

Words with Short Vowels

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

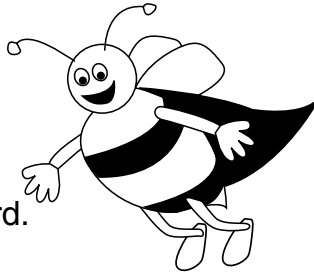
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. drank
2. _____	2. rest
3. _____	3. ahead
4. _____	4. drink
5. _____	5. dock
6. _____	6. hung
7. _____	7. trouble
8. _____	8. magazines
9. _____	9. self
10. _____	10. deaf
11. _____	11. lift
12. _____	12. flock
13. _____	13. trust
14. _____	14. cousin
15. _____	15. cannon
16. _____	16. swept
17. _____	17. pleasant
18. _____	18. fist
19. _____	19. couple
20. _____	20. wealth
Challenge Words	
_____	brand-new
_____	compass
_____	darted
_____	muttered
_____	talker

Words with Short Vowels

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Use words that you know how to spell to help you spell new words:

drip + thank = drank

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|--------------|-------|--------------|-------|
| 1. krind | _____ | 11. tilf | _____ |
| 2. nugh | _____ | 12. spewt | _____ |
| 3. kdoc | _____ | 13. stif | _____ |
| 4. fles | _____ | 14. cloupe | _____ |
| 5. zagmainse | _____ | 15. anconn | _____ |
| 6. krand | _____ | 16. steapaln | _____ |
| 7. afde | _____ | 17. sniocu | _____ |
| 8. tres | _____ | 18. clofk | _____ |
| 9. broulet | _____ | 19. sturt | _____ |
| 10. dahae | _____ | 20. thalew | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child to think of words he or she knows that can help him or her spell other words on the list.

Help your child complete the spelling activity.

Name _____ Date _____

Words with Short Vowels

drank	dock	self	trust	pleasant
rest	hung	deaf	cousin	fist
ahead	trouble	lift	cannon	couple
drink	magazines	flock	swept	wealth

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the word and circle the letter or letters that spell its vowel sound.

short a spelled*a*

- _____
- _____
- _____

short i spelled*i*

- _____
- _____
- _____

short e spelled*e*

- _____
- _____
- _____

short o spelled*o*

- _____
- _____

short e spelled*ea*

- _____
- _____
- _____
- _____

short u spelled*u*

- _____
- _____

short u spelled*ou*

- _____
- _____
- _____
- _____

Sounds Alike

Write the spelling word that rhymes with each word below.

- health _____
- double _____

Name _____ Date _____

Words with Short Vowels

drank	dock	self	trust	pleasant
rest	hung	deaf	cousin	fist
ahead	trouble	lift	cannon	couple
drink	magazines	flock	swept	wealth

Complete each sentence with a spelling word.

1. These _____ always have funny stories I like to read.
2. Every morning, a large _____ of birds visits my bird feeder.
3. I _____ two glasses of milk this morning at breakfast.
4. A person's _____ is who they are and how they are special.
5. Last week, the students _____ pictures on the classroom walls.
6. If you are in a hurry, you can go _____ of me in line.
7. I like to _____ a glass of juice after school.
8. My _____ Bob is my Aunt Tilly's son.
9. The clown at the circus was shot from a _____.
10. He found the broom and _____ the floor.

Define It!

Write the spelling words that have the same meanings as the words or phrases below.

11. take it easy or sleep _____
12. two of something _____
13. not able to hear _____
14. a place to tie a boat _____
15. to raise up _____
16. a tightly closed hand _____

Challenge Extension: Ask students to write a "fill in the blank" sentence for each Challenge Word and then exchange papers with a partner to complete the sentences.

Name _____ Date _____

Words with Short Vowels

Proofreading Activity

There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Cusin Bob,

I had a wonderful time with my dad this summer. We hiked into the mountains. Dad hiked ahede of me because I had truble climbing. I had to stop and reast a lot. But soon we found a lake. We draink water right from the lake! Once I thought we were lost. Dad said we could troust his compass to help us find our way. And he was right. It was the best vacation I ever had.

See you soon,

Luke

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Write a letter to a friend about a holiday or vacation you once had. Use four spelling words in your writing.

Words with Short Vowels

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A beest
 B best
 C beste
 D biest

Sample B

- E ring
 F ringe
 G raing
 H reing

- | | | | |
|--|--|---|--|
| 1. <input type="radio"/> A docke
<input type="radio"/> B dock
<input type="radio"/> C doick
<input type="radio"/> D dok | 6. <input type="radio"/> E lifft
<input type="radio"/> F lift
<input type="radio"/> G lifte
<input type="radio"/> H liaft | 11. <input type="radio"/> A megazines
<input type="radio"/> B magazines
<input type="radio"/> C magazanes
<input type="radio"/> D magizins | 16. <input type="radio"/> E sweept
<input type="radio"/> F swept
<input type="radio"/> G swiept
<input type="radio"/> H sweeped |
| 2. <input type="radio"/> E cannin
<input type="radio"/> F kannon
<input type="radio"/> G cannon
<input type="radio"/> H canin | 7. <input type="radio"/> A silf
<input type="radio"/> B sealf
<input type="radio"/> C selfe
<input type="radio"/> D self | 12. <input type="radio"/> E deaf
<input type="radio"/> F deef
<input type="radio"/> G def
<input type="radio"/> H daef | 17. <input type="radio"/> A welth
<input type="radio"/> B weelth
<input type="radio"/> C walth
<input type="radio"/> D wealth |
| 3. <input type="radio"/> A drinke
<input type="radio"/> B drienk
<input type="radio"/> C drink
<input type="radio"/> D drenk | 8. <input type="radio"/> E huhng
<input type="radio"/> F hung
<input type="radio"/> G hunge
<input type="radio"/> H hungh | 13. <input type="radio"/> A truste
<input type="radio"/> B troust
<input type="radio"/> C trost
<input type="radio"/> D trust | 18. <input type="radio"/> E pleasant
<input type="radio"/> F plesant
<input type="radio"/> G pleasint
<input type="radio"/> H plezant |
| 4. <input type="radio"/> E trubble
<input type="radio"/> F trouble
<input type="radio"/> G troubel
<input type="radio"/> H truble | 9. <input type="radio"/> A riste
<input type="radio"/> B rest
<input type="radio"/> C reist
<input type="radio"/> D reste | 14. <input type="radio"/> E flouck
<input type="radio"/> F flock
<input type="radio"/> G flok
<input type="radio"/> H flocke | 19. <input type="radio"/> A feste
<input type="radio"/> B fis
<input type="radio"/> C fist
<input type="radio"/> D fiste |
| 5. <input type="radio"/> A ahead
<input type="radio"/> B ahed
<input type="radio"/> C ahaed
<input type="radio"/> D ahede | 10. <input type="radio"/> E drenk
<input type="radio"/> F draink
<input type="radio"/> G draenk
<input type="radio"/> H drank | 15. <input type="radio"/> A cousin
<input type="radio"/> B cusin
<input type="radio"/> C cousen
<input type="radio"/> D cuzin | 20. <input type="radio"/> E cuple
<input type="radio"/> F cople
<input type="radio"/> G cuppel
<input type="radio"/> H couple |

Words with Long a and Long e

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

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1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
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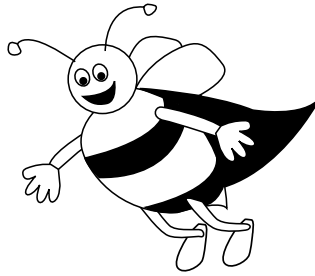
1. _____	1. cape
2. _____	2. gray
3. _____	3. station
4. _____	4. rail
5. _____	5. freight
6. _____	6. agree
7. _____	7. teacher
8. _____	8. secret
9. _____	9. family
10. _____	10. cane
11. _____	11. crayon
12. _____	12. cable
13. _____	13. fail
14. _____	14. tea
15. _____	15. zebra
16. _____	16. rusty
17. _____	17. tray
18. _____	18. raisin
19. _____	19. bean
20. _____	20. tidy
Challenge Words	
_____	accidental
_____	labored
_____	occasions
_____	rhythms
_____	shutters

Name _____ Date _____

Words with Long *a* and Long *e*

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Use words that you know how to spell to help you spell new words.

fr + eight = freight

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|-------------|-------|------------|-------|
| 1. greae | _____ | 11. tsury | _____ |
| 2. lira | _____ | 12. eat | _____ |
| 3. gieftrh | _____ | 13. neab | _____ |
| 4. epac | _____ | 14. diyt | _____ |
| 5. rehatec | _____ | 15. rabez | _____ |
| 6. nace | _____ | 16. ialf | _____ |
| 7. maliyf | _____ | 17. yarcno | _____ |
| 8. yrag | _____ | 18. siainr | _____ |
| 9. creets | _____ | 19. lebac | _____ |
| 10. sattnoi | _____ | 20. yart | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child to look at the spelling words and see if any of them contain smaller words that he or she knows how to spell.

Help your child complete the word scramble.

Name _____ Date _____

Words with Long a and Long e

cape	freight	family	fail	tray
gray	agree	cane	tea	raisin
station	teacher	crayon	zebra	bean
rail	secret	cable	rusty	tidy

Pattern Power!

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the word and circle the letter or letters that spell its vowel sound.

Long a spelled*ae*

1. _____

2. _____

ay

3. _____

4. _____

5. _____

ai

6. _____

7. _____

8. _____

a

9. _____

10. _____

igh

11. _____

Long e spelled*ee*

12. _____

ea

13. _____

14. _____

15. _____

e

16. _____

17. _____

y

18. _____

19. _____

20. _____

Name _____ Date _____

Words with Long *a* and Long *e*

cape	freight	family	fail	tray
gray	agree	cane	tea	raisin
station	teacher	crayon	zebra	bean
rail	secret	cable	rusty	tidy

Complete each sentence below with a spelling word.

- The bus _____ is five miles from my house.
- That _____ train carries food to the city.
- If I mix white and black together, I will have the color _____.
- It is not a _____ that she loves to dance.
- Do you disagree, or _____ with me?
- The new _____ wrote her name on the chalkboard.
- The dented metal looks red and _____.
- I will carry the cookies to the children on a _____.
- Use a _____ to color in your coloring book.
- The newest, fastest trains run on only one _____.

What Does it Mean?

Write the spelling word that has the same, or almost the same meaning.

- | | | | |
|--------------------|-------|---------------------|-------|
| 11. flunk | _____ | 15. seed of a plant | _____ |
| 12. neat | _____ | 16. a dried fruit | _____ |
| 13. relatives | _____ | 17. hot drink | _____ |
| 14. striped animal | _____ | 18. walking stick | _____ |

Challenge Extension: Have students create Challenge Word scrambles. Then have students swap them with a partner and solve each other's word scramble.

Name _____ Date _____

Words with Long *a* and Long *e*

Proofreading Activity

There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Mrs. Ramos,

Thank you for being so nice to me. I want to tell you a seecret. Even though my family had to move to find work, I will come back to see you. I hope to build a small, tiedy house near the big tree. I will live there forever with my pretty, grae cat, Kitty. When I move into my wonderful house, I will not fale to come and see you. You are the best teecher I ever had.

Your student,
Amelia

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Writing Activity

Where would you like to live? Write a letter telling a friend what your place will look like. Use four spelling words in your writing.

Words with Long *a* and Long *e*

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) ranne
 (B) rane
 (C) rain
 (D) raine

Sample B

- (E) nete
 (F) neat
 (G) neit
 (H) neate

- | | | | |
|--|---|--|---|
| 1. <input type="radio"/> (A) teye
<input type="radio"/> (B) tea
<input type="radio"/> (C) tei
<input type="radio"/> (D) tae | 6. <input type="radio"/> (E) crayon
<input type="radio"/> (F) craiyon
<input type="radio"/> (G) crayen
<input type="radio"/> (H) craon | 11. <input type="radio"/> (A) famile
<input type="radio"/> (B) family
<input type="radio"/> (C) familee
<input type="radio"/> (D) famely | 16. <input type="radio"/> (E) cayble
<input type="radio"/> (F) caible
<input type="radio"/> (G) cable
<input type="radio"/> (H) cabl |
| 2. <input type="radio"/> (E) cane
<input type="radio"/> (F) cain
<input type="radio"/> (G) caine
<input type="radio"/> (H) ceane | 7. <input type="radio"/> (A) zibra
<input type="radio"/> (B) zebra
<input type="radio"/> (C) zeebra
<input type="radio"/> (D) zeabra | 12. <input type="radio"/> (E) rale
<input type="radio"/> (F) rael
<input type="radio"/> (G) raile
<input type="radio"/> (H) rail | 17. <input type="radio"/> (A) bean
<input type="radio"/> (B) beene
<input type="radio"/> (C) beane
<input type="radio"/> (D) bene |
| 3. <input type="radio"/> (A) ugree
<input type="radio"/> (B) agrey
<input type="radio"/> (C) aggre
<input type="radio"/> (D) agree | 8. <input type="radio"/> (E) capp
<input type="radio"/> (F) cape
<input type="radio"/> (G) caip
<input type="radio"/> (H) caipe | 13. <input type="radio"/> (A) teecher
<input type="radio"/> (B) teachur
<input type="radio"/> (C) teacher
<input type="radio"/> (D) taecher | 18. <input type="radio"/> (E) seecret
<input type="radio"/> (F) secrete
<input type="radio"/> (G) seicret
<input type="radio"/> (H) secret |
| 4. <input type="radio"/> (E) rason
<input type="radio"/> (F) raisin
<input type="radio"/> (G) raesin
<input type="radio"/> (H) raysin | 9. <input type="radio"/> (A) station
<input type="radio"/> (B) staytion
<input type="radio"/> (C) stashun
<input type="radio"/> (D) steation | 14. <input type="radio"/> (E) gray
<input type="radio"/> (F) grei
<input type="radio"/> (G) grai
<input type="radio"/> (H) graye | 19. <input type="radio"/> (A) rousty
<input type="radio"/> (B) rusty
<input type="radio"/> (C) ruste
<input type="radio"/> (D) rustey |
| 5. <input type="radio"/> (A) tidee
<input type="radio"/> (B) tyde
<input type="radio"/> (C) tidi
<input type="radio"/> (D) tidy | 10. <input type="radio"/> (E) trai
<input type="radio"/> (F) traye
<input type="radio"/> (G) tray
<input type="radio"/> (H) trei | 15. <input type="radio"/> (A) frate
<input type="radio"/> (B) freight
<input type="radio"/> (C) freite
<input type="radio"/> (D) freaght | 20. <input type="radio"/> (E) fale
<input type="radio"/> (F) faile
<input type="radio"/> (G) fayle
<input type="radio"/> (H) fail |

Words with Long *i* and Long *o*

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

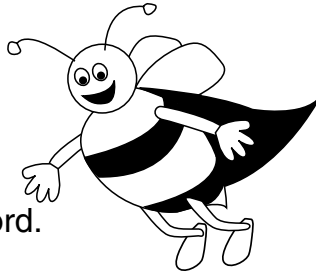
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1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. tiger
2. _____	2. drive
3. _____	3. reply
4. _____	4. roll
5. _____	5. note
6. _____	6. crow
7. _____	7. oak
8. _____	8. iron
9. _____	9. alike
10. _____	10. supply
11. _____	11. tomato
12. _____	12. stove
13. _____	13. below
14. _____	14. groan
15. _____	15. title
16. _____	16. pine
17. _____	17. overhead
18. _____	18. chose
19. _____	19. hollow
20. _____	20. file
Challenge Words	
_____	erie
_____	huddled
_____	pesky
_____	reins
_____	squall

Words with Long *i* and Long *o*

Using the Word Study Steps



1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Spelling Tip

Think of a word you know that has the same spelling pattern as the word you want to spell, such as a rhyming word.

snow row crow

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Circle the word in each row that rhymes with the spelling word in dark type.

1. drive	alive	brave
2. crow	claw	grow
3. pine	shine	pain
4. alike	stick	strike
5. oak	soak	bark
6. below	now	throw
7. file	fail	mile

8. supply	supper	fly
9. groan	spoon	loan
10. note	not	wrote
11. tomato	too	potato
12. stove	drove	move
13. overhead	bead	dead
14. chose	those	choose

Word Unscramble

Unscramble each set of letters to make a spelling word.

- | | |
|--|---|
| <p>15. loowlh _____</p> <p>16. griet _____</p> <p>17. rino _____</p> | <p>18. lolr _____</p> <p>19. litte _____</p> <p>20. pyrle _____</p> |
|--|---|

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child if he or she can think of any words that rhyme with one of the spelling words. Help your child complete the spelling activity

Words with Long i and Long o

tiger	note	alike	below	overhead
drive	crow	supply	groan	chose
reply	oak	tomato	title	hollow
roll	iron	stove	pine	file

Write the spelling words with these spelling patterns.

Long *i* spelled

i-e

1. _____
2. _____
3. _____
4. _____

i

5. _____
6. _____
7. _____

y

8. _____
9. _____

Long *o* spelled

o

10. _____
11. _____
12. _____

o-e

13. _____
14. _____
15. _____

ow

16. _____
17. _____
18. _____

oa

19. _____
20. _____

Words with Long *i* and Long *o*

tiger	note	alike	below	overhead
drive	crow	supply	groan	chose
reply	oak	tomato	title	hollow
roll	iron	stove	pine	file

Complete each sentence below with a spelling word.

1. If your shirt gets wrinkled, you can use my _____.
2. When I grow up, my mom will teach me to _____ a car.
3. A large black _____ flew into the clouds.
4. The _____ of this story is Sarah, Plain and Tall.
5. The _____ took a nap in its cage at the zoo.
6. Mom used the top of our _____ to fry onions.
7. Acorns are seeds from big _____ trees.
8. At the office, all papers are kept in a _____.
9. A _____ tree has long, thin needles for leaves.
10. I keep a large _____ of dog food in the house.

What Does it Mean?

Write the spelling word that has the same, or almost the same, meaning.

- | | | | |
|-------------------------|-------|------------|-------|
| 11. empty | _____ | 15. under | _____ |
| 12. answer | _____ | 16. above | _____ |
| 13. picked out | _____ | 17. moan | _____ |
| 14. the same or similar | _____ | 18. letter | _____ |

Challenge Extension: Have students write fill-in sentences for each Challenge Word. Have each student exchange sentences with a partner and fill each other's sentences.

Name _____ Date _____

Words with Long *i* and Long *o*

Proofreading Activity

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

Sarah just got back from town. She brought us a suply of food for dinner. She cooked rich, delicious tomado soup on the stoov. Then she made us warm, brown dinner rowls. We ate outside, in the shade of the huge, old oke tree. Overhed, the birds sang to each other in the branches. It was a wonderful day, and I was very happy.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Sarah liked to drive to town. Write a short story about a drive you would like to take. Use four spelling words in your writing.

Words with Long *i* and Long *o*

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A groo
 B grow
 C groe
 D groh

Sample B

- E vote
 F vot
 G voat
 H voot

- | | | | |
|--|---|---|---|
| 1. <input type="radio"/> A driv
<input type="radio"/> B drive
<input type="radio"/> C driev
<input type="radio"/> D dryve | 6. <input type="radio"/> E below
<input type="radio"/> F bilow
<input type="radio"/> G beloe
<input type="radio"/> H beloo | 11. <input type="radio"/> A tomado
<input type="radio"/> B tomato
<input type="radio"/> C toomatoe
<input type="radio"/> D tomatoe | 16. <input type="radio"/> E tiger
<input type="radio"/> F tiegr
<input type="radio"/> G tyger
<input type="radio"/> H tigger |
| 2. <input type="radio"/> E crow
<input type="radio"/> F craw
<input type="radio"/> G croe
<input type="radio"/> H croo | 7. <input type="radio"/> A fil
<input type="radio"/> B file
<input type="radio"/> C fiel
<input type="radio"/> D fyel | 12. <input type="radio"/> E stoove
<input type="radio"/> F stov
<input type="radio"/> G stove
<input type="radio"/> H stohve | 17. <input type="radio"/> A iorn
<input type="radio"/> B iyern
<input type="radio"/> C iron
<input type="radio"/> D iern |
| 3. <input type="radio"/> A pyn
<input type="radio"/> B pihn
<input type="radio"/> C pien
<input type="radio"/> D pine | 8. <input type="radio"/> E supplie
<input type="radio"/> F suply
<input type="radio"/> G supply
<input type="radio"/> H supply | 13. <input type="radio"/> A overhead
<input type="radio"/> B ovuhead
<input type="radio"/> C overhed
<input type="radio"/> D overhad | 18. <input type="radio"/> E rol
<input type="radio"/> F roll
<input type="radio"/> G rool
<input type="radio"/> H rowl |
| 4. <input type="radio"/> E alick
<input type="radio"/> F aliek
<input type="radio"/> G alike
<input type="radio"/> H alik | 9. <input type="radio"/> A grone
<input type="radio"/> B groen
<input type="radio"/> C groan
<input type="radio"/> D graon | 14. <input type="radio"/> E choos
<input type="radio"/> F chose
<input type="radio"/> G chois
<input type="radio"/> H choss | 19. <input type="radio"/> A tiltell
<input type="radio"/> B titel
<input type="radio"/> C tietl
<input type="radio"/> D title |
| 5. <input type="radio"/> A oke
<input type="radio"/> B oak
<input type="radio"/> C ok
<input type="radio"/> D oek | 10. <input type="radio"/> E nowt
<input type="radio"/> F noot
<input type="radio"/> G noet
<input type="radio"/> H note | 15. <input type="radio"/> A hollo
<input type="radio"/> B holluh
<input type="radio"/> C holloh
<input type="radio"/> D hollow | 20. <input type="radio"/> E repliye
<input type="radio"/> F reply
<input type="radio"/> G replie
<input type="radio"/> H repli |

Words with /ū/ and /ü/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

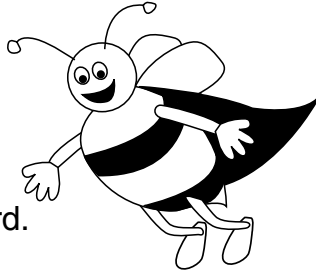
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. ruler
2. _____	2. avenue
3. _____	3. raccoon
4. _____	4. loose
5. _____	5. commute
6. _____	6. continue
7. _____	7. gloomy
8. _____	8. unit
9. _____	9. whose
10. _____	10. humor
11. _____	11. improve
12. _____	12. beautiful
13. _____	13. cube
14. _____	14. stool
15. _____	15. movement
16. _____	16. ruin
17. _____	17. bugle
18. _____	18. argue
19. _____	19. community
20. _____	20. tuna
Challenge Words	
_____	assured
_____	horizon
_____	jagged
_____	mature
_____	squealed

Name _____ Date _____

Words with /ū/ and /ü/**Using the Word Study Steps**

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

**Spelling Tip**

Keep an Alphabetical Personal Word List Notebook. Write words you often have trouble spelling.

Did you spell the word right?
If not, go back to step 1.

Find and Circle

Where are the spelling words?

a a x x c o m m u t e x x g l o o m y a a b u n i t x v a v e n u e
 a b r u l e r x x l o o s e y y z c o n t i n u e z z r a c c o o n a b z
 s t o o l a b x x c u b e z z m o v e m e n t z z r u i n a b z z x x
 a a w h o s e g x h u m o r z z b e a u t i f u l c c o m m u n i t y
 x x b u g l e v v i m p r o v e y y a r g u e a b b c t u n a x y z z

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask him or her if he or she can think of words that are difficult to spell. Invite him or her to write it in a notebook.

