



Skills Review

Voiced (Ⓜ)

- Vocal cords vibrate in the throat, causing a vibration.
- Put your fingers on your throat to feel the vibration.
- Voiced consonants are: *b, d, g, j, l, m, n, r, v, w, x* (at the beginning or in the middle of a word), *y, z*.
- All vowels are voiced: *a, e, o, u, i*.

Voiceless (⊖)

- Vocal cords do not vibrate as air passes through them.
- There is no vibration felt in the throat.
- Voiceless consonants are: *c, f, h, k, p, s, t, x* (at the end of a word).

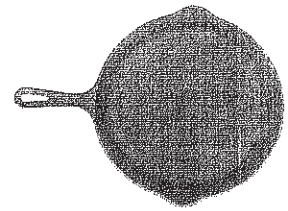
APPLICATION ACTIVITIES

A. Say these pairs of sounds. Put your fingers on your throat. Is the sound voiced or voiceless? (Letters between slashes “/” represent sounds.)

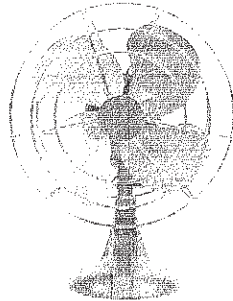
1. /b/ (as in boy)



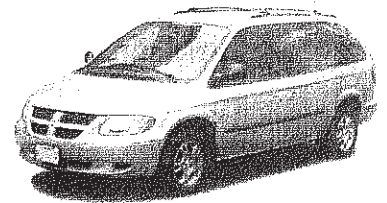
/p/ (as in pan)



2. /f/ (as in fan)



/v/ (as in van)



3. /g/ (as in girl)



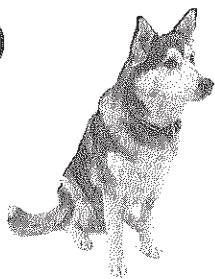
/c/ (as in cat)





Voiced and Voiceless

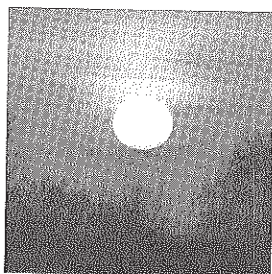
4. /d/ (as in dog)



/t/ (as in ten)

10

5. /s/ (as in sun)



/z/ (as in zip)



B. Say these sounds again. Write the letter under the  column if the sound is voiced. Write the letter under the  column if the sound is voiceless.



~~b~~
p

d
s

f
t

g
v

k
z

 (Voiced)	 (Voiceless)
b	

Skills Review

Vowel A , Consonants B , F , D , G , The Slide

- Vowel A/a, as in *at*: sound and letter formation.
- Consonant B/b: sound and letter formation.
- The Slide: sliding *b-a* sounds together (ba, /ba/) to help with fluency.
- Consonants F/f, D/d, G/g: sound and letter formation, and slides fa, da, ga.

DECODING

Mark the slide with an arrow underneath.

ba fa

A. Mark and say these slides.

ba da fa ga

APPLICATION ACTIVITIES

A. Match the uppercase (capital) letter with the lowercase letter.

- | | |
|------|---|
| 1. F | b |
| 2. B | d |
| 3. G | f |
| 4. D | g |
| 5. A | a |

B. Circle the lowercase letters.

F (b) a G D g B f A d

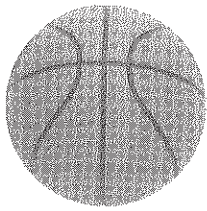
C. Circle the uppercase (capital) letters.

(B) g A D b F d G f a



Letter Group 1

D. Match the correct letter with the picture that begins with that letter.



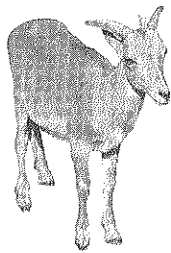
A/a
(apple)



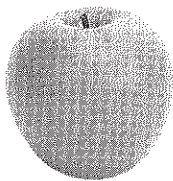
B/b
(ball)



F/f
(flag)



D/d
(dog)



G/g
(goat)

E. **Circle** the letter combinations that are slides.

ba

af

da

ag

ga

To practice writing the letters in Letter Group 1, go to page 197.

Skills Review

- Most words have three parts: a beginning, a middle, and an end.
- When a word is formed, drop the slide arrow and slide the sounds together to make a word.
- Identify the vowel in the word by marking an x underneath it.

DECODING

Mark the vowels with an x underneath.

bag
x

A. Mark the vowel with an x.

bad
x

gag

fad

gab

dad

APPLICATION ACTIVITIES

A. Choose the correct ending letter to make a real word. Use the picture as a clue.

Example: gab (d/b)



1. ba__ (g/f)



2. ba__ (b/d)



3. da__ (d/f)



**Building Words**

B. **Circle** the beginning sound of the word. Put an **x** under the vowel. Put a **box** around the final sound in the word.

Example: **f**a**x****b**

b a g

d a b

g a d

g a g

C. **Circle** the word that rhymes. Remember that words rhyme if the vowel and the ending sound are the same.

Example: bad: **fad** bag

1. bag: gag gab

2. dad: bad gab

3. gab: fad dab

**Skills Review**

- Nonsense words do not have meanings.
- Nonsense words help with letter/sound knowledge.

DECODING

To mark nonsense words:

1. Mark the nonsense words with an asterisk (*) at the beginning of the word.
2. Mark the vowels with an x underneath.

*dag
x*faf
x

A. Draw an asterisk (*) before the word. Then mark the vowel with an x.

Example: *dax

baf

gaf

daf

bab

APPLICATION ACTIVITIES

A. **Circle** the nonsense words.

bad

*daf

dad

fad

*bab

*dag

*gaf

*faf

*baf

fab

B. Unscramble the letters to make a nonsense word. Remember that the vowel will be in the middle. Use the words in the box as clues.

Example: *adg *dag

*faf

*baf

*bab

*daf

1. *dfa _____

2. *abb _____

3. *ffa _____

4. *bfa _____

Skills Review

Consonants H ⊖, J ⊕, L ⊕, M ⊕, Vowel E ⊕

• Consonants H/h, J/j, L/l, M/m: sound and letter formation.

• Vowel E/e, as in Ed: sound and letter formation.

• Make slides and build words using the vowels a and e with consonant letters in Letter Groups 1–2.

• Mark the vowel in each word with an x.

• These are example slides: he → ja → le → ma →

DECODING**Slides**

Mark the slide with an arrow underneath.

je
→le
→**Words**

Put an x under the vowel in a word.

bed
xleg
x

A. Mark and say these slides.

he
→

be

ja

fe

je

la

de

ma

le

me

ha

da

B. Mark the vowel with an x.

Meg
x

jab

led

bad

*heb

*jaf

APPLICATION ACTIVITIES

A. Circle the lowercase letters.

H

M

j

L

E

h

m

J

l

e

B. Circle the uppercase (capital) letters.

E

h

M

e

J

L

m

j

H




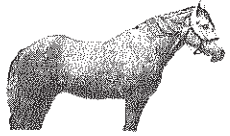

l

Letter Group 2

C. Match the uppercase (capital) letter with the lowercase letter.

- | | |
|------|---|
| 1. H | j |
| 2. J | e |
| 3. L | m |
| 4. M | l |
| 5. E | h |

D. Match the correct letter with the picture that begins with that letter.

	E/e (egg)
	H/h (horse)
	J/j (jet)
	L/l (lime)
	M/m (man)

To practice writing the letters in Letter Group 2, go to page 197.

Most Common Words List 1**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 1

the to a and in you that
of it not for I is an

A. Write the missing letters to complete the Most Common Words.

- | | | |
|----------------|-----------|-------------|
| 1. t ___ e | 6. ___ n | 11. y ___ u |
| 2. ___ h ___ t | 7. ___ t | 12. ___ |
| 3. a ___ | 8. ___ f | 13. ___ o t |
| 4. ___ | 9. t ___ | 14. a ___ d |
| 5. f ___ r | 10. ___ s | |

B. Read the story. Circle the Most Common Words from List 1.

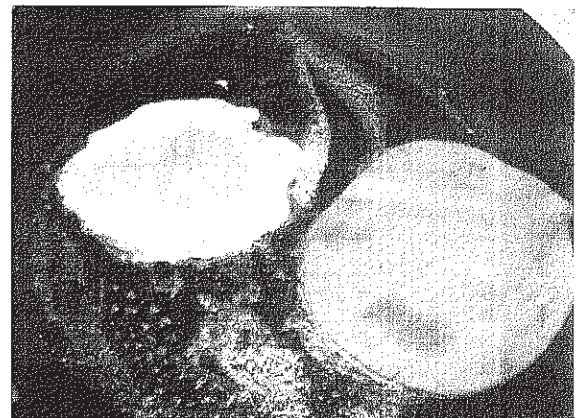
I set an egg and a ham in the pan. It is too hot. I go to the den.

My dog Jed and my cat Meg get on top of the table.

I go back in the kitchen.

“That ham is not for you, Jed and Meg!”

I had an egg and a ham.




Most Common Words List 1

C. One of the words in each set is a Most Common Word, and the other is a nonsense word. Circle the Most Common Word.

Example: to ot

1. of fo

6. eth the

11. a ta

2. not tno

7. an na

12. yuo you

3. sa is

8. Ih I

13. and nda

4. that taht

9. ib it

14. ni in

5. ta to

10. for ofr

D. Choose the Most Common Words to complete the sentences.

1. I set ______{a.} egg ______{b.} a ham in the pan. (and/an/is)

2. _____ is too hot. (For/It)

3. I go _____ the den. (an/to)

4. My dog Jed and my cat Meg get on top ______{a.} ______{b.} table.
(of/the/is)

5. I go back _____ the kitchen. (in/not)

6. “______{a.} ham is not ______{b.} you, Jed and Meg!” (of/That/for)

7. ______{a.} had an egg and ______{b.} ham. (a/to/I)

8. It _____ too hot. (is/for)

9. “That ham is ______{a.} for ______{b.}, Jed and Meg!” (of/you/not)

Sentences and Intonation



Skills Review

Sentence Structure

- A sentence is a complete thought.
- Sentences have two parts: a subject and a predicate.
- Every sentence begins with an uppercase (capital) letter and ends with a punctuation mark.

Punctuation

- Sentences that are statements or commands end with a period (.).
- Sentences that ask questions end with a question mark (?).
- Sentences that show excitement or strong feelings end with an exclamation mark (!).

Intonation

- Intonation is the sound and melody of the voice when reading aloud.
- Falling intonation is used with *wh*- questions, commands, and statements.
- Rising intonation is used with yes/no questions and when asking for clarification.

APPLICATION ACTIVITIES

A. Read the sentences. If it is a complete thought, write *S* for "sentence." If it is an incomplete thought, write *P* for "phrase."

Example: is in the bed P

1. That is not for you. _____

2. not for you _____

3. you and I _____

4. The dog is in the bed. _____

5. I am sad. _____

6. The bag _____

B. Write the correct punctuation mark at the end of each sentence. Write a period (.), question mark (?), or exclamation mark (!). Use the facial expressions as clues.

Example: Is that you?



1. It is you





Sentences and Intonation

2. The egg is not bad





3. Stop



4. Is it big



C. Read each sentence. What is the intonation of each sentence? If it ends in rising intonation, draw a line going up () to show rising intonation. If it ends in falling intonation, draw a line going down () to show falling intonation.

Example a: I fed the dog. Example b: Is that you?

