

Skills Practice

Blackline Masters

Grade 2



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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.

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/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.

rash	thump	chap	pinch	shot
fish	with	chat	thorn	

/ch/

/th/

/sh/

1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

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.** A _____ docked in the harbor.
- 11.** The _____ flaps its wings.
- 12.** Sheldon fell to the floor with a _____.
- 13.** Put all _____ in the black bin.
- 14.** Samantha pinned a ribbon on her _____.
- 15.** The pants are one _____ too short.
- 16.** Our tools are in the _____.

Circle the word with /ch/ spelled *ch*, /th/ spelled *th*, or /sh/ spelled *sh*. Write the word on the line.

- 17.** Mindy is a tennis champ. _____
- 18.** The snow melted to slush. _____
- 19.** Pack a lunch for the trip. _____
- 20.** Ken will go with Skip. _____

/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
--------	-------	------	------	------	-------

1. Grab a hat and a _____ before you go outside.
2. To _____ park should we go?
3. Come home before it gets _____.
4. Use a mixer to _____ the batter.
5. Get up _____ the alarm rings.
6. Carla got apples at the farmers' _____.

APPLY Use the letters in parentheses to make a word with /w/ spelled *wh*__.

7. (r, e, e) _____

8. (a, m) _____

9. (f, i, f) _____

10. (t, a) _____

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

11. (d, t) _____

12. (p, s, k) _____

13. (g, d, n, e) _____

14. (h, c, m) _____

15. (n, b) _____

16. (s, p, h) _____

17. (d, h) _____

18. (y, n) _____

19. (s, t, t) _____

20. (a, r, d) _____

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.

1. pep/per pe/pper

2. pic/nic pi/cnic

3. exp/and ex/pand

4. hic/cup hicc/up

5. shelt/er shel/ter

6. tu/nnel tun/nel

7. ta/blet tab/let

8. cob/web co/bweb

9. bask/et bas/ket

APPLY Divide each word into syllables.

10. mantel _____

11. rabbit _____

12. laptop _____

13. classic _____

14. temper _____

15. slipper _____

Use the above words to write five different sentences.

16. _____

17. _____

18. _____

19. _____

20. _____

/j/ spelled **■dge, /k/ spelled **■ck**, and /ch/ spelled **■tch****

- FOCUS**
- The /j/ sound can be spelled **■dge**. A short-vowel sound comes before this spelling.
 - The /k/ sound can be spelled **■ck**. A short-vowel sound comes before this spelling.
 - The /ch/ sound can be spelled **■tch**. A short-vowel 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 _____

2. crack _____

3. tickle _____

4. ridge _____

5. batch _____

6. pledge _____

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_____

8. lo_____er

9. bri_____

10. pi_____er

11. nu_____

12. tra_____

Use a word from above to complete each sentence.

13. The pups _____ and sniff each other.

14. The _____ is full of milk.

15. Put your jacket in the _____.

16. Fast cars zip around the _____.

17. We bend and _____ before we run.

18. A _____ spans the big river.

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.

1. brush brushs brushes

2. box boxs boxes

3. wish wishs wishes

4. 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

9. _____

11. _____

10. _____

12. _____

Write a sentence using each plural word from above.

13. _____

14. _____

15. _____

16. _____

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.

1. dodge _____

2. blossom _____

3. stretch _____

4. plan _____

5. instruct _____

6. shrug _____

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 _____

11. 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 **ng**, /nk/ spelled **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.

rang	hung	honk	shrunk	tank	king
------	------	------	--------	------	------

/ng/

/nk/

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

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

7. drink _____

8. strum _____

9. nudge _____

10. jog _____

11. blend _____

12. swing _____

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

crank

chunk

banging

long

winking

link

13. stink _____

16. blank _____

14. clanging _____

17. dunk _____

15. song _____

18. thinking _____

Schwa; /ə/ 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 /ə/ sound.

PRACTICE Write each word and divide it into syllables.

1. gargle _____

2. panel _____

3. metal _____

4. freckle _____

5. anvil _____

6. shrivel _____

7. shuffle _____

8. fossil _____

9. rascal _____

10. stencil _____

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 _____ properties on this street.
- 12.** The water was _____ before the storm started.
- 13.** The teacher will _____ how to read fluently.
- 14.** There was a _____ in our yard after the storm.
- 15.** The parking lot is covered with _____.

Circle the word with the /əl/ sound. Then write the word on the line.

- 16.** Ann's rings sparkle. _____
- 17.** This novel is 350 pages long. _____
- 18.** Dad makes a great lentil soup. _____
- 19.** Apple tart is the best! _____
- 20.** The tiger is 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.

slurp heard shirt verb girl buzzer turnip earn

/er/ spelled er

1. _____

2. _____

/er/ spelled ir

3. _____

4. _____

/er/ spelled ur

5. _____

6. _____

/er/ spelled ear

7. _____

8. _____

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.

1. bornn + e = _____

2. stormm + e = _____

3. portt + e = _____

4. torchh + e = _____

5. corkk + e = _____

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

6. boree + der = _____

7. storee + y = _____

8. poree + tal = _____

9. toree + n = _____

10. coree + n = _____

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

fork

horse

wore

adore

short

- 11.** Dad _____ a cap to the game.
- 12.** Pack a _____ in the picnic basket.
- 13.** It is just a _____ walk to the store.
- 14.** We _____ our little kitten.
- 15.** The _____ trotted into the barn.

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

- | | |
|---------------------|--------------------|
| 16. cord | a. chore |
| 17. form | b. storm |
| 18. forecast | c. escort |
| 19. support | d. bored |
| 20. 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.

A Trip

Dad, Mom, and the kids went on a trip. They packed the van before they left. Dad grabbed bags until the van could fit no more.

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.

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.

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!

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.

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 more days to go.

/ā/ spelled a and a_e

FOCUS The /ā/ 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.