Help your child find and circle the spelling words in the puzzle.

Name _____ Date _____

Words with /ū/ and /ü/

ruler	commute	whose	cube	bugle
avenue	continue	humor	stool	argue
raccoon	gloomy	improve	movement	community
loose	unit	beautiful	ruin	tuna

Write each spelling words under the spelling pattern to which it belongs and circle the spelling pattern letter or letters.

/ū/ spelled***u***

- _____
- _____
- _____
- _____

/ū/ spelled***u-e***

- _____
- _____

/ū/ spelled***ue***

- _____
- _____
- _____

/ū/ spelled***eau***

- _____

/ü/ spelled***u***

- _____
- _____
- _____

/ü/ spelled***oo***

- _____
- _____
- _____
- _____

/ü/ spelled***o-e***

- _____
- _____
- _____

Words with /ū/ and /ü/

ruler	commute	whose	cube	bugle
avenue	continue	humor	stool	argue
raccoon	gloomy	improve	movement	community
loose	unit	beautiful	ruin	tuna

Complete each sentence below with a spelling word or words.

1. A king is the _____ of a country.
2. I play the _____ in the school marching band.
3. She knows _____ books these are.
4. The _____ sat on the tree branch and looked at me.
5. If I _____ to practice, I may make the baseball team.
6. The people who live in my _____ are very friendly.
7. Put a leash on the dog, or he will get _____.
8. Many people _____ to work by train.
9. The nursery is just one _____ in the hospital.
10. He put an ice _____ in his drink.
11. A joke with good _____ can make you laugh.
12. The child stepped up on the _____ to reach the sink.

Synonym Alert!

Write the spelling word that has the same, or almost the same, meaning.

- | | | | |
|----------------------|-------|----------------|-------|
| 1. road | _____ | 5. pretty | _____ |
| 2. dark or sad | _____ | 6. destroy | _____ |
| 3. disagree or fight | _____ | 7. make better | _____ |
| 4. motion | _____ | 8. fish | _____ |

Name _____ Date _____

Words with /ū/ and /ü/

Proofreading Activity

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

The baby seal looked like a bootiful white ball of fur. It made a muvment toward its mother. Its mother will continu to feed it milk for twelve days. Seals eat small fish and shrimp, not big fish, like the toona. Soon the whole communeity of seals will swim north. It makes me sad and glumy, to say goodbye to the baby seals.

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Think about an adventure you would like. Where would you go and what would you do? Write a paragraph using four spelling words in your writing.

Words with /ū/ and /ü/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A ceaut
 B cuet
 C cutt
 D cute

Sample B

- E bute
 F boot
 G bote
 H byte

- | | | | |
|---|---|--|---|
| 1. <input type="radio"/> A unet
<input type="radio"/> B unitt
<input type="radio"/> C unit
<input type="radio"/> D unyt | 6. <input type="radio"/> E loos
<input type="radio"/> F loose
<input type="radio"/> G luose
<input type="radio"/> H looce | 11. <input type="radio"/> A rooin
<input type="radio"/> B ruine
<input type="radio"/> C ruin
<input type="radio"/> D ruen | 16. <input type="radio"/> E byugle
<input type="radio"/> F boogle
<input type="radio"/> G bugel
<input type="radio"/> H bugle |
| 2. <input type="radio"/> E commute
<input type="radio"/> F comute
<input type="radio"/> G commut
<input type="radio"/> H commoot | 7. <input type="radio"/> A woos
<input type="radio"/> B whos
<input type="radio"/> C whose
<input type="radio"/> D whooz | 12. <input type="radio"/> E raccune
<input type="radio"/> F raccoon
<input type="radio"/> G raccun
<input type="radio"/> H raccoun | 17. <input type="radio"/> A stuol
<input type="radio"/> B stoole
<input type="radio"/> C stool
<input type="radio"/> D stoul |
| 3. <input type="radio"/> A avenoo
<input type="radio"/> B avenue
<input type="radio"/> C avenu
<input type="radio"/> D avenoe | 8. <input type="radio"/> E humor
<input type="radio"/> F hoomor
<input type="radio"/> G humur
<input type="radio"/> H heumor | 13. <input type="radio"/> A improv
<input type="radio"/> B improov
<input type="radio"/> C improove
<input type="radio"/> D improve | 18. <input type="radio"/> E movement
<input type="radio"/> F movment
<input type="radio"/> G moovement
<input type="radio"/> H muvement |
| 4. <input type="radio"/> E ruler
<input type="radio"/> F rooler
<input type="radio"/> G rular
<input type="radio"/> H ruller | 9. <input type="radio"/> A kube
<input type="radio"/> B cyube
<input type="radio"/> C cube
<input type="radio"/> D coobe | 14. <input type="radio"/> E glumy
<input type="radio"/> F gloomie
<input type="radio"/> G gloomy
<input type="radio"/> H gloomey | 19. <input type="radio"/> A comyunity
<input type="radio"/> B community
<input type="radio"/> C comoonity
<input type="radio"/> D comunity |
| 5. <input type="radio"/> A byootiful
<input type="radio"/> B beatiful
<input type="radio"/> C beutiful
<input type="radio"/> D beautiful | 10. <input type="radio"/> E continu
<input type="radio"/> F continyu
<input type="radio"/> G continuooe
<input type="radio"/> H continue | 15. <input type="radio"/> A tuna
<input type="radio"/> B tuona
<input type="radio"/> C toona
<input type="radio"/> D tunae | 20. <input type="radio"/> E argoo
<input type="radio"/> F argyue
<input type="radio"/> G argue
<input type="radio"/> H argu |

Words from Health

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words that you missed for the Posttest.

To Parents

Here are the results of your child’s weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the list:

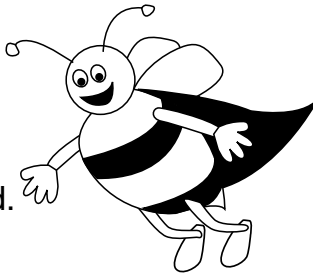
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. dentist
2. _____	2. crown
3. _____	3. hospital
4. _____	4. medicine
5. _____	5. diet
6. _____	6. gums
7. _____	7. gland
8. _____	8. joint
9. _____	9. fever
10. _____	10. chewing
11. _____	11. brain
12. _____	12. cavity
13. _____	13. disease
14. _____	14. plaque
15. _____	15. vitamin
16. _____	16. ache
17. _____	17. dental
18. _____	18. clinic
19. _____	19. oral
20. _____	20. molars
Challenge Words	
_____	fangs
_____	patients
_____	healthy
_____	reptiles
_____	skills

Words from Health

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Keep an Alphabetical Personal Word List Notebook. Write words you often have trouble spelling.

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | |
|-------------------|--------------------|
| 1. wronc _____ | 11. stentid _____ |
| 2. tojin _____ | 12. vityca _____ |
| 3. whignec _____ | 13. mugs _____ |
| 4. inbar _____ | 14. slarom _____ |
| 5. splohati _____ | 15. heac _____ |
| 6. iedt _____ | 16. refev _____ |
| 7. edesias _____ | 17. nideicem _____ |
| 8. niccil _____ | 18. loar _____ |
| 9. nimtaiv _____ | 19. ledant _____ |
| 10. ndagl _____ | 20. qlaupe _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help him or her spell new words by practicing words written in a Personal Word List.

Help your child complete the spelling activity.

Name _____ Date _____

Words from Health

dentist	diet	fever	disease	dental
crown	gums	chewing	plaque	clinic
hospital	gland	brain	vitamin	oral
medicine	joint	cavity	ache	molars

Word Sort

Write the spelling words with these spelling patterns.

one syllable

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____

two syllables

8. _____ 9. _____ 10. _____
 11. _____ 12. _____ 13. _____
 14. _____ 15. _____ 16. _____

three syllables

17. _____ 18. _____ 19. _____
 20. _____

Rhyme Time

Write the spelling word that rhymes with each word below.

- | | | | |
|-----------|-------|------------|-------|
| 1. plane | _____ | 4. take | _____ |
| 2. mental | _____ | 5. sand | _____ |
| 3. track | _____ | 6. gravity | _____ |

Words from Health

dentist	diet	fever	disease	dental
crown	gums	chewing	plaque	clinic
hospital	gland	brain	vitamin	oral
medicine	joint	cavity	ache	molars

Part of the Group

Read the heading for each group of words. Then add the spelling word that belongs in each pair.

Parts of the Mouth

1. tongue, _____
2. teeth, _____

Tooth Problems

3. pain, _____
4. stains, _____
5. hole, _____

Other Parts of the Body

6. head, _____
7. bone, _____

Where to Go for Help

8. doctor, _____
9. office, _____
10. emergency room, _____

What Does it Mean?

Write the spelling word that matches the meanings below.

- | | |
|--|--------------------------------------|
| 11. having to do with teeth
_____ | 16. a harmful condition
_____ |
| 12. what you eat and drink
_____ | 17. a high body temperature
_____ |
| 13. having to do with the mouth
_____ | 18. produces saliva
_____ |
| 14. an artificial tooth part
_____ | 19. drug to relieve pain
_____ |
| 15. grinding food with teeth
_____ | 20. healthful part of foods
_____ |

Challenge Extension: Imagine you visit the office of an animal doctor. Write one sentence for each Challenge Word describing your visit.

Name _____ Date _____

Words from Health

Proofreading Activity

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

How do you know if a tiger has a tooth acke? Well, it may stop chooing and eating. It may have a feevr. Then it is time to call the animal dentest, who will fix the tooth. Maybe the tiger has a cavty that needs to be filled. Maybe the tiger needs medecene to get better. Keepers at the zoo will make sure the tiger gets well.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Pretend you are an animal dentist. Write a dental report about an animal whose teeth you just fixed. Use four spelling words in your writing.

Words from Health

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) harte
 (B) hert
 (C) heart
 (D) haert

Sample B

- (E) mouth
 (F) mout
 (G) mooth
 (H) mouthe

1. (A) dintest
 (B) dentist
 (C) dentest
 (D) dintist

6. (E) gumz
 (F) gams
 (G) gums
 (H) gims

11. (A) brane
 (B) braine
 (C) brain
 (D) brean

16. (E) ake
 (F) ache
 (G) ach
 (H) eake

2. (E) crown
 (F) cruhn
 (G) croun
 (H) crowm

7. (A) gland
 (B) glend
 (C) glaind
 (D) glande

12. (E) cavity
 (F) cavty
 (G) kavity
 (H) cavitty

17. (A) dental
 (B) dintul
 (C) dentul
 (D) dantal

3. (A) haspitul
 (B) hahspital
 (C) hospitul
 (D) hospital

8. (E) jownt
 (F) joynt
 (G) joint
 (H) joent

13. (A) desease
 (B) diseez
 (C) disease
 (D) deseas

18. (E) clinq
 (F) clinyc
 (G) clinick
 (H) clinic

4. (E) medsin
 (F) medisin
 (G) medecin
 (H) medicine

9. (A) fevr
 (B) feever
 (C) fiever
 (D) fever

14. (E) plake
 (F) plack
 (G) plaq
 (H) plaque

19. (A) orul
 (B) oral
 (C) orral
 (D) aurol

5. (A) dyet
 (B) diet
 (C) dyit
 (D) deit

10. (E) chooing
 (F) chewing
 (G) chawing
 (H) cheuwing

15. (A) vitmin
 (B) vytamin
 (C) vitamin
 (D) vitimin

20. (E) molrs
 (F) moolars
 (G) molars
 (H) molers

Grade 4/Unit 1 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE. Read Sample A, and do Sample B.

- | | | |
|---|---|-------------|
| <p>A. We arrived at the <u>docke</u> <u>ahead</u> of the <u>rest</u>.</p> <p style="text-align: center;">A B C</p> | <p>A. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>B. They <u>chose</u> to <u>continue</u> their <u>drive</u> in the country.</p> <p style="text-align: center;">E F G</p> | <p>B. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>1. He <u>drank</u> a <u>cuple</u> of cans of <u>tomato</u> juice.</p> <p style="text-align: center;">A B C</p> | <p>1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>2. He used his <u>wealth</u> to fix the <u>rusty</u> <u>frate</u> train.</p> <p style="text-align: center;">E F G</p> | <p>2. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>3. She held the <u>craeyon</u> in her <u>fist</u> and drew a <u>zebra</u>.</p> <p style="text-align: center;">A B C</p> | <p>3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>4. Did he <u>grone</u> when he saw the <u>wealth</u> of <u>plaque</u>?</p> <p style="text-align: center;">E F G</p> | <p>4. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>5. The bus <u>movment</u> up the <u>avenue</u> slowed our <u>commute</u>.</p> <p style="text-align: center;">A B C</p> | <p>5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>6. She saw a <u>racooun</u>, a <u>zebra</u>, and a <u>flock</u> of birds.</p> <p style="text-align: center;">E F G</p> | <p>6. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>7. The <u>couple</u> <u>drank</u> milk and ate <u>raisin</u> bread.</p> <p style="text-align: center;">A B C</p> | <p>7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>8. The <u>freight</u> train held a <u>suply</u> of coal <u>below</u> the engine.</p> <p style="text-align: center;">E F G</p> | <p>8. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>9. A <u>vitamin</u> or a <u>medicine</u> might reduce the <u>feaver</u>.</p> <p style="text-align: center;">A B C</p> | <p>9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>10. The <u>diet</u> for a <u>raccoon</u> is not the same as for a <u>zebra</u>.</p> <p style="text-align: center;">E F G</p> | <p>10. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>11. I found no <u>humor</u> in the slow <u>movement</u> of the <u>comute</u>.</p> <p style="text-align: center;">A B C</p> | <p>11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |



Grade 4 Unit 1 Review Test

12. He gave the raccoon some medisin to reduce its fever. 12. (E) (F) (G) (H) NONE
 E F G
13. A man with humor shared my commute up the avenue. 13. (A) (B) (C) (D) NONE
 A B C
14. The couple had a tytle added to the plaque. 14. (E) (F) (G) (H) NONE
 E F G
15. I am on a raizin and tomato diet. 15. (A) (B) (C) (D) NONE
 A B C
16. The fever caused the lady to groan and make a fiste. 16. (E) (F) (G) (H) NONE
 E F G
17. She held a rusty nail and a crayon in her fist. 17. (A) (B) (C) (D) NONE
 A B C
18. This raisin will supply you with a vitamen. 18. (E) (F) (G) (H) NONE
 E F G
19. I saw the movement of the flock down the avenu. 19. (A) (B) (C) (D) NONE
 A B C
20. This book's title is "Wealth and Humer." 20. (E) (F) (G) (H) NONE
 E F G
21. He drank juice and took a vitamin during his dyet. 21. (A) (B) (C) (D) NONE
 A B C
22. We heard a rustie wheel groan in the street below. 22. (E) (F) (G) (H) NONE
 E F G
23. The freight train carried a supply of medicine. 23. (A) (B) (C) (D) NONE
 A B C
24. The plaque had a title that said "Best Tomatoe." 24. (E) (F) (G) (H) NONE
 E F G
25. The freight train ran beloew the flock of birds. 25. (A) (B) (C) (D) NONE
 A B C

Syllable Patterns

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

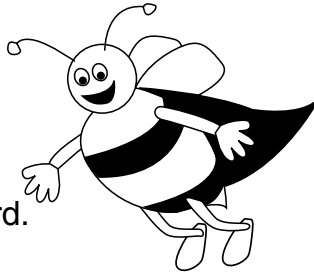
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. biscuit
2. _____	2. clover
3. _____	3. public
4. _____	4. oven
5. _____	5. bandage
6. _____	6. cabin
7. _____	7. plastic
8. _____	8. radar
9. _____	9. mitten
10. _____	10. knapsack
11. _____	11. local
12. _____	12. mustard
13. _____	13. pupil
14. _____	14. sofa
15. _____	15. welcome
16. _____	16. razor
17. _____	17. fancy
18. _____	18. limit
19. _____	19. famous
20. _____	20. item
Challenge Words	
_____	festival
_____	guilt
_____	inspecting
_____	lingered
_____	resounded

Syllable Patterns

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Look for word chunks or smaller words that can help you remember the spelling of a word. Do you see the words *band* and *age* in *bandage*?

Did you spell the word right? If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|-------------|-------|-------------|-------|
| 1. emit | _____ | 11. clipbu | _____ |
| 2. timil | _____ | 12. badgean | _____ |
| 3. orzar | _____ | 13. cutisbi | _____ |
| 4. faso | _____ | 14. clapsit | _____ |
| 5. dratsum | _____ | 15. tentim | _____ |
| 6. sankpack | _____ | 16. colla | _____ |
| 7. darra | _____ | 17. lippu | _____ |
| 8. binca | _____ | 18. cowmele | _____ |
| 9. vone | _____ | 19. canfy | _____ |
| 10. volcer | _____ | 20. amusfo | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child find chunks or smaller words in the spelling words to help remember how to spell them.

Help your child complete the spelling activity.

Name _____ Date _____

Syllable Patterns

biscuit	bandage	mitten	pupil	fancy
clover	cabin	knapsack	sofa	limit
public	plastic	local	welcome	famous
oven	radar	mustard	razor	item

Write the spelling words with these first syllable spelling patterns.

Vowel sound in the first syllable

long**short**

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |
| | 17. _____ |
| | 18. _____ |
| | 19. _____ |
| | 20. _____ |

Syllable Patterns

biscuit	bandage	mitten	pupil	fancy
clover	cabin	knapsack	sofa	limit
public	plastic	local	welcome	famous
oven	radar	mustard	razor	item

What's the Connection?

Complete each statement with a spelling word.

1. Clothing is to jacket as shelter is to _____.
2. Cap is to beret as glove is to _____.
3. Box is to carton as duffel bag is to _____.
4. Jam is to toast as butter is to _____.
5. Animal is to horse as plant is to _____.
6. Cotton is to nylon as wood is to _____.
7. Shut is to open as private is to _____.
8. Up is to down as plain is to _____.
9. Educate is to teacher as learn is to _____.
10. Dig is to shovel as shave is to _____.
11. Tiny is to huge as unknown is to _____.
12. Far is to near as widespread is to _____.
13. Fruit is to apple as furniture is to _____.
14. Salt is to pepper as ketchup is to _____.
15. Leave is to good-bye as enter is to _____.

Name _____ Date _____

Syllable Patterns

Proofreading Activity

There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Justin,

Thanks so much for the postcard! I wish I could live in a cabun and ride the range with you and your grandpa. I'd also like to taste some of his stewed raisins and pork, but most of all I'd like a biscut. Yummy! I didn't know you could bake without an ovin. By the way, I have a book about Nate Love and some other famus cowboys. They sure did some fancie circle roping and riding. There was no limut to their talents. You can borrow the book when you get home. See you soon.

Your friend,
Jamie

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Writing Activity

Suppose you are Justin's friend. Write him a letter describing what you've been doing while he's been away. Use at least four spelling words in your letter.

Syllable Patterns

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) lemin
 (B) lemmon
 (C) lemon
 (D) lemum

Sample B

- (E) razin
 (F) raison
 (G) raizin
 (H) raisin

1. (A) limmit
 (B) limit
 (C) limut
 (D) limitt

6. (E) publick
 (F) public
 (G) public
 (H) publik

11. (A) fansy
 (B) fanncy
 (C) fancy
 (D) fancie

16. (E) pupil
 (F) puppil
 (G) pupill
 (H) puepil

2. (E) welcome
 (F) wellcome
 (G) welcum
 (H) welkcome

7. (A) item
 (B) itim
 (C) itum
 (D) ittem

12. (E) musterd
 (F) mustard
 (G) mustrad
 (H) musturd

17. (A) ofven
 (B) ovin
 (C) ovun
 (D) oven

3. (A) napsac
 (B) knapsac
 (C) knapsak
 (D) knapsack

8. (E) rayzor
 (F) razer
 (G) raisor
 (H) razor

13. (A) mitten
 (B) miten
 (C) mittin
 (D) mittun

18. (E) clofer
 (F) clover
 (G) cloaver
 (H) clowver

4. (E) plastick
 (F) plastik
 (G) plastic
 (H) plasic

9. (A) sofa
 (B) sofffa
 (C) soafa
 (D) sowfa

14. (E) faymous
 (F) famus
 (G) famis
 (H) famous

19. (A) biskuit
 (B) biscut
 (C) biscuit
 (D) biskit

5. (A) bandage
 (B) bandadge
 (C) bandidge
 (D) bandudge

10. (E) raydar
 (F) radar
 (G) raddar
 (H) raidar

15. (A) cabbin
 (B) cabun
 (C) cabin
 (D) caben

20. (E) lowcal
 (F) loccal
 (G) locul
 (H) local

Words with Consonant Clusters

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words that you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

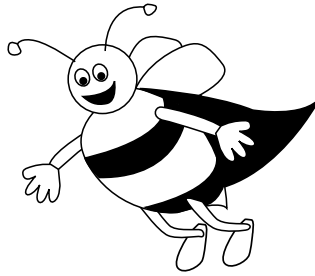
1. _____	1. blank
2. _____	2. daring
3. _____	3. claim
4. _____	4. flour
5. _____	5. crack
6. _____	6. bridge
7. _____	7. float
8. _____	8. plank
9. _____	9. classified
10. _____	10. cradle
11. _____	11. brand
12. _____	12. among
13. _____	13. flatter
14. _____	14. clothesline
15. _____	15. bridle
16. _____	16. credit
17. _____	17. darling
18. _____	18. flutter
19. _____	19. clatter
20. _____	20. cruise
Challenge Words	
_____	bulging
_____	crumpled
_____	haze
_____	shrieking
_____	waddled

Name _____ Date _____

Words with Consonant Clusters

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Use words you know how to spell to help you spell new words.

bravery + judge =
bridge

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|---------------|-------|-----------------|-------|
| 1. ourfl | _____ | 11. knalp | _____ |
| 2. miacl | _____ | 12. gonma | _____ |
| 3. ackcr | _____ | 13. taterlf | _____ |
| 4. ridbeg | _____ | 14. thesenilloc | _____ |
| 5. ankbl | _____ | 15. dicert | _____ |
| 6. grinda | _____ | 16. dribel | _____ |
| 7. toalf | _____ | 17. gnarldi | _____ |
| 8. fidelassic | _____ | 18. rettulf | _____ |
| 9. darcle | _____ | 19. latertc | _____ |
| 10. dranb | _____ | 20. resuic | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child use words he or she knows to figure out how to spell new words on the spelling list.

Help your child complete the spelling activity.

Words with Consonant Clusters

blank	crack	classified	flatter	darling
daring	bridge	cradle	clothesline	flutter
claim	float	brand	bridle	clatter
flour	plank	among	credit	cruise

Write the spelling words with these spelling patterns

words beginning with *fl*

1. _____
2. _____
3. _____
4. _____

words beginning with *cl*

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

words beginning with *cr***words beginning with *br***

13. _____
14. _____
15. _____

words ending with *ng*

16. _____
17. _____
18. _____

words ending with *nk*

19. _____
20. _____

Sounds Alike

Write the spelling word that rhymes with each word below.

