 13-14
1–3. /ng/: rang, hung, king
4–6. /nk/: honk, shrunk, tank
7. drinking
8. strumming
9. nudging
10. jogging
11. blending
12. swinging
13. link
14. banging
15. long
16. crank
17. chunk
18. winking

8. cob/web

Unit 1, Lesson 4 • Pages 15-16	<b>9.</b> torn	<b>6.</b> p <u>i</u> lot
<b>1.</b> gar/gle	<b>10.</b> corn	<b>7.</b> h <u>i</u> k <u>e</u>
<b>2.</b> pan/el	<b>11.</b> wore	<b>8.</b> <u>i</u> ris
<b>3.</b> met/al	<b>12.</b> fork	Possible Answers: 9-10
4. freck/le	<b>13.</b> short	9. I sat on the same side of
<b>5.</b> an/vil	<b>14.</b> adore	the plane as the pilot.
<b>6.</b> shriv/el	<b>15.</b> horse	<b>10.</b> After a long hike in the
7. shuf/fle	16. cord—bored	woods, we went for a ride
<b>8.</b> fos/sil	<b>17.</b> form—storm	along the beach.
<b>9.</b> ras/cal	<b>18.</b> forecast—contrast	<b>11.</b> time
<b>10.</b> sten/cil	<b>19.</b> support—escort	<b>12.</b> dime
<b>11.</b> rental	20. shore—chore	<b>13.</b> virus
<b>12.</b> tranquil		<b>14.</b> kite
<b>13.</b> model	Unit 2, Lesson 1 • Pages 23-24	<b>15.</b> child
<b>14.</b> puddle	<b>1.</b> b <u>a</u> sic	16. silent
<b>15.</b> gravel	<b>2.</b> r <u>a</u> k <u>e</u>	<b>17.</b> blind
<b>16.</b> sparkle	<b>3.</b> f <u>a</u> d <u>e</u>	<b>18.</b> fire
<b>17.</b> novel	<b>4.</b> st <u>a</u> ple	<b>19.</b> wise
<b>18.</b> lentil	5. c <u>a</u> n <u>e</u>	<b>20.</b> iron
<b>19.</b> Apple	<b>6.</b> f <u>a</u> vor	<b>21.</b> side
<b>20.</b> animal	<b>7.</b> <u>a</u> ble	<b>22.</b> rise
	<b>8.</b> b <u>a</u> sis	
Unit 1, Lesson 5 • Pages 17-18	<b>9.</b> table	Unit 2, Lesson 2 • Pages 27–28
<b>1–2.</b> <i>er</i> : verb, buzzer	<b>10.</b> gave	<b>1.</b> so
<b>3–4.</b> <i>ir</i> : shirt, girl	<b>11.</b> fake	2. rose
<b>5–6.</b> <i>ur</i> : slurp, turnip	<b>12.</b> fade	3. dome
<b>7–8.</b> ear: heard, earn	<b>13.</b> stable	4. wove
<b>9.</b> ur	<b>14.</b> case	5. most
	<b>15.</b> bacon	<b>6.</b> joke
<b>10.</b> ir		-
<b>11.</b> er	<b>16.</b> trade	7. nose, rose
<b>11.</b> er <b>12.</b> er	<b>16.</b> trade <b>17.</b> table	<b>7.</b> nose, rose <b>8.</b> Most, host
<b>11.</b> er <b>12.</b> er <b>13.</b> ear	<b>16.</b> trade <b>17.</b> table <b>18.</b> makes	7. nose, rose 8. Most, host 9. no, so
<b>11.</b> er <b>12.</b> er <b>13.</b> ear <b>14.</b> ur	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> </ul>
<b>11.</b> er <b>12.</b> er <b>13.</b> ear <b>14.</b> ur <b>15.</b> turning	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> </ul>
<ol> <li>er</li> <li>er</li> <li>ear</li> <li>ear</li> <li>ur</li> <li>turning</li> <li>sister's</li> <li>Stir</li> <li>earn, dollars</li> </ol>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> <li>Unit 1, Lesson 5 • Pages 19-20</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> <li>Unit 1, Lesson 5 • Pages 19-20</li> <li>1. bore</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> <li>Unit 1, Lesson 5 • Pages 19-20</li> <li>1. bore</li> <li>2. store</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> <li>26. rake</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> <li>18. oval</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> <li>Unit 1, Lesson 5 • Pages 19-20</li> <li>1. bore</li> <li>2. store</li> <li>3. pore</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> <li>26. rake</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> <li>18. oval</li> <li>19. owe</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> </ul> Unit 1, Lesson 5 • Pages 19-20 <ul> <li>1. bore</li> <li>2. store</li> <li>3. pore</li> <li>4. tore</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> <li>26. rake</li> </ul> Unit 2, Lesson 1 • Pages 25-26 <ul> <li>1. idol</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> <li>18. oval</li> <li>19. owe</li> <li>20. pose</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> </ul> Unit 1, Lesson 5 • Pages 19-20 <ul> <li>1. bore</li> <li>2. store</li> <li>3. pore</li> <li>4. tore</li> <li>5. core</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> <li>26. rake</li> </ul> Unit 2, Lesson 1 • Pages 25-26 <ul> <li>1. idol</li> <li>2. ride</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> <li>18. oval</li> <li>19. owe</li> <li>20. pose</li> <li>21. tone</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> </ul> Unit 1, Lesson 5 • Pages 19-20 <ul> <li>1. bore</li> <li>2. store</li> <li>3. pore</li> <li>4. tore</li> <li>5. core</li> <li>6. border</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> <li>26. rake</li> </ul> Unit 2, Lesson 1 • Pages 25-26 <ul> <li>1. idol</li> <li>2. ride</li> <li>3. item</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> <li>18. oval</li> <li>19. owe</li> <li>20. pose</li> </ul>
<ul> <li>11. er</li> <li>12. er</li> <li>13. ear</li> <li>14. ur</li> <li>15. turning</li> <li>16. sister's</li> <li>17. Stir</li> <li>18. earn, dollars</li> </ul> Unit 1, Lesson 5 • Pages 19-20 <ul> <li>1. bore</li> <li>2. store</li> <li>3. pore</li> <li>4. tore</li> <li>5. core</li> </ul>	<ul> <li>16. trade</li> <li>17. table</li> <li>18. makes</li> <li>19. apron</li> <li>20. taste</li> <li>21. bacon</li> <li>22. fake</li> <li>23. date</li> <li>24. label</li> <li>25. name</li> <li>26. rake</li> </ul> Unit 2, Lesson 1 • Pages 25-26 <ul> <li>1. idol</li> <li>2. ride</li> </ul>	<ul> <li>7. nose, rose</li> <li>8. Most, host</li> <li>9. no, so</li> <li>10. joke, poke</li> <li>11. bone</li> <li>12. roll</li> <li>13. sold</li> <li>14. hole</li> <li>15. jolt</li> <li>16. hose</li> <li>17. sold</li> <li>18. oval</li> <li>19. owe</li> <li>20. pose</li> <li>21. tone</li> </ul>