1. Jed is in the den.






2. That is an egg.





3. Is it his leg?

4. I had jam.

5. Is Meg in bed?

6. Is that for Jed and Meg?

Skills ReviewConsonants N , P , R , S , Vowel O 

- Consonants N/n, P/p, R/r, S/s: sound and letter formation.
- Vowel O/o, as in *on*: sound and letter formation.
- Make slides and build words using the vowels *a*, *e*, and *o* with consonant letters in Letter Groups 1–3.
- Mark the vowel in each word with an *x*.
- These are example slides: *no*  *po*  *ro*  *so* 

DECODING**Slides**

Mark the slide with an arrow underneath.

po
*ro*
**Words**Put an *x* under the vowel in a word.*pop*
*rod*
**A. Mark these slides. Then say them.***ro*
*pe**jo**so**lo**ne**se**ra**no**po**he**fe***B. Mark the vowels with an *x*.***mop*
*red**not**man***leb***hod***APPLICATION ACTIVITIES****A. Match the uppercase (capital) letter with the lowercase letter.**

N

P

R

S

O

r

n

o

p

s

Letter Group 3

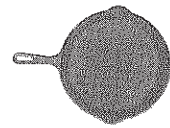
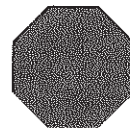
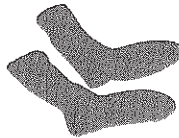
B. Circle the lowercase letters.

R (s) O p N r S o n P

C. Circle the uppercase (capital) letters.

(O) p R s o P n N r S

D. Match the correct letter with the picture that begins with that letter.



N/n
(nest)

P/p
(pan)

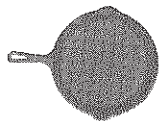
R/r
(road)

S/s
(socks)

O/o
(octagon)

E. Circle the letter that could be added to make a real word. Use the picture as a clue. Then write the real word, and mark the vowel with an x.

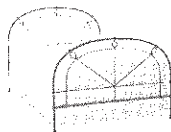
1. pa__



(n) f g

Word: pan
 x

2. be__



m d b

Word: _____

3. mo__



n j p

Word: _____

4. ne__



g t p

Word: _____

5. ma__



d b n

Word: _____

To practice writing the letters in Letter Group 3, go to page 198.

**Skills Review**

- A comma is a punctuation mark that is used to represent a breath or a pause in our reading.
- Commas are used for several different purposes.

Rules for Using Commas

Use a comma to separate two sentences joined with “and,” “but,” or “or.”

Jan is sad, but Ned is not.

You can have an egg, or you can have ham.

A comma is used between three or more subjects or when listing words in a sentence.

Jed, Meg, and Dan are in the van.

Get me some mops, mats, and rags.

A comma is used in a series between three or more predicates.

The cat ran to me, rubbed my leg, and had a nap in my lap.

Deb got the mop, got some rags, and put them in the van.

A comma is used to separate “yes” and “no.”

Yes, I have eggs.

No, no, no! This pan is hot!

Commas are used to offset names.

Jan, is this your bag?

Can you get some nuts, Tom?

Commas separate the name of the day from the date and the date from the year.

Dad was born May 1, 1951, at 1 p.m.

Mom was born Sunday, May 11, 1950.

Commas are used to separate the name of a city and a state and after the name of a state when it appears with the city name in the middle of a sentence.

He drove from Ogden, Utah, to New York.

Mr. Jones was born in Las Vegas, Nevada.

APPLICATION ACTIVITIES

A. Read the sentences. Add commas where needed.

Example: Eggs ham and jam are in the bag.
 Eggs, ham, and jam are in the bag.

1. No the ham is in the bag.

2. Jed met Meg on May 8 1975 in California.

**Commas**

3. Is dad in the van or is he with Jan?
4. Do you have a ham in your bag Meg?
5. Dad got an egg put it in a hot pan and sat on the bed.
6. Meg has a job in Sacramento California.
7. Don fed his hens pups cats and pigs.
8. Dad Meg and Jed are in the lab.

Most Common Words List 2**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 2

on	with	he	at	are	be	this
but	have	we	as	they	will	her

A. Unscramble the letters to form a Most Common Word.

Example: thiw with

1. yhet _____

8. rea _____

2. ehav _____

9. no _____

3. thsi _____

10. ta _____

4. eh _____

11. thwi _____

5. reh _____

12. eb _____

6. liwl _____

13. sa _____

7. ew _____

14. tbu _____

B. Read the story. Circle the Most Common Words from List 2. Words can be used more than once.

This is my family. We are at the park.

This is my mom and dad. They have two kids—my brother and me. The man with the red hat on is my dad. He is tall, but my mom is short.

This is my mom. Her hat is pink.

This is my brother. He is only ten, but he is as tall as my mom! He will be tall like my dad when he grows up.



**Most Common Words List 2**

C. **Circle** the Most Common Word to complete each sentence. Then write the word on the line.

Example: I have a hat. (**have**/be)

1. _____ is my family. (We/This)
2. We _____ at the park. (are/with)
3. _____ have two kids. (They/Her)
4. The man _____ the red hat is my dad. (that/with)
5. _____ is tall. (He/Her)
6. _____ hat is pink. (Her/We)
7. They _____ two kids. (on/have)
8. _____ are at the park. (As/We)
9. He _____ be tall like my dad. (will/but)
10. My dad is tall, _____ my mom is short. (but/on)
11. The man with the red hat _____ is my dad. (they/on)
12. We are _____ the park. (this/at)
13. He will _____ tall like my dad. (as/be)
14. He is _____ tall as my mom! (as/her)

Skills Review

Consonants T ⊖, V ⊕, W ⊕, X ⊖, Y ⊕, Vowel U ⊕

- Consonants T/t, V/v, W/w, X/x, Y/y: sound and letter formation.
- Vowel U/u, as in *up*: sound and letter formation.
- Make slides and build words using the vowels a, e, o, and u with consonant letters in Letter Groups 1–4.
- Mark the vowel in each word with an x.
- These are example slides: ta vo we ya

DECODING

Slides

Mark the slide with an arrow underneath.

tu
→

va
→

Words

Put an x under the vowel in a word.

tub
x

van
x

A. Mark and say these slides.

te
→

va

we

yu

ta

wu

ya

vo

ye

tu

ve

vu

B. Mark the vowels with an x.

tax
x

yam

tan

wax

gum

yes

dug

yum

sun

vet

*fon

*sab

APPLICATION ACTIVITIES

A. Match the uppercase (capital) letter with the lowercase letter.

T

V

W

X

Y

U

v

x

y

t

u

w

4
1 2 3

Letter Group 4

B. Circle the lowercase letters.

V (x) u Y U w T y W X v t

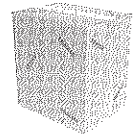
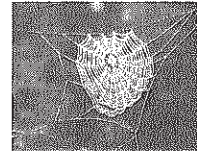
C. Circle the uppercase (capital) letters.

t (U) W v w T X y V Y u x

D. Match the correct letter with the picture that begins with that letter. The x is at the end of the word.



10

T/t
(ten)V/v
(van)W/w
(web)X/x
(box)Y/y
(yarn)U/u
(umbrella)

E. Circle the letter that could be added to make a real word. Use the picture as a clue. Then write the real word, and mark the vowel with an x.

1. te__

10

(n)

f g

Word: ten
x

2. gu__



d m b

Word: _____

3. fo__



x t p

Word: _____

4. hu__



p x g

Word: _____

5. ve__












t m n

Word: _____

To practice writing the letters in Letter Group 4, go to page 198.

Skills Review

Consonants Q , Z , Vowel I , Consonants C , K 

- Consonants Q/q, Z/z, C/c, K/k: sound and letter formation.
- In the English language, *q* has no sound unless it is followed by *u*. The sound of *qu* is /kw/.
- Vowel I/i, as in *it*: sound and letter formation.
- Make slides and build words using the vowels *a*, *e*, *o*, *u*, and *i* with consonant letters in Letter Groups 1–5.
- Mark the vowel in each word with an *x*.
- These are example slides: *ke*  *za*  *co*  *qui* 

DECODING

Slides

Mark the slide with an arrow underneath. Mark the *qu* with an arc underneath.

ca


qui


Words

Put an *x* under the vowel in a word.

cap


quit


A. Mark and say these slides.

co


za

ki

qui

bi

ke

ca

que

zi

mi

zo

pi

B. Mark the vowels with an *x*.

quip


tax

cut

keg

jig

**kep*

dim

cub

fix

kid

zap

**gif*

APPLICATION ACTIVITIES

A. Match the uppercase (capital) letter with the lowercase letter.

C

K

Q

Z

I

q

k

i

c

z

4	5
1	2
3	

Letter Group 5

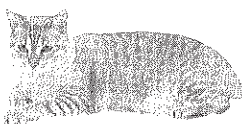
B. Circle the lowercase letters.

(z) K Q i c Z C k q I

C. Circle the uppercase (capital) letters.

I Q k i z K C q Z c

D. Match the correct letter with the picture that begins with that letter.



C/c
(cat)

K/k
(kite)

Q/q
(queen)

Z/z
(zebra)

I/i
(igloo)

E. Circle the letter that could be added to make a real word. Use the picture as a clue. Then write the real word, and mark the vowel with an x.

1. ke__



m

b

(g)

Word: keg

2. ca__



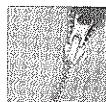
n

f

g

Word: _____

3. zi__



n

p

m

Word: _____

To practice writing the letters in Letter Group 5, go to page 199.

Most Common Words List 3**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 3

one do was were all am from
 his my there about out me so

A. Write the missing letters to complete the Most Common Words.

- | | | |
|------------------|------------------|-------------|
| 1. h _ _ s | 6. a _ _ l | 11. d _ _ |
| 2. a _ _ o u _ _ | 7. o u _ _ | 12. _ _ y |
| 3. f _ _ o _ _ | 8. m _ _ | 13. w _ _ s |
| 4. w _ _ _ e | 9. t h _ _ r _ _ | 14. a _ _ |
| 5. o n _ _ | 10. s _ _ | |

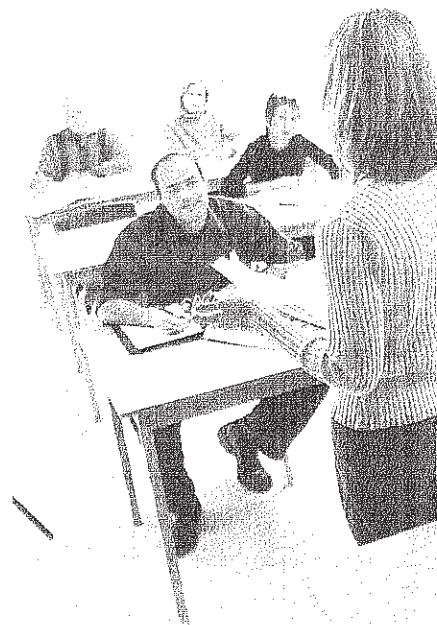
B. Read the story. Circle the Most Common Words from List 3. Words can be used more than once.

In my class, there are about ten students.

We are all from the U.S.

One student is from New York. His name is Dan. He asked me what I do for my job, so I told him I am a cook.

He was a cook in New York before he moved out here. As we talked, we found out that we were cooks at the same restaurant, just in different cities!





Most Common Words List 3

C. **Circle** the Most Common Word to complete each sentence. Use the sentence as a clue. Then write the word on the line.

1. epa**one**pi (One student is from New York.)
2. bdomkpa (He asked what I _____ for work.)
3. t̄zwascur (He _____ a cook in New York last year.)
4. leweremip (We _____ cooks at the same restaurant.)
5. hnallfep (We are _____ from the U.S.)
6. ametmil (I _____ a cook.)
7. jempfromt (He is _____ New York.)
8. caebhispi (_____ name is Dan.)
9. nswmybi (He asked what I do for _____ job.)
10. theremrajb (_____ are ten students in my class.)
11. praboutgil (There are _____ ten students in my class.)
12. gakmoutc (He moved _____ here.)
13. vpmebaf (He asked _____ what I do for my job.)
14. wmusorv (He asked me what I do, _____ I told him.)

Spelling with C and K



Skills Review

- When the sound /k/ is followed by the vowels *a*, *o*, or *u*, it is spelled with a *c*.
- When the sound /k/ is followed by the vowels *i* or *e*, it is spelled with a *k*.
- Use the rhyme: "K takes i and e; c takes the other three, which are a, o, and u."

DECODING

Mark the vowels with an x underneath. Notice which vowel follows *c* and which vowel follows *k*.

cup
xkit
x

A. Mark these *c/k* words.

cop
x

kid

cat

cog

cup

kin

cut

keg

cab

kit

APPLICATION ACTIVITIES

A. Complete the words with either a *c* or a *k* to make real and nonsense words. Remember that *c* takes *a*, *o*, and *u*, and *k* takes *i* and *e*.