- | | |
|-----------|----------|
| 1. basic | 5. cane |
| 2. rake | 6. favor |
| 3. fade | 7. able |
| 4. staple | 8. 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 /ā/. Write the new word on the line.

9. f able + t = _____
10. w ave + g = _____
11. l ake + f = _____
12. m ade + f = _____
13. c able + st = _____
14. v ase + c = _____

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

bacon	taste	makes	trade	table	apron
-------	-------	-------	-------	-------	-------

- 15.** My favorite breakfast is eggs and _____.
- 16.** I will _____ you my apple for your banana.
- 17.** Will you please set the _____ for dinner?
- 18.** Aunt Kate _____ the best salads.
- 19.** Dad wears an _____ when he is cooking.
- 20.** Kathy can't wait to _____ the pasta.

Circle the correct spelling of each word.

- 21.** baceon bacon
- 22.** fake fak
- 23.** date daet
- 24.** laybal label
- 25.** naem name
- 26.** rake raek

/ī/ spelled *i* and *i_e*

FOCUS The /ī/ 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.

9. _____

10. _____

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 you wake up?
- 12.** A _____ is worth ten cents.
- 13.** A _____ can make you feel sick.
- 14.** Miles let his _____ rise in the wind.
- 15.** The _____ sat on her mom's lap.
- 16.** We must stay _____ when others are speaking.

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

/ō/ spelled o and o_e

FOCUS The /ō/ 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
---	---	---	---	---	---

- | | |
|--|--|
| <p>1. no _____</p> <p>2. nose _____</p> <p>3. home _____</p> | <p>4. rove _____</p> <p>5. host _____</p> <p>6. poke _____</p> |
|--|--|

Use the pairs of words above to complete the following sentences. Write the words on the lines.

7. Use your _____ to smell the _____.
8. _____ parties will have a _____.
9. My mom said _____, _____ I cannot go to the park.
10. It's no _____ to get a _____ in the 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

/ū/ spelled *u* and *u_e*

FOCUS The /ū/ sound can be spelled with *u* and *u_e*.

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

1. I don't like the _____ at the gas station.
fyumz fumes
2. The _____ baby smiled at us.
cute cut
3. Utah is one of the fifty _____ States of America.
Uneited United
4. I _____ to give up.
refuse refus

Circle the correct spelling of each word.

5. menu menue
6. myusic music
7. cueb cube
8. fuse fues

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.

12.

13.

14.

Long Vowels, Inflectional Endings -er and -est

- FOCUS**
- The /ā/ sound can be spelled with *a* and *a_e*.
 - The /ī/ sound can be spelled with *i* and *i_e*.
 - The /ō/ sound can be spelled with *o* and *o_e*.
 - The /ū/ 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.

13. unit uneit _____

14. wild wiled _____

15. blaed blade _____

16. cuteer cuter _____

17. zon zone _____

18. post poste _____

19. cradel cradle _____

20. boldest boledest _____

21. hive hiv _____

22. 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.

1. *kn* + *ob* = _____

2. *gn* + *arl* = _____

3. *wr* + *inkle* = _____

4. *desi* + *gn* = _____

5. *kn* + *ife* = _____

6. *wr* + *ench* = _____

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

knelt	knack	wrap	gnat	wreck	knot	align	wrong
-------	-------	------	------	-------	------	-------	-------

7. The string is tangled in a _____.
8. Braces help teeth _____ properly.
9. The catcher _____ in the dirt and waited for a pitch.
10. Mr. Miller lets us correct an answer if it is _____.
11. A _____ buzzed around the picnic table.
12. Thick fog caused the cars to _____.
13. I can help _____ the presents.
14. Amy is a singer with a _____ for high notes.

/ē/ spelled e and e_e

FOCUS The /ē/ sound can be spelled with e and e_e.

PRACTICE Read each sentence. Circle the word with /ē/. Write e or e_e on the line for the /ē/ 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.

before
He
began

4. Jessica is a runner.

_____ wins a lot of races.

Jessica likes to _____.

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)

Review /ā/, /ī/, /ō/, /ū/, and /ē/

- FOCUS**
- The /ā/ sound can be spelled with *a* and *a_e*.
 - The /ī/ sound can be spelled with *i* and *i_e*.
 - The /ō/ sound can be spelled with *o* and *o_e*.
 - The /ū/ sound can be spelled with *u* and *u_e*.
 - The /ē/ 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 takes _____ in doing a good job.
2. The _____ tree is starting to lose its leaves.
3. The judge wore a black _____.
4. I can't _____ a pen in my backpack.
5. Did Jane _____ Pete of taking her paper?
6. Rachel was _____ when she saw the snake.
7. I like songs that have a fast _____.
8. It is wise to _____ old messages from your computer.

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

9. z i e s _____

10. c o a n b _____

11. p s a e e t m d _____

12. e n m u _____

13. l a o t t _____

14. r d t a e _____

15. d i c l h _____

16. u e a s m _____

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

17. Ohio _____

18. fume _____

19. hive _____

20. basic _____

21. precede _____

22. idol _____

/ē/ spelled ee and ea

Homographs and Homophones

FOCUS The /ē/ 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/ spelled like leaf.

1. _____ 2. _____

Write the words with /ē/ spelled like need.

3. _____ 4. _____

APPLY Write a word from the box to complete each sentence.

5. Friday is the best day of the _____.

6. Reed's _____ is to become a pilot.

7. It is not fair to _____ on a test.

8. These socks keep Dena's _____ warm.

- FOCUS**
- **Homophones** are words that are pronounced the same, but they are spelled differently and have different meanings. Example: *I can see a fish swimming in the sea.*
 - **Homographs** are words that are spelled the 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 **a. wind**
16. _____ to wrap around
17. _____ a type of metal **b. lead**
18. _____ a breeze

/ē/ spelled ee, e_e, ea, and e

FOCUS The /ē/ sound can be spelled with e, e_e, ee, and ea.

PRACTICE Underline the /ē/ spellings in the words below. Some words have two spellings for /ē/.