**4.** design

5. knife

**19.** i e

Unit 2, Lesson 2 • Pages 29-30 1. fumes **2.** cute 3. United 4. refuse 5. menu 6. music 7. cube 8. fuse Possible Answers: 9–14 **9.** That puppy is cute. **10.** It will be humid all week. **11.** My teacher said I am a good pupil. **12.** They used a mule to carry the goods. **13.** Please mute the TV. **14.** My dad plays the bugle. Unit 2, Lesson 3 • Pages 31–32 **1.** blaze 2. music **3.** robot **4.** bite **5.** pilot 6. f<u>u</u>m<u>e</u> 7. major 8. stroke 9. safer **10.** mildest **11.** whitest 12. older **13.** unit **14.** wild 15. blade 16. cuter **17.** zone 18. post **19.** cradle 20. boldest **21.** hive 22. confuse Unit 2, Lesson 3 • Pages 33–34 **1.** knob 2. gnarl 3. wrinkle

6. wrench 7. knot 8. align 9. knelt **10.** wrona **11.** gnat **12.** wreck **13.** wrap 14. knack Unit 2, Lesson 4 • Pages 35–36 **1.** complete, e\_e **2.** secret. e 3. began, He **4.** She, compete **5.** fever **6.** athlete 7. pretest 8. These **9.** concrete **10.** be **11.** compete **12.** Beware 13. remodel 14. theme Unit 2, Lesson 4 • Pages 37–38 **1.** pride **2.** maple **3.** robe **4.** find **5.** accuse 6. brave 7. tempo 8. delete **9.** size **10.** bacon **11.** stampede **12.** menu **13.** total **14.** tr<u>a</u>d<u>e</u> **15.** child **16.** amuse **17.**0, i, o **18.** u\_e

**20.** a **21.** e, e\_e **22.** i Unit 2, Lesson 5 • Pages 39-40 **1–2.** *ea*: dream. cheat **3–4.** ee: week, feet 5. week 6. dream 7. cheat 8. feet **9.** creak **10.** passed **11.** fined **12.** reel **13.** hear **14.** need **15.** lead, /ē/ **16.** wind, /ī/ 17. lead. /e/ **18.** wind, /i/ Unit 2, Lesson 5 • Pages 41-42 **1.** beagle 2. between **3.** legal **4.** seaweed **5.** delete 6. complete 7. resubmit 8. extreme **9.** reheat **10.** depend **11.** treat, she, prefer, peanuts, sweet **12.** weeks, bean, zebra, speak, seems Unit 3, Lesson 1 • Pages 45-46 **1–4.** *ai*\_: aim, paint, rain, waist 5-8. \_aw: okay, display, away, maybe 9. holidau **10.** braid **11.** explain

	-	
<b>12.</b> bait	<b>17.</b> money	<b>16.</b> prepare
<b>13.</b> drain	<b>18.</b> lucky	<b>17.</b> played—made
<b>14.</b> wait	<b>19.</b> baby	<b>18.</b> repeat—delete
<b>15.</b> away	<b>20.</b> honey	<b>19.</b> lazy—daisy
<b>16.</b> Maybe	<b>21.</b> berries	<b>20.</b> peeled—yield
Ū.		<b>21.</b> turkey—quirky
<b>17.</b> sway	<b>22.</b> story	<b>a a a</b>