Example: c o p.

1. ___ap

3. ___in

5. * ___ep

2. ___it

4. ___ut

6. * ___ug

B. Put the *c/k* word in the blank that best completes the sentence. Use the pictures as clues.

Example: I like corn on the cob. ~~cap~~

(cob) kit cap

1. Jed will open a _____ of beans.

can

keg

cad



**Spelling with C and K**

2. I will use a _____ to drink my milk.



kin

cup

cog

3. My six year old brother is just a _____.



Kix

cut

kid

4. A baby bear is a _____.



cub

kit

cot

Direct and Indirect Quotations

**Skills Review**

- A direct quotation is when the exact words spoken are written using quotation marks.
- An indirect quotation is when the words spoken have been paraphrased. Quotation marks are not used.

Rules for Using Quotation Marks

Use quotation marks before and after a person's exact words.

"I have a map," said Mom.

If a person's words are interrupted by other words in a sentence, use quotation marks only around a person's exact words. Use commas to divide the words that are in quotations and the words that are not.

"In this lab," Dad said, "you will need the mop."

"This ham is so big," said Tom, "we can all have some."

Capitalize the first word in a quotation, even if it is not the first word in the sentence.

He said, "The bag will be on the bed."

Jen asked, "Will you have eggs or ham?"

Use a comma to divide between the spoken words and the person who is saying them. Always put the comma before the quotation marks.

Bob yelled, "Come here!"

"This is not for me," Deb said.

Do not capitalize the first word of a quote that has been interrupted, unless the first word begins a new sentence.

"In this lab," Dad said, "you will need the mop."

"This ham is so big!" said Tom. "Can we all have some?"

If a quotation ends in a question mark or an exclamation mark, do not use a comma after it to separate the spoken words from the person saying them.

"Where are you?" Dad asked.

"I'm in the den!" she called.

Always put a period inside the end quotation mark. Put a question mark or exclamation mark inside the quotation mark if the quotation is a question or exclamation.

Ben asked, "What should we do?"

Jen yelled, "I can run!"

Use a new paragraph for every new speaker who is quoted.

Meg said, "Where is my egg? Oh no! Jed has my egg. Is Jed in the lab? Is Jed in the den? I want my egg!"

"Oh, no! Meg has my ham!" said Jed. "Do I have her egg? Where is Meg? Is she in the den? I want my ham."



Direct and Indirect Quotations

APPLICATION ACTIVITIES

A. Read the sentences. If it is a direct quotation, write *D* for "direct quotation." If it is an indirect quotation, write *I* for "indirect quotation."

Example: Dad said to go get the map. I

1. Dad said to come to the den. _____
2. "What is in the den?" asked Sam. _____
3. "Your mom wants a map," said Dad. _____
4. Dad said Mom wants to go on a trip. _____
5. "I put the map in the den," said Dad. _____

B. Read the sentences. Add quotation marks to each sentence. Remember to add commas, periods, and question marks.

Example: Dad said come to the den.
Dad said, "Come to the den."

1. Jan said Dad and Sam went to get the map
2. Your job said Dad is to get this map to mom
Is that OK
3. Can I have Jan help me asked Sam
4. Dad said It is OK for Jan and Sam to get the
map for Mom
5. Your mom will be so glad said Dad

Most Common Words List 4**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 4

would	she	very	your	some	go	when
don't	said	good	by	look	too	little

A. Unscramble the letters to form a Most Common Word.

Example: esh she

- | | | |
|----------------|-----------------|-----------------|
| 1. doulw _____ | 6. klooo _____ | 11. og _____ |
| 2. meso _____ | 7. lettil _____ | 12. dogo _____ |
| 3. ehs _____ | 8. newh _____ | 13. yb _____ |
| 4. dasi _____ | 9. rouy _____ | 14. n'tod _____ |
| 5. ervy _____ | 10. oto _____ | |

B. Read the story. Circle the Most Common Words from List 4. Some words are used more than once.

My sister said she needs to go to the store to get some new pants. I said I would go with her to look but not to buy. I don't have very much money.

When we got to the store, I saw some pants I thought would look good, so I tried them on. They were too little. Then I saw a skirt by the pants that I liked, but my sister said, "Remember, you weren't going to buy anything? You should keep your word." So, I didn't try it on.



Most Common Words List 4

C. Find the Most Common Words from List 4 in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

t	k	b	d	l	d	s	s	h	e	b
o	s	o	t	l	i	m	a	t	f	y
o	o	n	u	b	i	t	u	i	r	l
g	o	o	s	o	m	e	t	u	d	o
d	w	v	e	r	y	k	o	l	x	o
w	h	e	n	u	o	y	r	d	e	k

would some said too she go good
 little very when by your don't look

D. Circle the Most Common Word to correctly complete each sentence. Then write the word on the line.

- I said I _____ go. (would/when)
- _____ needs some pants. (She/Look)
- The pants look _____ good. (don't/very)
- You should keep _____ word. (your/by)
- She needs _____ pants. (go/some)
- She needs to _____ to the store. (go/your)
- I saw some pants _____ we got to the store. (when/don't)
- I _____ have very much money. (don't/look)
- I _____ I didn't have money. (very/said)
- I think the pants look _____. (good/too)
- It is _____ the pants. (some/by)
- Those pants _____ good. (would/look)
- The pants are _____ little. (said/too)
- The skirt was not too _____. (little/when)

Alphabetical Order**Skills Review**

- This is the alphabet in alphabetical order: a b c d e f g h i j k l m n o p q r s t u v w x y z
- Alphabetical order is a necessary skill in order to use a dictionary, phone book, etc.

APPLICATION ACTIVITIES

A. Write the matching lowercase or uppercase (capital) letter next to each letter.

A aB b

C ___

D ___

___ e

F ___

___ g

H ___

___ i

J ___

___ k

L ___

M ___

___ n

O ___

___ p

Q ___

___ r

___ s

T ___

___ u

V ___

W ___

___ x

Y ___

___ z

B. Write the correct lowercase or uppercase (capital) letter in alphabetical order.

1. a, b, c, ___

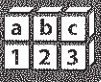
2. ___, t, ___, v

3. W, ___, Y, ___

4. n, ___, p, ___, r

5. E, ___, G, ___, I

6. ___, K, ___ M

**Alphabetical Order**

C. Rewrite the words in alphabetical order.

1. fan big hat

a) big

b) fan

c) hat

2. wax tan fog

a) _____

b) _____

c) _____

3. sad not mad

a) _____

b) _____

c) _____

4. box tag pit

a) _____

b) _____

c) _____

5. can sit fox

a) _____

b) _____

c) _____



Skills Review


- Articles are used before nouns. These are articles: *a*, *an*, *the*.
- *A* and *an* are used to refer to something that is not specific (*This is a hat.*; *It is an old hat.*).
- *The* is used to refer to a specific thing or person (*The hat is red.*).
- Use *a* if the word following the article begins with a consonant or has a consonant sound (*a hat*).
- Use *an* if the word following the article begins with a vowel or a vowel sound (*an ant*).
- Exceptions: If the first consonant of the word is silent and the vowel is heard, use the article *an* (*an hour*). If the word begins with a long *u* vowel sound, use the article *a* (*a unit*).

APPLICATION ACTIVITIES


A. Read these words. Do the words begin with a consonant sound or a vowel sound? Write *a* or *an* before each word.


- | | | | |
|-----------------|--------------|---------------|---------------|
| 1. <u>a</u> box | 5. _____ rat | 9. _____ mop | 13. _____ fan |
| 2. _____ cat | 6. _____ ox | 10. _____ ax | 14. _____ egg |
| 3. _____ pet | 7. _____ pan | 11. _____ dog | 15. _____ van |
| 4. _____ elf | 7. _____ fox | 12. _____ ant | 16. _____ bed |

B. Complete the sentences. Write *a* or *an*.


1. A cat is an animal. 

2. _____ apple is _____ fruit. 


3. _____ dog is _____ pet. 

4. _____ van is _____ car. 

5. Soccer is _____ sport. 

6. She is _____ student. 

7. Africa is _____ country. 

8. _____ ant is _____ insect. 



Articles

C. Look at the pictures. Complete the sentences with *the*, *a*, or *an*. Fill in the first blank with *the*. Fill in the second blank with *a* or *an*.

1. Who are they?



girl



man

a. The girl is a student. b. The man is a teacher.

2. What are they?



dog



cat

a. _____ dog is _____ puppy. b. _____ cat is _____ kitten.

3. What are they?



fly



elephant

a. _____ fly is _____ insect. b. _____ elephant is _____ animal.

4. What are they?



apple



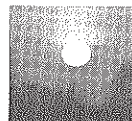
carrot

a. _____ apple is _____ fruit. b. _____ carrot is _____ vegetable.

5. Which one is a planet?



Earth



Sun

a. _____ Earth is _____ planet. b. _____ Sun is not _____ planet.

Practice reading this tag using all the skills you've learned in Chapter 1. Review the words that are difficult for you. Then read the tag to a teacher or friend.



Your Little Red Pot

In this Kit:

- one little red pot
- one box of mud
- one mat

About this pot:

- it can fit one cup of mud.
- If it is too hot, get it out of the sun.
- If it is wet, set it on a mat.

Reading in Context

Practice reading this blog using all the skills you've learned in Chapter 1. Review the words that are difficult for you. Then read the blog to a teacher or friend.



The image shows a screenshot of a web browser window. The title bar reads "Internet Explorer". The address bar is empty. The main content area displays a blog post. At the top, the title "My Blog" is written in a large, bold, sans-serif font, followed by a horizontal line. Below the title is a square photograph of a tabby cat's face, looking slightly to the left. Underneath the photo is a paragraph of text in a standard sans-serif font.

My Blog



My cat Tom got hit by a van. His hip and leg are bad, so we will go to the vet. She will look at his hip and leg. She will get out her kit and say, "I can fix that." We will be in and out. She is a good vet, and Tom is a good pet.

**Skills Review****Blends**

- A Blend is two or three consonants that stand together.
- Each letter keeps its own sound.
- A Blend must be able to begin a word.
- A Blend contains *l*, *r*, or *s*. Exceptions are *dw* and *tw*.

Skills Review**L-Blends**

- L-Blends have an *l* in it.
- The *l* stands with another consonant.
- The *l* is the second letter in the Blend.
- These are the *l*-Blends: bl cl fl gl pl sl

DECODING

Mark Blends with an arc underneath, like this:

bl

blog

A. Mark the Blends.

bl

cl

fl

gl

pl

sl

B. Mark the words.

blog

club

flat

glad

plan

slip

READING

Read these sentences. Notice the words that have *l*-Blends.

This is Cliff. He has a sled.
He is glad the land is not
flat. He plans to have a blast.





L-Blends

APPLICATION ACTIVITIES

A. Write the *l*-Blends.

This is C /iff. He has a _____ed. He is _____ad the land is not _____at. He _____ans to have a _____ast.

B. **Circle** the *l*-Blends.

(b) l cl dl fl gl hl kl nl pl rl sl tl wl

C. Change the letter to make a new word that rhymes.

Example: plan: p → c = clan

1. flip: f → c = _____

2. clap: c → s = _____

3. plot: p → b = _____

4. bled: b → f = _____

5. slam: s → c = _____

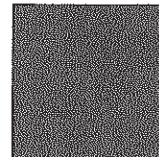
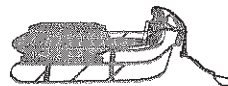
6. glob: g → s = _____

D. Write the *l*-Blend word under the picture. Use the words in the box.

plug
sled

glad
clap

flag
black



Skills Review

- In single-syllable words that end in the sound of *s*, *f*, or *z*, the ending consonant is usually doubled.
- There are 21 exceptions: *is*, *as*, *his*, *has*, *was*, *gas*, *bus*, *yes*, *us*, *plus*, *pus*, *this*, *goes*, *does*, *says*, *if*, *of*, *clef*, *chef*, *whiz*, and *quiz*.
- An easy way to remember the skill is to make up an acronym (**S**an **F**rancisco **Z**oo).