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? Will she have _____?
(perfect, prefer) (pants, peanuts)

Or will she have something _____?
(sweet, sweat)

12. The talent show is only two _____ away.
(weeks, week)

Zeke can juggle _____ bags.
(been, bean)

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 /ā/ sound can be spelled with *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 /ā/ spelled like *aid*.

1. _____ 3. _____

2. _____ 4. _____

Write the words with /ā/ spelled like *way*.

5. _____ 7. _____

6. _____ 8. _____

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

bait	braid	holiday	sway	explain
away	wait	spray	drain	maybe

9. Thanksgiving is my favorite _____.
10. Dana wears her hair in a _____.
11. The teacher will _____ our homework.
12. Nicole put _____ on her fishing hook.
13. Pull the plug to let the water _____ out of the sink.
14. Hank has to _____ for his turn on the swingset.
15. Keep the cat and dog _____ from each other.
16. _____ I will see you at the parade.
17. The tall trees _____ in the wind.
18. _____ the car with water to wash off all of the suds.

/ā/ spelled a, a_e, ai_, and _ay

FOCUS The /ā/ 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.

1. **same** A wild animal is not _____.
2. **pay** Mixing black and white makes _____.
3. **fair** Shoes come as a _____.
4. **tray** The barn is filled with bales of _____.
5. **whale** The store is having a big _____.
6. **came** Write your _____ at the top of your paper.
7. **gain** Let's ride the _____ into the city.
8. **sway** We like to _____ kickball at the park.
9. **save** A big _____ crashed on the beach.
10. **stair** Pam likes to sit in the rocking _____.

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

- 11.** James wants to _____ the leaves into a big pile.
a. rake b. rayke c. rak d. raik
- 12.** If the _____ does not stop, we can play inside.
a. raine b. rane c. rain d. rayn
- 13.** We made _____ pots in art class.
a. claiy b. clay c. claye d. clae
- 14.** The _____ is locked each night at 9:00.
a. gayt b. gait c. geyt d. gate
- 15.** Do you like red or green _____?
a. grapes b. graips c. graypes d. greyps
- 16.** A monkey has a _____, but an ape does not.
a. tayl b. tael c. taile d. tail
- 17.** Mother's Day is in the month of _____.
a. Mai b. Mae c. May d. Mey
- 18.** A _____ of black horses pulled the wagon.
a. payr b. pair c. pare d. pear
- 19.** We cannot _____ on the sidewalk.
a. skat b. skait c. skate d. skayt
- 20.** Get a pump to _____ the flat tire.
a. inflate b. inflait c. inflat d. 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 /ē/ spelling pattern.

- | | |
|-----------|-----------|
| 1. shield | 4. many |
| 2. alley | 5. valley |
| 3. pretty | 6. grief |

Choose one of the /ē/ spelling patterns listed above to complete each word. Write the letter or letters to complete each word.

- | | |
|--------------|---------------|
| 7. lad_____ | 10. y_____ld |
| 8. ch_____f | 11. cit_____ |
| 9. donk_____ | 12. barl_____ |

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

13. A _____ stole the gold ring.
(thief, thefe, theyfe)

14. My glass of milk is now _____.
(emptie, empty, emptee)

15. We watched the _____ swing on a rope.
(monkie, monkee, monkey)

16. Henry planted corn in the _____.
(feeld, field, feyld)

17. How much _____ is in the piggy bank?
(money, monie, mony)

18. Kathy felt _____ to win the raffle.
(lucky, luckie, luckey)

19. The _____ slept in her crib.
(babey, baby, babie)

20. Jerry likes _____ in his tea.
(honie, hony, honey)

21. Can you help me pick some _____ today?
(berrys, berries, bareys)

22. 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 /ē/ spelling pattern on the second line.

1. i d l f e

2. e e n v

3. z e e r e b

4. y c z a r

5. e r a h c

6. y r l o l t e

7. l d t e e e

8. e e r f

9. i o p s n e

10. s y a e

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.

/ā/ and /ē/ 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 /ā/ or /ē/ 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.

- | | | | |
|------------|---------|-------|-------|
| 1. | leap | _____ | _____ |
| 2. | respond | _____ | _____ |
| 3. | raise | _____ | _____ |
| 4. | play | _____ | _____ |
| 5. | athlete | _____ | _____ |
| 6. | major | _____ | _____ |
| 7. | flake | _____ | _____ |
| 8. | bunnies | _____ | _____ |
| 9. | jersey | _____ | _____ |
| 10. | sweet | _____ | _____ |

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

detail	squeaky	prepare	referee	daydream	shield
--------	---------	---------	---------	----------	--------

- 11.** The shopping cart has a _____ wheel.
- 12.** The _____ stopped the game due to rain.
- 13.** A hat and glasses will _____ your face from the sun.
- 14.** A story is more interesting with lots of _____.
- 15.** When my mind wanders I _____ about the beach.
- 16.** We begin to _____ dinner at 5:00.

Draw a line to connect the rhyming words.

- | | |
|-------------------|---------|
| 17. played | delete |
| 18. repeat | cheater |
| 19. lazy | quirky |
| 20. peeled | made |
| 21. 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.

1. ph + oto = _____

2. li + mb = _____

3. co + mb = _____

4. gra + ph = _____

5. nu + mb = _____

6. ph + ase = _____

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

7. debt

10. character

8. hour

11. wrestle

9. science

12. adjust

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

13. My _____ was ringing all day.
(fone, phone,)
14. Maddie loves the _____ of this perfume.
(sent, scent)
15. Dad told us to _____ for the timer to beep.
(listen, lissen)
16. Mr. White called a _____ to fix the clogged drain.
(plumer, plumber)
17. A chart is made of rows and _____.
(columns, columbs)
18. Holly helped her little sister learn the _____.
(alphabet, alfabet)
19. A bridge connects the _____ to the mainland.
(iland, island)
20. Jonah pressed the button with his _____.
(thumb, thum)
21. A _____ makes a comparison between two things.
(metafor, metaphor)
22. Stephanie _____ up the ladder to the slide.
(climes, climbs)

/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
2. policy
3. pencil
4. center
5. lacy
6. city
7. trace
8. civil

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

rice

circus

fancy

fleece

9. Clowns make people happy at the _____.
10. Let's eat at a _____ restaurant on your birthday.
11. Grace wore her _____ coat to practice.
12. The beans and _____ taste good!