<b>18.</b> Spray		22. meter—cheater
	Unit 3, Lesson 2 • Pages 51–52	
Unit 3, Lesson 1 • Pages 47-48	<b>1.</b> field, _ie_	Unit 3, Lesson 3 • Pages 55–56
<b>1.</b> tame	<b>2.</b> even, e	<b>1.</b> photo
<b>2.</b> gray	<b>3.</b> breeze, ee	<b>2.</b> limb
<b>3.</b> pair	<b>4.</b> crazy, _y	<b>3.</b> comb
<b>4.</b> hay	5. reach, ea	4. graph
5. sale	<b>6.</b> trolley, _ey	<b>5.</b> numb
6. name	<b>7.</b> delete, e_e	6.phase
7. train	8. reef/free, ee	<b>7.</b> debt: b
<b>8.</b> play	<b>9.</b> ponies, _ie_	<b>8.</b> hour: h
9. wave	<b>10.</b> easy, ea, _y	<b>9.</b> science: c
<b>10.</b> chair	<b>11.</b> refund	<b>10.</b> character: h
<b>11. a.</b> rake	<b>12.</b> finally	<b>11.</b> wrestle: w, t
<b>12. c.</b> rain	<b>13.</b> reason	<b>12.</b> adjust: d
<b>13. b.</b> clay	<b>14.</b> chief	<b>13.</b> phone
<b>14. d.</b> gate	<b>15.</b> screen	<b>14.</b> scent
<b>15. a.</b> grapes	<b>16.</b> finally	<b>15.</b> listen
<b>16. d.</b> tail	<b>17.</b> chief	<b>16.</b> plumber
<b>17. c.</b> May	<b>18.</b> reason	<b>17.</b> columns
<b>18. b.</b> pair	<b>19.</b> screen	<b>18.</b> alphabet
<b>19. c.</b> skate	<b>20.</b> refund	<b>19.</b> island
<b>20. a.</b> inflate		<b>20.</b> thumb
	Unit 3, Lesson 3 • Pages 53-54	<b>21.</b> metaphor
Unit 3, Lesson 2 • Pages 49-50	Possible answers for third	<b>22.</b> climbs
<b>1.</b> sh <u>ie</u> ld	answer in items 1–10.	<b>22.</b> cm103
<b>2.</b> all <u>ey</u>	<b>1.</b> l <u>ea</u> p, ea, peach	Unit 3, Lesson 4 • Pages 57–58
3. pretty	2. r <u>e</u> spond, e, he	<b>1.</b> i <u>ce</u>
<b>4.</b> many	<b>3.</b> r <u>ai</u> se, ai_, plain	2. poli <u>c</u> ų
5. valley	<b>4.</b> pl <u>ay</u> , _ay, day	3. pen <u>ci</u> l
<b>6.</b> gr <u>ie</u> f	<b>5.</b> athl <u>ete</u> , e_e, these	<b>4.</b> <u>ce</u> nter
<b>7.</b> y	<b>6.</b> m <u>a</u> jor, a, April	<b>5.</b> la <u>cy</u>
<b>8.</b> ie	<b>7.</b> fl <u>a</u> k <u>e</u> , a_e, bake	<b>6.</b> <u>ci</u> ty
<b>9.</b> ey	<b>8.</b> bunn <u>ie</u> s, _ie_, puppies	<b>7.</b> tra <u>ce</u>
<b>10.</b> ie	<b>9.</b> jers <u>ey</u> , _ey, key	<b>8.</b> <u>ci</u> vil
<b>11.</b> y	<b>10.</b> sw <u>ee</u> t, ee, feet	<b>9.</b> circus
<b>12.</b> ey	<b>11.</b> squeaky	<b>10.</b> fancy
<b>13.</b> thief	<b>12.</b> referee	<b>11.</b> fleece
<b>14.</b> empty	<b>13.</b> shield	<b>12.</b> rice
<b>15.</b> monkey	<b>14.</b> detail	<b>13.</b> circle, slices
<b>16.</b> field	<b>15.</b> daydream	<b>14.</b> niece, science