A. Add another consonant to complete these words.

- | | | |
|-----------------|-----------|-----------|
| 1. kis <u>s</u> | 5. buz__ | 9. puf__ |
| 2. clas__ | 6. clif__ | 10. fus__ |
| 3. fluf__ | 7. jaz__ | 11. cuf__ |
| 4. fiz__ | 8. bles__ | 12. raz__ |

B. Now rewrite the words in Activity A.

- | | | |
|----------------|----------|-----------|
| 1. <u>kiss</u> | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

READING

Read these sentences. Notice the words that have double *s*, *f*, and *z*.

Cliff sits in the grass.
 The bugs buzz. He
 has a can of pop. He
 takes off the top, and
 it goes, "Fizz!"



Double S, F, and Z

APPLICATION ACTIVITIES

A. Write the missing letters.

Cliff sits in the grass. The bugs buzz. He has a can of pop. He takes off the top, and it goes, "Fizz!"

B. Choose the correct ending in the box to make words. Write the ending to form the words.

ss	ff	zz
----	----	----

- The bugs buzz.
- His name is Cliff.
- The pop goes fizz.
- He takes off the top.
- He sits in the grass.

C. Circle the word that rhymes with the first word.

- puff: cuff pass fizz cliff
- bliss: class miss fizz bluff
- glass: puff jazz bliss class
- mass: pass mess buzz fluff
- buff: bass bluff cliff fizz
- jazz: fuzz bass razz cuff

Special Vowel Combinations: -LL, -NG, -NK



Skills Review

-LL:

- When vowels are followed by a double *l* in single-syllable words, some of the vowel sounds change.
- The *-ll* Special Vowel Combinations are: *-all, -ell, -oll, -ull, -ill*.
- The *-all* vowel sound changes. Examples: *call, fall, mall*.
- The *-oll* vowel sound changes. Examples: *roll, toll, troll* (exceptions are *doll* and *loll*).
- The *-ull* has two slightly different sounds. Examples: *gull* vs. *pull*; *dull* vs. *bull*.

-NG, -NK:

- When vowels are followed by the consonants *-ng* or *-nk* in single-syllable words, some of the vowel sounds change.
- The *-ng* Special Vowel Combinations are: *-ang, -ing, -ong, -ung*.
- The *-nk* Special Vowel Combinations are: *-ank, -ink, -onk, -unk*.
- The new sound for *-ang* and *-ank*: the *a* sound is long. Examples: *bang; rang; sank; tank*.
- The new sound for *-ing* and *-ink*: the *i* has the sound of long *e*. Examples: *ring; cling; pink; sink*.
- There are only two single-syllable words with *-eng* (*length, strength*).
- There are no words spelled with *-enk*.

DECODING

-LL:

- Mark the vowel with an *x*, and arc the vowel and *ll* together to make the sound.

fall
xcall
x**-NG, -NK:**

- Mark the vowel with an *x*, and arc the vowel and *ng/nk* together to make the sound.

ring
xlong
xbank
xsink
x

A. Mark these words.

fall
x

wink

sing

fill

honk

sang

well

blink

full

song

READING

Read these sentences. Notice the words that have Special Vowel Combinations.

Bill, call all the men who still want to buy my big bull. If all goes well, we may sell it!

Jill was asked to sing for the king! She filled her lungs. As she sang, the notes rang out long and strong and hung in the air.



Special Vowel Combinations: -LL, -NG, -NK

Honk! Honk!

Jill came out in her pink tank top and sank into her seat.

Hank put her case in the trunk.

"Let's stop at the bank!" she said with a wink.

APPLICATION ACTIVITIES

A. Answer the questions about the reading passages above using words from the sentences.

1. What was Bill selling? _____

2. What was Jill asked to do? _____

3. Where did Jill want to go? _____

B. **Circle** all of the words that rhyme with the first word listed.

Example: bill: **gill** **dill** ball **hill**

1. sink: link hang wink blink

2. well: sell tell swell full

3. tall: call fall poll ball

4. junk: tank bunk dunk sunk

5. sang: rang fang bang sung

6. ring: sing wing rang fling

C. Find and circle these words that contain Special Vowel Combinations in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

bank	long	sing
fall	lung	sink
full	rang	tell
honk	rink	will
junk	roll	toll

l	z	m	r	b	a	n	k	l
w	a	g	o	f	u	l	l	m
h	i	i	l	k	z	e	u	j
t	o	l	l	j	t	n	f	u
r	i	n	l	n	l	u	h	n
y	n	o	k	l	f	o	v	k
s	i	n	k	u	a	w	n	k
s	i	n	g	n	l	j	n	g
r	r	a	n	g	l	l	s	e

Most Common Words List 5



Skills Review

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 5

where then every what no or know
 their see which any like people into

A. Read the story. Circle the Most Common Words from List 5.

I know a lot of people, but I also like to meet new people every day on the bus.

I ask people questions such as, "Where are you from?" and "What do you do?" I also ask which kinds of movies they like to go see. Then I ask how many people are in their family or if they have any kids.

I have no problem getting into a conversation with people when I ask them things about themselves.

B. Write the missing letters to complete the Most Common Words.

1. k _ _ o _ _

6. a _ _ y

11. t _ _ _ n

2. t h _ _ _ r

7. _ _ h _ _ c _ _

12. s _ _ _ _

3. _ _ n t _ _

8. w _ _ _ r e

13. _ _ r

4. e v _ _ r _ _

9. p _ _ o p _ _ e

14. l i _ _ _

5. w h _ _ _

10. _ _ o

**Most Common Words List 5**

C. One of the words in each set is a Most Common Word, and the other is a nonsense word. Circle the Most Common Word.

Example: into toin

1. know wokn
2. ees see
3. people opelpe
4. any yna
5. chiwh which
6. neth then
7. what tawh
8. every yrvee
9. erehw where
10. or oir
11. otni into
12. leik like
13. threi their
14. ni no



Skills Review

- R-Blends have an *r* in them.
- The *r* stands with another consonant.
- The *r* is the second letter in the Blend.
- These are the *r*-Blends: br cr dr fr gr pr tr

DECODING

Mark Blends with an arc underneath.

br brag_x

A. Mark the *r*-Blends.

br cr dr fr gr pr tr

B. Read these *r*-Blend slides.

bra → cre → dri → fro → gra → pre → tri →

C. Mark these words that have *r*-Blends.

bran_x crop drip from grab *briff
grip prom trip drum frog *tran

READING

Read these sentences. Notice the words that have *r*-Blends.

This is Brad. He has a pet frog and crab. He drops them in the grass and prods them to trot.





R-Blends

APPLICATION ACTIVITIES

A. Write the *r*-Blends.

This is B r ad. He has a pet ____og and ____ab. He ____ops them in the grass and ____ods them to ____ot.

B. Circle the *r*-Blends.

br cr dr fr gr hr kr lr nr pr sr tr vr

C. Change the *l*-Blends to *r*-Blends to make a new word that rhymes.

Example: slap: sl → tr = trap

1. clip: cl → gr = _____

2. plum: pl → dr = _____

3. plan: pl → br = _____

4. clap: cl → tr = _____

5. slab: sl → cr = _____

6. plop: pl → pr = _____

Skills Review

- When there are two or more of an item or thing, it is called a *plural*.
- An *s* is added to words ending in a consonant (two *hats*, three *pigs*, five *pens*).
- The sound of the plural *s* changes from /s/ if the ending consonant is *voiceless* (*hats*) to /z/ if it is *voiced* (*pens*). (The letters between slash marks “/ /” represent sounds.)
- If a word ends in *ss*, *zz*, or *x*, the *es* plural must be added. The sound for *es* is /iz/ (*dresses*, *buzzes*, *boxes*). Plural forms of nouns that end in *y* will be addressed later.

DECODING

Underline the plural ending.

hats

boxes

A. Underline the plural ending in these words.

traps

classes

lids

legs

dresses

frogs

boxes

cats

B. Rewrite the word with the plural ending.

1. clap claps

5. mat _____

2. clam _____

6. glass _____

3. dog _____

7. pad _____

4. kiss _____

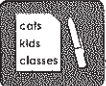
8. fox _____

READING

Read this sentence.
Notice the plural words.

Jen put her hat, cups, mats, rug, pans, and dresses in a big box.





Plurals

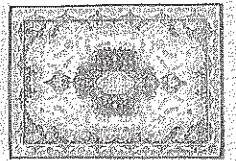
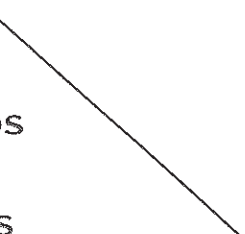
APPLICATION ACTIVITIES

A. Answer the question about the reading on the previous page.

1. What did Jen put in a big box? _____

B. Match the words with the correct picture. The first one is done for you.

1. mat



2. cups

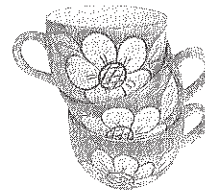
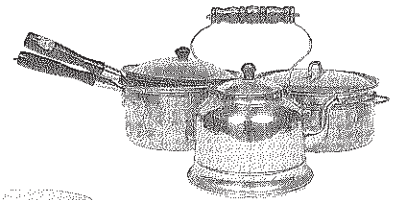
3. hats

4. rug

5. pans

6. dress

7. boxes



C. What is the correct ending sound of the plural endings? Write each word in the correct column.

- ~~boxes~~ classes hats caps pens frogs
buzzes cuffs legs dresses cats pigs

/s/	/z/	/iz/
		<i>boxes</i>



Skills Review

- A possessive identifies who or what *has* something or to whom something belongs.
- To make a *singular noun* possessive, add an apostrophe and s ('s).
- A *plural noun* that does not end with an s is made possessive by adding the apostrophe s ('s).
- Add just the apostrophe to *plural nouns* ending with s (s').
- Like plurals, the sound of the possessive is /s/, /z/, or /ɪz/, depending on the ending consonant.
Examples: *Pat's* = /s/; *Jen's* = /z/; *Jess's* = /ɪz/. (The letters between slash marks "/ /" represent sounds.)

DECODING

There are no decoding rules for possessives. Use the following rules for adding apostrophes.

To make a *singular noun* possessive, add an apostrophe and an s ('s). (Example: *Jen's hat is in the box.*)

Jen's

A *plural noun* that does not end with an s is made possessive by adding the apostrophe s ('s). (Example: *Did you shine the men's shoes?*)

men's

Add just the apostrophe to *plural nouns* ending with s (s'). (Example: *Those are the kids' hats.*)

kids'

A. Make these words possessive by adding an apostrophe s ('s).

dog's

Jeff

men

class

fox

cop

cub

jet

B. Make these plural words possessive by adding just an apostrophe (').

cats'

frogs

pigs

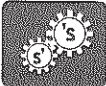
foxes

classes

jets

cubs

cops



Possessives

C. What is the sound of the possessive ending in the words from Activities A and B? Write the words you formed in Activities A and B in the correct columns.

/s/	/z/	/iz/

READING

Read these sentences. Notice the possessive nouns.

What is Tim's plan? What is Fred's plan? What is the students' plan? Will it be the men's plan?

APPLICATION ACTIVITIES

A. Write 's or s' for the possessive nouns from the reading above.

What is Tim plan? What is Fred plan? What is the student ^{1.} plan? Will it be the men ^{2.} plan?

B. Match the words with the correct picture. The first one is done for you.

1. man's job



2. men's jobs

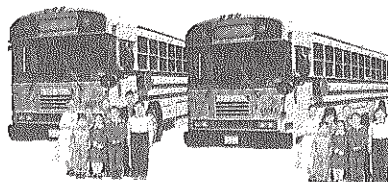


3. kid's dog

4. kids' dog



5. class's bus



6. classes' buses



Skills Review

- S-Blends have an *s* in them.
- The *s* stands with another consonant.
- The *s* is the *first* letter in the Blend.
- Some *s*-Blends can begin and end words.
- These are the two-letter *s*-Blends: sc sk sl sm sn sp st sw
- These are the three-letter *s*-Blends: scr spr str spl squ

DECODING

Mark Blends with an arc underneath.

sc

scan_x

st

best_x

A. Mark the *s*-Blends.

sc

sk

sl

sm

sn

sp

st

sw

scr

spr

str

spl

squ

B. Read these *s*-Blend slides.

sca→

ske→

slo→

sme→

snu→

stre→

squi→

spo→

sti→

swa→

scru→

spri→

spla→

C. Mark these words that have *s*-Blends. Remember to mark the Special Vowel Combinations.

scan_x

skin

slip

smell

squid

snob

spill

stop

swim

task

scrap

spring

strong

split

clasp



S-Blends

READING

Read these sentences. Notice the words that have s-Blends.