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

13. We went out to eat dinner.

The pizza was in the shape
of a _____.

I ate three _____.

circle
fancy
slices

14. Jack's _____ loves

to read. Her favorite subject
is _____.

percent
science
niece

15. Rebecca's family lives in

the _____. When they need
_____ to run, they go
to the park.

city
race
space

16. Cole cannot _____

on his work. He is _____
about going to Ellen's party.

concern
concentrate
excited

/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/.

- | | |
|-----------|------------|
| 1. 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.

digest	frigid	tragic	twinge	general	ginger
--------	--------	--------	--------	---------	--------

ge

***gi*_**

- | | |
|-----------|-----------|
| 9. _____ | 12. _____ |
| 10. _____ | 13. _____ |
| 11. _____ | 14. _____ |

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)

/ī/ spelled *_igh*, *_ie*, and *_y*

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

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

1. k y s _____

2. r i f e d _____

3. g t h i t _____

4. s i s p e _____

5. l e t s y _____

Write three sentences using words from above.

6. _____

7. _____

8. _____

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

bright

lie

why

type

might

applied

9. If you sleep in, you _____ miss the bus.
10. _____ is the alarm ringing?
11. Lilah wore a _____ yellow rain jacket.
12. Brian _____ for a job at the market.
13. Telling a _____ is not a way to solve problems.
14. What _____ of pet is your favorite?

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

- | | |
|-----------|----------|
| 15. try | a. high |
| 16. night | b. fight |
| 17. sighs | c. dry |
| 18. pie | d. dries |

/ī/ spelled *i*, *i_e*, *_igh*, *_ie*, and *_y*

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

PRACTICE Underline the /ī/ 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.

- | | |
|------------|-------|
| 9. bride | _____ |
| 10. kind | _____ |
| 11. child | _____ |
| 12. flight | _____ |
| 13. tie | _____ |
| 14. by | _____ |

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

prize
advice

- 15.** We must be _____ in the library.
- 16.** Bo won the _____ for best costume.
- 17.** Is the top shelf too _____ for you to reach?
- 18.** Jess is on a dairy-free _____.
- 19.** _____ do you like pizza so much?
- 20.** Whenever I need help, Uncle Hal always gives me really good _____.
- 21.** Mark always _____ his shoes before he takes them off.
- 22.** The twins like to sit _____ each other.
- 23.** The judge wore a black robe during the _____.
- 24.** Sally polished the car until it was _____.

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 /ō/ sound can be spelled _ow, oa_, o, and o_e.

PRACTICE Use the equations to add (+) and remove (-) letters to create different /ō/ words.

1. glow - g + f = _____ - f + b = _____

2. poke - p + j = _____ - j + sp = _____

3. grow - g + c = _____ - c + th = _____

4. road - r + t = _____ - t + l = _____

5. host - h + p = _____ - p + m = _____

6. coat - c + b = _____ - b + m = _____

Write two sentences using words from the equations above. Underline the /ō/ spelling pattern in each word you choose.

7. _____

8. _____

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

hollow
oval

oak
vote

bone
frozen

throat
yellow

mow
loaf

9. We can ice-skate on the _____ pond.
10. Rabbits made a nest in the _____ log.
11. Anna gets paid to _____ the grass.
12. Luke has a fever and a sore _____.
13. We _____ for class president next week.
14. The warm _____ 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 up.

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

8. over b. after

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 _____.

Write a synonym for the word in parentheses () to complete 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.

Write an antonym for the word in parentheses () to complete 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.

/ū/ spelled *_ew*, *_ue*, *u*, and *u_e*

FOCUS The /ū/ 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 /ū/ spelled like *hue*.

1. _____ 2. _____

Write the words with /ū/ spelled like *few*.

3. _____ 4. _____

Write the words with /ū/ spelled like *music*.

5. _____ 6. _____

Write the words with /ū/ spelled like *cute*.

7. _____ 8. _____

APPLY Circle the word with /ū/ in each sentence. Write the word and its /ū/ 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
-------------	-------------	-------------

1. Hugo is always _____. What _____ of pizza do you like?
2. A hole in the boat will cause it to _____. The dishes in the _____ still need to be washed.
3. December is the _____ month of the year. These sneakers will not _____ another year.

APPLY Read the two meanings for a multiple-meaning word. Write the word on the line.

4. a deep, round dish for holding liquids **or** to play a game by knocking down pins with a ball _____
5. to cram or wedge into something **or** a type of jelly _____
6. a water bird with a bill and webbed feet that quacks **or** to lower or bend down quickly _____

Homophones

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

7. A gumball costs 50 _____. Use your _____ of smell to sniff the perfume.
8. The wagon won't roll if it's missing a _____. If we study tonight, _____ be ready for the test tomorrow.
9. A car stopped at the side of the _____. Henry and Rachel _____ their boat to shore.

APPLY Read the two meanings for a pair of homophones. Write the homophones on the lines.

10. the number after seven _____
past tense of eat _____
11. the opposite of *yes* _____
to understand _____
12. using the voice to be heard _____
to be permitted _____

/ō/ spelled ow, oa, o and o_e

FOCUS The /ō/ sound can be spelled ow, oa, o, and o_e.

PRACTICE Read the following words aloud.
Underline the /ō/ spelling or spellings in each word.

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

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

7. Don't let the bath water _____ from the tub!
8. Cars were forced to turn around at the _____.
9. Barrel racing is an event at the _____.
10. The _____ layer helps protect life on Earth.
11. That volcano will _____ soon.
12. We bought a _____ of clothes during the sale.