- | | | | |
|-------------|-------|------------|-------|
| 21. name | _____ | 24. butter | _____ |
| 22. sharing | _____ | 25. lose | _____ |
| 23. track | _____ | | |

Words with Consonant Clusters

blank	crack	classified	flatter	darling
daring	bridge	cradle	clothesline	flutter
claim	float	brand	bridle	clatter
flour	plank	among	credit	cruise

Complete each sentence below with a spelling word.

1. When it's windy, the leaves _____ and shake.
2. The children helped to hang the laundry on the _____.
3. We mixed milk and _____ to make biscuits.
4. The horse rider removed the saddle and _____.
5. The carpenter replaced a wooden _____ that had rotted.
6. It took great _____ to dive into the stormy sea.
7. We read an ad in the _____ section.
8. Ranchers _____ their cattle to show who owns them.
9. Did anyone _____ the ring you found in the parking lot?
10. Our teacher will give us extra _____ if we read a book.

Word Meaning: Synonyms

Write the spelling word that has the same or almost the same meaning.

- | | | | |
|--------------|-------|------------|-------|
| 11. sweet | _____ | 15. voyage | _____ |
| 12. amid | _____ | 16. break | _____ |
| 13. overpass | _____ | 17. empty | _____ |
| 14. baby bed | _____ | 18. crash | _____ |

Challenge Extension: Write one fill-in sentence for each Challenge Word and then exchange papers with a partner to complete them.

Words with Consonant Clusters

Proofreading Activity

There are six spelling mistakes in Walter's journal entry below. Circle the misspelled words. Write the words correctly on the lines below.

October 28

What a shocking dream I had! I saw the world in the future. Garbage was piled so high I had to use a brigde to get from one side of town to the other. The air was so dirty that the laundry on a closeline actually turned black. I got caught among thousands of cars in a gigantic traffic jam, with thousands of horns honking. The clattur was so unbearable that I covered my ears to block the noise. The rivers and lakes were so polluted that a person would have to be very dairing—or crazy—to go swimming. I was glad when I finally woke up in my room. I hope that the future world will not be like this, as some people clame it may be.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Writing Activity

Have you ever had a dream about the future? Write about one of your dreams. Use four spelling words in your writing.

Words with Consonant Clusters

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A clothez
 B clothes
 C klothes
 D clowes

Sample B

- A bireak
 B brek
 C break
 D breack

- | | | | |
|---|---|--|--|
| 1. <input type="radio"/> A blank
<input type="radio"/> B blangk
<input type="radio"/> C blanck
<input type="radio"/> D blanc | 6. <input type="radio"/> E fluttur
<input type="radio"/> F flutter
<input type="radio"/> G fluttir
<input type="radio"/> H fluttor | 11. <input type="radio"/> A bridge
<input type="radio"/> B brige
<input type="radio"/> C brigde
<input type="radio"/> D bidge | 16. <input type="radio"/> E amung
<input type="radio"/> F ammong
<input type="radio"/> G amonk
<input type="radio"/> H among |
| 2. <input type="radio"/> E cruse
<input type="radio"/> F kruse
<input type="radio"/> G cruize
<input type="radio"/> H cruise | 7. <input type="radio"/> A flowr
<input type="radio"/> B flourr
<input type="radio"/> C flour
<input type="radio"/> D fluor | 12. <input type="radio"/> E clothline
<input type="radio"/> F closeline
<input type="radio"/> G clozeline
<input type="radio"/> H clothesline | 17. <input type="radio"/> A classified
<input type="radio"/> B classifide
<input type="radio"/> C clasified
<input type="radio"/> D classfied |
| 3. <input type="radio"/> A dareing
<input type="radio"/> B daring
<input type="radio"/> C dairing
<input type="radio"/> D darink | 8. <input type="radio"/> E credit
<input type="radio"/> F creddit
<input type="radio"/> G kredit
<input type="radio"/> H creditt | 13. <input type="radio"/> A flote
<input type="radio"/> B flowt
<input type="radio"/> C float
<input type="radio"/> D floet | 18. <input type="radio"/> E brande
<input type="radio"/> F branned
<input type="radio"/> G brannd
<input type="radio"/> H brand |
| 4. <input type="radio"/> E clattur
<input type="radio"/> F clattir
<input type="radio"/> G clatter
<input type="radio"/> H cladder | 9. <input type="radio"/> A krak
<input type="radio"/> B crac
<input type="radio"/> C crak
<input type="radio"/> D crack | 14. <input type="radio"/> E flater
<input type="radio"/> F flatter
<input type="radio"/> G flattur
<input type="radio"/> H flattir | 19. <input type="radio"/> A darring
<input type="radio"/> B darling
<input type="radio"/> C darlingk
<input type="radio"/> D darlink |
| 5. <input type="radio"/> A clame
<input type="radio"/> B claim
<input type="radio"/> C klame
<input type="radio"/> D klaim | 10. <input type="radio"/> E bridel
<input type="radio"/> F bridle
<input type="radio"/> G briddle
<input type="radio"/> H briddel | 15. <input type="radio"/> A planck
<input type="radio"/> B plank
<input type="radio"/> C plang
<input type="radio"/> D plangk | 20. <input type="radio"/> E cradel
<input type="radio"/> F craddle
<input type="radio"/> G craydel
<input type="radio"/> H cradle |

Words with Consonant Clusters

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

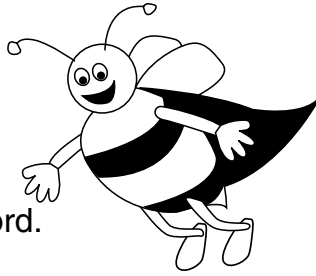
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. thrill
2. _____	2. spruce
3. _____	3. stand
4. _____	4. speed
5. _____	5. stretch
6. _____	6. sprint
7. _____	7. spare
8. _____	8. threw
9. _____	9. stranger
10. _____	10. springtime
11. _____	11. stern
12. _____	12. spectacle
13. _____	13. strap
14. _____	14. thrifty
15. _____	15. street
16. _____	16. stung
17. _____	17. sparkle
18. _____	18. stress
19. _____	19. special
20. _____	20. steak
Challenge Words	
_____	clustered
_____	county
_____	glistened
_____	overflowing
_____	sturdy

Words with Consonant Clusters

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Make up clues to help you remember the spelling.

“C” the “sh” sound in *special*.

Did you spell the word right?
If not, go back to step 1.

Find and Circle

Find and circle the hidden spelling words.

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

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child if he or she knows other clues to help remember spelling words. Help him or her use the clues and then write the spelling words to remember how to spell them.

Help your child find and circle the hidden spelling words.

Words with Consonant Clusters

thrill	stretch	stranger	strap	sparkle
spruce	sprint	springtime	thrifty	stress
stand	spare	stern	street	special
speed	threw	spectacle	stung	steak

Pattern Power

Write the spelling words with these spelling patterns.

words beginning with *str*

1. _____
2. _____
3. _____
4. _____
5. _____

words beginning with *st*

11. _____
12. _____
13. _____
14. _____

words beginning with *sp*

6. _____
7. _____
8. _____
9. _____
10. _____

words beginning with *spr*

15. _____
16. _____
17. _____

words beginning with *thr*

18. _____
19. _____
20. _____

Rhyme Time

Write the spelling word that rhymes with each word.

- | | | | |
|-----------|-------|-----------|-------|
| 21. goose | _____ | 24. among | _____ |
| 22. lead | _____ | 25. learn | _____ |
| 23. shoe | _____ | | |

Words with Consonant Clusters

thrill	stretch	stranger	strap	sparkle
spruce	sprint	springtime	thrifty	stress
stand	spare	stern	street	special
speed	threw	spectacle	stung	steak

Finish the Word

Write the missing letters to correctly complete the words in the sentences.

"Hurry up," my parents called. "There's not a minute to **1.** sp_____. We don't want to be late. We'll wait for you in the car."

I grabbed my cap, tightened the **2.** str_____ on my fanny pack, and ran out the door to the car.

Every April, our city holds a **3.** spr_____ festival, beginning with a parade. It is always a very **4.** sp_____ event. This year's parade was an eye-popping **5.** sp_____. It was a **6.** thr_____ for children and adults alike. Dozens of bands and floats made their way down the one-mile **7.** str_____ of Fifth Avenue, the main **8.** str_____ in our city. My brother and I like to **9.** st_____ along the curb near City Hall. That's where the parade will slow down for the mayor and then **10.** sp_____ up again. This year our sister is in the high school marching band. We watched as she and the other twirlers **11.** thr_____ their batons up in the air and then caught them. The sunlight hit the beads and sequins on their outfits and made them **12.** sp_____. What a sight! We cheered loudly as they marched past us.

Word Groups

Write the spelling word that belongs in each group.

13. pierced, pricked, _____

17. race, run, _____

14. fir, pine, _____

18. alien, foreigner, _____

15. strain, pressure, _____

19. harsh, strict, _____

16. economical, penny-wise, _____ **20.** chop, burger, _____

Name _____ Date _____

Words with Consonant Clusters

Proofreading Activity

There are six spelling mistakes in this short story. Circle the misspelled words. Write the words correctly on the lines below.

Leah was my best friend. I got a letter from her last month. She told me about the speshal way she saved her family's farm. I wish I could have seen the expression on the auctioneer's face when Leah offered him one dollar for her father's tractor!

We lost our farm in the sprinktime, and then we moved to Oregon. I haven't seen Leah in a year. Whenever I have a few spair pennies for a stamp, I write to her.

Life has been difficult for farm families everywhere because of the drought. We had to be as thirfty as we could. We thruw nothing away, not even empty flour sacks. My mama used the material to make clothes for my sister and me. She could even make a pot of soup stretch for three or four meals. Times were difficult, but they will get better.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Writing Activity

What do you think Leah said in her letter? Pretend you are Leah. Write a letter telling about the auction. Use four spelling words in your writing.

Words with Consonant Clusters

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) sprinkle
 (B) sprinkel
 (C) springle
 (D) sprinkle

Sample B

- (A) threaten
 (B) threatin
 (C) threten
 (D) threaton

- | | | | |
|---|---|---|---|
| 1. <input type="radio"/> (A) sturn
<input type="radio"/> (B) stren
<input type="radio"/> (C) stern
<input type="radio"/> (D) sternn | 6. <input type="radio"/> (E) strapp
<input type="radio"/> (F) strape
<input type="radio"/> (G) starp
<input type="radio"/> (H) strap | 11. <input type="radio"/> (A) strech
<input type="radio"/> (B) stertch
<input type="radio"/> (C) stretch
<input type="radio"/> (D) sturetech | 16. <input type="radio"/> (E) thrill
<input type="radio"/> (F) thirll
<input type="radio"/> (G) thruill
<input type="radio"/> (H) thril |
| 2. <input type="radio"/> (E) spingtime
<input type="radio"/> (F) springtime
<input type="radio"/> (G) sprinktime
<input type="radio"/> (H) sprngtime | 7. <input type="radio"/> (A) spare
<input type="radio"/> (B) spair
<input type="radio"/> (C) spayr
<input type="radio"/> (D) spaire | 12. <input type="radio"/> (E) spead
<input type="radio"/> (F) speed
<input type="radio"/> (G) spede
<input type="radio"/> (H) speide | 17. <input type="radio"/> (A) stak
<input type="radio"/> (B) staik
<input type="radio"/> (C) steak
<input type="radio"/> (D) stacke |
| 3. <input type="radio"/> (A) stranger
<input type="radio"/> (B) strangure
<input type="radio"/> (C) stanger
<input type="radio"/> (D) strangur | 8. <input type="radio"/> (E) thirfty
<input type="radio"/> (F) thrifty
<input type="radio"/> (G) thrfty
<input type="radio"/> (H) thifty | 13. <input type="radio"/> (A) stung
<input type="radio"/> (B) stong
<input type="radio"/> (C) stug
<input type="radio"/> (D) stunge | 18. <input type="radio"/> (E) sparkle
<input type="radio"/> (F) speakle
<input type="radio"/> (G) sparckle
<input type="radio"/> (H) sprakle |
| 4. <input type="radio"/> (E) specktakle
<input type="radio"/> (F) spektacle
<input type="radio"/> (G) specticle
<input type="radio"/> (H) spectacle | 9. <input type="radio"/> (A) sprint
<input type="radio"/> (B) spirnt
<input type="radio"/> (C) sprnt
<input type="radio"/> (D) spint | 14. <input type="radio"/> (E) stande
<input type="radio"/> (F) stend
<input type="radio"/> (G) stanned
<input type="radio"/> (H) stand | 19. <input type="radio"/> (A) streass
<input type="radio"/> (B) stress
<input type="radio"/> (C) steress
<input type="radio"/> (D) stres |
| 5. <input type="radio"/> (A) thugh
<input type="radio"/> (B) threw
<input type="radio"/> (C) thriew
<input type="radio"/> (D) thruw | 10. <input type="radio"/> (E) streat
<input type="radio"/> (F) streit
<input type="radio"/> (G) stareet
<input type="radio"/> (H) street | 15. <input type="radio"/> (A) spurce
<input type="radio"/> (B) spruse
<input type="radio"/> (C) spruce
<input type="radio"/> (D) sproose | 20. <input type="radio"/> (E) specail
<input type="radio"/> (F) spacial
<input type="radio"/> (G) speshal
<input type="radio"/> (H) special |

Plurals

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

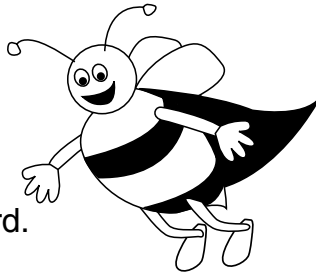
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. cities
2. _____	2. mistakes
3. _____	3. foxes
4. _____	4. babies
5. _____	5. knives
6. _____	6. engines
7. _____	7. soldiers
8. _____	8. ranches
9. _____	9. hobbies
10. _____	10. yourselves
11. _____	11. eyelashes
12. _____	12. uniforms
13. _____	13. batteries
14. _____	14. calves
15. _____	15. shovels
16. _____	16. sunglasses
17. _____	17. groceries
18. _____	18. loaves
19. _____	19. mattresses
20. _____	20. ferries
Challenge Words	
_____	crate
_____	ditches
_____	endless
_____	glinting
_____	inning

Plurals

Using the Word Study Steps



1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Spelling Tip

Add *-s* to most words to form plurals.

string + *s* = strings

Add *-es* to words ending in *x*, *z*, *s*, *sh*, or *ch*.

stretch + *es* = stretches

When a word ends with a consonant followed by *y*, change the *y* to *i* and add *-es*.

memory + *es* = memories

To make plurals of words that end with one *f* or *fe*, you often need to change the *f* or *fe* to *v* and add *-es*.

Find Rhyming Words

Circle the word in each row that rhymes with the spelling word on the left.

1. mistakes	shakes	taken
2. foxes	books	boxes
3. knives	stoves	wives
4. ranches	thanks	branches
5. hobbies	cobbles	lobbies

6. eyelashes	flashes	laughs
7. calves	curves	halves
8. sunglasses	grass	masses
9. loaves	stoves	coats
10. ferries	berries	furry

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over each Spelling Tip with your child. Ask him or her to add *-s* or *-es* to form plurals. Ask if he or she knows other words that end with a consonant followed by *y*. Help your child to use the Spelling Tips to add endings to the words to make them plural.

Help your child find and circle the word in each row that doesn't rhyme with the spelling word.

Name _____ Date _____

Plurals

cities	knives	hobbies	batteries	groceries
mistakes	engines	yourselves	calves	loaves
foxes	soldiers	eyelashes	shovels	mattresses
babies	ranches	uniforms	sunglasses	ferries

Pattern Power

Write the spelling words that fit each of these plural endings.

-s

1. _____

2. _____

3. _____

4. _____

5. _____

-ies

11. _____

12. _____

13. _____

14. _____

15. _____

-es

6. _____

7. _____

8. _____

9. _____

10. _____

16. _____

-ves

17. _____

18. _____

19. _____

20. _____

All in Order

Write the following words in alphabetical order: *foxes, cities, babies, ferries, calves, knives, batteries, eyelashes, groceries, hobbies.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Plurals

cities	knives	hobbies	batteries	groceries
mistakes	engines	yourselves	calves	loaves
foxes	soldiers	eyelashes	shovels	mattresses
babies	ranches	uniforms	sunglasses	ferries

What's the Word?

Write the spelling words that match the clues below.

- | | |
|--------------------------|-------------------------|
| 1. where some live _____ | 7. on beds _____ |
| 2. cans of soup _____ | 8. all of you _____ |
| 3. kinds of ships _____ | 9. make trains go _____ |
| 4. newborns _____ | 10. cut things _____ |
| 5. tools for snow _____ | 11. on eyelids _____ |
| 6. work clothes _____ | 12. pastimes _____ |

What's the Word?

Complete each sentence below with a spelling word.

13. I made very few _____ on my math test.
14. The wild _____ had big, red, bushy tails.
15. The _____ were trained to fight battles.
16. There are many cattle _____ out West.
17. I got new _____ for my flashlight.
18. The farmer's cows had newborn _____ this year.
19. The sun was so bright, I put on my _____.
20. He went to the store to buy five _____ of bread.

Name _____ Date _____

Plurals

Writing Activity

There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

During World War II, my family and many hundreds of other Japanese-American families from cities and towns everywhere were forced to live in government camps. We were guarded by soldjers. It was a difficult time for all of us. It helped to pass the time by playing baseball. First we had to make a baseball field. We used shovles to clear away plants to make a space for the field. Then we packed down the dust and made it hard. Some men found wood for bleachers. Our mothers used the covers from mattressies to make uniforms for us. Our friends back home sent us bats, balls, and gloves. I was really nervous during the first game. I wasn't a very good player and didn't want to make any mistakes. Guess what? I hit a home run!

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

If you could interview some of the people who once lived in the government camps, what questions would you ask them? Use four spelling words in your interview questions.

Plurals

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) ladees
 (B) ladys
 (C) ladies
 (D) ladees

Sample B

- (A) berryes
 (B) berries
 (C) berrys
 (D) berriez

- | | | | |
|--|---|---|--|
| 1. <input type="radio"/> (A) ferreez
<input type="radio"/> (B) ferrys
<input type="radio"/> (C) ferriez
<input type="radio"/> (D) ferries | 6. <input type="radio"/> (E) yorselves
<input type="radio"/> (F) yourselves
<input type="radio"/> (G) yourselfz
<input type="radio"/> (H) yuorselves | 11. <input type="radio"/> (A) citees
<input type="radio"/> (B) citees
<input type="radio"/> (C) cities
<input type="radio"/> (D) city | 16. <input type="radio"/> (E) eyelashes
<input type="radio"/> (F) eyelashies
<input type="radio"/> (G) eyelashes
<input type="radio"/> (H) eyelatches |
| 2. <input type="radio"/> (E) loaves
<input type="radio"/> (F) loafes
<input type="radio"/> (G) loavz
<input type="radio"/> (H) loavez | 7. <input type="radio"/> (A) ranchs
<input type="radio"/> (B) ranchis
<input type="radio"/> (C) ranches
<input type="radio"/> (D) ranchez | 12. <input type="radio"/> (E) foxez
<input type="radio"/> (F) foxs
<input type="radio"/> (G) foxies
<input type="radio"/> (H) foxes | 17. <input type="radio"/> (A) batterys
<input type="radio"/> (B) battereez
<input type="radio"/> (C) batteryes
<input type="radio"/> (D) batteries |
| 3. <input type="radio"/> (A) songlasses
<input type="radio"/> (B) sunglassess
<input type="radio"/> (C) sunglassez
<input type="radio"/> (D) sunglasses | 8. <input type="radio"/> (E) engines
<input type="radio"/> (F) enginez
<input type="radio"/> (G) engins
<input type="radio"/> (H) enginz | 13. <input type="radio"/> (A) knives
<input type="radio"/> (B) knivez
<input type="radio"/> (C) knivies
<input type="radio"/> (D) knifez | 18. <input type="radio"/> (E) shovles
<input type="radio"/> (F) shovlez
<input type="radio"/> (G) shovels
<input type="radio"/> (H) shovals |
| 4. <input type="radio"/> (E) calvs
<input type="radio"/> (F) calvez
<input type="radio"/> (G) calves
<input type="radio"/> (H) claves | 9. <input type="radio"/> (A) babees
<input type="radio"/> (B) babys
<input type="radio"/> (C) babiez
<input type="radio"/> (D) babies | 14. <input type="radio"/> (E) solders
<input type="radio"/> (F) soljures
<input type="radio"/> (G) soldierz
<input type="radio"/> (H) soldiers | 19. <input type="radio"/> (A) grossries
<input type="radio"/> (B) groceryes
<input type="radio"/> (C) grocerees
<input type="radio"/> (D) groceries |
| 5. <input type="radio"/> (A) yuniforms
<input type="radio"/> (B) uniforms
<input type="radio"/> (C) unifroms
<input type="radio"/> (D) uniformz | 10. <input type="radio"/> (E) misteaks
<input type="radio"/> (F) mistakes
<input type="radio"/> (G) mistaks
<input type="radio"/> (H) misstakes | 15. <input type="radio"/> (A) hobbies
<input type="radio"/> (B) hobbyies
<input type="radio"/> (C) hobbesse
<input type="radio"/> (D) hobbys | 20. <input type="radio"/> (E) matrusses
<input type="radio"/> (F) mattreses
<input type="radio"/> (G) mattresses
<input type="radio"/> (H) matrasses |

Words from Social Studies

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

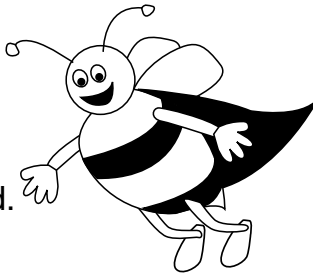
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. language
2. _____	2. history
3. _____	3. pottery
4. _____	4. study
5. _____	5. spoken
6. _____	6. accent
7. _____	7. tribe
8. _____	8. human
9. _____	9. custom
10. _____	10. village
11. _____	11. folktale
12. _____	12. practice
13. _____	13. relatives
14. _____	14. interview
15. _____	15. region
16. _____	16. symbol
17. _____	17. guide
18. _____	18. totem
19. _____	19. colony
20. _____	20. prints
Challenge Words	
_____	extinct
_____	native
_____	backgrounds
_____	generations
_____	century

Words from Social Studies

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Become familiar with the dictionary and use it often.

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | |
|--------------------|---------------------|
| 1. skepon _____ | 11. rhytiso _____ |
| 2. idgue _____ | 12. vieinwert _____ |
| 3. muhna _____ | 13. biter _____ |
| 4. coolyn _____ | 14. legliva _____ |
| 5. anglegau _____ | 15. strinp _____ |
| 6. tolkleaf _____ | 16. dyust _____ |
| 7. latesiver _____ | 17. engior _____ |
| 8. blosmy _____ | 18. mustoc _____ |
| 9. metto _____ | 19. rotpety _____ |
| 10. carpiket _____ | 20. necact _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help him or her look up the spelling words in the dictionary. Help your child unscramble the spelling words.