Every year, Scott likes to stop at a small spot in a spring. He has good swim skills that keep him strong and slim.

APPLICATION ACTIVITIES

A. Write the s-Blends from the sentences above.

Every year, scott likes to stop at a small spot in a spring. He has good swim skills that keep him strong and slim.

B. Circle the s-Blends.

(sc) sd sk sl sm sn sp sr st sv sw
scr sdr sfr spr str spl svl squ

C. Change the t- and r-Blends to s-Blends to make a new word that rhymes.

Example: trap: tr → str = strap

1. slap: sl → scr = _____
2. bring: br → spr = _____
3. dress: dr → str = _____
4. slit: sl → spl = _____
5. grid: gr → squ = _____
6. prop: pr → st = _____

D. Is the spelling sc- or sk-? Write sc- or sk- to correctly complete the word. Remember the c/k rule.

1. _____in
2. _____an
3. _____im
4. _____ab
5. _____id
6. _____am
7. _____ip
8. _____uff
9. _____at
10. * _____eb
11. * _____ob
12. * _____izz



Skills Review

- A Blend has to be able to *begin* a word.
- There are not many words that use the extra Blends.
- *Qu* is not a Blend but is marked like a Blend.
- These are the two extra Blends: dw tw

DECODING

Mark Blends with an arc underneath. Mark *qu* like a Blend.

dw

dw_xell

qu

qu_xit

tw

tw_xig

A. Mark these Blends.

dw

tw

B. Read these slides.

tw_i →

dwe _→

tw_e →

dwi _→

C. Mark these words.

tw_xin

twill

dwll

quit

* qucp

* dwip

* twed

* queb

* dwut

twist

quill

* dwed

READING

Read these sentences.
Notice the words that
have Blends.

Dan yanks and twists the twig. He and his twin, Jan, had to trim all of the plants.



Two Extra Blends

APPLICATION ACTIVITIES

A. Write the extra Blends.

Dan yanks and _____ists the _____ig. He and his _____in, Jan, had to trim all of the plants.

B. Circle the Blends. There are 11.

(br) bs cl dr dw fr sc sd sn
sv sw sdr sfr str svl squ stw tw

C. Change the Blends to make a new word that rhymes.

Example: trap: tr → sfr = strap

- | | |
|---------------------------|---------------------------|
| 1. grin: gr → tw = _____ | 4. drill: dr → qu = _____ |
| 2. spell: sp → dw = _____ | 5. grill: gr → tw = _____ |
| 3. trig: tr → tw = _____ | 6. spit: sp → qu = _____ |

D. Unscramble the words with extra Blends to make real words. Use the definitions as clues.

1. wgti _____○_____
 Hint: a small branch from a tree (rhymes with *big*)

2. wldel _____○_____
 Hint: to live (rhymes with *bell*)

3. tiwn _____○_____
 Hint: two brothers or sisters (or a brother and a sister) that were born at the same time (rhymes with *grin*)

4. tillw _____○_____
 Hint: a kind of cloth (rhymes with *bill*)

E. Take the letters that appear in the circles (○), and unscramble them for the final word.

_____ _____ _____ s _____
 Hint: to turn or bend (rhymes with *list*)

Most Common Words List 6**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 6

down many year has around saw how
been could them come put than now

A. Read the story. Circle the Most Common Words from List 6.

Every year, I like to do something fun for my birthday. (It helps me to forget how old I am!)

I have done many fun things in the past. Last year, I put on my nice dress and saw a play down on the town.

This year my family will come visit me. Now that I live in California, I could take them around to my favorite beaches. My mom has never been to a beach! My birthday will be even better than last year!

B. Unscramble the letters to form a Most Common Word.

Example: wno now

1. tup _____

8. nath _____

2. mthe _____

9. sha _____

3. dounra _____

10. nwo _____

4. reay _____

11. cemo _____

5. yanm _____

12. cuodl _____

6. bnee _____

13. swa _____

7. hwo _____

14. wodn _____

**Most Common Words List 6**

C. **Circle** the correct Most Common Word to complete each sentence. Then write the word on the line.

Example: I have a hat. (**have**/be)

1. Put it _____ on the table. (down/many)
2. I have _____ friends. (now/many)
3. Last _____ I went to a play. (year/come)
4. My mom _____ never been to the beach. (has/around)
5. I will take them _____ the town. (put/around)
6. I _____ a play last year. (saw/how)
7. _____ old are you? (Them/How)
8. My mom has never _____ to a beach. (down/been)
9. I _____ take them to the beach. (been/could)
10. Can you _____? (come/could)
11. I _____ on my dress. (saw/put)
12. This year will be better _____ last year. (than/down)
13. I live in California _____. (now/year)
14. I could take _____ to the beach. (them/than)

Practice reading this advertisement using all the skills you've learned in Chapter 2. Review the words that are difficult for you. Then read the advertisement to a teacher or friend.

Red Prom Dress

Must Sell!

\$75 or less

Like to twist and swing? Then
this is the dress for you!

10 tall · got it this year · has a
slim look · pink trim on top ·
brass clasps · small rips on strap
· very glam

Call Fran King,

412-555-9041

Reading in Context

Practice reading this restaurant review using all the skills you've learned in Chapter 2. Review the words that are difficult for you. Then read the review to a teacher or friend.

Review

At Greg's Grill Pit, the grub is hot, but the jazz is not.



Greg's Grill Pit is a small club by the bank. When you go in, you will see a big tank of crabs and squid. When you sit down, they will bring you a tall drink and the best crab dip around. If you are not full yet, you can get king crab legs or squid, crisp and hot off the grill. As for the jazz, the club is too small for drums and brass. But the grub is good. What to do? Get it to go!



Skills Review

- All vowels have more than one sound.
- Vowels are marked with markings to show the vowel sound in a word.
- Vowel markings tell whether the vowel is short (the sound of the vowel) or long (the name of the vowel).
- These are the markings: short vowel = $\overset{\smile}{}$, long vowel = $\bar{\quad}$.

DECODING

To show that a vowel sound is short, put a “ $\overset{\smile}{}$ ” above the vowel.

$\overset{\smile}{a}$ $\overset{\smile}{e}$ $\overset{\smile}{o}$ $\overset{\smile}{u}$ $\overset{\smile}{i}$

To show that a vowel sound is long, put a “ $\bar{\quad}$ ” above the vowel.

\bar{a} \bar{e} \bar{o} \bar{u} \bar{i}

A. Mark these vowels short by putting a “ $\overset{\smile}{}$ ” above the vowel.

a e o u i

B. Mark these vowels long by putting a “ $\bar{\quad}$ ” above the vowel.

a e o u i

APPLICATION ACTIVITIES

A. Write these short vowel words and long vowel words under the correct vowel sound. Have someone read the words to you if needed. Pay attention to the sounds of the vowels.

cute	ten	pay	up	kid
can	be	off	go	hi

Short Vowels

$\overset{\smile}{a}$	$\overset{\smile}{e}$	$\overset{\smile}{o}$	$\overset{\smile}{u}$	$\overset{\smile}{i}$

Long Vowels

\bar{a}	\bar{e}	\bar{o}	\bar{u}	\bar{i}



Short and Long Vowels

B. **Circle** the short vowel slides. **Underline** the long vowel slides. Read the slides.

ta

ne

ke

ro

bu

ca

po

mi

du

fi

C. Find and circle these short vowel words in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

m	s	l	b	k	g
j	s	g	e	d	s
o	i	c	d	q	r
b	t	p	u	s	p
c	a	t	e	u	f
d	o	g	c	n	i

bag

big

cup

job

sit

bed

cat

dog

pen

sun



Skills Review

- When a vowel is followed by one guardian consonant, the vowel sound is *short*.
- The term *guardian consonant* is used to identify the consonant following the vowel and to distinguish it from other consonants in a word.
- A guardian consonant is marked with a *guardian star* (*).

DECODING

To prove the word:

1. Move *under* the word left to right. Place an x under the vowel. If there is a blend in the word, mark it with an arc. (if a blend begins the word, arc it before marking the vowel.)
2. Continue moving to the right and see if there is a guardian consonant (and nothing else) following the vowel. Move up and mark the guardian consonant with a guardian star (*).
3. Move left to the vowel. Mark the vowel short with the short vowel mark (◡). The guardian consonant makes the vowel short.

stop
◡ x *

man
◡ x *

A. Mark the guardian consonant with a guardian star (*).

hat
* x

bed
x

rug
x

kid
x

B. Prove these words.

mom
x

box
x

big
x

step
x

run
x

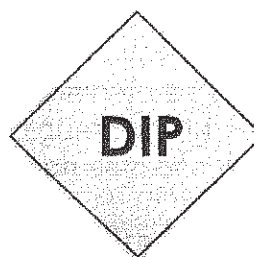
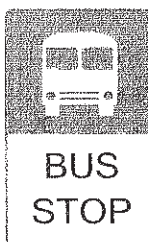
quit
x

plan
x

nut
x

READING

Read these signs. Notice the Phonetic Skill 1 words.





Phonetic Skill 1

APPLICATION ACTIVITIES

A. Write the word from the box next to the word it rhymes with.

cup	trip	plus	pen	drop	*kep
-----	------	------	-----	------	------

- | | |
|---------------|---------------|
| 1. men _____ | 4. step _____ |
| 2. stop _____ | 5. bus _____ |
| 3. up _____ | 6. dip _____ |

B. Change the vowel to make a new word.

Example: cat: a → u = cut

- | | |
|-----------------------|-----------------------|
| 1. hug: u → o = _____ | 4. tip: i → a = _____ |
| 2. man: a → e = _____ | 5. hat: a → i = _____ |
| 3. cop: o → u = _____ | 6. bed: e → a = _____ |

C. **Circle** the three words that rhyme.

- | | | | | | | |
|---------|-----|-----|-------|-----|-----|-----|
| 1. bad: | mad | big | glad | get | sad | lid |
| 2. fit: | fun | it | split | lip | mat | hit |



Skills Review

- When a vowel is followed by two guardian consonants, the vowel sound is *short*.
- Blends can come at the end of the word. Mark them with two guardian stars because you hear two sounds.

DECODING

To mark and prove the word:

1. Move *under* the word left to right. Place an x under the vowel. If a Blend begins the word, arc it before marking the vowel.
2. Continue moving to the right. Note that there are *two* guardian consonants. Move up and around, and mark each consonant with a guardian star.
3. Move left to the vowel. Mark the vowel short with the short vowel mark (◡). The *two* guardian consonants make the vowel sound short.

hint
◡ **
x

blend
◡ **
x

A. Mark each guardian consonant with a guardian star (*). Remember that when Blends are guardians, they each get a guardian star.

last
**

help

soft

must

milk

B. Prove these words. Be sure to mark Blends.

list
◡ **
x

send

next

stand

ask

cost

dust

lift

READING

Read this ad.
Notice the
Phonetic Skill 2
words.

WANT TO SPEND LESS ON RENT? Let us help you! Well-kept condo for rent in west end of town. Cost: \$800 per month. This is the best deal in town. Act fast! This won't last long! You must see it to believe it!



Phonetic Skill 2

APPLICATION ACTIVITIES

A. List four words that follow Phonetic Skill 2 from the ad on the previous page.

1. _____

3. _____

2. _____

4. _____

B. Write the Phonetic Skill 2 words that rhyme.

land	twist	fast	send	best	dust
past	rest	spend	just	mist	band

1. last _____

2. trust _____

3. end _____

4. test _____

5. sand _____

6. list _____

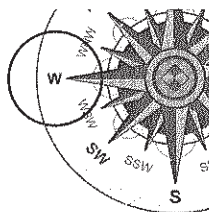
C. Add the two final consonants to form the word in the picture.