/ū/ spelled _ew, _ue, u, and u_e

FOCUS The /ū/ sound can be spelled _ew, _ue, u, and u_e.

PRACTICE Read the following word pairs.
Circle the word with /ū/.

- | | |
|----------------------|-----------|
| 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**
- A **prefix** is added to the beginning of a word and changes the meaning of that word.
 - The prefix *dis-* means “the opposite of” or “not.”
Example: dis + comfort = discomfort (the lack 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.

5. _____

6. _____

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	_____	_____
10. stuck	_____	_____
11. real	_____	_____

APPLY Fill in the blank with the prefix *dis-* or *un-* to 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 /oo/ 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.

1. **broom** The bride and _____ had a fancy wedding.
2. **moon** We usually eat lunch at _____.
3. **noodle** The little _____ is chasing its tail.
4. **pool** Put on a jacket if the air is too _____.
5. **mood** How much _____ did you pack for the picnic?
6. **boots** A plant's _____ hold it in the dirt.
7. **gloom** Hal's roses _____ in the summer.
8. **goof** Rain leaked in from a hole in the _____.

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

moon	scoop	bedroom	loose	boots
cartoon	zoomed	tools	pool	too

9. Matt prefers to study in his _____.
10. A dentist uses _____ to clean and fix teeth.
11. Let's watch the _____ with a dog named Scooby Doo.
12. The rocket _____ into the air.
13. A _____ ring might slip off your finger.
14. _____ some food into the cat's dish.
15. Sally needs a warm pair of _____ for the winter.
16. Does Nick's swimming _____ have a diving board?
17. I will go to the party, and Tess will come _____.
18. A full _____ can light up the 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
1. living	_____	_____
2. fat	_____	_____
3. fiction	_____	_____
4. sense	_____	_____

APPLY Write two sentences using the new words from above.

5. _____

6. _____

Prefix *re-*

- 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.”
Example: 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.

/ōō/ spelled *u*, *u_e*, *_ew*, and *_ue*

FOCUS The /ōō/ sound can be spelled with *u*, *u_e*, *_ew*, and *_ue*.

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

rumor
drew

stew
ruin

utility
clue

cashew
flute

tune
pursue

Write the words with /ōō/ spelled like *grew*.

1. _____ 3. _____

2. _____

Write the words with /ōō/ spelled like *rude*.

4. _____ 5. _____

Write the words with /ōō/ spelled like *due*.

6. _____ 7. _____

Write the words with /ōō/ spelled like *truth*.

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 /oo/.

11. clue + tr = _____

12. new + ch = _____

13. blue + g = _____

14. conclude + 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. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Prefix *pre-*

FOCUS

- A **prefix** is added to the beginning of a word 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	_____	_____
2. pay	_____	_____
3. pack	_____	_____
4. game	_____	_____

APPLY Write two sentences using the new words from above.

5. _____

6. _____

Prefix *mis-*

- FOCUS**
- A **prefix** 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	_____	_____
10. 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.

1. (b, k) _____

2. (f, t) _____

3. (w, d) _____

4. (h, k) _____

5. (h, d) _____

6. (c, k) _____

7. (s, t, d) _____

8. (s, h, k) _____

9. (l, k) _____

10. (w, l) _____

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

11. book _____

12. hood _____

13. shook _____

14. look _____

15. 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 **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 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 _____ 3. easy _____
2. 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.

- | | |
|------------|----------|
| 9. 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 (noisiest noisier) on Fridays.
16. Which of these two books costs (less least)?
17. This feels like the (hottest hottest) day of the year!
18. Nate's hair is (curlier curlier) 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.

1. **brown** The queen's _____ is made of solid gold and real jewels.
2. **found** Worms and other animals live beneath the _____.
3. **couch** A baby kangaroo travels in its mother's _____.
4. **town** The _____ on Eric's face told us he was quite unhappy.
5. **chowder** Suki sprinkles _____ in her boots to keep her feet dry.
6. **sound** We bake pies in a _____ pan and cakes in a rectangular pan.

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

7. Use a hammer to _____ the nails into the wood.
a. pownd b. pound c. pond d. puond
8. The _____ cheered when our team won the game.
a. crowd b. crowed c. croud d. croued
9. Who gets to take a _____ first this morning?
a. shouwer b. shour c. shouer d. shower
10. Liza wore a new _____ and skirt to the meeting.
a. blouse b. blows c. blues d. blous

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

11. 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_____l

Suffixes *-er*, *-or*, and *-ness*

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

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
1. work + er =	_____	_____
2. calculate + or =	_____	_____
3. still + ness =	_____	_____
4. act + or =	_____	_____
5. goofy + ness =	_____	_____
6. 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	play	sail	dancer
love	bright	illustrate	silly

7. Dr. Burns will know how to cure the _____.
8. She is the author and the _____ of the book.
9. Wear sunglasses to shield your eyes from the _____ of the sun.
10. A good _____ has rhythm and grace.
11. Children giggled at the clown's _____.
12. Did the _____ send a message from her boat?
13. Which hockey _____ scored the goal?
14. Lee is an animal _____ and has lots of pets.

Write two sentences using the words from the box.

dreamer	shyness	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

1. _____

2. _____

3. _____

/ow/ spelled ow

4. _____

5. _____

/ow/ spelled ou_

6. _____

7. _____

8. _____

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

scowl
hoof

pouch
drown

cookies
cloud

plow
look

round
flour

9. Layne keeps her pencils in a zippered _____.
10. Oranges and apples are both _____.
11. A large tractor pulls the _____ across the field.
12. There wasn't a _____ in the clear, blue sky.
13. Sally likes to drink milk with her _____.
14. The grumpy store clerk always has a _____ on his face.
15. Mix milk, butter, and _____ to make the batter.
16. The goat's _____ was covered in mud.
17. Manny likes to _____ his pancakes in syrup.
18. Never _____ directly at the 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 ***-ly*** 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.