Words from Social Studies

language	spoken	custom	relatives	guide
history	accent	village	interview	totem
pottery	tribe	folktale	region	colony
study	human	practice	symbol	prints

Vowel Power

Write the spelling words that fit each of these vowel sounds:

***short a in the
first syllable***

1. _____
2. _____
3. _____

***short i in the
first syllable***

4. _____
5. _____
6. _____

7. _____
8. _____

***short u in the
first syllable***

9. _____
10. _____

***short o in the
first syllable***

11. _____
12. _____

***short e in the
first syllable***

13. _____

***long o in the
first syllable***

14. _____
15. _____
16. _____

***long i in the
first syllable***

17. _____
18. _____

***long u in the
first syllable***

19. _____

***long e in the
first syllable***

20. _____

Words from Social Studies

language	spoken	custom	relatives	guide
history	accent	village	interview	totem
pottery	tribe	folktale	region	colony
study	human	practice	symbol	prints

Complete each sentence below with a spelling word.

- Spanish is _____ here.
- I live in a mountainous _____.
- We met the artist who made this _____.
- What _____ did Geronimo belong to?
- Dad will go to an _____ for a new job.
- I plan to _____ music in college.
- What _____ do you speak?
- The _____ led us along the trail.
- We read your _____ of what happened.
- _____ beings come in all shapes and sizes.
- I _____ piano for one hour each day.
- Where do your _____ live?
- I just read a funny _____ from Russia.
- The lion is a _____ of courage.
- The artist carved and painted a _____ pole.
- It is a _____ in my family to drink tea before lunch.

Words from Social Studies

Proofreading Activity

There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

Did you know that Choctaw is an endangered Native American language? It is only spoken by 12,000 people, today. An organization working to keep alive Choctaw and other Native American languages prints books and makes records available for people to use. In history class we are learning Choctaw words and phrases. One of the girls is a member of the Choctaw tribe. She and her relatives speak Choctaw at home. Some of us would like to study Choctaw. I know it will take a lot of practice because it is so different from English.

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Imagine that the year is 1800 and that you are a Native American child. Write a paragraph about what life is like among your people, using four spelling words.

Words from Social Studies

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A science
- B sience
- C sciense
- D siense

Sample B

- E natuve
- F native
- G nativ
- H nattive

- | | | | |
|-------------------------------------|------------------------------------|---------------------------------------|--------------------------------------|
| 1. <input type="radio"/> A prins | 6. <input type="radio"/> E pottery | 11. <input type="radio"/> A region | 16. <input type="radio"/> E humun |
| <input type="radio"/> B prints | <input type="radio"/> F potery | <input type="radio"/> B regin | <input type="radio"/> F huemin |
| <input type="radio"/> C printz | <input type="radio"/> G pottry | <input type="radio"/> C regun | <input type="radio"/> G human |
| <input type="radio"/> D prinz | <input type="radio"/> H pottary | <input type="radio"/> D regon | <input type="radio"/> H humeman |
| 2. <input type="radio"/> E language | 7. <input type="radio"/> A guyde | 12. <input type="radio"/> E acent | 17. <input type="radio"/> A practice |
| <input type="radio"/> F langage | <input type="radio"/> B guide | <input type="radio"/> F akcent | <input type="radio"/> B practise |
| <input type="radio"/> G langwage | <input type="radio"/> C giude | <input type="radio"/> G acsent | <input type="radio"/> C practus |
| <input type="radio"/> H langauge | <input type="radio"/> D gide | <input type="radio"/> H accent | <input type="radio"/> D pracktise |
| 3. <input type="radio"/> A colny | 8. <input type="radio"/> E studie | 13. <input type="radio"/> A intreview | 18. <input type="radio"/> E costum |
| <input type="radio"/> B colonny | <input type="radio"/> F studdy | <input type="radio"/> B intrview | <input type="radio"/> F custom |
| <input type="radio"/> C colony | <input type="radio"/> G study | <input type="radio"/> C interview | <input type="radio"/> G cusstom |
| <input type="radio"/> D coluny | <input type="radio"/> H studie | <input type="radio"/> D innerview | <input type="radio"/> H custim |
| 4. <input type="radio"/> E histry | 9. <input type="radio"/> A simble | 14. <input type="radio"/> E trieb | 19. <input type="radio"/> A foketail |
| <input type="radio"/> F histrey | <input type="radio"/> B symble | <input type="radio"/> F tribe | <input type="radio"/> B folktale |
| <input type="radio"/> G historie | <input type="radio"/> C symbowl | <input type="radio"/> G trybe | <input type="radio"/> C fowktale |
| <input type="radio"/> H history | <input type="radio"/> D symbol | <input type="radio"/> H tirbe | <input type="radio"/> D folktail |
| 5. <input type="radio"/> A totum | 10. <input type="radio"/> E spokin | 15. <input type="radio"/> A reltives | 20. <input type="radio"/> E villuge |
| <input type="radio"/> B totim | <input type="radio"/> F spoken | <input type="radio"/> B relitives | <input type="radio"/> F villige |
| <input type="radio"/> C totem | <input type="radio"/> G spocken | <input type="radio"/> C relatives | <input type="radio"/> G vilage |
| <input type="radio"/> D tottem | <input type="radio"/> H spockin | <input type="radio"/> D relatives | <input type="radio"/> H village |

Grade 4/Unit 2 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE. Read Sample A, and do Sample B.

- | | | |
|---|-----------------------------------|-------------|
| <p>A. She took her <u>sunglasses</u> and a <u>napsack</u> to the <u>cabin</u>.</p> <p style="text-align: center;">A B C</p> | <p>A. (A) (B) (C) (D)</p> | <p>NONE</p> |
| <p>B. We put the <u>sleepy babies</u> in the <u>cradle</u>.</p> <p style="text-align: center;">E F G</p> | <p>B. (E) (F) (G) (H)</p> | <p>NONE</p> |
| <p>1. The explosion <u>amongg</u> the <u>soldiers</u> made a <u>spectacle</u>.</p> <p style="text-align: center;">A B C</p> | <p>1. (A) (B) (C) (D)</p> | <p>NONE</p> |
| <p>2. The <u>colony</u> had <u>clover</u> fields and <u>spruce</u> trees.</p> <p style="text-align: center;">E F G</p> | <p>2. (E) (F) (G) (H)</p> | <p>NONE</p> |
| <p>3. The <u>raizer</u> cut <u>stung</u> so I covered it with a <u>bandage</u>.</p> <p style="text-align: center;">A B C</p> | <p>3. (A) (B) (C) (D)</p> | <p>NONE</p> |
| <p>4. The <u>thrifty</u> man divided one <u>biscit</u> <u>among</u> his friends.</p> <p style="text-align: center;">E F G</p> | <p>4. (E) (F) (G) (H)</p> | <p>NONE</p> |
| <p>5. The men in the <u>colonee</u> used <u>shovels</u> to dig for <u>pottery</u>.</p> <p style="text-align: center;">A B C</p> | <p>5. (A) (B) (C) (D)</p> | <p>NONE</p> |
| <p>6. The <u>thrifty</u> owner repaired the <u>crack</u> in her <u>totim</u> pole.</p> <p style="text-align: center;">E F G</p> | <p>6. (E) (F) (G) (H)</p> | <p>NONE</p> |
| <p>7. When she is under <u>stress</u> her <u>eyelashes</u> <u>flutter</u>.</p> <p style="text-align: center;">A B C</p> | <p>7. (A) (B) (C) (D)</p> | <p>NONE</p> |
| <p>8. This <u>foketale</u> describes a <u>bridle</u> and a <u>totem</u> pole.</p> <p style="text-align: center;">E F G</p> | <p>8. (E) (F) (G) (H)</p> | <p>NONE</p> |
| <p>9. A <u>bandage</u> will not hold the <u>plank</u> between the <u>ferrys</u>.</p> <p style="text-align: center;">A B C</p> | <p>9. (A) (B) (C) (D)</p> | <p>NONE</p> |
| <p>10. Our <u>calves</u> <u>stung</u> from all that <u>fancy</u> dancing.</p> <p style="text-align: center;">E F G</p> | <p>10. (E) (F) (G) (H)</p> | <p>NONE</p> |
| <p>11. We sat in the <u>clover</u> to hear a man with an <u>acent</u> tell a <u>folktale</u>.</p> <p style="text-align: center;">A B C</p> | <p>11. (A) (B) (C) (D)</p> | <p>NONE</p> |



Grade 4 Unit 2 Review Test

- | | | |
|--|---------------------|------|
| 12. The <u>ferries</u> carried <u>soldyiers</u> to the <u>colony</u> .
E F G | 12. (E) (F) (G) (H) | NONE |
| 13. The <u>stres</u> on the <u>plank</u> caused it to <u>crack</u> .
A B C | 13. (A) (B) (C) (D) | NONE |
| 14. We saw <u>calves</u> eating <u>clovir</u> stuck in a <u>bridle</u> .
E F G | 14. (E) (F) (G) (H) | NONE |
| 15. Watching them <u>fluter</u> <u>among</u> the flowers was a <u>spectacle</u> .
A B C | 15. (A) (B) (C) (D) | NONE |
| 16. To be <u>fancy</u> , she will <u>spruce</u> up with fake <u>eyelashes</u> .
E F G | 16. (E) (F) (G) (H) | NONE |
| 17. The <u>stress</u> on the horse's <u>bridal</u> caused it to <u>crack</u> .
A B C | 17. (A) (B) (C) (D) | NONE |
| 18. She ate a <u>biscuit</u> and told a <u>folktale</u> in a French <u>accent</u> .
E F G | 18. (E) (F) (G) (H) | NONE |
| 19. We loaded the <u>ferries</u> with <u>potterie</u> and <u>shovels</u> .
A B C | 19. (A) (B) (C) (D) | NONE |
| 20. Don't use a <u>razor</u> to cut a <u>planck</u> from that <u>spruce</u> .
E F G | 20. (E) (F) (G) (H) | NONE |
| 21. It was a <u>spectacle</u> seeing the <u>calfs</u> share one <u>biscuit</u> .
A B C | 21. (A) (B) (C) (D) | NONE |
| 22. He saw her <u>eyelashes</u> <u>flutter</u> after she was <u>stunng</u> .
E F G | 22. (E) (F) (G) (H) | NONE |
| 23. A <u>bandage</u> is a <u>thriftie</u> way to hide that <u>fancy</u> ring.
A B C | 23. (A) (B) (C) (D) | NONE |
| 24. The boy with the <u>accent</u> engraves <u>pottery</u> with a <u>razor</u> .
E F G | 24. (E) (F) (G) (H) | NONE |
| 25. The <u>soldiers</u> used <u>shovles</u> to dig out the <u>totem</u> pole.
A B C | 25. (A) (B) (C) (D) | NONE |

Words with /ou/ and /oi/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

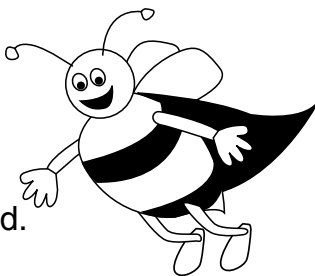
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. oily
2. _____	2. annoy
3. _____	3. around
4. _____	4. growl
5. _____	5. disappoint
6. _____	6. royalty
7. _____	7. bounce
8. _____	8. bowing
9. _____	9. moist
10. _____	10. enjoyment
11. _____	11. aloud
12. _____	12. tower
13. _____	13. avoid
14. _____	14. employ
15. _____	15. lookout
16. _____	16. however
17. _____	17. appointment
18. _____	18. scout
19. _____	19. powder
20. _____	20. noun
Challenge Words	
_____	admitted
_____	displaying
_____	elegantly
_____	strolling
_____	wharf

Words with /ou/ and /oi/

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tips

Think of a word you know that has the same spelling pattern as the word you want to spell.

scout bounce around

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|---------------|-------|-----------------|-------|
| 1. loiy | _____ | 11. tylora | _____ |
| 2. idvoa | _____ | 12. tsmoi | _____ |
| 3. kuootl | _____ | 13. ntiopapntem | _____ |
| 4. olmepy | _____ | 14. necuob | _____ |
| 5. verwohe | _____ | 15. wniogb | _____ |
| 6. tousc | _____ | 16. uonn | _____ |
| 7. drewop | _____ | 17. rlwog | _____ |
| 8. ppnotiasid | _____ | 18. mtneyojen | _____ |
| 9. yonan | _____ | 19. ludoa | _____ |
| 10. nuodra | _____ | 20. woter | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over each Spelling Tip with your child. Help your child look at some of the spelling words to see which ones have the same spelling pattern.

Help your child complete the word scramble.

Name _____ Date _____

Words with /ou/ and /oi/

oily	disappoint	moist	avoid	appointment
annoy	royalty	enjoyment	employ	scout
around	bounce	aloud	lookout	powder
growl	bowing	tower	however	noun

Pattern Power!

Write the spelling words with these spelling patterns.

oi

1. _____

2. _____

3. _____

4. _____

5. _____

oy

6. _____

7. _____

8. _____

9. _____

ou

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

ow

16. _____

17. _____

18. _____

19. _____

20. _____

Words with /ou/ and /oi/

oily	disappoint	moist	avoid	appointment
annoy	royalty	enjoyment	employ	scout
around	bounce	aloud	lookout	powder
growl	bowing	tower	however	noun

What's the Word?

Complete each sentence with a word from the spelling list.

- The baby likes to look _____ to see what is going on.
- Keep the soil around the plant _____ or the plant will die.
- Did you make an _____ to see the dentist?
- A king and a queen are _____.
- What a loud _____ that dog made!
- The wet road had a slick, _____ coating from all of the traffic.
- I really like that dress; _____, I can't buy it now.
- Do you like to read stories _____ to younger children?
- In the old days, _____ was a polite form of greeting.
- Mom gets a lot of _____ out of working in the garden.

What Do You Mean?

Read each dictionary definition below. Then write the spelling word that matches the definition.

- To bother someone _____
- To rebound after hitting something _____
- To stay clear of _____
- A part of speech that names a person, place, or thing _____
- To provide with paying work _____

Challenge Extension: Have students write dictionary definitions of the Challenge Words. Then exchange with a partner and write the Challenge Words that match each other's definitions.

Name _____ Date _____

Words with /ou/ and /oi/

Proofreading Activity

There are 6 spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

Benjamin Franklin was an interesting man. He was comfortable with common men and roialty. He liked to take walks arownd Philadelphia, and was always on the lookouwt for ways to improve the city. He invented things for his own enjoiment. He was never known to avoyd a problem or task. Ben would not disappoynt a friend in need.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Do you have a favorite person from history? Write something you think that person might say if he or she were alive today, using four spelling words.

Words with /ou/ and /oi/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A broun
 B broin
 C brown
 D brouwn

Sample B

- E coin
 F coyne
 G coien
 H coyen

1. A oilee
 B oily
 C oiyl
 D oiyle

6. E royalty
 F royltie
 G roialty
 H royelty

11. A elloud
 B alowud
 C aloud
 D iloud

16. E howavir
 F halevere
 G hilever
 H however

2. E anoy
 F annoy
 G annoie
 H anoij

7. A bounce
 B bownse
 C bounz
 D bouwnse

12. E towir
 F touer
 G tower
 H twore

17. A apoyntment
 B appointment
 C upointmant
 D ipointment

3. A ound
 B around
 C arrownd
 D arowund

8. E bouing
 F bowing
 G bowwing
 H bowung

13. A avoid
 B ivoind
 C avoyd
 D ahvoid

18. E skowt
 F scout
 G scault
 H scoit

4. E groul
 F graul
 G growl
 H garowl

9. A moiste
 B moist
 C moyst
 D mosit

14. E employ
 F employi
 G imploy
 H amploi

19. A palder
 B podre
 C powder
 D powdor

5. A dissappoint
 B disappoynte
 C disapoynt
 D disappoint

10. E enjoymant
 F enjoiment
 G anjoymint
 H enjoyment

15. A lookowt
 B lokout
 C lokowut
 D lookout

20. E nain
 F nown
 G noun
 H noune

Words with /ü/ and /yü/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words that you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the list:

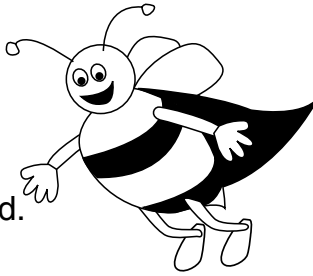
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. curious
2. _____	2. pure
3. _____	3. fully
4. _____	4. sure
5. _____	5. wooden
6. _____	6. should
7. _____	7. furious
8. _____	8. cure
9. _____	9. handful
10. _____	10. crooked
11. _____	11. would
12. _____	12. bulldozer
13. _____	13. soot
14. _____	14. tour
15. _____	15. butcher
16. _____	16. woolen
17. _____	17. pudding
18. _____	18. goodness
19. _____	19. pulley
20. _____	20. overlook
Challenge Words	
_____	exist
_____	image
_____	inspire
_____	reference
_____	sketch

Words with /ù/ and /yù/

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Did you spell the word right? If not, go back to step 1.

Spelling Tip

Words with a vowel sound as in the word *fully* are often spelled with *u*.

(butcher, handful)

Words with a vowel sound as in the word *wooden* are often spelled with *oo*.

(crooked, woolen)

Find and Circle

Where are the spelling words?

pfuriouszakbulldozervbdbntoherxxgoodness
 uwfullyopclwoodenrlstovldrrsootuucurexxzz
 rqvtoursuregspuremubutcherwwhandfulyyre
 epulleyzacurioseardlulrpuddinguucrooked
 boverlookexdwouldbnewoolenuushouldaabb

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over each Spelling Tip with your child. Ask your child to find other spelling words spelled with *u* and *oo* that sound like *fully* and *wooden*.

Help your child complete the spelling activity.

Words with /ù/ and /yù/

curious	wooden	handful	soot	pudding
pure	should	crooked	tour	goodness
fully	furious	would	butcher	pulley
sure	cure	bulldozer	woolen	overlook

Pattern Power!

Write the spelling words with these spelling patterns.

Words with /yù/ spelled*u*

1. _____

2. _____

u-e

3. _____

4. _____

Words with /ù/ spelled*u*

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Words with /ù/ spelled*u-e*

11. _____

oo

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

ou

18. _____

19. _____

20. _____

Name _____ Date _____

Words with /ü/ and /yü/

curious	wooden	handful	soot	pudding
pure	should	crooked	tour	goodness
fully	furious	would	butcher	pulley
sure	cure	bulldozer	woolen	overlook

Definitions for You

Fill in the word from the spelling list that matches the definition.

1. made from the hair of sheep _____
2. interested in learning more _____
3. to fail to notice _____
4. free of dirt or pollution _____
5. made from trees _____
6. a word used to express duty _____
7. having bends or curves _____
8. the amount a hand can hold _____
9. black particles left after wood or coal are burned _____
10. completely or totally _____
11. a word used to make a polite request _____
12. desirable qualities _____
13. a method that brings back health _____
14. impossible to doubt _____
15. to be very angry _____
16. a creamy dessert _____

Challenge Extension: Pair up students. Have one partner use the dictionary to write short definitions for each Challenge Word. Then let the other partner use the definitions to make up one sentence for each

Name _____ Date _____

Words with /ù/ and /yù/

Proofreading Activity

There are six spelling mistakes in the paragraph. Circle the misspelled words. Write the words correctly on the lines below.

Last fall I went to the community crafts fair and saw lots of interesting things. One woman was making old-fashioned wudden toys from pieces of pine and maple. I bought a buledozer that really works for my little brother. A candlemaker was selling candles made from pur beeswax. A weaver was making beautiful wollen shawls and scarves. I bought a handfool of bright, shiny marbles. I got cyrious when I saw a crowd of people gathered in a circle. When I got closer I saw someone making blown glass animals. It was a fun day.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Using four spelling words, describe a crafts fair or other festival that you have attended.

Words with /ù/ and /yù/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A poor
- B puer
- C por
- D puore

Sample B

- E coude
- F could
- G kould
- H cuold

1. A overlake
 B ovrilook
 C overlook
 D ovarlouk

6. E bucher
 F butcher
 G bootcher
 H butsher

11. A krooked
 B crooked
 C crookad
 D crucked

16. E wooden
 F wuden
 G woodan
 H wouldin

2. E puley
 F pullie
 G pouley
 H pulley

7. A tour
 B toor
 C ture
 D tuyre

12. E handful
 F hanfull
 G handfool
 H hannful

17. A soore
 B sure
 C suyre
 D soure

3. A gudness
 B goodness
 C goodnis
 D goudness

8. E soot
 F sut
 G soote
 H soute

13. A cyure
 B coure
 C cure
 D ciure

18. E fulie
 F fully
 G fooly
 H fullyie

4. E pulding
 F pudden
 G pudding
 H pooding

9. A booldoxer
 B bulldoxer
 C buldozar
 D bulldozer

14. E fureus
 F furrius
 G furious
 H farious

19. A puyre
 B pour
 C pure
 D puare

5. A woolen
 B wulen
 C woolin
 D woulen

10. E wuld
 F wolde
 G would
 H woold

15. A should
 B sould
 C shuuld
 D shold

20. E cureus
 F kurious
 G karius
 H curious

Words with Digraphs

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

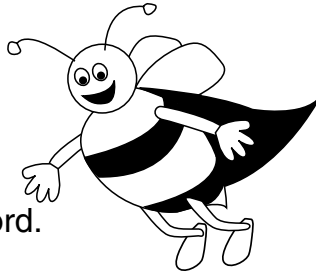
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1-3.

1. _____	1. changed
2. _____	2. watch
3. _____	3. fresh
4. _____	4. shoulder
5. _____	5. whatever
6. _____	6. south
7. _____	7. chimney
8. _____	8. scratch
9. _____	9. shove
10. _____	10. wheat
11. _____	11. cloth
12. _____	12. themselves
13. _____	13. crunch
14. _____	14. batch
15. _____	15. harsh
16. _____	16. whittle
17. _____	17. thoughtful
18. _____	18. birch
19. _____	19. switch
20. _____	20. theater
Challenge Words	
_____	chanted
_____	pouch
_____	restless
_____	scribbled
_____	stitching

Words with Digraphs

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Did you spell the word right? If not, go back to step 1.

Spelling Tip

If the /ch/ immediately follows a short vowel in a one-syllable word, it is spelled *tch*: *watch*, *scratch*.

There are a few exceptions in English: *much*, *such*, *which*, and *rich*.

Word Scramble

- | | | | |
|---------------|-------|----------------|-------|
| 1. hctarcs | _____ | 11. hrcib | _____ |
| 2. veslesmeht | _____ | 12. hcawt | _____ |
| 3. hruncc | _____ | 13. hsrfe | _____ |
| 4. htolc | _____ | 14. lreduohs | _____ |
| 5. hhsra | _____ | 15. eymnich | _____ |
| 6. hctba | _____ | 16. voehs | _____ |
| 7. denaghc | _____ | 17. teltihw | _____ |
| 8. veretahw | _____ | 18. lutfhgouht | _____ |
| 9. houts | _____ | 19. thciws | _____ |
| 10. aethw | _____ | 20. taehdre | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words. Go over each Spelling Tip with your child. Help your child find other spelling words spelled with *tch*. Help your child complete the spelling activity.

Words with Digraphs

changed	whatever	shove	crunch	thoughtful
watch	south	wheat	batch	birch
fresh	chimney	cloth	harsh	switch
shoulder	scratch	themselves	whittle	theater

Pattern Power

Write the words that have these spelling patterns.

ch

1. _____
2. _____
3. _____
4. _____

sh

14. _____
15. _____
16. _____
17. _____

tch

5. _____
6. _____
7. _____
8. _____

wh

18. _____
19. _____
20. _____

th

9. _____
10. _____
11. _____
12. _____
13. _____

Words with Digraphs

changed	whatever	shove	crunch	thoughtful
watch	south	wheat	batch	birch
fresh	chimney	cloth	harsh	switch
shoulder	scratch	themselves	whittle	theater

What's the Word?