15. city, space 16. night—fight **11.** mow 16. concentrate, excited 17. sighs—dries **12.** throat 18. pie-high 13. vote 14. loaf Unit 3, Lesson 4 • Pages 59-60 1. rage Unit 3, Lesson 5 • Pages 63–64 15. oak 2. logic 1. idea 16. bone 2. criticize **17.** oval 3. giant 4. gentle 3. flies 18. yellow 5. cringe **4.** t<u>i</u>tle 6. giraffe **5.** l<u>igh</u>t Unit 4, Lesson 1 • Pages 69-70 1. tablecloth 7. orange 6. incline 7. China 2. homework 8. general **9–11.** ge: digest, twinge, **8.** shy 3. ladybug Possible Answers: 9–14 4. choose—select general **12–14.** *gi*\_: frigid, tragic, **9.** pride 5. ill—sick **10.** find 6. laugh—giggle ginger 15. message **11.** wild 7. before—after 16. engine **12.** fright 8. over—under 13. pie **17.** digits 9. play—work **14.** my 18. imagine **10.** birdbath **15.** quiet **19.** cottage 11. teapot **20.** gentle **16.** prize 12. sunshine **21.** fragile **17.** high **13.** pinecone 22. vegetable **18.** diet 14. cupcake **23.** large **19.** Why Possible Answers: 15–20 **24.** register 20. advice 15. furious **21.** unties 16. chair Unit 3, Lesson 5 • Pages 61-62 22. beside 17. yell **1.** sky, \_y **23.** trial **18.** sunny 2. fried, \_ie 19. first 24. shiny 3. tight, \_igh **20.** open 4. spies, \_ie Unit 4, Lesson 1 • Pages 67-68 5. style, \_y **1.** flow, blow Unit 4, Lesson 2 • Pages 71–72 1-2. \_ue: cue, value Possible Answers: 6–8 2. joke, spoke **3.** crow, throw 3-4. \_ew: pew, curfew 6. My grandma makes the best fried chicken. 4. toad. load **5–6.** *u*: humor, unit 7-8. u\_e: compute, amuse 7. I could stare at the **5.** post, most clouds in the sky all day. 6. boat, moat 9. curfew, \_ew 8. These shoes are getting Possible Answers: 7–8 **10.** use, u\_e to be too tight. 7. We spoke all day about 11. rescue, \_ue **9.** might the joke from this 12. museum, u morning. 13. barbecue, \_ue **10.** Why 8. I need to throw another 14. spewed, \_ew **11.** bright **12.** applied load of laundry in the **15.** huge, u\_e 16. refuses, u\_e **13.** lie washing machine. **14.** type 9. frozen **15.** try—dry 10. hollow