1. quick _____ Meaning: _____

2. fur _____ Meaning: _____

3. thirst _____ Meaning: _____

4. loud _____ Meaning: _____

Write three sentences using the words from above.

5. _____

6. _____

7. _____

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 upset.

New Meaning: _____

9. Spread the butter (even) _____ on the toast.

New Meaning: _____

10. A bird (sudden) _____ flew into the window.

New Meaning: _____

11. We need to clean out our (mess) _____ basement this weekend.

New Meaning: _____

12. Hold the baby chick very (careful) _____.

New Meaning: _____

13. Liza (bold) _____ stepped up to the microphone.

New Meaning: _____

14. The spilled glue left a (stick) _____ spot on my desk.

New Meaning: _____

15. Trevor trimmed the dog's (shag) _____ fur.

New Meaning: _____

/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

/aw/ spelled aw

1. _____
2. _____
3. _____

/aw/ spelled au_

4. _____
5. _____
6. _____

/aw/ spelled augh

7. _____

/aw/ spelled ough

8. _____

/aw/ spelled all

9. _____
10. _____

/aw/ spelled al

11. _____
12. _____

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	<i>-able</i>	New Meaning
1. honor	_____	_____
2. use	_____	_____
3. remark	_____	_____

Base Word	<i>-ment</i>	New Meaning
4. pay	_____	_____
5. manage	_____	_____
6. excite	_____	_____

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

agree	move	engage
advertise	depend	reason

7. We went to the store after we saw the _____.
8. Even a slight _____ causes pain in Rachel's broken leg.
9. Matt and his parents reached an _____ about his allowance.
10. Is 7:00 a _____ time for the party to start?
11. Riku is a _____ worker who shows up on time every day.
12. The happy couple announced their _____ at the party.

Write two sentences using words from the box.

lovable	valuable	judgment	treatment
---------	----------	----------	-----------

13. _____

14. _____

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/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.

1. _____oy _____

2. _____oy _____

3. _____oy _____

4. _____oy _____

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

5. _____oi_____

6. _____oi_____

7. _____oi_____

8. _____oi_____

9. _____oi_____

10. _____oi_____

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.

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.

6. angles dangled triangle

base word: _____

7. judgment misjudge juggler

base word: _____

8. refund funny funding

base word: _____

9. generous gently gentlemen

base word: _____

10. hurried unhurt hurtful

base word: _____

11. director predictor indirectly

base word: _____

12. unreal reality leery

base word: _____

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 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.

4. s + ought = _____

5. f + ought = _____

6. b + ought = _____

7. br + ought = _____

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.

1. 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 _____.

5. (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.

7. (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.

toad

towed

park

8. Can we _____ our car near the entrance to the _____?
9. Gina _____ the boat behind her truck.
A _____ has bumpy skin, but a frog is smooth.

APPLY Read the two meanings for a multiple-meaning word. Write the word on the line.

10. the opposite of *left* **OR** correct _____
11. a person who swings at a ball **OR** a mixture used for making cake _____

Read the two meanings for a pair of homophones.
Write the homophones on the lines.

12. belonging to us _____
periods of time equal to 60 minutes _____

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.

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

1. _____ stop _____

2. _____ agree _____

3. _____ planned _____

4. _____ loyal _____

5. _____ wind _____

6. _____ fiction _____

7. _____ zip _____

8. _____ connect _____

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-

9. Karl was (able) _____ to attend the party.

New Meaning: _____

10. You must speak to the principal if you (obey) _____ your teacher.

New Meaning: _____

11. Joan (wrapped) _____ her birthday gift.

New Meaning: _____

12. We use (toxic) _____ cleaners that are safe for the environment.

New Meaning: _____

13. Please (connect) _____ your phone from the charger.

New Meaning: _____

14. Toby uses (fat) _____ milk on his cereal.

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.

rough	though	ought
-------	--------	-------

/aw/ vowel sound

1. _____

/u/ vowel sound

3. _____

/ō/ vowel sound

2. _____

APPLY Circle the correct word that completes each sentence.

- Brad (thought, though) the party was a success.
- Jamal was (therow, thorough) when he cleaned his room.
- (Althought, Although) Tara is young, she is very wise.
- The bitter medicine is (tough, though) to swallow.
- We (fawt, fought) the rapids as we paddled along the river.

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.

- | | |
|------------|--------------|
| 9. (g, h) | desi_____n |
| 10. (m, n) | colum_____ |
| 11. (h, k) | sc_____ool |
| 12. (s, t) | cas_____le |
| 13. (c, h) | s_____issors |
| 14. (b, n) | num_____ |
| 15. (g, k) | _____nock |

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

- | | |
|-------------------|-------|
| 16. t c n e s | _____ |
| 17. o b t u d | _____ |
| 18. l e w e s r t | _____ |
| 19. w e n k | _____ |
| 20. u s m l e c | _____ |
| 21. m u t a n u | _____ |
| 22. d h c r o | _____ |

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 won't run properly.

New Meaning: _____

8. Press the backward arrow to (wind) _____ the song.

New Meaning: _____

9. Libby (cut) _____ some fabric before starting the quilt.

New Meaning: _____

10. The piano needs to be (tuned) _____ after we move to the new house.

New Meaning: _____

11. We (ordered) _____ tickets months before the show.

New Meaning: _____

12. Chris (places) _____ his phone every day, but he always finds it!

New Meaning: _____

Contrast /oo/ with /oo/ and /o/ with /ow/

- FOCUS**
- The oo spelling pattern can make the /oo/ and /oo/ sounds.
 - The u, u_e, _ue, and _ew spelling patterns can make the /oo/ sound.
 - The ow spelling pattern can make the /o/ sound or the /ow/ sound.