Complete each sentence with a spelling word.

1. Would you like to _____ the parade with me?
2. My aunt likes to _____ small figures from tree branches.
3. Young children like to do things by _____.
4. During free time, we can do _____ we want.
5. He hurt his _____ when he threw the ball too hard.
6. The _____ tree has a pretty, white bark.
7. The smoke from the fireplace goes up the _____.
8. We may have to _____ the stuck door to open it.
9. The midwestern states grow a lot of _____.
10. I'm going to the _____ on Friday to see a play.

Just the Opposite

Write a word from the spelling list that has the opposite meaning from the word or phrase below.

11. stayed the same _____
12. stale _____
13. north _____
14. mild _____
15. a single one _____

Challenge Extension: Have students write a "fill-in-the-blank" sentence for each Challenge Word and then exchange papers with a partner to complete each other's sentences.

Name _____ Date _____

Words with Digraphs

Proofreading Activity

There are 6 spelling mistakes in the paragraph. Circle the misspelled words. Write the words correctly on the lines below.

My uncle has always enjoyed working with wood. He says it gives him time to be quiet and thotfull. I like to wach him while he works. He likes to wittle small birds and forest animals from pieces of wood that he finds on his hikes. His favorite wood to use is bersh. He uses sandpaper to make the wood smooth, so it won't skracth him. Then he carefully uses a knife to make the shape of the animal. The first time I saw a piece of wood shanjed into a real-looking rabbit, I was amazed.

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Write a paragraph about something you like to make. Use four words from your spelling list.

Words with Digraphs

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A) matsh
 B) macht
 C) match
 D) matsch

Sample B

- E) ship
 F) sheip
 G) shyip
 H) shiip

- | | | | |
|--|---|---|--|
| 1. <input type="radio"/> A) wehat
<input type="radio"/> B) weet
<input type="radio"/> C) wheat
<input type="radio"/> D) hweat | 6. <input type="radio"/> E) crouch
<input type="radio"/> F) crunch
<input type="radio"/> G) krunch
<input type="radio"/> H) cruntch | 11. <input type="radio"/> A) shuv
<input type="radio"/> B) chove
<input type="radio"/> C) shove
<input type="radio"/> D) schuve | 16. <input type="radio"/> E) sawitch
<input type="radio"/> F) switch
<input type="radio"/> G) swithc
<input type="radio"/> H) siwatch |
| 2. <input type="radio"/> E) kloth
<input type="radio"/> F) clotsh
<input type="radio"/> G) cloth
<input type="radio"/> H) cloath | 7. <input type="radio"/> A) barsh
<input type="radio"/> B) birch
<input type="radio"/> C) birtch
<input type="radio"/> D) bersh | 12. <input type="radio"/> E) toutful
<input type="radio"/> F) tehoughtful
<input type="radio"/> G) thoughtful
<input type="radio"/> H) thoughtfill | 17. <input type="radio"/> A) wathc
<input type="radio"/> B) watch
<input type="radio"/> C) wetch
<input type="radio"/> D) wahtc |
| 3. <input type="radio"/> A) thamselvs
<input type="radio"/> B) thimsilves
<input type="radio"/> C) temmselves
<input type="radio"/> D) themselves | 8. <input type="radio"/> E) faresh
<input type="radio"/> F) fretch
<input type="radio"/> G) fretsch
<input type="radio"/> H) fresh | 13. <input type="radio"/> A) harsh
<input type="radio"/> B) hartch
<input type="radio"/> C) harrsh
<input type="radio"/> D) harss | 18. <input type="radio"/> E) south
<input type="radio"/> F) salth
<input type="radio"/> G) souhh
<input type="radio"/> H) sotch |
| 4. <input type="radio"/> E) changed
<input type="radio"/> F) shanged
<input type="radio"/> G) cahnged
<input type="radio"/> H) schanged | 9. <input type="radio"/> A) whutevir
<input type="radio"/> B) waterver
<input type="radio"/> C) wahtever
<input type="radio"/> D) whatever | 14. <input type="radio"/> E) skratch
<input type="radio"/> F) scrith
<input type="radio"/> G) scaracih
<input type="radio"/> H) scratch | 19. <input type="radio"/> A) whittle
<input type="radio"/> B) wuhittle
<input type="radio"/> C) hwittel
<input type="radio"/> D) whotel |
| 5. <input type="radio"/> A) theater
<input type="radio"/> B) theeter
<input type="radio"/> C) tcheater
<input type="radio"/> D) tsheater | 10. <input type="radio"/> E) chiminey
<input type="radio"/> F) chimney
<input type="radio"/> G) shimmney
<input type="radio"/> H) shemnie | 15. <input type="radio"/> A) chulder
<input type="radio"/> B) shoulder
<input type="radio"/> C) sahoulder
<input type="radio"/> D) thoulder | 20. <input type="radio"/> E) batach
<input type="radio"/> F) basth
<input type="radio"/> G) bocht
<input type="radio"/> H) batch |

Adding *-ed* and *-ing*

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

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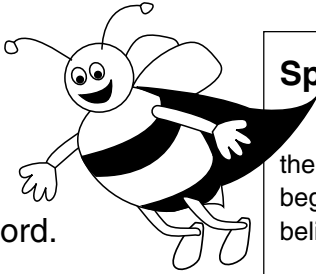
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. freed
2. _____	2. hugged
3. _____	3. emptied
4. _____	4. figured
5. _____	5. budding
6. _____	6. carried
7. _____	7. believed
8. _____	8. dimmed
9. _____	9. studied
10. _____	10. providing
11. _____	11. shedding
12. _____	12. sledding
13. _____	13. magnified
14. _____	14. wedged
15. _____	15. rotting
16. _____	16. varied
17. _____	17. arrived
18. _____	18. plugging
19. _____	19. rising
20. _____	20. celebrated
Challenge Words	
_____	fretted
_____	gourd
_____	plantation
_____	settlement
_____	sunrise

Adding *-ed* and *-ing*

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

When words end in silent *e*, drop the *e* when adding an ending that begins with a vowel.
believe - e + ing = believing

When a one syllable word ends in one vowel followed by one consonant, double the consonant before adding an ending that begins with a vowel.
hug + ed = hugged

When a word ends with a consonant followed by *y*, change the *y* to *i* when adding any ending except endings that begin with *i*.
empty + ed = emptied

Did you spell the word right?
If not, go back to step 1.

Word Endings

Write the spelling word by crossing off the final *-e* and then adding *-ed* or *-ing*.

1. free _____
2. believe _____
3. figure _____
4. arrive _____
5. rise _____
6. celebrate _____
7. provide _____
8. wedge _____

Write the spelling word by doubling the final consonant and adding *-ed* or *-ing*.

9. hug _____
10. bud _____
11. dim _____
12. shed _____

Write the spelling word by changing *y* to *i* and then adding *-ed*.

13. empty _____
14. carry _____
15. study _____
16. vary _____

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over each Spelling Tip with your child. Ask him or her to add *-s* or *-es* to form plurals. Ask if he or she knows other words that end with a consonant followed by *y*. Help your child to use the Spelling Tips to add endings to the words to make them plural.

Help your child complete the spelling activity.

Adding *-ed* and *-ing*

freed	budding	studied	magnified	arrived
hugged	carried	providing	wedged	plugging
emptied	believed	shedding	rotting	rising
figured	dimmed	sledding	varied	celebrated

Pattern Power

Write the spelling words that double the consonant before adding *-ed*.

1. _____ 2. _____

Write the spelling words that drop the *e* before adding *-ed*.

3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____

Write the spelling words that change *y* to *i* before adding *-ed*.

9. _____ 10. _____ 11. _____

12. _____ 13. _____

Write the spelling words that double the consonant before adding *-ing*.

14. _____ 15. _____ 16. _____

17. _____ 18. _____

Write the spelling words that drop the *e* before adding *-ing*.

19. _____ 20. _____

Adding *-ed* and *-ing*

freed	budding	studied	magnified	arrived
hugged	carried	providing	wedged	plugging
emptied	believed	shedding	rotting	rising
figured	dimmed	sledding	varied	celebrated

Fill in the Blanks

Complete each sentence with a word from the spelling list.

- Last year we _____ the Fourth of July with fireworks.
- Which do you like better, ice skating or _____?
- We'll start the night hike when the moon is _____.
- My cousins _____ just in time for the party.
- The tiny insects were _____ by the microscope.
- My dog is messy when he starts _____ his hair!
- I got an A on the test because I _____ hard.
- The plants began _____ when spring arrived.
- The coach _____ our routines so we wouldn't get bored.
- Our team _____ out the answer first.

What Does It Mean?

Write the base word for each spelling word.

- | | | | |
|--------------|-------|---------------|-------|
| 11. freed | _____ | 16. dimmed | _____ |
| 12. hugged | _____ | 17. providing | _____ |
| 13. emptied | _____ | 18. wedged | _____ |
| 14. carried | _____ | 19. rotting | _____ |
| 15. believed | _____ | 20. plugging | _____ |

Challenge Extension: Have students create a crossword puzzle using the Challenge Words, then work with a partner to complete each other's sentences.

Name _____ Date _____

Adding *-ed* and *-ing*

Proofreading Activity

There are 6 spelling mistakes in the paragraph. Circle the misspelled words. Write the words correctly on the lines below.

Last week we celebrat my dad's birthday with a surprise party. All of our relatives and friends met at our favorite restaurant. Around 5:30, my brothers caryed in the presents. The other guests were already there, all hiding in corners and behind chairs. The lights were dimned. I arryved with my dad around 6 o'clock. My mom turned up the lights. Then everyone stood up and shouted "Happy Birthday, Mike!" My dad was so happy, he huged us all. He said we really tricked him; he believeed my story about going to a soccer dinner. It was a great party. I wonder what we'll think of for next year!

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Write about a celebration you had. Use at least four spelling words in your description.

Adding -ed and -ing

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A cried
 B cried
 C cryied
 D cride

Sample B

- E swimming
 F swimmen
 G swimming
 H swiminng

- | | | | |
|--|---|--|---|
| 1. <input type="radio"/> A studdide
<input type="radio"/> B studied
<input type="radio"/> C studded
<input type="radio"/> D studied | 6. <input type="radio"/> E roting
<input type="radio"/> F rotteing
<input type="radio"/> G rotenng
<input type="radio"/> H rotting | 11. <input type="radio"/> A celebrated
<input type="radio"/> B celebrated
<input type="radio"/> C celibratid
<input type="radio"/> D celebratde | 16. <input type="radio"/> E provideing
<input type="radio"/> F providing
<input type="radio"/> G providding
<input type="radio"/> H prooviding |
| 2. <input type="radio"/> E carried
<input type="radio"/> F carrid
<input type="radio"/> G caried
<input type="radio"/> H carried | 7. <input type="radio"/> A vairied
<input type="radio"/> B varied
<input type="radio"/> C varyd
<input type="radio"/> D variyd | 12. <input type="radio"/> E plugging
<input type="radio"/> F pluuging
<input type="radio"/> G puluging
<input type="radio"/> H plugging | 17. <input type="radio"/> A sheading
<input type="radio"/> B shedeng
<input type="radio"/> C shedding
<input type="radio"/> D shedeing |
| 3. <input type="radio"/> A arived
<input type="radio"/> B arrived
<input type="radio"/> C arryved
<input type="radio"/> D arrivde | 8. <input type="radio"/> E freed
<input type="radio"/> F fereed
<input type="radio"/> G frede
<input type="radio"/> H fread | 13. <input type="radio"/> A maganified
<input type="radio"/> B magnified
<input type="radio"/> C magnifyde
<input type="radio"/> D magnafide | 18. <input type="radio"/> E weged
<input type="radio"/> F wedgded
<input type="radio"/> G wedged
<input type="radio"/> H wejde |
| 4. <input type="radio"/> E riseing
<input type="radio"/> F rising
<input type="radio"/> G rissing
<input type="radio"/> H risseng | 9. <input type="radio"/> A sleden
<input type="radio"/> B sledding
<input type="radio"/> C sledinng
<input type="radio"/> D sleading | 14. <input type="radio"/> E buhding
<input type="radio"/> F budeing
<input type="radio"/> G budding
<input type="radio"/> H buddeng | 19. <input type="radio"/> A believed
<input type="radio"/> B bulieved
<input type="radio"/> C baleeved
<input type="radio"/> D beleiveed |
| 5. <input type="radio"/> A figureed
<input type="radio"/> B figgured
<input type="radio"/> C figured
<input type="radio"/> D figurrid | 10. <input type="radio"/> E hugedd
<input type="radio"/> F hugged
<input type="radio"/> G huggid
<input type="radio"/> H hugded | 15. <input type="radio"/> A dimend
<input type="radio"/> B dimned
<input type="radio"/> C dimede
<input type="radio"/> D dimmed | 20. <input type="radio"/> E emptied
<input type="radio"/> F emted
<input type="radio"/> G empttied
<input type="radio"/> H emptied |

Words from the Arts

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1-3.

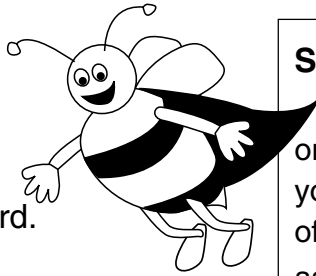
1. _____	1. designs
2. _____	2. artist
3. _____	3. building
4. _____	4. activity
5. _____	5. museum
6. _____	6. art
7. _____	7. create
8. _____	8. master
9. _____	9. poster
10. _____	10. statue
11. _____	11. assemble
12. _____	12. craft
13. _____	13. express
14. _____	14. arrange
15. _____	15. professional
16. _____	16. mold
17. _____	17. easel
18. _____	18. plaster
19. _____	19. masterpiece
20. _____	20. exhibit
Challenge Words	
_____	challenge
_____	contained
_____	entertaining
_____	mazes
_____	requires

Name _____ Date _____

Words from the Arts

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Look for word chunks or smaller words that help you remember the spelling of a word.

assemble = as sem ble

professional = pro fes sion al

masterpiece = mas ter piece

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | |
|-----------------------|--------------------|
| 1. tyiavcit _____ | 11. sigends _____ |
| 2. srofeasipnlo _____ | 12. gudilibn _____ |
| 3. atemriscep _____ | 13. smarte _____ |
| 4. starti _____ | 14. geararn _____ |
| 5. beamsles _____ | 15. doml _____ |
| 6. srespex _____ | 16. xeitbih _____ |
| 7. frtca _____ | 17. parstel _____ |
| 8. rateec _____ | 18. rat _____ |
| 9. sotepr _____ | 19. umusme _____ |
| 10. alsee _____ | 20. usteat _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child find the smaller words within the spelling words. Help your child complete the spelling activity.

Name _____ Date _____

Words from the Arts

designs	museum	poster	express	easel
artist	art	statue	arrange	plaster
building	create	assemble	professional	masterpiece
activity	master	craft	mold	exhibit

Write the spelling words in alphabetical order.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Name _____ Date _____

Words from the Arts

designs	museum	poster	express	easel
artist	art	statue	arrange	plaster
building	create	assemble	professional	masterpiece
activity	master	craft	mold	exhibit

What is the Meaning?

Find the word from the spelling list that matches each definition below.

1. someone who earns a living in an occupation _____
2. a public showing _____
3. something made by skilled hands _____
4. a container used to make shapes _____
5. a structure with walls and a roof _____
6. a sticky substance used by builders _____
7. decorative patterns _____
8. to make something _____

What's the Word?

Complete each sentence with a spelling word.

9. Can you _____ the books neatly on the shelf?
10. It's a challenge to _____ this 500-piece jigsaw puzzle.
11. I study painting with a talented _____ teacher.
12. Last week I made a _____ to advertise the school play.
13. That _____ of a boy is so lifelike, it looks real.
14. We were busy at camp doing one _____ after another.
15. Do you like to _____ yourself through writing or drawing?
16. I saw a great _____ at the museum the other day.

Words from the Arts

Proofreading Activity

There are 6 spelling mistakes in the directions below. Circle the misspelled words. Write the words correctly on the lines below.

Getting Ready to Paint a Picture

1. Think about the feeling or idea you want to express in your painting.
2. Assembl all of your equipment.
3. Sketch several desins on paper first.
4. Arange your brushes and paints so they are easy to reach.
5. Put a blank canvas on an esel.
6. Use your brushes, paints, and ideas to creight a wonderful painting.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Write a set of directions telling how to do something artistic. Number each step. Use at least four spelling words.

Words from the Arts

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) burush
 (B) bruch
 (C) baruch
 (D) brush

Sample B

- (E) canvas
 (F) canvis
 (G) kanvas
 (H) kanvist

- | | | | |
|--|---|---|---|
| 1. <input type="radio"/> (A) activity
<input type="radio"/> (B) acativety
<input type="radio"/> (C) acktvity
<input type="radio"/> (D) actevaty | 6. <input type="radio"/> (E) masterpieece
<input type="radio"/> (F) masterrpece
<input type="radio"/> (G) masterpiece
<input type="radio"/> (H) mazzterpiece | 11. <input type="radio"/> (A) urange
<input type="radio"/> (B) aranngge
<input type="radio"/> (C) araange
<input type="radio"/> (D) arrange | 16. <input type="radio"/> (E) asembal
<input type="radio"/> (F) assemble
<input type="radio"/> (G) usembul
<input type="radio"/> (H) asemmbale |
| 2. <input type="radio"/> (E) statoo
<input type="radio"/> (F) statue
<input type="radio"/> (G) satatue
<input type="radio"/> (H) statshoo | 7. <input type="radio"/> (A) artest
<input type="radio"/> (B) artist
<input type="radio"/> (C) ardizt
<input type="radio"/> (D) ahrtist | 12. <input type="radio"/> (E) poster
<input type="radio"/> (F) poaster
<input type="radio"/> (G) postear
<input type="radio"/> (H) puhster | 17. <input type="radio"/> (A) moseim
<input type="radio"/> (B) mahuseem
<input type="radio"/> (C) muzeume
<input type="radio"/> (D) museum |
| 3. <input type="radio"/> (A) deesines
<input type="radio"/> (B) desighns
<input type="radio"/> (C) designs
<input type="radio"/> (D) desines | 8. <input type="radio"/> (E) prufesional
<input type="radio"/> (F) proffesional
<input type="radio"/> (G) prifesionul
<input type="radio"/> (H) professional | 13. <input type="radio"/> (A) ezel
<input type="radio"/> (B) easel
<input type="radio"/> (C) eesil
<input type="radio"/> (D) easile | 18. <input type="radio"/> (E) masster
<input type="radio"/> (F) mastear
<input type="radio"/> (G) master
<input type="radio"/> (H) mostare |
| 4. <input type="radio"/> (E) crafet
<input type="radio"/> (F) caraft
<input type="radio"/> (G) curaft
<input type="radio"/> (H) craft | 9. <input type="radio"/> (A) create
<input type="radio"/> (B) kreatee
<input type="radio"/> (C) createe
<input type="radio"/> (D) chreat | 14. <input type="radio"/> (E) ahrt
<input type="radio"/> (F) artt
<input type="radio"/> (G) artee
<input type="radio"/> (H) art | 19. <input type="radio"/> (A) buldding
<input type="radio"/> (B) bildeng
<input type="radio"/> (C) building
<input type="radio"/> (D) biuldang |
| 5. <input type="radio"/> (A) plastar
<input type="radio"/> (B) plaster
<input type="radio"/> (C) plasstir
<input type="radio"/> (D) pullaster | 10. <input type="radio"/> (E) ixpress
<input type="radio"/> (F) express
<input type="radio"/> (G) ackspres
<input type="radio"/> (H) egspress | 15. <input type="radio"/> (A) ecksibit
<input type="radio"/> (B) eaxibet
<input type="radio"/> (C) exhibit
<input type="radio"/> (D) egsebet | 20. <input type="radio"/> (E) mold
<input type="radio"/> (F) moald
<input type="radio"/> (G) muold
<input type="radio"/> (H) molde |

Grade 4/Unit 3 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE. Read Sample A, and do Sample B.

- | | |
|---|--|
| <p>A. That <u>artist</u> made colorful <u>designs</u> on her <u>poster</u>.
A B C</p> | <p>A. (A) (B) (C) (D) NONE</p> |
| <p>B. The <u>plaster</u> isn't <u>moyst</u> enough to pour into the <u>mol</u>d.
E F G</p> | <p>B. (E) (F) (G) (H) NONE</p> |
| <p>1. Use <u>powder</u> to <u>avoid</u> <u>ouly</u> skin.
A B C</p> | <p>1. (A) (B) (C) (D) NONE</p> |
| <p>2. The <u>museum</u> <u>exhibit</u> included a <u>pulley</u>.
E F G</p> | <p>2. (E) (F) (G) (H) NONE</p> |
| <p>3. It's <u>curious</u> to see <u>royalty</u> bounce their <u>checks</u>.
A B C</p> | <p>3. (A) (B) (C) (D) NONE</p> |
| <p>4. The <u>pure</u> marble <u>statchew</u> is a <u>masterpiece</u>.
E F G</p> | <p>4. (E) (F) (G) (H) NONE</p> |
| <p>5. The <u>professional</u> had <u>soot</u> <u>wedjed</u> into his collar.
A B C</p> | <p>5. (A) (B) (C) (D) NONE</p> |
| <p>6. The <u>tour</u> guide led us to the <u>museeum</u> <u>exhibit</u>.
E F G</p> | <p>6. (E) (F) (G) (H) NONE</p> |
| <p>7. The <u>crunch</u> of the <u>rotting</u> apple had a <u>harsh</u> sound.
A B C</p> | <p>7. (A) (B) (C) (D) NONE</p> |
| <p>8. Try to <u>avoyd</u> mixing <u>rotting</u> fruit in the <u>batch</u>.
E F G</p> | <p>8. (E) (F) (G) (H) NONE</p> |
| <p>9. I can <u>whittle</u> <u>curious</u> designs and have them <u>magnified</u>.
A B C</p> | <p>9. (A) (B) (C) (D) NONE</p> |
| <p>10. On a <u>tour</u> of the <u>theater</u> I saw seating for <u>royalte</u>.
E F G</p> | <p>10. (E) (F) (G) (H) NONE</p> |
| <p>11. <u>Freed</u> prisoners <u>emptied</u> their cells in the <u>harsh</u> jail.
A B C</p> | <p>11. (A) (B) (C) (D) NONE</p> |



Grade 4/Unit 3 Review Test

- | | | |
|---|---------------------|------|
| 12. He <u>emptied</u> an account to <u>avoid</u> having a check <u>bounce</u> . | 12. (E) (F) (G) (H) | NONE |
| E F G | | |
| 13. We will <u>powdir</u> the <u>batch</u> of cookies with <u>pure</u> sugar. | 13. (A) (B) (C) (D) | NONE |
| A B C | | |
| 14. During the <u>theatir</u> <u>tour</u> , they will use a <u>pulley</u> . | 14. (E) (F) (G) (H) | NONE |
| E F G | | |
| 15. He will <u>wittle</u> a wood <u>statue</u> and give it to <u>royalty</u> . | 15. (A) (B) (C) (D) | NONE |
| A B C | | |
| 16. The <u>soot</u> looks like <u>powder</u> when <u>magnified</u> . | 16. (E) (F) (G) (H) | NONE |
| E F G | | |
| 17. The <u>professional</u> <u>freed</u> up his time for a <u>masterpeice</u> . | 17. (A) (B) (C) (D) | NONE |
| A B C | | |
| 18. He <u>wedged</u> the <u>rotng</u> <u>oily</u> board in the corner. | 18. (E) (F) (G) (H) | NONE |
| E F G | | |
| 19. The <u>crunch</u> became <u>magnified</u> with each dropped <u>batch</u> . | 19. (A) (B) (C) (D) | NONE |
| A B C | | |
| 20. A <u>profesional</u> will set up the <u>museum</u> <u>exhibit</u> . | 20. (E) (F) (G) (H) | NONE |
| E F G | | |
| 21. The <u>statue</u> in the <u>theater</u> is a <u>masterpiece</u> . | 21. (A) (B) (C) (D) | NONE |
| A B C | | |
| 22. He would <u>whittle</u> the <u>wedged</u> stick until he was <u>freed</u> . | 22. (E) (F) (G) (H) | NONE |
| E F G | | |
| 23. She heard a <u>harsh</u> <u>crunch</u> and a <u>cureous</u> bang. | 23. (A) (B) (C) (D) | NONE |
| A B C | | |
| 24. He <u>emptied</u> the box and saw a <u>pulley</u> <u>bounce</u> out. | 24. (E) (F) (G) (H) | NONE |
| E F G | | |
| 25. We saw <u>soot</u> and <u>oily</u> spots on the <u>pur</u> white floor. | 25. (A) (B) (C) (D) | NONE |
| A B C | | |

Words with /ô/ and /ôr/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

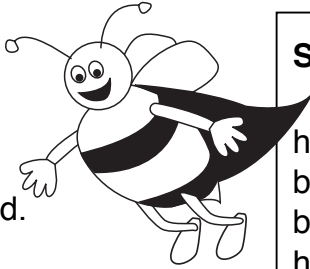
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1-3.