5. Losing my cellphone put

Unit 4, Lesson 2 • Pages 73-74 1. kind, kind **2.** sink, sink **3.** last, last 4. bowl **5.** jam 6. duck 7. cents, sense 8. wheel, we'll **9.** road, rowed 10. eight, ate **11.** no, know **12.** aloud, allowed Unit 4, Lesson 3 • Pages 75-76 1. rodeo **2.** overflow **3.** <u>ozone</u> 4. explode 5. roadblock 6. boatload 7. overflow 8. roadblock **9.** rodeo **10.** ozone **11.** explode 12. boatload **13.** fuel 14. abuse **15.** continue **16.** humid **17.** volume **18.** cupid 19. skews—fuse 20. few-pew 21. menu-venue **22.** distribute—contribute

#### Unit 4, Lesson 3 • Pages 77-78

- disadvantage, the opposite of an advantage
- **2.** disappear, the opposite of appear
- **3.** disorder, the lack of order
- 4. disrespect, the opposite of respectPossible Answers: 5–6

me at a great disadvantage. 6. I meant no disrespect when I spoke out of turn. 7. unbuckle, the opposite of buckle 8. unripe, not ripe **9.** uncommon, not common 10. unstuck, the opposite of stuck 11. unreal, not real **12.** unlock 13. disinterested/ uninterested 14. unsafe, disconnected Unit 4, Lesson 4 • Pages 79-80 **1.** groom **2.** noon 3. poodle **4.** cool 5. food 6. roots 7. bloom **8.** roof 9. bedroom **10.** tools 11. cartoon **12.** zoomed **13.** loose **14.** Scoop **15.** boots **16.** pool **17.** too **18.** moon Unit 4, Lesson 4 • Pages 81-82 **1.** nonliving, not living 2. nonfat. no fat 3. nonfiction, not fiction **4.** nonsense, the opposite of sense

#### Possible Answers: 5–6

**5.** My sister prefers nonfat milk to whole milk.

- **6.** A rock is an example of something that is nonliving.
- 7. recall, call again to mind
- 8. retrace, trace again
- 9. return, turn back
- 10. redo, do again
- **11.** rewrite, write again
- **12.** re
- **13.** non
- 14. re, re

#### Unit 4, Lesson 5 • Pages 83-84

- **1–3.** \_ew: stew, cashew, drew
- **4–5.** *u*\_e: tune, flute
- 6-7. \_ue: clue, pursue
- 8–10. u: rumor, utility, ruin
- **11.** true
- **12.** chew
- **13.** glue
- 14. include
- **15.** June
- **16.** new
- **17.** blue
- **18.** tunes
- **19.** include
- 20. brew

#### Unit 4, Lesson 5 • Pages 85-86

- precooked, cooked ahead of time
- prepay, pay ahead of time
- **3.** prepack, pack ahead of time
- **4.** pregame, before the game

#### Possible Answers: 5–6

- **5.** My parents host a pregame party every football season.
- **6.** Dad was able to prepay for the tickets before they sold out.
- 7. miscount, count incorrectly

8. misbehave, behave badly **9.** mismatch. match incorrectly **10.** misplace, place wrongly **11.** mis **12.** pre 13. pre **14.** mis **Unit 5, Lesson 1** • Pages 89–90 1. book **2.** foot 3. wood 4. hook hood 6. cook 7. stood 8. shook/hooks **9.** look **10.** wool Possible Answers: 11–15 **11.** brook **12.** wood **13.** hook **14.** took **15.** good **16.** book **17.** hood 18. stood **19.** look **20.** shook Unit 5, Lesson 1 • Pages 91-92 1. cleaner 2. madder 3. easier 4. darker **5.** brightest 6. funniest 7. smoothest 8. wisest 9. worse—worst **10.** more—most 11. less—least **12.** better—best **13.** newer **14.** biggest