PRACTICE Write the following words under the correct sound.

crowded	yellow	rookie	booth
owner	drowsy	groomer	childhood

/oo/

1. _____

2. _____

/oo/

3. _____

4. _____

/o/

5. _____

6. _____

/ow/

7. _____

8. _____

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

9. (r, c) _____ow
10. (g, d, l) _____ue_____
11. (h, s, p) _____oo_____
12. (r, f, e, l) _____ow_____
13. (l, s, a, h, l) _____ow
14. (t, t, h, r) _____u_____

Write a word for each spelling pattern listed below.

15. /ō/ spelled ow _____
16. /ow/ spelled ow _____
17. /oo/ spelled oo _____
18. /ōō/ spelled oo _____
19. /ōō/ spelled u _____
20. /ōō/ spelled _ue _____
21. /ōō/ spelled u_e _____
22. /ōō/ spelled _ew _____

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*

FOCUS

- A **suffix** is added to the end of a base word. Adding a suffix changes the meaning of the word.
- The suffixes **-er** and **-or** can mean “one who.” It refers to a person or thing that does a certain action. **Examples:** eraser (a thing that erases) actor (one who acts)
- The suffix **-ness** means “the state of being.” **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.

13. toast + er = _____

14. 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

16. A _____ is elected by the people in his or her state.

17. Marley’s vivid outfits show her _____ of bright colors.

18. The _____ of the road caused me to feel sick.

19. Use a _____ to clean the floor.

20. We passed a _____ on the path in the park.

Contrast /oo/ with /u/ and /aw/ with /ow/

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.

- | | |
|----------------|-----------------|
| 1. crown _____ | 4. claw _____ |
| 2. pause _____ | 5. shower _____ |
| 3. sound _____ | 6. yawn _____ |

Read the clue and fill in the correct /oo/ or /u/ spelling pattern to complete the word.

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

APPLY Circle the correct word that completes each sentence.

13. What interesting shapes do you see in the _____?

- a.** clouds **b.** clouds **c.** clauds **d.** cloweds

14. Does the cost of a meal _____ a drink?

- a.** inclewd **b.** includ **c.** included **d.** include

15. Grandma's ring has great _____ to Jenny.

- a.** value **b.** valew **c.** valu **d.** valaue

16. A kite was _____ in the tree's branches.

- a.** cought **b.** cawght **c.** caut **d.** caught

17. You can count on Manny to always tell the _____.

- a.** trueth **b.** truth **c.** truthe **d.** trouth

18. The _____ of the storm caused a lot of damage.

- a.** furye **b.** furry **c.** fury **d.** furey

19. We heard wolves _____ in the distance.

- a.** houl **b.** howl **c.** hawl **d.** howel

20. I need to _____ this library book.

- a.** renu **b.** reknew **c.** renue **d.** renew

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

FOCUS

- A **suffix** is added to the end of a base word and changes the meaning of the word.
 The suffix ***-ly*** means “in a certain way.”
 The suffix ***-y*** means “like” or “full of.”
 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.”
- A **base word** is a word that can stand alone. A base word can give a clue to the meaning of other words in the **word family**.

Example: 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	+ ly	=	_____	_____
2. ship	+ ment	=	_____	_____
3. chew	+ able	=	_____	_____
4. ice	+ 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: _____

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 United 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.

Answer Key

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
- 8. cob/web

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

Answer Key

Unit 1, Lesson 4 • Pages 15–16

1. gar/gle
2. pan/el
3. met/al
4. freck/le
5. an/vil
6. shriv/el
7. shuf/fle
8. fos/sil
9. ras/cal
10. sten/cil
11. rental
12. tranquil
13. model
14. puddle
15. gravel
16. sparkle
17. novel
18. lentil
19. Apple
20. animal

Unit 1, Lesson 5 • Pages 17–18

- 1–2. er: verb, buzzer
- 3–4. ir: shirt, girl
- 5–6. ur: slurp, turnip
- 7–8. ear: heard, earn
9. ur
10. ir
11. er
12. er
13. ear
14. ur
15. turning
16. sister's
17. Stir
18. earn, dollars

Unit 1, Lesson 5 • Pages 19–20

1. bore
2. store
3. pore
4. tore
5. core
6. border
7. story
8. portal

9. torn
10. corn
11. wore
12. fork
13. short
14. adore
15. horse
16. cord—bored
17. form—storm
18. forecast—contrast
19. support—escort
20. shore—chore

Unit 2, Lesson 1 • Pages 23–24

1. basic
2. rake
3. fade
4. staple
5. cane
6. favor
7. able
8. basis
9. table
10. gave
11. fake
12. fade
13. stable
14. case
15. bacon
16. trade
17. table
18. makes
19. apron
20. taste
21. bacon
22. fake
23. date
24. label
25. name
26. rake

Unit 2, Lesson 1 • Pages 25–26

1. idol
2. ride
3. item
4. pipe
5. side

6. pilot
7. hike
8. iris

Possible Answers: 9–10

9. I sat on the same side of the plane as the pilot.
10. After a long hike in the woods, we went for a ride along the beach.
11. time
12. dime
13. virus
14. kite
15. child
16. silent
17. blind
18. fire
19. wise
20. iron
21. side
22. rise

Unit 2, Lesson 2 • Pages 27–28

1. so
2. rose
3. dome
4. wove
5. most
6. joke
7. nose, rose
8. Most, host
9. no, so
10. joke, poke
11. bone
12. roll
13. sold
14. hole
15. jolt
16. hose
17. sold
18. oval
19. owe
20. pose
21. tone
22. old

Answer Key

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. fume
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

4. design
5. knife
6. wrench
7. knot
8. align
9. knelt
10. wrong
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. trade
15. child
16. amuse
17. O, i, o
18. u_e

19. i_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. holiday
10. braid
11. explain

Answer Key

12. bait
13. drain
14. wait
15. away
16. Maybe
17. sway
18. Spray

Unit 3, Lesson 1 • Pages 47–48

1. tame
2. gray
3. pair
4. hay
5. sale
6. name
7. train
8. play
9. wave
10. chair
11. a. rake
12. c. rain
13. b. clay
14. d. gate
15. a. grapes
16. d. tail
17. c. May
18. b. pair
19. c. skate
20. a. inflate