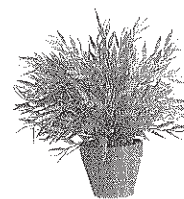
h a _____



l a _____



w e _____



p l a _____

D. Write a sentence using one of the words from Activity C.



Skills Review

- When two consonants follow the vowels *o* or *i*, sometimes the vowel sound will be long. We call these *vowel families*. These are the vowel families: *-old, -olt, -ost, -ind, -ild*.

DECODING

Mark the vowel with an x. Underline the vowel family. Then mark the vowel long.

olt
x

ind
x

olt
x

ind
x

A. Mark the vowel families.

old
x

olt

ost

ind

ild

B. Prove the words.

old
x

jolt

most

grind

mild

scold

volt

host

mind

wild

READING

Read the Web site article. Notice the words that contain Vowel Families *O* and *I*.

sell4 more

"Sell Now. Make More Money!"

PROPERTY SEARCH | MORTGAGE RATES | AGENT SEARCH | FEATURED PROPERTIES

The Perfect Home

Old homes were hard to find, but Mike knew just what he had in mind. He checked the list of ads in the paper every day. At last, he found one that had been well cared for. Time had not taken its toll on this home. He couldn't even find any mold! Mike knew it was the kind of home he wanted, so he told the realtor to hold it for him.



Vowel Families *O* and *I*

APPLICATION ACTIVITIES

A. Write three words from the article on the previous page that rhyme with *old*. Write two words from the article that rhyme with *find*.

1. old: _____

2. find: _____

B. Write the word from the box that correctly completes the sentence. Use the rhyming word at the end of the sentence as a clue. Then read the sentence.

host	bolt	wild	gold	kind
------	------	------	------	------

1. Did he find the _____? (told)

2. The horse is _____. (mild)

3. She was _____ to me. (mind)

4. The _____ of lightning hit the box. (colt)

5. I will thank the _____ before I go. (most)

C. Unscramble the letters to make words with vowel families *o* and *i*.

1. tolv _____

3. ldim _____

5. lsod _____

2. dnim _____

4. tpos _____

**Skills Review**

- A *noun* names a person, place, thing, or idea. (Example: *The bus is big.*)
- An *adjective* describes a noun. (Example: *It is a big bus.*)
- A *verb* names an action or state. (Example: *I sit on the bus.*)
- An *adverb* describes a verb, an adjective, or another adverb. Frequently, adverbs end in the suffix *-ly*. (Example: *I quickly get on the bus.*)

A. **Circle** the nouns. **Underline** the adjectives. Use the sentences as clues.

hat red rug kid cat
big bed old dog small

1. He has a big dog.
2. She has a small cat.
3. She has a red hat.
4. That rug is old.
5. The kid is in bed.

B. Read the sentences. **Circle** the verbs.

1. **Ask** your mom.
2. Help me!
3. Don't spend more than \$5.
4. Mix the egg and milk.
5. I swim in the pond.



Parts of Speech

C. Change these adjectives to adverbs by adding the suffix *-ly*.

Example: quick (-ly) quickly

1. slow (-ly) _____

2. soft (-ly) _____

3. loud (-ly) _____

4. bad (-ly) _____

5. sad (-ly) _____

6. glad (-ly) _____

Adding Suffixes to Phonetic Skills 1 and 2



Skills Review

- A *suffix* is one or more letters added to the end of a word.
- Sometimes, adding a suffix to a word makes a new word or changes the part of speech.
- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 1 words, double the consonant before adding the ending.
- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 2 words, words that end in *x*, and words that end in Special Vowel Combinations, just add the suffix.

DECODING

To prove words with suffixes:

1. Prove the base word.
2. Rewrite the word with the suffix. (Check for two consonants before adding the suffix.)
3. Underline the suffix.

A. Underline the suffix in each word.

clapping bumped lifting biggest smaller

B. Prove the base word. Rewrite the word with the suffix. Then underline the suffix.

Example: sit (-ing) sitting

- | | |
|----------------------|----------------------|
| 1. hit (-ing) _____ | 4. buzz (-ing) _____ |
| 2. plant (-er) _____ | 5. fat (-est) _____ |
| 3. rust (-ed) _____ | 6. fix (-ing) _____ |

READING

Read the letter.
Notice the Phonetic Skill 1 and Phonetic Skill 2 words with suffixes.

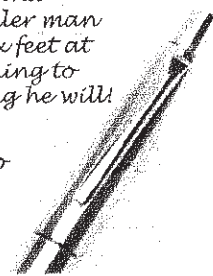
Dear Fred,

You asked for some news about the track team.

Bill Strut is our tallest, strongest, and fastest runner. Ron Snell is a smaller man but a strong jumper. He jumped six feet at the last meet. Ron says he is planning to win the high jump, and I'm betting he will!

The meet will be held at the high school. I hope you are planning to come. I'll see you then.

Don



Adding Suffixes to Phonetic Skills 1 and 2**APPLICATION ACTIVITIES**

A. Write the base word for each word with a suffix.

Example: hopping hop

1. winning _____

5. jumped _____

2. fastest _____

6. taller _____

3. stronger _____

7. running _____

4. smallest _____

8. planned _____

B. Complete the sentences with the correct word.

clapped

smaller

hottest

dusting

camping

1. This summer is the _____ one in years.

2. The maid is _____ the lamp with a rag.

3. Jed is _____ in the hills with a tent.

4. Ned _____ at the end of the show.

5. My cat is _____ than your cat.

C. Draw a circle around the words that need the final consonant doubled before adding *-ing*, *-ed*, *-er*, or *-est*. Underline the words in which the suffix can just be added.

flat

hunt

fix

stop

bend

snag

spit

limp

plot

tend

stuff

plan

sift

trip

set

Three Sounds of -ED



Skills Review

- The suffix *-ed* has three sounds. The sound of the consonant that immediately precedes *-ed* determines the correct pronunciation of the suffix *-ed*.
- Following voiceless letters (⊖) (such as *f, k, p, s, x*), the sound is /t/ (*kicked*).
- Following voiced letters (⊕) (such as *n, m, b, g, v, l, z*, and vowels), the sound is /d/ (*sobbed*).
- When words end in *t* or *d*, the sound of *-ed* is /ɪd/ (*planted; ended*).

DECODING

When decoding words with the suffix *-ed*:

1. Write and prove the base word.
2. Rewrite the word with the suffix. (Check for two consonants before adding the suffix.)
3. Underline the suffix.

A. Underline the suffix in each word.

mixed buzzed ended landed kissed

B. Prove the base word. Rewrite the word with the suffix *-ed*. Then underline the suffix.

Example: mix mixed

1. beg _____ 4. buzz _____

2. smell _____ 5. step _____

3. stress _____ 6. ask _____

READING

Read the phone message. Notice the words with the suffix *-ed*.

RETURNED YOUR CALL	WANTS TO SEE YOU
--------------------	------------------

MESSAGE *Hi Julie, it's Jan.*

I called to tell you about Meg's date! I helped her get her hair fixed. She look so cute all dressed up. But I must tell you how the date ended! They stopped out front, walked to the door, and her date hugged her. He got so flustered that he tripped and twisted his ankle! All in all, Meg loved the evening. Call me for more details!



Three Sounds of -ED

APPLICATION ACTIVITIES

A. **Circle** the final consonant. Write the voiceless symbol (\ominus) in the blank if the circled letter is voiceless. Write the voiced symbol (w) in the blank if the circled letter is voiced.

Example: drop p \ominus

1. call _____

4. fix _____

7. dress _____

2. hug _____

5. help _____

8. bag _____

3. stop _____

6. trip _____

9. slam _____

B. Write the words under the correct column. If the suffix *-ed* is pronounced like the voiceless /t/, write the word under the "/t/ (\ominus)" column. If the suffix *-ed* is pronounced like the voiced /d/, write the word under the "/d/ (w)" column. If the suffix *-ed* is pronounced /id/, write the word in the "/id/" column. (Letters between slash marks "/" represent sounds.)

~~added~~
bagged
buzzed

dropped
ended
filmed

fitted
fixed
frosted

hugged
jumped
kissed

pulled
stopped
tested

/t/ (\ominus)	/d/ (w)	/id/
		<i>added</i>

Most Common Words List 7**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 7

who much think only two its our
here over also walk back other after

A. Read the story. Circle the Most Common Words from List 7.

I love to visit my grandma. She is getting old, but I think she is still so much fun. She is the only person who can make me feel so good. After school, I walk over to her house. When I get there, she says, "Come here and give me a hug!"

Our favorite thing to do is to play games together. We can play for two hours and not get tired. We also like to do other things like look at her big tree and pick fruit off its branches.

When I leave grandma's house, I already can't wait to go back!

B. Write the missing letters to complete the Most Common Words.

1. t _ _

6. _ a _ k

11. _ f _ e r

2. m _ _ h

7. _ _ r

12. i _ _

3. h _ r _

8. _ _ i n k

13. a _ s _

4. _ n _ y

9. o _ _ r

14. w _ _ k

5. w _ _

10. o _ _ e r

**Most Common Words List 7**

C. **Circle** the hidden Most Common Word to complete each sentence. Use the sentence as a clue. Then write the word on the line.

Example: naq**g**whostli (Who are you?)

1. thinkchlexu (I _____ she is so fun.)
2. mipgmuchlpw (We have so _____ fun.)
3. tiwhofmoel (She is the one _____ can make me feel good.)
4. tredskonlyj (She is the _____ one.)
5. jafterkgoerl (I go there _____ school.)
6. bwalkxapret (I _____ over to her house after school!)
7. overpeikawl (I go _____ to her house.)
8. matghereciu (Come _____!)
9. twobkempl (We play games for _____ hours.)
10. pertengits (We pick fruit off _____ branches.)
11. nabourlemk (That is _____ favorite thing to do.)
12. efrialsotha (We _____ like to do other things.)
13. rbackstidef (I can't wait to go _____!)
14. decralothert (I like _____ things.)

Phonetic Skill 3



Skills Review

- When the vowel stands alone (or has no guardian), the vowel sound is *long*.
- Exceptions to this rule: *to, the, do, who, two*. (These exception words are taught in the Most Common Words lessons.)

DECODING

To prove the vowel sound in a Phonetic Skill 3 word:

1. Go under the word left to right. Place an x under the vowel.
2. There are no guardian consonants. Move up and over the vowel.
3. The vowel stands alone in the word, so mark the vowel long with the long vowel mark (—).

gō
xhī
x

A. Prove the words.

we

me

so

I

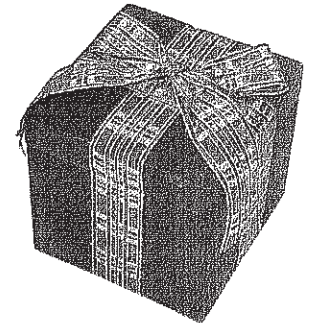
be

no

READING

Read these sentences. Notice the Phonetic Skill 3 words.

I must get a gift for my mom. Jo will help me. We will go to the mall. It will be good to have her help. I am so glad she did not say no.



APPLICATION ACTIVITIES

A. List four words that follow Phonetic Skill 3 from the sentences above.

1. _____

2. _____

3. _____

4. _____



Phonetic Skill 3

B. Read each word. Is the vowel short or long? Write the word in the correct column and prove the word.

he	hit	go	help	got	hi
----	-----	----	------	-----	----

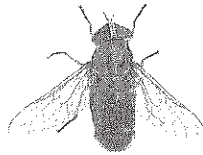
_____ _____ _____	_____ <i>hē</i> _____ _____
-------------------------	--------------------------------------

C. Write each word under the picture it rhymes with. More than one word matches the same picture.

we	so	hi	go	I
he	me	no	be	



toe



fly

3

three

_____ _____ _____	_____ _____ _____	<i>we</i> _____ _____ _____
-------------------------	-------------------------	--------------------------------------



Skills Review

- When the vowel e comes at the end of a word, the e is *silent*, making the first vowel sound *long*.
- The consonant between the first vowel and silent e cannot act as a guardian consonant because the e makes the first vowel sound long.