1. _____	1. awful
2. _____	2. daughter
3. _____	3. roar
4. _____	4. order
5. _____	5. office
6. _____	6. toward
7. _____	7. already
8. _____	8. brought
9. _____	9. form
10. _____	10. author
11. _____	11. false
12. _____	12. jaw
13. _____	13. offer
14. _____	14. sauce
15. _____	15. chorus
16. _____	16. dawn
17. _____	17. hoarse
18. _____	18. war
19. _____	19. board
20. _____	20. cough
Challenge Words	
_____	affection
_____	clinging
_____	methods
_____	threat
_____	injury

Words with /ô/ and /ôr/

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Think of times you have read a word in a book, on a sign, or on a billboard. Try to remember how it looked. Then write the word in different ways. Which one looks correct?

ofice oficce office

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|------------|-------|--------------|-------|
| 1. wfaul | _____ | 11. rwa | _____ |
| 2. oghuc | _____ | 12. ehsroa | _____ |
| 3. morf | _____ | 13. rroa | _____ |
| 4. hutora | _____ | 14. bthgrou | _____ |
| 5. acesu | _____ | 15. dbroa | _____ |
| 6. usorch | _____ | 16. raedhtug | _____ |
| 7. wand | _____ | 17. oedrr | _____ |
| 8. rdtawo | _____ | 18. ffore | _____ |
| 9. aydreal | _____ | 19. sealf | _____ |
| 10. awj | _____ | 20. ffecoi | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child write some of the spelling words in different ways to figure out which one looks correct.

Help your child complete the spelling activity.

Name _____ Date _____

Words with /ô/ and /ôr/

awful	office	form	offer	hoarse
daughter	toward	author	sauce	war
roar	already	false	chorus	board
order	brought	jaw	dawn	cough

Word Sort

Write each spelling word under the matching vowel sound.

/ô/ spelled:**/ôr/ spelled:*****au******or***

1. _____

13. _____

2. _____

14. _____

aw

15. _____

3. _____

oar

4. _____

16. _____

5. _____

17. _____

a

18. _____

6. _____

ar

7. _____

19. _____

o

20. _____

8. _____

9. _____

ough

10. _____

11. _____

augh

12. _____

Name _____ Date _____

Spelling**Words with /ô/ and /ôr/**

awful	office	form	offer	hoarse
daughter	toward	author	sauce	war
roar	already	false	chorus	board
order	brought	jaw	dawn	cough

Use spelling words to complete the sentences below.

1. My _____ comes to visit me every week.
2. Cover your mouth when you _____, please.
3. His _____ was sore from chewing gum all day.
4. This _____ has ten computers and ten phones.
5. I have _____ finished my homework.
6. It is easy to find things that are placed in _____.
7. I was scared when the bear walked _____ me.
8. Did the nice lady _____ to carry the box?
9. The swimming pool is in the _____ of a rectangle.
10. Her voice sounds scratchy and _____ when she talks.

Definition Derby

Write the spelling word that matches each definition.

- | | | | |
|-------------------|-------|--------------|-------|
| 11. shout | _____ | 16. battle | _____ |
| 12. piece of wood | _____ | 17. singers | _____ |
| 13. carried | _____ | 18. not true | _____ |
| 14. gravy | _____ | 19. daybreak | _____ |
| 15. writer | _____ | 20. terrible | _____ |

Name _____ Date _____

Words with /ô/ and /ôr/

Proofreading Activity

There are six spelling mistakes in this postcard. Circle the misspelled words. Write the words correctly on the lines below.

Dear Daughter,

Daun is so beautiful in the Arctic! I allready had my camera out when I heard the scary and aful noise of a wolf pack. When a wolf ran toword me, I started snapping photos. I tried to ofer the wolf a piece of cheese to make him happy. He ate it up and wanted more. I'm glad I brouhgt extra cheese and film!

Love,
Father

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Writing Activity

Pretend that you are a photo journalist exploring an exciting place, such as the Arctic. What do you think you would see, hear, and feel? Write a letter to a friend at home about your experience. Use four spelling words.

Words with /ô/ and /ôr/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A sough
 B saugh
 C sau
 D saw

Sample B

- E stoarm
 F storm
 G starm
 H storm

- | | | | |
|---|--|--|--|
| 1. <input type="radio"/> A ordr
<input type="radio"/> B order
<input type="radio"/> C oarder
<input type="radio"/> D arder | 6. <input type="radio"/> E dawn
<input type="radio"/> F daun
<input type="radio"/> G duan
<input type="radio"/> H danw | 11. <input type="radio"/> A faulse
<input type="radio"/> B falsse
<input type="radio"/> C fawlse
<input type="radio"/> D false | 16. <input type="radio"/> E burd
<input type="radio"/> F baord
<input type="radio"/> G boord
<input type="radio"/> H board |
| 2. <input type="radio"/> E athor
<input type="radio"/> F auther
<input type="radio"/> G authir
<input type="radio"/> H author | 7. <input type="radio"/> A sauce
<input type="radio"/> B sace
<input type="radio"/> C souce
<input type="radio"/> D sause | 12. <input type="radio"/> E hoarce
<input type="radio"/> F hource
<input type="radio"/> G hoarse
<input type="radio"/> H haorse | 17. <input type="radio"/> A wer
<input type="radio"/> B war
<input type="radio"/> C wur
<input type="radio"/> D warr |
| 3. <input type="radio"/> A toward
<input type="radio"/> B towerd
<input type="radio"/> C toword
<input type="radio"/> D twoard | 8. <input type="radio"/> E caught
<input type="radio"/> F cought
<input type="radio"/> G cough
<input type="radio"/> H cugh | 13. <input type="radio"/> A form
<input type="radio"/> B furn
<input type="radio"/> C fom
<input type="radio"/> D form | 18. <input type="radio"/> E daghter
<input type="radio"/> F dauhter
<input type="radio"/> G daughter
<input type="radio"/> H daughter |
| 4. <input type="radio"/> E ofice
<input type="radio"/> F office
<input type="radio"/> G oficce
<input type="radio"/> H afice | 9. <input type="radio"/> A brought
<input type="radio"/> B brouht
<input type="radio"/> C brooght
<input type="radio"/> D brought | 14. <input type="radio"/> E ror
<input type="radio"/> F roar
<input type="radio"/> G rore
<input type="radio"/> H raor | 19. <input type="radio"/> A jur
<input type="radio"/> B jaw
<input type="radio"/> C jer
<input type="radio"/> D jaur |
| 5. <input type="radio"/> A olready
<input type="radio"/> B alredy
<input type="radio"/> C already
<input type="radio"/> D allready | 10. <input type="radio"/> E ofer
<input type="radio"/> F offer
<input type="radio"/> G awfur
<input type="radio"/> H ofur | 15. <input type="radio"/> A corus
<input type="radio"/> B choras
<input type="radio"/> C chorus
<input type="radio"/> D chorrus | 20. <input type="radio"/> E awful
<input type="radio"/> F awfull
<input type="radio"/> G awfil
<input type="radio"/> H auful |

Words with /är/ and /âr/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

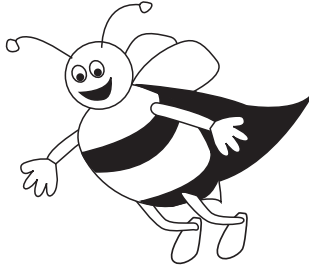
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1-3.

<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____ 19. _____ 20. _____ 	<ol style="list-style-type: none"> 1. apart 2. hardly 3. yarn 4. army 5. marbles 6. repair 7. careful 8. scare 9. somewhere 10. wear 11. starve 12. barber 13. carnival 14. carpet 15. unfair 16. therefore 17. dairy 18. hare 19. prepare 20. pear
<h3>Challenge Words</h3>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>confusion</p> <p>hilltop</p> <p>lodge</p> <p>messenger</p> <p>praised</p>

Name _____ Date _____

Words with /är/ and /âr/**Using the Word Study Steps**

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

**Spelling Tip**

Look for word chunks or smaller words that help you remember the spelling of a word. For example:

somewhere =
some + where

Did you spell the word right?
If not, go back to step 1.

Hide and Seek

Where are the spelling words hiding? Circle all the spelling words.

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

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask him or her to find helpful chunks or smaller words in other new words.

Help your child find and circle the spelling words in the puzzle.

Name _____ Date _____

Words with /är/ and /âr/

apart	marbles	somewhere	carnival	dairy
hardly	repair	wear	carpet	hare
yarn	careful	starve	unfair	prepare
army	scare	barber	therefore	pear

Sort each spelling word by finding the spelling pattern to which it belongs: /är/, spelled *ar*, or /âr/, spelled *air*, *are*, *ear*, or *ere*. Write the word and underline the spelling pattern letters.

Words with /är/ spelled*ar* [barn]

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Words with /âr/ spelled*air* [hair]

10. _____

11. _____

12. _____

Words with /âr/ spelled*are* [pare]

13. _____

14. _____

15. _____

16. _____

ear [tear]

17. _____

18. _____

ere [where]

19. _____

20. _____

Name _____ Date _____

Spelling**Words with /är/ and /âr/**

apart	marbles	somewhere	carnival	dairy
hardly	repair	wear	carpet	hare
yarn	careful	starve	unfair	prepare
army	scare	barber	therefore	pear

Complete each sentence below with a spelling word listed above.

- We watched the _____ march in the parade.
- Please be _____ when you step off the bus.
- Your lost mittens must be _____ in the playground.
- Which outfit will you _____ to school today?
- It is _____ to cut in front of another person in line.
- I left my umbrella at home and, _____, got wet in the rain.
- We went to the _____ to buy milk and cream.
- I'll eat the apple, and you can eat the _____.

Similar Meanings

Write the spelling word that has the same, or almost the same, meaning.

- | | | | |
|----------------|-------|-----------------|-------|
| 9. hairdresser | _____ | 15. glass balls | _____ |
| 10. separate | _____ | 16. hunger | _____ |
| 11. barely | _____ | 17. festival | _____ |
| 12. string | _____ | 18. rug | _____ |
| 13. fix | _____ | 19. rabbit | _____ |
| 14. frighten | _____ | 20. make | _____ |

Name _____ Date _____

Words with /är/ and /âr/

Proofreading Activity

There are six spelling mistakes in this journal entry. Circle the misspelled spelling words. Write the words correctly on the lines below.

The Giant

There once was a giant. When he walked, the ground shook and made loud noises no matter how cairful he was. Thearfore, he prepared a carepet made of soft yairn, and flew up to the sky. Today when you hear thunder, it is only the giant walking somewhear on the clouds.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

A legend is a story handed down through the years that many people believe, but that is not entirely true. Using four spelling words, write a make-believe legend that ends by explaining why something happens in nature, such as rain, lightning, snow, the sun or the moon.

Words with /är/ and /âr/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- Ⓐ tairget
 Ⓑ target
 Ⓒ tareget
 Ⓓ tearget

Sample B

- Ⓔ whear
 Ⓕ where
 Ⓖ whair
 Ⓗ wher

1. Ⓐ barber
 Ⓑ berbar
 Ⓒ barbar
 Ⓓ airber

6. Ⓔ repare
 Ⓕ repere
 Ⓖ reper
 Ⓗ repair

11. Ⓐ stairve
 Ⓑ stareve
 Ⓒ stearve
 Ⓓ starve

16. Ⓔ heare
 Ⓕ hare
 Ⓖ haire
 Ⓗ harre

2. Ⓔ paer
 Ⓕ pere
 Ⓖ pear
 Ⓗ paire

7. Ⓐ carfull
 Ⓑ careful
 Ⓒ carefull
 Ⓓ cairful

12. Ⓔ waer
 Ⓕ wear
 Ⓖ wair
 Ⓗ weer

17. Ⓐ hairdly
 Ⓑ heardly
 Ⓒ hardly
 Ⓓ heredly

3. Ⓐ somwere
 Ⓑ somewhere
 Ⓒ somehere
 Ⓓ somewhere

8. Ⓔ dary
 Ⓕ darey
 Ⓖ deary
 Ⓗ dairy

13. Ⓐ mairbles
 Ⓑ marebles
 Ⓒ marbles
 Ⓓ mearbles

18. Ⓔ thearefore
 Ⓕ therefor
 Ⓖ thearfor
 Ⓗ therefore

4. Ⓔ prepair
 Ⓕ prepare
 Ⓖ prepere
 Ⓗ prepeer

9. Ⓐ carnival
 Ⓑ carnaval
 Ⓒ carnivail
 Ⓓ carnivale

14. Ⓔ scair
 Ⓕ scare
 Ⓖ scere
 Ⓗ scear

19. Ⓐ airmy
 Ⓑ army
 Ⓒ arme
 Ⓓ airme

5. Ⓐ unfair
 Ⓑ unfare
 Ⓒ unfiar
 Ⓓ unfar

10. Ⓔ cairpet
 Ⓕ carepet
 Ⓖ carpet
 Ⓗ cairpat

15. Ⓐ yarn
 Ⓑ yairn
 Ⓒ yaarn
 Ⓓ yarne

20. Ⓔ apairt
 Ⓕ apeart
 Ⓖ apart
 Ⓗ apatre

Words with /îr/ and /ûr/

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

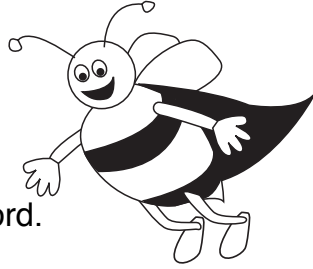
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1-3.

1. _____	1. fern
2. _____	2. curve
3. _____	3. worst
4. _____	4. shirt
5. _____	5. clear
6. _____	6. mere
7. _____	7. cheer
8. _____	8. serious
9. _____	9. germ
10. _____	10. burst
11. _____	11. worse
12. _____	12. swirl
13. _____	13. gear
14. _____	14. sincerely
15. _____	15. volunteer
16. _____	16. period
17. _____	17. insert
18. _____	18. purpose
19. _____	19. twirling
20. _____	20. spear
Challenge Words	
_____	connected
_____	endangered
_____	overcome
_____	poisonous
_____	sponge

Name _____ Date _____

Words with /îr/ and /ûr/**Using the Word Study Steps**

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

**Spelling Tip**

Divide the word into syllables and spell one part at a time.

vol un teer

Did you spell the word right?
If not, go back to step 1.

Circle the Words

In each line there are two words that have the same spelling pattern. Circle the two that match and underline the spelling pattern in each.

- | | | | |
|-----|--------------|-----------|----------|
| 1. | fern | germ | green |
| 2. | ship | shirt | twirling |
| 3. | clear | spear | spot |
| 4. | sincerely | sink | mere |
| 5. | cheer | volunteer | change |
| 6. | park | serious | period |
| 7. | burst | purpose | broke |
| 8. | water | worst | worse |
| 9. | gear | spear | spot |
| 10. | sweep | swirl | twirling |
| 11. | germ | inside | insert |
| 12. | <u>curve</u> | purpose | carve |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask him or her to see which words on the list can be divided into syllables.

Help your child cross out the words that do not match the patterns.

Name _____ Date _____

Words with /îr/ and /ûr/

fern	clear	germ	gear	insert
curve	mere	burst	sincerely	purpose
worst	cheer	worse	volunteer	twirling
shirt	serious	swirl	period	spear

Follow the Pattern

This week's words have the sounds /ûr/ and /îr/. Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the spelling words for the sound /ûr/ spelled

ur

1. _____

2. _____

3. _____

er

4. _____

5. _____

6. _____

ir

7. _____

8. _____

9. _____

or

10. _____

11. _____

Write the spelling words that have /îr/ spelled

ear

12. _____

13. _____

14. _____

eer

15. _____

16. _____

ere

17. _____

18. _____

er

19. _____

20. _____

Name _____ Date _____

Words with /îr/ and /ûr/

fern	clear	germ	gear	insert
curve	mere	burst	sincerely	purpose
worst	cheer	worse	volunteer	twirling
shirt	serious	swirl	period	spear

Complete the Sentences

Complete each sentence with a spelling word or words.

- The little girl laughed when her balloon _____.
- Put a _____ at the end of a sentence.
- In the forest, we found a leafy green _____.
- That is the _____ music I ever heard!
- The flags twist and _____ in the wind.
- The damage to the roof of the barn got _____ after the last storm.
- A _____ is too small to see without a microscope.
- I _____ hope you feel better soon.

Match Up

Write the spelling word that matches each meaning below.

- | | | | |
|--------------------|-------|-----------------|-------|
| 9. equipment | _____ | 15. a garment | _____ |
| 10. circling | _____ | 16. to put in | _____ |
| 11. a little bit | _____ | 17. transparent | _____ |
| 12. offer help | _____ | 18. happiness | _____ |
| 13. a reason | _____ | 19. solemn | _____ |
| 14. pointed object | _____ | 20. bend | _____ |

Name _____ Date _____

Words with /îr/ and /ûr/

Proofreading Activity

There are six spelling mistakes in this newspaper article. Circle the misspelled words. Write the words correctly on the lines below.

Twirling Fish Discovered!

Underwater explorer Syd Harris has discovered a new type of fish. He first saw it swimming in a swerl of water. Harris, a voluntere on this exploration, is very serous about preserving ocean life. "Not caring for the ocean would be the wurst thing that could happen," Harris said. "I sincerely think that keeping the water clean and clear is a great perpose to have."

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Imagine that you are an underwater explorer. Write a page in a scrap book describing something new you found on your last trip. Use four spelling words.

Words with /îr/ and /ûr/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A**Sample B**

- A tairget
 B tareget
 C target
 D tearget

- E whear
 F where
 G whar
 H wher

1. A germ
 B girm
 C gurm
 D jerm

6. E swerl
 F swurl
 G swirll
 H swirl

11. A sincerely
 B sincearly
 C sincerly
 D sincerely

16. E pirpose
 F purrpose
 G purpose
 H perpose

2. E berst
 F burst
 G birst
 H bers

7. A speer
 B spere
 C spear
 D sper

12. E volunteer
 F voluntear
 G voluntere
 H volunter

17. A wirst
 B wourst
 C worst
 D werst

3. A chear
 B chere
 C cher
 D cheer

8. E gear
 F geer
 G gere
 H ger

13. A mear
 B mere
 C meer
 D mer

18. E insert
 F insurt
 G insirt
 H insort

4. E serious
 F sereous
 G searious
 H seerious

9. A twurling
 B twirling
 C twerling
 D twirlling

14. E peeriod
 F peariod
 G period
 H pereiod

19. A cerve
 B cirve
 C corve
 D curve

5. A wirse
 B worse
 C wurse
 D werse

10. E cleer
 F clear
 G clere
 H cler

15. A shurt
 B shert
 C sherte
 D shirt

20. E fern
 F furn
 G firn
 H furnn

Compound Words

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

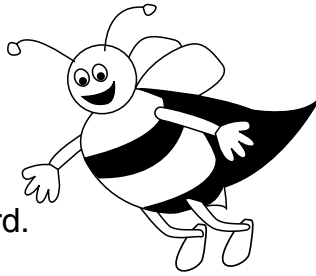
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. bedroom
2. _____	2. anymore
3. _____	3. everybody
4. _____	4. classroom
5. _____	5. anyway
6. _____	6. backyard
7. _____	7. railroad
8. _____	8. forever
9. _____	9. bathtub
10. _____	10. homemade
11. _____	11. outline
12. _____	12. windowpane
13. _____	13. evergreens
14. _____	14. grandparents
15. _____	15. photocopy
16. _____	16. whirlwinds
17. _____	17. loudspeaker
18. _____	18. northwest
19. _____	19. thunderstorm
20. _____	20. bedspread
Challenge Words	
_____	abandon
_____	available
_____	original
_____	research
_____	traditional

Compound Words

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Remember not to add or take away letters when two smaller words are combined to make a compound word.

class + room =
classroom

Did you spell the word right?
If not, go back to step 1.

Bits and Pieces

Join the first word on the left with the second word on the right that completes each compound spelling word. Match the words in column 1–10 first, then do the same in 11–20.

- | | | | | | |
|----------|-------|------|-------------|-------|---------|
| 1. for | _____ | room | 11. north | _____ | west |
| 2. class | _____ | road | 12. grand | _____ | speaker |
| 3. bed | _____ | ever | 13. out | _____ | greens |
| 4. home | _____ | yard | 14. bed | _____ | line |
| 5. bath | _____ | more | 15. thunder | _____ | pane |
| 6. any | _____ | way | 16. photo | _____ | spread |
| 7. every | _____ | made | 17. ever | _____ | copy |
| 8. any | _____ | room | 18. window | _____ | storm |
| 9. rail | _____ | body | 19. loud | _____ | parents |
| 10. back | _____ | tub | 20. whirl | _____ | winds |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child to look at this week's spelling list to see that letters are not added or taken away from the two smaller words in each of the compound words.

Help your child complete the spelling activity by matching the two words that make up each compound word.

Name _____ Date _____

Compound Words

bedroom	anyway	bathtub	evergreens	loudspeaker
anymore	backyard	homemade	grandparents	northwest
everybody	railroad	outline	photocopy	thunderstorm
classroom	forever	windowpane	whirlwinds	bedspread

Sort the spelling words according to number of syllables.

Two syllables

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Three syllables

- | | |
|-----------|-----------|
| 11. _____ | 15. _____ |
| 12. _____ | 16. _____ |
| 13. _____ | 17. _____ |
| 14. _____ | 18. _____ |

Four syllables

- | | |
|-----------|-----------|
| 19. _____ | 20. _____ |
|-----------|-----------|

Name _____ Date _____

Compound Words

bedroom	anyway	bathtub	evergreens	loudspeaker
anymore	backyard	homemade	grandparents	northwest
everybody	railroad	outline	photocopy	thunderstorm
classroom	forever	windowpane	whirlwinds	bedspread

Meaning Match

Write the spelling word that matches each clue below.