15. noisiest **16.** less **17.** hottest **18.** curlier **19.** worst **20.** deeper 21. better **22.** least **23.** less **24.** shinier Unit 5, Lesson 2 • Pages 93-94 **1.** crown 2. ground **3.** pouch 4. frown 5. powder 6. round 7. b. pound 8. a. crowd 9. d. shower 10. a. blouse **11.** ou **12.** ow 13. ow **14.** ou **15.** ou **16.** ow Unit 5, Lesson 2 • Pages 95-96 1. worker, one who works **2.** calculator, a thing that calculates **3.** stillness, the state of being still 4. actor, one who acts **5.** goofiness, the state of being goofy 6. manager, one who manages 7. illness 8. illustrator **9.** brightness

- **10.** dancer
- **11.** silliness
- 12. sailor
- 13. player

**14.** lover

#### Possible Answers: 15–16

- **15.** He has fewer friends due to his shyness.
- **16.** Sally has always been a dreamer.

#### Unit 5, Lesson 3 • Pages 97-98

- 1-3. oo: hook, stood, woof
- 4–5. ow: frown, prowl
- **6–8.** *ou*\_: pout, amount, council
- **9.** pouch
- **10.** round
- **11.** plow
- 12. cloud
- 13. cookies
- **14.** scowl
- **15.** flour
- **16.** hoof
- **17.** drown
- **18.** look

#### Unit 5, Lesson 3 • Pages

- 99-100
- 1. quickly, in a quick way
- 2. furry, full of fur
- **3.** thirsty, full of thirst
- 4. loudly, in a loud way

#### Possible Answers: 5–7

- **5.** I quickly became thirsty while sprinting in the gym.
- 6. We have to brush our furry dog once a week.
- 7. The school bell rings loudly every morning at 9:00.
- 8. Stormy, like a storm
- 9. evenly, in an even way
- **10.** suddenly, in a sudden way
- **11.** messy, full of messiness
- 12. carefully, full of care
- 13. boldly, in a bold way
- **14.** sticky, full of stickiness
- 15. shaggy, full of shagginess

Unit 5, Lesson 4 • Pages 101-102 1-3. aw: flaw, awning, gnaw 4-6. au : cause, haunt, laundru **7.** *augh*: naughty 8. ough: brought **9–10.** *all*: recall, stall 11-12. al: stalk, false **13.** fought 14. walk 15. author **16.** daughter **17.** baseball **18.** drawn 19. wallet **20.** taught **21.** fault **22.** calm 23. awful **24.** thoughtful Unit 5, Lesson 4 • Pages 103-104 **1.** honorable, worthy of being honored 2. usable, able to be used **3.** remarkable, worthy of a remark **4.** payment, the act of paying 5. management, the act of managing 6. excitement, the condition of being excited 7. advertisement 8. movement **9.** agreement reasonable **11.** dependable **12.** engagement **Possible Answers:** 13–14 **13.** This vase is very valuable to my parents. 14. My sister got a hair treatment at the salon.

Unit 5, Lesson 5 • Pages 105-106 Possible Answers: 1–10 **1.** t, toy **2.** j, joy **3.** b, boy **4.** s, sou **5.** b, l, boil **6.** f, l, foil **7.** s, l, soil **8.** c, l, coil **9.** j. n. join **10.** c, n, coin **11.** oi **12.** oy **13.** oi **14.** oi 15. oy **16.** oi **17.** ou 18. ou **19.** oi **20.** oi 21. ou 22. oy Unit 5, Lesson 5 • Pages 107-108 1. walk 2. hand 3. state **4.** write **5.** favor 6. angles, triangle: angle 7. judgment, misjudge: judge 8. refund, funding: fund **9.** gently, gentleman: gentle **10.** unhurt, hurtful: hurt **11.** director, indirectly: direct **12.** unreal, reality: real Unit 6, Lesson 1 • Pages 111-112 **1.** though, dough **2.** bought **3.** tough

4. sought 5. fought 6. bought 7. brought 8. bought **9.** enough 10. thought **11.** fought **12.** dough **13.** Although 14. brought 15. sought Unit 6, Lesson 1 • Pages 113 - 114**1.** circle: close: underline: far **2.** circle: champion; underline: loser **3.** circle: earlier; underline: after **Possible Answers:** 4–7 4. smile 5. curve 6. dark **7.** funny 8. park, park 9. towed, toad **10.** right **11.** batter **12.** ours, hours Unit 6, Lesson 2 • Pages 115-116 **1.** hour: h 2. doubt: b **3.** rhuming: h 4. scene: c 5. knit: k 6. wrench: w 7. lamb: b 8. island: s 9. scent: c **10.** listen: t **11.** crumb: b