DECODING

To prove the vowel sound in a Phonetic Skill 4 word:

1. Move *under* the word, moving left to right. Place an x under the first vowel and under the vowel e.
2. Move up and over the e. Draw a line straight down through the vowel e and the x below it, making it silent.
3. Move left across the consonant to the first vowel.
4. The e causes the first vowel sound to be long, so mark the vowel long.



A. **Circle** the words that have a long vowel sound.

state can side life man same
late plan vote take red sun

B. Prove these words.

cute safe make time
drive rule home name

READING

Read the ad.
Notice the
Phonetic Skill
4 words.

Jane's Travel Co.

Do you want to go on a fun trip but don't want to spend a lot of time and money to plan it?

We'll help you plan your trip for a great price!

On your trip, you'll:

- Take a nice plane flight.
- Stay in a cute home on the lake.
- Go on a nine mile bike ride around the lake.
- Enjoy fine dining at night.
- Go on a drive to a cave.

You'll like your trip so much that you'll hate to go home!



Phonetic Skill 4

APPLICATION ACTIVITIES

A. Add a silent *e* to each word to make a new word.

Example: cap cape

- | | |
|---------------|--------------|
| 1. quit _____ | 5. cub _____ |
| 2. tap _____ | 6. not _____ |
| 3. cod _____ | 7. hat _____ |
| 4. tub _____ | 8. rip _____ |

B. Write the correct word by adding a silent *e* to the end of the word in parentheses.

Example: If you want to go on a trip, call Jane. (Jan)

- We'll choose the best _____ for your trip! (sit)
- Enjoy every _____ of your meals! (bit)
- Go on a trip _____ for you! (mad)
- Get the best _____ in town! (rat)
- You'll like your trip so much that you'll _____ to go again next year! (hop)

C. Find and circle the silent *e* words in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

s	a	l	e	e	u	o
s	m	i	l	e	o	c
s	t	o	v	e	e	q
i	h	q	k	e	d	g
z	l	i	n	e	a	a
e	r	u	d	e	t	m
t	t	w	a	v	e	e

date	line	size
stove	game	rude
smile	tune	hole
sale	smoke	wave



Skills Review

- When *c* is followed by an *i* or an *e*, it will change its sound from /k/ to /s/.
- When *g* is followed by an *i* or an *e*, it will sometimes change its sound from /g/ to /j/.
- When *two* consonants come between the first vowel and the silent *e*, the *two* consonants will act as *guardians*, making the first vowel short (*dance*, *prince*, *plunge*). Exceptions: *-ange* (*strange*); *-aste* (*paste*).
- English words never end in the letter *j*. When the sound /j/ is heard at the end of a word, it will always be spelled *-ge*. Words with a long vowel sound will end with the *-ge* spelling (*cage*). Words with a short vowel sound will end with *-dge* spelling (*judge*; *bridge*).

DECODING

- Draw an arc above the *ci* or *ce*, and write an *s* above the arc. This is called a *bridge s*.

nice

dance

- Draw an arc above the *gi* or *ge*, and write a *j* above the arc. This is called a *bridge j*.

page

bridge

1. Mark the bridge *s* and bridge *j* in these words.

wage

place

gel

prince

2. Prove these words.

age

cell

stage

since

ice

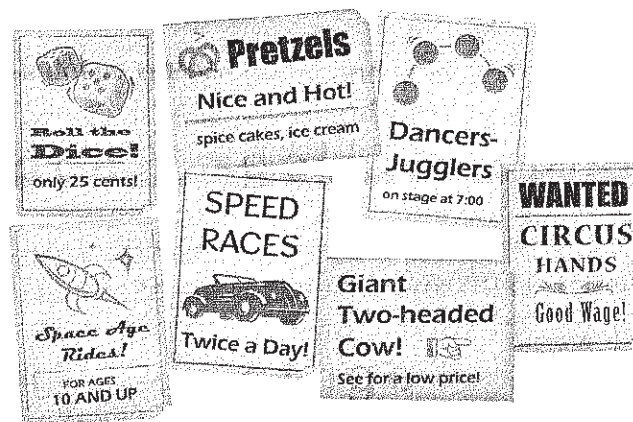
gem

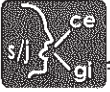
face

judge

READING

Read the posters. Notice the bridge *s* and bridge *j* words.





Another Sound for C and G

APPLICATION ACTIVITIES

A. Unscramble the phrases and sentences from the poster on the previous page. Write them on the lines below.

1. dice! / Roll / the _____

2. a / day! / Twice _____

3. rides! / Space / age _____

4. for / price! / See / low / a _____

B. Create words by adding letters to the words below. Use the letters or Blends listed in the box. Add the letter(s) to the first of the word.

n	sp	w	r	s	tw	br	f	m	pr	pl	tr	c	st	p
---	----	---	---	---	----	----	---	---	----	----	----	---	----	---

Example: -ice: mice

1. -ice: ___ice ___ice ___ice ___ice

2. -ace: ___ace ___ace ___ace ___ace

3. -age: ___age ___age ___age ___age

C. Read each word. Decide how the *c* and *g* in each word are pronounced. Write the words in the correct columns.

-case

deck

gin

huge

~~-cent~~

face

gist

lace

cite

game

gum

lodge

/k/	/s/	/g/	/j/
case	cent		

Adding Suffixes to Phonetic Skills 3 and 4



Skills Review

Adding Suffixes to Phonetic Skill 3 Words

- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 3 words, just add the suffix (*go/going*).

Adding Suffixes to Phonetic Skill 4 Words

- When adding the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 4 words, drop the *e*, and add the suffix (*ride/riding*; *dance/dancing*).
- When adding suffixes to words ending in silent *e* that do not begin in *e* or *i*, such as *-able*, *-ness*, *-ful*, and *-less*, the *e* is *not* dropped from the base word. The silent *e* remains with the word when the suffix is added (*hope/hopeful*).

DECODING

To prove words with suffixes:

1. Prove the base word.
2. Rewrite the word with the suffix.
3. Underline the suffix.

gō going

hōpe hoping

A. Underline the suffix in each word.

ageless liked hopeful smiling

B. Prove the base word. Rewrite the word with the suffix. Then underline the suffix.

Example: jōkē (-ing) jōking

1. b e (-ing) _____

5. n i c e (-er) _____

2. s a v e (-ed) _____

6. l a t e (-est) _____

3. g r a c e (-ful) _____

7. h o p e (-less) _____

4. l i k e (-ness) _____

8. d r i v e (-able) _____

READING

Read these sentences.
Notice the Phonetic
Skill 3 and 4 words that
have suffixes.

I've been driving around for the past hour, thinking about the cutest girl in my class. I think I'm going to ask her to a dance. I'm not the bravest person when it comes to dating or dancing, but I am hopeful!

Adding Suffixes to Phonetic Skills 3 and 4**APPLICATION ACTIVITIES**

A. Change the words from the sentences on the previous page to new words. First, write the base word. Then rewrite the word with the suffix.

Example: driving – ing = drive + er = driver

1. cutest – est = _____ + er = _____

2. dating – ing = _____ + ed = _____

3. hopeful – ful = _____ + less = _____

4. dancing – ing = _____ + er = _____

B. Write the base word for each word that has a suffix.

Example: hiding hide

Word with Suffix: Base Word: Word with Suffix: Base Word:

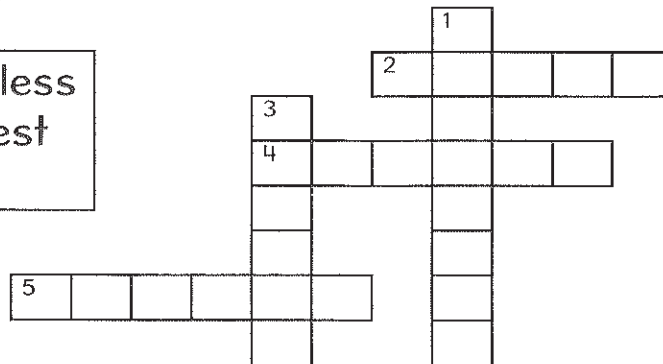
1. cuter _____ 4. finest _____

2. riding _____ 5. prideful _____

3. voted _____ 6. timeless _____

C. Complete the crossword puzzle.

driver	homeless
smiled	rudest
	going

**Across**

2. Moving from one place to another (I am _____ shopping after work.)

4. The most rude (He was the _____ person I've ever talked to.)

5. Past tense of smile (The baby _____ at me when I looked at her.)

Down

1. Without a home (There are many people who are _____ who sleep in the park at night.)

3. A person who guides a car or bus (I am a good _____; I've never gotten a speeding ticket.)

Sounds of **GH, IGH, and IGH****Skills Review**

The combination *gh* can do three things:

- 1) When *gh* comes at the beginning of a word, it has the sound /g/ (*ghost*).
- 2) When *gh* comes at the end of a word, it sometimes has the sound /f/ (*laugh*).
- 3) In most words, the *gh* is silent. When the vowel *i* comes before the *gh*, the *i* is long, and the *gh* is silent (*high*; *night*).

DECODING

When *gh* is at the beginning of a word, mark the *h* silent.

ghost

When *gh* is at the end of a word and it says /f/, mark a small *f* above the *gh*.

laugh

When *gh* is in the combination *igh*, cross out the *g* and the *h*, and mark the *i* long.

right

A. Prove these words. The *gh* is silent.

bright

high

night

tight

sigh

fight

light

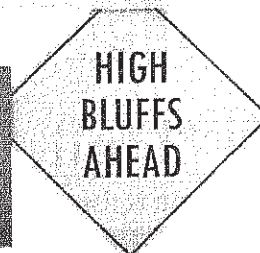
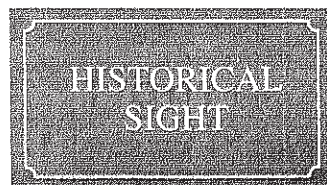
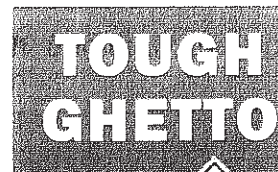
flight

READING

Read the signs.
Notice the words
that contain *gh*, *igh*,
and *ight*.



GHOST
TOWN





Sounds of *GH*, *IGH*, and *IGHT*

APPLICATION ACTIVITIES

A. Unscramble the letters to make words using *gh*, *igh*, and *ight*. The words are used in the signs on the previous page.

1. gtnih _____

2. ghih _____

3. rugoh _____

4. sthog _____

5. sthgi _____

6. gouht _____

B. **Circle** the words in which *gh* is silent. **Underline** the word in which *gh* says /g/. Draw a **box** around the words in which *gh* says /f/. The first one is done for you.

light ghost tough might right

flight high rough plight laugh

night fight bright sight cough

C. Write a meaningful sentence using one word from Activity B. Try to use at least seven words in your sentence.

Phonetic Skill 5 and Adjacent Vowels



Skills Review

- When vowels stand next to each other, they are adjacent.
- When vowels are adjacent, the second vowel is silent, and the first vowel sound is long.
- These are the adjacent vowels: *ai ay ea ee oa oe ui ue ie*

DECODING

To prove the vowel sound in a Phonetic Skill 5 word:

1. Move *under* the word, left to right. Place an x under each vowel.
2. Continue moving to the right until you reach the end of the word, and then move up and left to the vowel. Mark the vowel silent by drawing a line straight down through the vowel and the x underneath.
3. Move left to the next vowel, and mark it long.



A. Circle the Phonetic Skill 5 words.

vote feel true like paint street
 keep line least road read hope

B. Prove these words.

need heat rain say pie
 blue boat toe lie fruit

C. Write the Phonetic Skill 5 words from Activity B under the correct vowel sound. The first one is done.

ā	ē	ō	ū	ī
	<i>need</i>			

READING

Read the menu.
 Notice the Phonetic Skill 5 words.