1. If it's made at home it is _____.
2. You can take a bath in a _____.
3. A room where you sleep is a _____.
4. Always means _____.
5. A place where you learn is a _____.
6. A noisy storm is a _____.
7. Trees that never lose their leaves are _____.
8. A plan for writing is an _____.
9. Your parents' parents are your _____.
10. Glass in a window is the _____.
11. The comforter on a bed is a _____.
12. One kind of copy is a _____.
13. My hat was swept off my head by _____.
14. The direction toward the next town is _____.
15. Sound can be made louder by using a _____.

Challenge Extension: Have the students write sentences using blanks for each Challenge Word. Have them trade papers with a partner and fill each other's missing words.

Name _____ Date _____

Compound Words

Proofreading Activity

There are six spelling mistakes in this flyer. Circle the misspelled words. Write the words correctly on the lines below.

Everybody can find information to write a report!

1. First, look up your subject, such as evergreens, grandparents, or whirlwinds.
2. Then make a photocopy of the articles you find on the subject. (You can read the photocopies at home in your bedroom or even in the battub!)
3. Finally, take the photocopies to your classroom and make an outine.

Now you are ready to write!

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Write some questions you would like to ask Joanna Cole about her career using four spelling words.

Compound Words

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A fotball
 B futball
 C foottball
 D football

Sample B

- E bacbone
 F backbone
 G bakbone
 H backbon

1. A bedsspread B beddsread C bedspread D bedspred
2. E grandparents F granparents G grannparents H grandparints
3. A evergeens B evergreins C evergrens D evergreens
4. E photocopy F photocopy G photocupy H photocopie
5. A loudpeaker B loudspeeker C loudspeaker D lowdspeaker
6. E northwest F nortwest G northwest H nortwesth
7. A thonderstorm B thunderstorm C thundersorm D thunterstorm
8. E homemad F homemaid G hommade H homemade
9. A outline B outeline C outline D owtline
10. E windowpan F windowpane G windowpain H windopane
11. A everbody B everybodey C everyody D everybody
12. E railroad F railrroad G railroad H raleroad
13. A bakyard B backyard C backard D bacyard
14. E forever F forver G forrever H forevur
15. A anyone B enymore C anymore D annymore
16. E battub F bathtub G bathub H bathttub
17. A whirlinds B whirwinds C whirlwinds D whirllwinds
18. E clasroom F classroom G classroom H classrom
19. A anyay B anway C anyway D anywey
20. E bedroom F beddroom G bedroom H bedrom

Words from Science

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

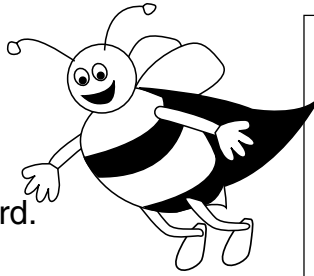
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. shells
2. _____	2. crabs
3. _____	3. liquid
4. _____	4. fact
5. _____	5. butterfly
6. _____	6. discovered
7. _____	7. cast
8. _____	8. lobster
9. _____	9. hatch
10. _____	10. expert
11. _____	11. mineral
12. _____	12. dolphin
13. _____	13. systems
14. _____	14. clam
15. _____	15. imprint
16. _____	16. kelp
17. _____	17. caterpillar
18. _____	18. depth
19. _____	19. skeleton
20. _____	20. fungus
Challenge Words	
_____	ancestors
_____	disaster
_____	microscope
_____	snout
_____	weird

Words from Science**Using the Word Study Steps**

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

**Spelling Tip**

Think of times you may have seen the word while reading, or on signs, or in your textbook. Try to remember how the word looked. Write the word by spelling it different ways. Which one looks correct?

dølfín, dølpin, dolphin

Did you spell the word right?
If not, go back to step 1.

Hide and Seek

Where are the spelling words hiding? Circle all the spelling words.

xymineralaacaterpillarvxcastaliquidbbsystemsxx

factaaakelpxxsdiscoveredxyabhatchxvexpertxiv

xxlobsterabdolphinvvximprintxxfungusaabcrabsx

xvvbutterflyaaclamxvvdepthxxshellsyaaskeleton

To Parents or Helpers:

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child write a word different ways to see which one looks correct.

Help your child complete the spelling activity.

Name _____ Date _____

Words from Science

shells	butterfly	hatch	systems	caterpillar
crabs	discovered	expert	clam	depth
liquid	cast	mineral	imprint	skeleton
fact	lobster	dolphin	kelp	fungus

Write the spelling words under the correct spelling pattern.

a

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

e

7. _____

12. _____

8. _____

13. _____

9. _____

14. _____

10. _____

15. _____

11. _____

16. _____

o

17. _____

19. _____

18. _____

20. _____

u

Words from Science

shells	butterfly	hatch	systems	caterpillar
crabs	discovered	expert	clam	depth
liquid	cast	mineral	imprint	skeleton
fact	lobster	dolphin	kelp	fungus

Complete each sentence with a spelling word.

1. Is that a _____ or an opinion?
2. _____ is a kind of seaweed.
3. Our feet left an _____ in the wet sand.
4. A _____ is hidden inside its two shells.
5. A mushroom is a type of _____.
6. Look at the fuzzy _____ inching up the leaf!
7. When water freezes, it becomes a solid rather than a _____.
8. The chicks will _____ from the eggs today.
9. There are many bones in the human _____.
10. The red _____ has two big front claws.
11. We can swim to a _____ of 15 feet.
12. The _____ scurry across the sand.
13. I have a plaster _____ on my broken leg.
14. If it's not plant or animal, it must be _____.
15. We made a necklace from the _____ we found on the beach.

Name _____ Date _____

Words from Science

Proofreading Activity

There are six spelling mistakes in this lab report. Circle the misspelled words. Write the words correctly on the lines below.

Today in the lab we examined a clam, a lobster, a butterfly, and a caterpillar to see how each of their systems works. We also saw the skeleton of a dolphin as well as a few shells and some kelp.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Imagine you could go back in time, about 500 million years ago. Write a news broadcast describing the animals you see all around you. Use four spelling words.

Words from Science

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) bady
 (B) bahdy
 (C) body
 (D) boddy

Sample B

- (E) mach
 (F) mattch
 (G) match
 (H) metch

- | | | | |
|---|--|--|--|
| 1. <input type="radio"/> (A) hatch
<input type="radio"/> (B) hetch
<input type="radio"/> (C) haitch
<input type="radio"/> (D) hotch | 6. <input type="radio"/> (E) expart
<input type="radio"/> (F) expurt
<input type="radio"/> (G) expert
<input type="radio"/> (H) expirt | 11. <input type="radio"/> (A) discovered
<input type="radio"/> (B) dascovered
<input type="radio"/> (C) descovered
<input type="radio"/> (D) duscovered | 16. <input type="radio"/> (E) fict
<input type="radio"/> (F) fect
<input type="radio"/> (G) fact
<input type="radio"/> (H) fack |
| 2. <input type="radio"/> (E) dalphin
<input type="radio"/> (F) dolphin
<input type="radio"/> (G) delphin
<input type="radio"/> (H) dolfin | 7. <input type="radio"/> (A) imprint
<input type="radio"/> (B) imprit
<input type="radio"/> (C) imprent
<input type="radio"/> (D) impront | 12. <input type="radio"/> (E) daphth
<input type="radio"/> (F) depth
<input type="radio"/> (G) dipth
<input type="radio"/> (H) dupth | 17. <input type="radio"/> (A) caterpillar
<input type="radio"/> (B) coterpillar
<input type="radio"/> (C) ceterpillar
<input type="radio"/> (D) caterpillur |
| 3. <input type="radio"/> (A) labster
<input type="radio"/> (B) lebster
<input type="radio"/> (C) lubster
<input type="radio"/> (D) lobster | 8. <input type="radio"/> (E) clem
<input type="radio"/> (F) clam
<input type="radio"/> (G) clim
<input type="radio"/> (H) clamm | 13. <input type="radio"/> (A) batterfly
<input type="radio"/> (B) betterfly
<input type="radio"/> (C) butterfly
<input type="radio"/> (D) botterfly | 18. <input type="radio"/> (E) kilp
<input type="radio"/> (F) kelp
<input type="radio"/> (G) kulp
<input type="radio"/> (H) kalp |
| 4. <input type="radio"/> (E) maneral
<input type="radio"/> (F) meneral
<input type="radio"/> (G) muneral
<input type="radio"/> (H) mineral | 9. <input type="radio"/> (A) fungos
<input type="radio"/> (B) fungis
<input type="radio"/> (C) fungus
<input type="radio"/> (D) fungus | 14. <input type="radio"/> (E) kast
<input type="radio"/> (F) cest
<input type="radio"/> (G) cust
<input type="radio"/> (H) cast | 19. <input type="radio"/> (A) craibs
<input type="radio"/> (B) crubs
<input type="radio"/> (C) crabs
<input type="radio"/> (D) crebs |
| 5. <input type="radio"/> (A) sistems
<input type="radio"/> (B) systtms
<input type="radio"/> (C) systems
<input type="radio"/> (D) sestems | 10. <input type="radio"/> (E) skaleton
<input type="radio"/> (F) skeleton
<input type="radio"/> (G) skelaton
<input type="radio"/> (H) skeliton | 15. <input type="radio"/> (A) liquod
<input type="radio"/> (B) liqued
<input type="radio"/> (C) liqud
<input type="radio"/> (D) liquid | 20. <input type="radio"/> (E) shalls
<input type="radio"/> (F) shaills
<input type="radio"/> (G) shulls
<input type="radio"/> (H) shells |

Grade 4/Unit 4 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE. Read Sample A, and do Sample B.

- | | | |
|--|---|-------------|
| <p>A. His <u>dawter</u> had <u>already</u> driven the <u>car</u>.</p> <p style="text-align: center;">A B C</p> | <p>A. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>B. An <u>army</u> of ants walked <u>toward</u> the <u>fern</u>.</p> <p style="text-align: center;">E F G</p> | <p>B. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>1. The <u>auther</u> used a writing <u>form</u> that would <u>scare</u> the reader.</p> <p style="text-align: center;">A B C</p> | <p>1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>2. A <u>volunteer</u> will arrive at the <u>dairry</u> by <u>dawn</u>.</p> <p style="text-align: center;">E F G</p> | <p>2. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>3. The <u>serious</u> illness gave him a <u>hoarse</u> <u>caugh</u>.</p> <p style="text-align: center;">A B C</p> | <p>3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>4. The <u>barbar</u>, <u>twirling</u> his mustache, looked <u>serious</u>.</p> <p style="text-align: center;">E F G</p> | <p>4. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>5. The <u>pear</u> trees and <u>evergreens</u> seem to go on <u>forrever</u>.</p> <p style="text-align: center;">A B C</p> | <p>5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>6. The <u>bedspread</u> was dusty and <u>therefor</u> made him <u>cough</u>.</p> <p style="text-align: center;">E F G</p> | <p>6. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>7. The <u>lobster</u> could <u>speer</u> the <u>pear</u> with his claw.</p> <p style="text-align: center;">A B C</p> | <p>7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>8. A dangerous <u>germ</u> caused a <u>scair</u> at the <u>dairy</u>.</p> <p style="text-align: center;">E F G</p> | <p>8. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>9. The <u>whirlwinds</u> caused a <u>scare</u> at the <u>barber</u> shop.</p> <p style="text-align: center;">A B C</p> | <p>9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |
| <p>10. There's a <u>photocopy</u> of <u>kelp</u> and <u>evergreens</u>.</p> <p style="text-align: center;">E F G</p> | <p>10. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H</p> | <p>NONE</p> |
| <p>11. The <u>catterpillar</u> will change its <u>form</u> to a <u>butterfly</u>.</p> <p style="text-align: center;">A B C</p> | <p>11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>NONE</p> |



Grade 4 Unit 4 Review Test

- | | | |
|---|---------------------|------|
| 12. At <u>dawn</u> we saw a <u>lobstir</u> covered in <u>kelp</u> .
E F G | 12. (E) (F) (G) (H) | NONE |
| 13. The <u>whirlwinds</u> sent the <u>bedspread</u> <u>twirling</u> away.
A B C | 13. (A) (B) (C) (D) | NONE |
| 14. It seems like the <u>lobster</u> swims in <u>likwid</u> <u>forever</u> .
E F G | 14. (E) (F) (G) (H) | NONE |
| 15. " <u>Therefore</u> , I made a <u>photocopy</u> ," said the <u>author</u> .
A B C | 15. (A) (B) (C) (D) | NONE |
| 16. The <u>voluntier</u> was <u>hoarse</u> from a <u>serious</u> cold.
E F G | 16. (E) (F) (G) (H) | NONE |
| 17. The <u>caterpillar</u> ate <u>kelp</u> before changing to a <u>butterflie</u> .
A B C | 17. (A) (B) (C) (D) | NONE |
| 18. The <u>liquid</u> soap at the <u>barber</u> shop can kill any <u>germ</u> .
E F G | 18. (E) (F) (G) (H) | NONE |
| 19. I will <u>volunteer</u> to <u>photokopy</u> a picture of this <u>caterpillar</u> .
A B C | 19. (A) (B) (C) (D) | NONE |
| 20. If you drink a <u>liquid</u> , it may help your <u>hoars</u> <u>cough</u> .
E F G | 20. (E) (F) (G) (H) | NONE |
| 21. The <u>spear</u> had the <u>forme</u> of a <u>butterfly</u> on its handle.
A B C | 21. (A) (B) (C) (D) | NONE |
| 22. The <u>author</u> woke up at <u>dawn</u> and ate a <u>pear</u> .
E F G | 22. (E) (F) (G) (H) | NONE |
| 23. The <u>twirling</u> <u>wirlwinds</u> went through me like a <u>spear</u> .
A B C | 23. (A) (B) (C) (D) | NONE |
| 24. Sewing the <u>evergreens</u> on the <u>bedspred</u> took <u>forever</u> .
E F G | 24. (E) (F) (G) (H) | NONE |
| 25. A <u>girm</u> got in the milk; <u>therefore</u> the <u>dairy</u> closed.
A B C | 25. (A) (B) (C) (D) | NONE |

Words with /s/ and /f/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

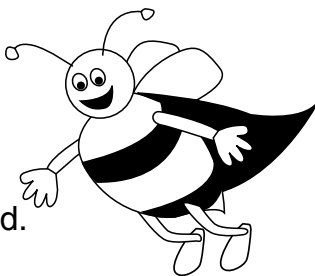
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. mess
2. _____	2. sorry
3. _____	3. balance
4. _____	4. police
5. _____	5. classic
6. _____	6. rough
7. _____	7. certain
8. _____	8. telephone
9. _____	9. surprise
10. _____	10. elephant
11. _____	11. laughter
12. _____	12. citizen
13. _____	13. advice
14. _____	14. photograph
15. _____	15. cider
16. _____	16. alphabet
17. _____	17. triumph
18. _____	18. careless
19. _____	19. tough
20. _____	20. enormous
Challenge Words	
_____	amazement
_____	destroyed
_____	eldest
_____	fowl
_____	strewn

Words with /s/ and /f/

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

When the /s/ sound is spelled *c*, *c* is always followed by *e*, *i*, or *y*.
For example:
certain cider fancy

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | | | |
|---------------|-------|---------------|-------|
| 1. celnaab | _____ | 11. ssiacc | _____ |
| 2. esspriur | _____ | 12. tneephole | _____ |
| 3. irdce | _____ | 13. sesm | _____ |
| 4. grooappthh | _____ | 14. aerhtgul | _____ |
| 5. znetiic | _____ | 15. rtaince | _____ |
| 6. phmtiur | _____ | 16. taepbhal | _____ |
| 7. museoorn | _____ | 17. alreessc | _____ |
| 8. hgrou | _____ | 18. eeantlhp | _____ |
| 9. ugtho | _____ | 19. ryrso | _____ |
| 10. acevid | _____ | 20. lceipo | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words. Go over the Spelling Tip with your child. Ask your child to find other spelling words in which *c* has the /s/ sound and is followed by *e*, *i* or *y*.

Help your child complete the spelling activity.

Words with /s/ and /f/

mess	classic	surprise	advice	triumph
sorry	rough	elephant	photograph	careless
balance	certain	laughter	cider	tough
police	telephone	citizen	alphabet	enormous

Sort each spelling word by finding the spelling pattern to which it belongs. Write the word and circle the spelling pattern letter or letters.

Write the spelling words that have /s/ spelled:

ss

1. _____

2. _____

3. _____

s

4. _____

5. _____

6. _____

c

7. _____

8. _____

9. _____

ce

10. _____

11. _____

12. _____

Write the spelling words that have /f/ spelled:

ph

13. _____

14. _____

15. _____

16. _____

17. _____

gh

18. _____

19. _____

20. _____

Words with /s/ and /f/

mess	classic	surprise	advice	triumph
sorry	rough	elephant	photograph	careless
balance	certain	laughter	cider	tough
police	telephone	citizen	alphabet	enormous

Synonym Alert!

Write the spelling words that have the same meaning as the words below.

- | | | | |
|-----------------|-------|--------------|-------|
| 1. sympathetic | _____ | 6. victory | _____ |
| 2. sure | _____ | 7. strong | _____ |
| 3. law officers | _____ | 8. shock | _____ |
| 4. suggestion | _____ | 9. reckless | _____ |
| 5. snapshot | _____ | 10. resident | _____ |

Sentence Sense

Complete each sentence with the spelling word that fits the context.

- What a _____ the dog made tracking in mud!
- The _____ has a very loud ring.
- Sandpaper feels very _____ and scratchy.
- We saw a big gray _____ at the circus.
- The huge elephant was _____!
- There are 26 letters in the _____.
- Would you like another glass of apple _____?
- It's hard to keep your _____ when walking on stilts!

Name _____ Date _____

Words with /s/ and /f/

Proofreading Activity

There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

It's tuff being a fox! I'm sory that I ever met a guinea pig. What a mess he got me into! Maybe I was a little careles, but how was I to know I'd have such a ruff time? It was a real surprize to me. I wish I'd met an elephant instead of a guinea pig. Follow my advise and stay away from guinea pigs!

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Do you have any pets? If not, is there a pet you would like to have? Write a paragraph about a pet you have or a pet you wish you had. Use at least four spelling words.

Words with /s/ and /f/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) chanc
 (B) chanss
 (C) chans
 (D) chance

Sample B

- (E) graf
 (F) graff
 (G) graef
 (H) graph

- | | | | |
|--|---|---|---|
| 1. <input type="radio"/> (A) alfabet
<input type="radio"/> (B) alphabet
<input type="radio"/> (C) alphebet
<input type="radio"/> (D) alfebet | 6. <input type="radio"/> (E) triumf
<input type="radio"/> (F) trimpf
<input type="radio"/> (G) triumph
<input type="radio"/> (H) triumph | 11. <input type="radio"/> (A) mes
<input type="radio"/> (B) mecs
<input type="radio"/> (C) messe
<input type="radio"/> (D) mess | 16. <input type="radio"/> (E) balance
<input type="radio"/> (F) balans
<input type="radio"/> (G) balence
<input type="radio"/> (H) ballance |
| 2. <input type="radio"/> (E) touf
<input type="radio"/> (F) tuff
<input type="radio"/> (G) tough
<input type="radio"/> (H) toff | 7. <input type="radio"/> (A) elefant
<input type="radio"/> (B) elafant
<input type="radio"/> (C) elephant
<input type="radio"/> (D) elaphant | 12. <input type="radio"/> (E) clasic
<input type="radio"/> (F) classicc
<input type="radio"/> (G) classic
<input type="radio"/> (H) claaic | 17. <input type="radio"/> (A) advice
<input type="radio"/> (B) advies
<input type="radio"/> (C) advisee
<input type="radio"/> (D) advicce |
| 3. <input type="radio"/> (A) careles
<input type="radio"/> (B) carreles
<input type="radio"/> (C) carelles
<input type="radio"/> (D) careless | 8. <input type="radio"/> (E) sitizen
<input type="radio"/> (F) citizen
<input type="radio"/> (G) sitisen
<input type="radio"/> (H) citisen | 13. <input type="radio"/> (A) polise
<input type="radio"/> (B) police
<input type="radio"/> (C) polis
<input type="radio"/> (D) polace | 18. <input type="radio"/> (E) fotograf
<input type="radio"/> (F) photograff
<input type="radio"/> (G) photograph
<input type="radio"/> (H) fotograph |
| 4. <input type="radio"/> (E) enormouss
<input type="radio"/> (F) enormous
<input type="radio"/> (G) enormous
<input type="radio"/> (H) enarmous | 9. <input type="radio"/> (A) rouf
<input type="radio"/> (B) rough
<input type="radio"/> (C) rough
<input type="radio"/> (D) rouff | 14. <input type="radio"/> (E) laughter
<input type="radio"/> (F) lauffter
<input type="radio"/> (G) laufte
<input type="radio"/> (H) laghter | 19. <input type="radio"/> (A) sider
<input type="radio"/> (B) sidar
<input type="radio"/> (C) cidar
<input type="radio"/> (D) cider |
| 5. <input type="radio"/> (A) telaphone
<input type="radio"/> (B) telefon
<input type="radio"/> (C) telefone
<input type="radio"/> (D) telephone | 10. <input type="radio"/> (E) certain
<input type="radio"/> (F) sertain
<input type="radio"/> (G) certin
<input type="radio"/> (H) sertan | 15. <input type="radio"/> (A) suprise
<input type="radio"/> (B) surprisse
<input type="radio"/> (C) surpise
<input type="radio"/> (D) surprise | 20. <input type="radio"/> (E) sory
<input type="radio"/> (F) sorry
<input type="radio"/> (G) sorie
<input type="radio"/> (H) sorrie |

Words with /ər/ and /chər/

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

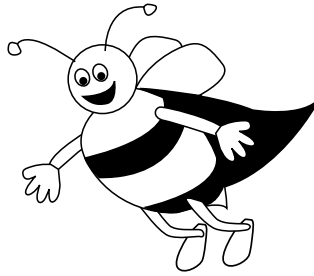
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. brother
2. _____	2. honor
3. _____	3. either
4. _____	4. popular
5. _____	5. number
6. _____	6. pictures
7. _____	7. odor
8. _____	8. enter
9. _____	9. vinegar
10. _____	10. capture
11. _____	11. member
12. _____	12. nature
13. _____	13. tender
14. _____	14. visitor
15. _____	15. polar
16. _____	16. anchor
17. _____	17. pasture
18. _____	18. chapter
19. _____	19. suffer
20. _____	20. furniture
Challenge Words	
_____	errands
_____	instinct
_____	memorizing
_____	relieved
_____	sirens

Words with /ər/ and /chər/**Using the Word Study Steps**

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

**Spelling Tip**

Become familiar with the dictionary and use it often.

Did you spell the word right?
If not, go back to step 1.

Word Find

The spelling words are hiding in this puzzle. See if you can find and circle all 20 words.

picturesqcapturebodorabrotherzhonor
xeitherqxvinegaratenderbnatureaanchor
pasturebchapterxsufferbfurnitureapopular
numbieraenterzimemberzzvisitorapolar

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child look up spelling words in a dictionary.