- 13. adjust: d
- 14. knuckles: k

15. muscle: c **16.** design: g 17. science: c **18.** ache: h **19.** thistle: t **20.** autumn: n **21.** half 22. answer 23. scent 24. listen **25.** thumb **26.** sign Possible Answers: 27–32 27. kn: know **28.** mb: comb **29.** wr: write **30.** gn: gnaw **31.** rh: rhino **32.** gh: caught Unit 6, Lesson 2 • Pages

117-118
Possible Answers: 1–14
1. non: the opposite of stop; continual
2. dis: not agree
3. un: not planned
4. dis: not loyal

- 5. un: the opposite of wind
- 6. non: not fiction
- 7. un: the opposite of zip
- 8. dis: the opposite of connect
- 9. unable: not able
- **10.** disobey: not obey
- **11.** unwrapped: the opposite of wrapped
- **12.** nontoxic: not toxic
- 13. disconnect: unplug
- 14. nonfat: not fat

#### Unit 6, Lesson 3 • Pages

- 119-120
- **1.** ought
- 2. though
- 3. rough
- 4. thought

5. thorough 6. Although 7. tough 8. fought **9.** g **10.** n **11.**h **12.**t **13.** c 14.b 15. k 16. scent: c **17.** doubt: b **18.** wrestle: w, t **19.** knew: k 20. muscle: c **21.** autumn: n 22. chord: h

Unit 6, Lesson 3 • Pages

121-122

- **Possible Answers:** 1–12
- **1.** misjudge: judge incorrectly
- 2. replay: play again
- 3. misspell: spell incorrectly
- precook: cook ahead of time
- 5. remix: mix again
- 6. preselect: select ahead of time
- 7. mistreat: treat incorrectly
- 8. rewind: wind back
- 9. precut: cut ahead of time
- 10. retuned: tuned again
- **11.** preordered: ordered before
- **12.** misplaces: places incorrectly

Unit 6, Lesson 4 • Pages

123-124

- **1–2.** /oo/: booth, groomer
- 3-4. /oo/: rookie, childhood
- **5–6.** /ō/: yellow, owner
- **7–8.** /ow/: crowded, drowsy
- **9.** crow

10. glued 11. hoops 12. flower **13.** shallow **14.** truth **Possible Answers:** 15–22 15. own **16.** plow **17.** foot **18.** moon **19.** tuna 20. blue **21.** rude **22.** flew Unit 6, Lesson 4 • Pages 125-126

- **1.** fresher
- 2. safest
- 3. angriest
- 4. louder
- 5. wetter
- 6. narrowest
- 7. better
- 8. farthest
- 9. most
- 10. least
- **11.** worse
- 12. farther
- **13.** toaster: something that toasts
- 14. sailor: one who sails
- **15.** calmness: the state of being calm
- 16. senator
- 17. fondness
- 18. bumpiness
- **19.** sweeper
- 20. jogger
- Unit 6, Lesson 5 Pages

127-128

**Possible Answers:** 1–6

- 1. ow: down
- 2. au: cause
- 3. ou: found
- 4. aw: paw

5. ow: flower
 6. aw: fawn
 7. human
 8. refuse
 9. stew
 10. tulip
 11. argue
 12. pollute
 13. b. clouds
 14. d. include
 15. a. value
 16. d. caught

- **17. b.** truth
- **18. c.** fury

**19. b.** howl **20. d.** renew

- Unit 6, Lesson 5 Pages
  - 129-130
  - 1. sincerely: in a sincere way
  - 2. shipment: the act of shipping
  - **3.** chewable: able to be chewed
  - 4. icy: like ice
  - 5. like
  - 6. worth

- 7. invest
- 8. shaky, shakable: shake
- 9. easy, easily: ease
- **10.** convertible, converter: convert
- **11.** developer, development: develop
- **12.** creamy, creamer: cream
- **13.** correctly, incorrect: correct
- **14.** manager, management: manage