Sue & Joe's Cafe Open All Day!

fried eggs and ham whole grain toast	milk tea
meat loaf hot dog roast beef ham	pie with sweet cream
peas green beans fruit	



Phonetic Skill 5 and Adjacent Vowels

APPLICATION ACTIVITIES

A. Write the words from the box next to the word it rhymes with.

Example: cream stream

toast	train	pea	green	beat	leaf
-------	-------	-----	-------	------	------

1. roast _____

4. bean _____

2. tea _____

5. sweet _____

3. beef _____

6. grain _____

B. Change the adjacent vowels to make a new word.

Example: say: ay → ee see

1. due: ue → ie = _____

4. lead: ea → oa = _____

2. mail: ai → ea = _____

5. toe: oe → ea = _____

3. seat: ea → ui = _____

6. soak: oa → ee = _____

C. Fill in the missing vowels to complete the adjacent vowel patterns.

a	_____	i	_____
e	_____	a	_____
o	_____		_____
u	_____		_____

a	_____	y	_____
e	_____		_____
o	_____		_____
u	_____		_____
i	_____	e	_____

D. Choose your favorite meal from the menu on the previous page. Write what menu item you would choose in complete sentences on the lines below. Try to use commas in your sentences.

Adding Suffixes to Phonetic Skill 5

reading

Skills Review

- To add the suffixes *-ing*, *-ed*, *-er*, and *-est* to Phonetic Skill 5 words, just add the suffix.

DECODING

To prove words with suffixes:

1. Prove the base word.
2. Rewrite the word with the suffix.
3. Underline the suffix.

need
x ↓

needed

wait
x ↓

waiting

A. Underline the suffix in each word.

keeping

meanest

painted

weaker

B. Prove the base word. Rewrite the word with the suffix. Then underline the suffix.

Example: wait (-ed) waited

1. clean (-er) _____

4. rain (-ing) _____

2. deep (-est) _____

5. claim (-ed) _____

3. fail (-ed) _____

6. heat (-ing) _____

READING

Read this restaurant ad. Notice the Phonetic Skill 5 words that have suffixes.

the **Steakhouse**

**Try our roasted meat with
rice and toasted nuts.**

**Voted cleanest eating
place.**

**You will be seated right
away. No waiting.**

Adding Suffixes to Phonetic Skill 5**APPLICATION ACTIVITIES**

A. Complete the restaurant ad with the correct words from the box.

seated	roasted	cleanest	toasted	waiting
--------	---------	----------	---------	---------

Try our _____^{a.} meat with rice and _____^{b.} nuts.

Voted _____^{c.} eating place.

You will be _____^{d.} right away. No _____^{e.}!

B. Choose the correct word to complete each sentence.

1. It's 10:00 a.m. and Jim is still _____! Should I go wake him up? (sleeper/sleeping)
2. I think I've _____ 10 pounds from eating so many treats over the holidays. (gained/gaining)
3. I _____ my friend's letter when I went to the post office. (mailed/ mailing)
4. I _____ my white shirt when I spilled grape juice on it. (stained/staining)
5. I got a ticket for _____. I didn't know the speed limit was only 25 miles per hour. (speeder/speeding)

C. Read each ad. Write the base word of the underlined word.

Example: No waiting! wait

1. Seeking a job? Call 555-1111. _____
2. Want greener grass? Call the Grass Hoppers! _____
3. Street sweeping daily at 5:00 a.m. _____
4. Need a home loan? Loaning to first-time home buyers. _____
5. Get a job worth boasting about! Call today! _____

Most Common Words List 8**Skills Review**

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 8

boy	use	three	before	new	work	first
may	way	again	ever	never	seven	want

A. Read the story. Circle the Most Common Words from List 8. Some words are used more than once.

Every day, I wake up at 6:00 a.m. First, I run three laps around the block. I want to stay fit! Then I get ready for work.

Before I go to work, I read the paper to see what is new. On my way to work, I drop my seven-year-old boy off at school.

If I feel tired, I may stop for a cup of tea. I use it to stay awake at work. But I never drink tea before I go to bed. One time when I did that, I couldn't sleep all night. I don't want to do that ever again!

B. One of the words in each set is a Most Common Word, and the other is a nonsense word. **Circle** the Most Common Word.

Example: **boy** bou

- | | |
|------------------|-----------------|
| 1. use ase | 8. wnta want |
| 2. bifare before | 9. navre never |
| 3. first frist | 10. yma may |
| 4. evar ever | 11. new enw |
| 5. seven svnee | 12. rethe three |
| 6. yob boy | 13. work wrko |
| 7. way awy | 14. again agien |

**Most Common Words List 8**

C. Choose the correct Most Common Word to complete the sentence, and write it in the blank.

1. That boy is 11 years old. (boy/before)
2. I _____ the rag to clean. (never/use)
3. I have _____ kids. (three/ever)
4. I go running _____ I go to work. (before/again)
5. I don't want to do that _____. (again/never)
6. I got a _____ car! (never/new)
7. I go to _____ at 7:00 a.m. (three/work)
8. I don't _____ want to do that again! (seven/ever)
9. The _____ thing I do when I wake up is go running.
(first/may)
10. I _____ stop for a bite to eat. (may/boy)
11. I drop my boy off on my _____ to work. (want/way)
12. My boy is _____ years old. (seven/before)
13. I _____ want to do that again! (never/new)
14. I _____ to stay fit, so I go running. (way/want)

Practice reading this advertisement using all the skills you've learned in Chapter 3. Review the words that are difficult for you. Then read the advertisement to a teacher or friend.

Spending too much on rent?
Scrimping and saving to get a home?
Get your dream home now!

The first 10 people
who come in will get
a free set of gold clubs!

Home Loans

RATES FROM 5.7%

Times are tough now. Many people are thinking, "Is it the right time to get a home?" Well...

Prices are coming down.

Rates are coming down.

Find the right home, and then you come on down.

***Bank of the East** A hand hold.*

We tell you about all fees and taxes before you take out a loan.
You will save with Bank of the East.

Reading in Context

Practice reading this article using all the skills you've learned in Chapter 3. Review the words that are difficult for you. Then read the article to a teacher or friend.

BIG WIN FOR WEST HIGH

Last night West High pulled off a big win over East High, beating them 78 to 65. West led with Steve Gill's dunking and Ben Hall's speed. Hall kept the game at a fast pace. West's passing game was strong. East's was like dodge ball. Late in the game, Gill had a bad fall and went out with a sprain. With Gill out, East gained a slight lead, but they could not hold it.

With this win, West will go on to their last game. Two weeks from now, they will face Lone Peak High. Before then, the team will have time to rest. West is hopeful that Gill will heal. They are going to need him.

**Skills Review**

- Contractions are words that have been reduced by leaving some letters out.
- An apostrophe (') is used in the exact place where letters have been left out. Example: *Let us* is rewritten as *let's*.

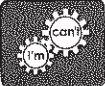
LIST OF COMMON CONTRACTIONS

NOT		HAVE		WILL	
are not	aren't	could have	could've	he will	he'll
cannot	can't	I have	I've	it will	it'll
could not	couldn't	should have	should've	I will	I'll
did not	didn't	they have	they've	she will	she'll
do not	don't	we have	we've	they will	they'll
does not	doesn't	you have	you've	we will	we'll
has not	hasn't	who have	who've	who will	who'll
have not	haven't			you will	you'll
is not	isn't	IS			
should not	shouldn't	he is	he's	HAD	
was not	wasn't	here is	here's	he had	he'd
were not	weren't	it is	it's	I had	I'd
will not	won't	she is	she's	she had	she'd
		that is	that's	they had	they'd
WOULD		there is	there's	we had	we'd
he would	he'd	what is	what's	you had	you'd
I would	I'd	who is	who's		
she would	she'd			ARE	
we would	we'd	US		they are	they're
who would	who'd	let us	let's	we are	we're
you would	you'd			you are	you're
		AM			
		I am	I'm		

APPLICATION ACTIVITIES

A. Write the contractions for the following words

- have not haven't
- she would _____
- they are _____
- she is _____
- we had _____
- let us _____
- we will _____
- who have _____
- I am _____
- will not _____

**Contractions**

B. Draw a line from the word on the left to the contraction on the right.

- | | |
|----------------|-----------|
| 1. cannot | I'll |
| 2. there is | can't |
| 3. we are | that's |
| 4. you would | wasn't |
| 5. we had | there's |
| 6. should have | you're |
| 7. you are | you'd |
| 8. was not | should've |
| 9. that is | we're |
| 10. I will | we'd |

C. Use the contractions in Activity B to finish the sentences. Not all of them will be used.

1. The boy _____ finished his jobs before he went outside to play.
2. _____ go to the play if you want me to go.
3. It _____ a good idea to feed the dog fruit.
4. _____ the best football player I know.
5. I _____ go to school today. I'm sick.



Skills Review

- The letter y has more than one sound.
- Y at the beginning of a word is a *consonant*.
- Y anywhere else in a word is a *vowel*. If y is the only working (sounded) vowel in the word, it will have the sound of *i*. Place a small *i* above the y. Use the Five Phonetic Skills to determine if y has the sound of short *i* or long *i*. Y can also be a silent adjacent vowel (*key*; *pay*)
- Y in bridge *s* and bridge *j* words: When y is next to *c* or *g* in a word, it creates the same sound as *ci* and *gi* (*cyst*; *gym*).

DECODING

Decode words using the Five Phonetic Skills.

yam
x

fly
x

type
x

play
x

cyst
x

gym
x

crypt
x

Prove these words.

Job 1: Y can be a consonant.

yet yes yoke yeast

Job 2: Y can have the sound of short *i* when it follows Phonetic Skills 1 and 2.

pyx crypt Syd Lynn

Job 3: Y can have the sound of long *i* when it follows Phonetic Skills 3 and 4.

my try style bye

Job 4: Y is silent when it is an adjacent vowel.

say key way stay

READING

“Lynn!” Lyle yelled from across the street. “Want to play?”

Read the story.
Notice the
words with *y*.

Lynn groaned and rolled over on the grass. What should she say? She just wanted to lay here in the yard all day and read. This book was just her type. It was written in a style she liked. The hero had just found the key to a stolen treasure hidden in a crypt!

“Yes, I’ll play,” Lynn yelled back, “but not yet. Let me try to finish my book first.”



Many Jobs of Y

APPLICATION ACTIVITIES

A. **Circle** the word that rhymes with the word from the story on the previous page.

1. Lynn: twist spin can fake
2. play: plop cape tray wait
3. my: hi may mop yam
4. type: kite tape tin wipe

B. Unscramble each word from the story. Write it in the blank to complete the sentence.

1. lledey _____
a.

“Lynn!” Lyle _____
b. from across the street.

2. yad _____
a.

She just wanted to lay here in the yard all _____
b. and read.

3. ylste _____
a.

It was written in a _____
b. she liked.

4. pcyrt _____
a.

The hero had just found the key to a stolen treasure hidden in
the _____
b.

C. Prove the words. **Circle** the words in which *y* is making the short *i* sound. **Underline** the words in which *y* is making the long *i* sound. **Put** a box around the words in which *y* is silent. Note: You should have two words left. They are words in which *y* is a consonant.

grāy
x x

crypt
x

dry
x

yum

gym

may

cry

pay

cyst

sky

yell

type



Skills Review

Decoding words with more than one working (or sounded) vowel:

- If there is just *one* guardian consonant following the vowel in a multi-syllabic word, the consonant will move on to be with the vowel in the next syllable. "One must run."
- You do not need to mark guardian consonants in multi-syllabic words.

DECODING

1. Mark under the word, left to right, marking each vowel with an x. Be sure to arc blends when you see them.

motel
 x x

2. Go back to the first vowel.

motel
 x x
 ←

3. Only one guardian consonant, the letter *t*, follows the vowel *o*, so it goes on to the next syllable. Box the first syllable after the vowel. The *o* is long because it stands alone in the first syllable, so mark the vowel *o* long.

motel
 x x

4. The vowel in the second syllable is short because it still has a guardian. Mark the vowel *e* short, and box the final syllable. We do not need to mark guardians with a star in multi-syllabic words.

motel
 x x

A. Prove these words.

robot

begin

provide

decide

delay

behave

nomad

refrain

READING

Read the article.
 Notice the
 Decoding Skill 1
 words.

NEWS FLASH

Recently, a crisis at Fremont College has taken place. Students protest that the demands placed on them to gain a degree are too high. When asked to refrain from continuing their protest, they recite, "We will proceed to protect our rights."