Unit 3, Lesson 2 • Pages 49–50

1. shield
2. alley
3. pretty
4. many
5. valley
6. grief
7. y
8. ie
9. ey
10. ie
11. y
12. ey
13. thief
14. empty
15. monkey
16. field

17. money
18. lucky
19. baby
20. honey
21. berries
22. story

Unit 3, Lesson 2 • Pages 51–52

1. field, _ie_
2. even, e
3. breeze, ee
4. crazy, _y
5. reach, ea
6. trolley, _ey
7. delete, e_e
8. reef/free, ee
9. ponies, _ie_
10. easy, ea, _y
11. refund
12. finally
13. reason
14. chief
15. screen
16. finally
17. chief
18. reason
19. screen
20. refund

Unit 3, Lesson 3 • Pages 53–54

Possible answers for third answer in items 1–10.

1. leap, ea, peach
2. respond, e, he
3. raise, ai_, plain
4. play, _ay, day
5. athlete, e_e, these
6. major, a, April
7. flake, a_e, bake
8. bunnies, _ie_, puppies
9. jersey, _ey, key
10. sweet, ee, feet
11. squeaky
12. referee
13. shield
14. detail
15. daydream

16. prepare
17. played—made
18. repeat—delete
19. lazy—daisy
20. peeled—yield
21. turkey—quirky
22. meter—cheater

Unit 3, Lesson 3 • Pages 55–56

1. photo
2. limb
3. comb
4. graph
5. numb
6. phase
7. debt: b
8. hour: h
9. science: c
10. character: h
11. wrestle: w, t
12. adjust: d
13. phone
14. scent
15. listen
16. plumber
17. columns
18. alphabet
19. island
20. thumb
21. metaphor
22. climbs

Unit 3, Lesson 4 • Pages 57–58

1. ice
2. policy
3. pencil
4. center
5. lacy
6. city
7. trace
8. civil
9. circus
10. fancy
11. fleece
12. rice
13. circle, slices
14. niece, science

Answer Key

- 15. city, space
- 16. concentrate, excited

Unit 3, Lesson 4 • Pages 59–60

- 1. rage
- 2. logic
- 3. giant
- 4. gentle
- 5. cringe
- 6. giraffe
- 7. orange
- 8. general
- 9–11. ge: digest, twinge, general
- 12–14. gi_: frigid, tragic, ginger
- 15. message
- 16. engine
- 17. digits
- 18. imagine
- 19. cottage
- 20. gentle
- 21. fragile
- 22. vegetable
- 23. large
- 24. register

Unit 3, Lesson 5 • Pages 61–62

- 1. sky, _y
- 2. fried, _ie
- 3. tight, _igh
- 4. spies, _ie
- 5. style, _y
- Possible Answers:** 6–8
- 6. My grandma makes the best fried chicken.
- 7. I could stare at the clouds in the sky all day.
- 8. These shoes are getting to be too tight.
- 9. might
- 10. Why
- 11. bright
- 12. applied
- 13. lie
- 14. type
- 15. try—dry

- 16. night—fight
- 17. sighs—dries
- 18. pie—high

Unit 3, Lesson 5 • Pages 63–64

- 1. idea
- 2. criticize
- 3. flies
- 4. title
- 5. light
- 6. incline
- 7. China
- 8. shy
- Possible Answers:** 9–14
- 9. pride
- 10. find
- 11. wild
- 12. fright
- 13. pie
- 14. my
- 15. quiet
- 16. prize
- 17. high
- 18. diet
- 19. Why
- 20. advice
- 21. unties
- 22. beside
- 23. trial
- 24. shiny

Unit 4, Lesson 1 • Pages 67–68

- 1. flow, blow
- 2. joke, spoke
- 3. crow, throw
- 4. toad, load
- 5. post, most
- 6. boat, moat
- Possible Answers:** 7–8
- 7. We spoke all day about the joke from this morning.
- 8. I need to throw another load of laundry in the washing machine.
- 9. frozen
- 10. hollow

- 11. mow
- 12. throat
- 13. vote
- 14. loaf
- 15. oak
- 16. bone
- 17. oval
- 18. yellow

Unit 4, Lesson 1 • Pages 69–70

- 1. tablecloth
- 2. homework
- 3. ladybug
- 4. choose—select
- 5. ill—sick
- 6. laugh—giggle
- 7. before—after
- 8. over—under
- 9. play—work
- 10. birdbath
- 11. teapot
- 12. sunshine
- 13. pinecone
- 14. cupcake

Possible Answers: 15–20

- 15. furious
- 16. chair
- 17. yell
- 18. sunny
- 19. first
- 20. open

Unit 4, Lesson 2 • Pages 71–72

- 1–2. _ue: cue, value
- 3–4. _ew: pew, curfew
- 5–6. u: humor, unit
- 7–8. u_e: compute, amuse
- 9. curfew, _ew
- 10. use, u_e
- 11. rescue, _ue
- 12. museum, u
- 13. barbecue, _ue
- 14. spewed, _ew
- 15. huge, u_e
- 16. refuses, u_e

Answer Key

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. ozone
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

1. disadvantage, the opposite of an advantage
2. disappear, the opposite of appear
3. disorder, the lack of order
4. disrespect, the opposite of respect

Possible Answers: 5–6

5. Losing my cellphone put 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

1. precooked, cooked ahead of time
2. 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

Answer Key

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
5. 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

Answer Key

Unit 5, Lesson 4 • Pages

101–102

1–3. *aw*: flaw, awning, gnaw

4–6. *au_*: cause, haunt, laundry

7. *ough*: 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

10. 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, soy

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. oy

18. oy

19. oi

20. oi

21. oy

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. rhyming: 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

12. school: h

13. adjust: d

14. knuckles: k

Answer Key

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
4. 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. /oō/: 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

Answer Key

- 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