Help your child complete the spelling activity.

Name _____ Date _____

Words with /ər/ and /chər/

brother	number	vinegar	tender	pasture
honor	pictures	capture	visitor	chapter
either	odor	member	polar	suffer
popular	enter	nature	anchor	furniture

End Game

This week's spelling words contain /ər/ and /chər/. Write each spelling word under the matching spelling.

/ər/ spelled***er***

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

or***ar***

- | | |
|-----------|-----------|
| 9. _____ | 13. _____ |
| 10. _____ | 14. _____ |
| 11. _____ | 15. _____ |
| 12. _____ | |

/chər/ spelled***ture***

- | |
|-----------|
| 16. _____ |
| 17. _____ |
| 18. _____ |
| 19. _____ |
| 20. _____ |

Words with /ər/ and /chər/

brother	number	vinegar	tender	pasture
honor	pictures	capture	visitor	chapter
either	odor	member	polar	suffer
popular	enter	nature	anchor	furniture

Analogies

An analogy is a statement that compares sets of words that are alike in some way: **shoe** is to **foot** as **glove** is to **hand**. The analogy points out that your **foot** fits in your **shoe** the same as your **hand** fits in your **glove**.

Use spelling words to complete the analogies below.

- Dog** is to **poodle** as **bear** is to _____.
- Words** are to **stories** as **colors** are to _____.
- Sheep** are to **meadow** as **cows** are to _____.
- Girl** is to **sister** as **boy** is to _____.
- Writing** is to **letter** as **math** is to _____.
- Bread** is to **butter** as **salad** is to _____.
- Disliked** is to **rejected** as **favorite** is to _____.
- Home** is to **house** as **guest** is to _____.
- Whole** is to **part** as **book** is to _____.
- Shirt** is to **clothing** as **chair** is to _____.

Find the Opposites

Write the spelling word that is the opposite of each word.

- | | | | |
|--------------|-------|----------------|-------|
| 11. disgrace | _____ | 16. tough | _____ |
| 12. neither | _____ | 17. let go | _____ |
| 13. enjoy | _____ | 18. outcast | _____ |
| 14. odorless | _____ | 19. artificial | _____ |
| 15. leave | _____ | 20. sail | _____ |

Challenge Extension: Ask students to write a synonym for each of the Challenge Words. Students can exchange papers with a friend to check their work.

Name _____ Date _____

Words with /ər/ and /chər/

Proofreading Activity

There are six spelling mistakes in this want ad. Circle the misspelled words. Write the words correctly on the lines below.

Wanted: Families to help train guide dogs. Every membr must be tendor and kind to animals. You will have to train the puppy to stay off the furnishure. Dogs shouldn't be scared of a visiter either. They must learn to deal with creatures in nasure, not to capsure them. It is an honor to help train a guide dog.

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Animals can help people in many different ways. Guide dogs can help lead blind people. Describe some ways that animals make life easier for people. Use four spelling words.

Words with /ər/ and /chər/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A terte
 B tirtle
 C turttle
 D turtle

Sample B

- E world
 F wurld
 G wirld
 H werld

- | | | | |
|---|---|---|--|
| 1. <input type="radio"/> A suffer
<input type="radio"/> B suffar
<input type="radio"/> C suffur
<input type="radio"/> D suffor | 6. <input type="radio"/> E passture
<input type="radio"/> F pasture
<input type="radio"/> G paschure
<input type="radio"/> H pascure | 11. <input type="radio"/> A capture
<input type="radio"/> B capchure
<input type="radio"/> C capsure
<input type="radio"/> D capshure | 16. <input type="radio"/> E vineger
<input type="radio"/> F vinegor
<input type="radio"/> G vinegar
<input type="radio"/> H vinegur |
| 2. <input type="radio"/> E chaptar
<input type="radio"/> F chaptur
<input type="radio"/> G chapter
<input type="radio"/> H chaptor | 7. <input type="radio"/> A visitor
<input type="radio"/> B visiter
<input type="radio"/> C visitar
<input type="radio"/> D visitur | 12. <input type="radio"/> E entur
<input type="radio"/> F entar
<input type="radio"/> G entor
<input type="radio"/> H enter | 17. <input type="radio"/> A popular
<input type="radio"/> B populur
<input type="radio"/> C populer
<input type="radio"/> D popolor |
| 3. <input type="radio"/> A polar
<input type="radio"/> B polur
<input type="radio"/> C polor
<input type="radio"/> D poler | 8. <input type="radio"/> E tendor
<input type="radio"/> F tendur
<input type="radio"/> G tender
<input type="radio"/> H tendar | 13. <input type="radio"/> A odur
<input type="radio"/> B oder
<input type="radio"/> C odor
<input type="radio"/> D odar | 18. <input type="radio"/> E eithar
<input type="radio"/> F eithor
<input type="radio"/> G eithur
<input type="radio"/> H either |
| 4. <input type="radio"/> E anchar
<input type="radio"/> F anchur
<input type="radio"/> G ancher
<input type="radio"/> H anchor | 9. <input type="radio"/> A nature
<input type="radio"/> B nachure
<input type="radio"/> C nasure
<input type="radio"/> D nasture | 14. <input type="radio"/> E pictures
<input type="radio"/> F picshures
<input type="radio"/> G picsures
<input type="radio"/> H piksures | 19. <input type="radio"/> A honur
<input type="radio"/> B honar
<input type="radio"/> C honor
<input type="radio"/> D honer |
| 5. <input type="radio"/> A furnishure
<input type="radio"/> B furnisure
<input type="radio"/> C furniture
<input type="radio"/> D furniscure | 10. <input type="radio"/> E membar
<input type="radio"/> F membrur
<input type="radio"/> G member
<input type="radio"/> H membor | 15. <input type="radio"/> A numbur
<input type="radio"/> B number
<input type="radio"/> C numbور
<input type="radio"/> D numbar | 20. <input type="radio"/> E brothor
<input type="radio"/> F brothur
<input type="radio"/> G brothar
<input type="radio"/> H brother |

Words with /əɪ/ and /ən/

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

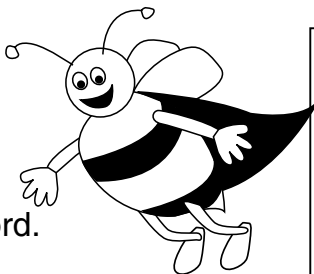
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1-3.

1. _____	1. final
2. _____	2. uncle
3. _____	3. several
4. _____	4. model
5. _____	5. terrible
6. _____	6. pencil
7. _____	7. lion
8. _____	8. taken
9. _____	9. simple
10. _____	10. women
11. _____	11. reason
12. _____	12. gentle
13. _____	13. total
14. _____	14. settle
15. _____	15. level
16. _____	16. medical
17. _____	17. evil
18. _____	18. listen
19. _____	19. common
20. _____	20. cotton
Challenge Words	
_____	attendants
_____	awkwardly
_____	celebration
_____	knowledge
_____	released

Words with /əl/ and /ən/

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Think of times you have read a word in a book, on a sign, or on a billboard. Try to remember how it looked. Then write the word in different ways. Which one looks correct?

finil finul final

Did you spell the word right?
If not, go back to step 1.

le	al	el	il	en	on
----	----	----	----	----	----

End of the Line

Find the word ending from the box above that completes each spelling word below.

- | | |
|-----------------|-----------------|
| 1. comm _____ | 11. tot _____ |
| 2. list _____ | 12. gent _____ |
| 3. fin _____ | 13. lev _____ |
| 4. cott _____ | 14. simp _____ |
| 5. unc _____ | 15. sett _____ |
| 6. terrib _____ | 16. wom _____ |
| 7. mod _____ | 17. ev _____ |
| 8. li _____ | 18. medic _____ |
| 9. reas _____ | 19. tak _____ |
| 10. penc _____ | 20. sever _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child write some of the spelling words in different ways to figure out which one looks correct.

Help your child complete the spelling activity.

Name _____ Date _____

Words with /ə/ and /ən/

final	terrible	simple	total	evil
uncle	pencil	women	settle	listen
several	lion	reason	level	common
model	taken	gentle	medical	cotton

End Game

This week's spelling words contain /ə/ and /ən/. Write each spelling word under the correct spelling pattern ending.

/ə/ spelled*le*

1. _____
2. _____
3. _____
4. _____
5. _____

al

6. _____
7. _____
8. _____
9. _____

el

10. _____
11. _____

il

12. _____
13. _____

/ən/ spelled*en*

14. _____
15. _____
16. _____

on

17. _____
18. _____
19. _____
20. _____

Words with /əl/ and /ən/

final	terrible	simple	total	evil
uncle	pencil	women	settle	listen
several	lion	reason	level	common
model	taken	gentle	medical	cotton

Make Meanings

Write the spelling word that matches each clue below.

1. to add up _____
2. doctors and health _____
3. more than one woman _____
4. hear _____
5. king of the jungle _____
6. even _____
7. type of fabric _____
8. very bad _____
9. not hard _____
10. really awful _____
11. nice and kind _____
12. ordinary _____
13. more than two _____
14. tool used for writing _____
15. your aunt's husband _____

Sentence Sense

Fill in the correct spelling word in each sentence.

16. Have you already _____ your turn?
17. This is the _____ time you will get the chance to do better.
18. What _____ did she give for coming late to class?
19. A globe is a _____ of our world.
20. We should _____ our disagreement before we go home.

Name _____ Date _____

Words with /əl/ and /ən/**Proofreading Activity**

There are six spelling mistakes in this letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Uncel Louie,

Well, it took severel hours, but we finally arrived at the math fair. What a terribel trip! Now we're having fun, though. I saw a modle that showed the power of doubling. I used my pencial to do some simpel doubling. Well, it looked easy, but it sure wasn't! My final answer was wrong—the total was twice as great!

See you soon.

Love,
Charles

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

Writing Activity

Math is a powerful tool. You probably don't trick a Rajah out of rice with your math skills, but you do use math a lot in your everyday life. List some ways that you use math. Use four spelling words.

Words with /əl/ and /ən/

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A tertle
 B tirtle
 C turttle
 D turtle

Sample B

- E world
 F wurld
 G wirld
 H werld

1. A gentle
 B gentil
 C gental
 D gentel

6. E evil
 F eval
 G evle
 H evle

11. A womon
 B womun
 C women
 D womn

16. E terribel
 F terribil
 G terrible
 H terribal

2. E totle
 F totel
 G total
 H totil

7. A liston
 B listn
 C listen
 D listan

12. E reason
 F reasen
 G reasan
 H reasin

17. A several
 B severle
 C severel
 D severil

3. A settel
 B settle
 C settal
 D settil

8. E commen
 F common
 G comman
 H commun

13. A takon
 B takan
 C taken
 D takun

18. E model
 F modle
 G modil
 H modle

4. E medicle
 F medicil
 G medical
 H medicle

9. A cotten
 B cottun
 C cottan
 D cotton

14. E lion
 F lyen
 G lian
 H liun

19. A uncel
 B uncile
 C uncal
 D uncle

5. A leval
 B levil
 C level
 D levle

10. E simpel
 F simple
 G simpal
 H simpil

15. A pencal
 B pencil
 C pencle
 D pencil

20. E finel
 F finle
 G final
 H finil

Contractions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

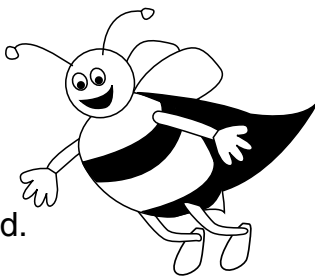
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1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. that's
2. _____	2. he'll
3. _____	3. wasn't
4. _____	4. what's
5. _____	5. I'd
6. _____	6. there's
7. _____	7. couldn't
8. _____	8. he'd
9. _____	9. could've
10. _____	10. let's
11. _____	11. they'll
12. _____	12. weren't
13. _____	13. here's
14. _____	14. she'd
15. _____	15. who's
16. _____	16. it'll
17. _____	17. hadn't
18. _____	18. they'd
19. _____	19. where's
20. _____	20. wouldn't
Challenge Words	
_____	beloved
_____	desire
_____	heaved
_____	marveled
_____	permit

Contractions

Using the Word Study Steps



1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Spelling Tip

When you're contracting two words, put an apostrophe in the space where the letter or letters has been lost. For example:

does + not = doesn't
it + is = it's
you + have = you've

Short Stuff

Write the spelling word contraction that is formed from the words below:

- | | | | |
|---------------|-------|----------------|-------|
| 1. she would | _____ | 11. here is | _____ |
| 2. he would | _____ | 12. where is | _____ |
| 3. had not | _____ | 13. was not | _____ |
| 4. here is | _____ | 14. who is | _____ |
| 5. would not | _____ | 15. were not | _____ |
| 6. I would | _____ | 16. that is | _____ |
| 7. could have | _____ | 17. they would | _____ |
| 8. let us | _____ | 18. could not | _____ |
| 9. it will | _____ | 19. what is | _____ |
| 10. he will | _____ | 20. they will | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child form contractions and practice using an apostrophe to replace missing letters.

Help your child complete the spelling activity by matching the contractions to the words they replace.

Name _____ Date _____

Contractions

that's	I'd	could've	here's	hadn't
he'll	there's	let's	she'd	they'd
wasn't	couldn't	they'll	who's	where's
what's	he'd	weren't	it'll	wouldn't

Patterns Plus

This week's spelling words are contractions. Write the spelling words that match these patterns:

's

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

n't

8. _____
9. _____
10. _____
11. _____
12. _____

'll

13. _____
14. _____
15. _____

'd

16. _____
17. _____
18. _____
19. _____

've

20. _____

Contractions

that's	I'd	could've	here's	hadn't
he'll	there's	let's	she'd	they'd
wasn't	couldn't	they'll	who's	where's
what's	he'd	weren't	it'll	wouldn't

What's the Word?

Complete the paragraph by filling in each blank with a spelling word.

_____ like to play baseball, if only it _____ so muddy today. I
 _____ played yesterday, but I _____ find enough people to
 make a team. _____ play baseball anyway. _____ the ball.
 _____ on first base? _____ the score?

That team is so good, _____ win for sure. Jimmy is up to bat; I know
 that _____ hit a home run. _____ the pitch. I knew
 _____ swing! _____ a hit! _____ be a home run. I
 _____ miss this exciting game for anything!

And Then . . .

What happened to Yeh-Shen ten years after the story ended? Write a paragraph telling what her life is like. Use the spelling words *hadn't*, *weren't*, *they'd*, *where's*, and *she'd* as you describe her life.

Name _____ Date _____

Contractions

Proofreading Activity

There are six spelling mistakes in this book review. Circle the misspelled words. Write the words correctly on the lines below.

I'd like to recommend the story "Yeh-Shen" because it is very interesting. You wouldn't believe what happens! There's a beautiful girl named Yeh-Shen who wasn't treated fairly by her stepmother. She'd have to do all the chores and couldn't have any fun. It'll keep you reading to the very end!

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

Write your own fairy tale about wonderful events and fascinating characters. Make sure the evil people are punished and the good people are rewarded. Use four spelling words.

Contractions

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) haven't
 (B) have'nt
 (C) haven't
 (D) havent

Sample B

- (E) she'll
 (F) she'ill
 (G) shel'l
 (H) shee'll

- | | | | |
|---|---|---|--|
| 1. <input type="radio"/> (A) itll
<input type="radio"/> (B) it'll
<input type="radio"/> (C) itl'l
<input type="radio"/> (D) i'tll | 6. <input type="radio"/> (E) wheres
<input type="radio"/> (F) whe'res
<input type="radio"/> (G) where's
<input type="radio"/> (H) wher'es | 11. <input type="radio"/> (A) he'd
<input type="radio"/> (B) hed
<input type="radio"/> (C) he'ed
<input type="radio"/> (D) he'ad | 16. <input type="radio"/> (E) theyll
<input type="radio"/> (F) they'l
<input type="radio"/> (G) they'll
<input type="radio"/> (H) the'yll |
| 2. <input type="radio"/> (E) she'd
<input type="radio"/> (F) shee'd
<input type="radio"/> (G) sh'ed
<input type="radio"/> (H) she'dd | 7. <input type="radio"/> (A) wouldn't
<input type="radio"/> (B) wouldnt
<input type="radio"/> (C) would'nt
<input type="radio"/> (D) woul'dnt | 12. <input type="radio"/> (E) werent
<input type="radio"/> (F) weren't
<input type="radio"/> (G) wer'ent
<input type="radio"/> (H) were'nt | 17. <input type="radio"/> (A) whats
<input type="radio"/> (B) what'is
<input type="radio"/> (C) what's
<input type="radio"/> (D) wh'ats |
| 3. <input type="radio"/> (A) whos
<input type="radio"/> (B) wh'os
<input type="radio"/> (C) who's
<input type="radio"/> (D) who'se | 8. <input type="radio"/> (E) ld
<input type="radio"/> (F) ld'
<input type="radio"/> (G) l'de
<input type="radio"/> (H) l'd | 13. <input type="radio"/> (A) heres
<input type="radio"/> (B) her'es
<input type="radio"/> (C) here's
<input type="radio"/> (D) he're's | 18. <input type="radio"/> (E) wasn't
<input type="radio"/> (F) wasnt
<input type="radio"/> (G) was'nt
<input type="radio"/> (H) was'snt |
| 4. <input type="radio"/> (E) hadnt
<input type="radio"/> (F) had'nt
<input type="radio"/> (G) hadd'nt
<input type="radio"/> (H) hadn't | 9. <input type="radio"/> (A) theres
<input type="radio"/> (B) the're's
<input type="radio"/> (C) there's
<input type="radio"/> (D) ther'es | 14. <input type="radio"/> (E) couldve
<input type="radio"/> (F) coul'dve
<input type="radio"/> (G) couldv'e
<input type="radio"/> (H) could've | 19. <input type="radio"/> (A) hel'l
<input type="radio"/> (B) he'll
<input type="radio"/> (C) he'ill
<input type="radio"/> (D) he'll |
| 5. <input type="radio"/> (A) theyd
<input type="radio"/> (B) they'd
<input type="radio"/> (C) the'yd
<input type="radio"/> (D) the'dy | 10. <input type="radio"/> (E) couldnt
<input type="radio"/> (F) couldn't
<input type="radio"/> (G) could'nt
<input type="radio"/> (H) coul'dnt | 15. <input type="radio"/> (A) lets
<input type="radio"/> (B) le'ts
<input type="radio"/> (C) let's
<input type="radio"/> (D) let'us | 20. <input type="radio"/> (E) thats
<input type="radio"/> (F) tha'ts
<input type="radio"/> (G) that's
<input type="radio"/> (H) that's |

Words from Science

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

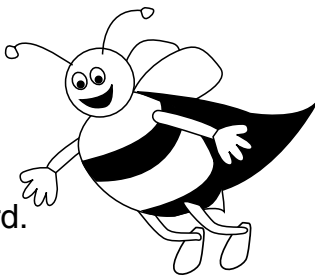
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, then repeat steps 1–3.

1. _____	1. rescue
2. _____	2. survive
3. _____	3. channel
4. _____	4. vessel
5. _____	5. expose
6. _____	6. dying
7. _____	7. shelter
8. _____	8. extreme
9. _____	9. danger
10. _____	10. protect
11. _____	11. seaweed
12. _____	12. creatures
13. _____	13. dissolve
14. _____	14. motion
15. _____	15. feature
16. _____	16. adapt
17. _____	17. locate
18. _____	18. assist
19. _____	19. future
20. _____	20. divers
Challenge Words	
_____	coral
_____	damage
_____	loosened
_____	percent
_____	reefs

Words from Science

Using the Word Study Steps



1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

Did you spell the word right?
If not, go back to step 1.

Spelling Tip

Accented syllables are spoken with more force than unaccented ones.

Pronouncing a word correctly can help you spell it correctly.

Unscramble each set of letters to make a spelling word.

- | | | | |
|-------------|-------|---------------|-------|
| 1. rueesc | _____ | 11. wdeease | _____ |
| 2. vivesur | _____ | 12. eesuratcr | _____ |
| 3. nnelach | _____ | 13. edolviss | _____ |
| 4. slesve | _____ | 14. itonmo | _____ |
| 5. eosexp | _____ | 15. taureef | _____ |
| 6. ingdy | _____ | 16. tapad | _____ |
| 7. reeltsh | _____ | 17. ceatlo | _____ |
| 8. meeextr | _____ | 18. sistas | _____ |
| 9. gerand | _____ | 19. treufu | _____ |
| 10. tepctro | _____ | 20. servdi | _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help your child look up the spelling words in a dictionary to find the accented syllables.

Help your child complete the spelling activity by unscrambling each spelling word.

Words from Science

rescue	expose	danger	dissolve	locate
survive	dying	protect	motion	assist
channel	shelter	seaweed	feature	future
vessel	extreme	creatures	adapt	divers

Accent on the Syllable

Use a dictionary to help you sort the spelling words according to the placement of the accent.

Accented First Syllable

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | |

Accented Second Syllable

- | | |
|-----------|-----------|
| 14. _____ | 18. _____ |
| 15. _____ | 19. _____ |
| 16. _____ | 20. _____ |
| 17. _____ | |

Words from Science

rescue	expose	danger	dissolve	locate
survive	dying	protect	motion	assist
channel	shelter	seaweed	feature	future
vessel	extreme	creatures	adapt	divers

Meaning Match

Write the spelling word that matches each clue below.

- 1. coming _____
- 2. reveal _____
- 3. animals _____
- 4. hazard _____
- 5. severe _____
- 6. help _____
- 7. find _____
- 8. keep from harm _____
- 9. adjust _____
- 10. ship _____
- 11. place of safety _____
- 12. exist _____
- 13. movement _____
- 14. kelp _____
- 15. save _____

Sentence Derby

Use each word in a sentence.

- 16. channel _____
- 17. dying _____
- 18. dissolve _____
- 19. feature _____
- 20. divers _____

Challenge Extension: Students can draw pictures of things they could find on a reef and caption each picture with sentences that use one or more Challenge Words.

Name _____ Date _____

Words from Science

Proofreading Activity

There are six spelling mistakes in this script for a speech. Circle the misspelled words. Write the words correctly on the lines below.

Ladies and Gentlemen:

The reefs are in extreame danger of dyinng! We must protect the seawead and other creetures on the reef. We must work together to resceu the reefs or they will not survive! Please assist me, so the reefs will be a part of our future.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Writing Activity

What did you learn about the reefs? Write four more facts to add to the "Reef Facts" at the end of the selection. Use four spelling words.

Words from Science

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A science
 B sience
 C sciense
 D siense

Sample B

- E natuve
 F native
 G nativ
 H nattive

- | | | | |
|--|--|--|--|
| 1. <input type="radio"/> A divars
<input type="radio"/> B divers
<input type="radio"/> C diverrs
<input type="radio"/> D divurs | 6. <input type="radio"/> E feture
<input type="radio"/> F fature
<input type="radio"/> G feature
<input type="radio"/> H featere | 11. <input type="radio"/> A moton
<input type="radio"/> B motion
<input type="radio"/> C motoin
<input type="radio"/> D mottion | 16. <input type="radio"/> E chanel
<input type="radio"/> F channel
<input type="radio"/> G channal
<input type="radio"/> H chanal |
| 2. <input type="radio"/> E futture
<input type="radio"/> F futere
<input type="radio"/> G future
<input type="radio"/> H futare | 7. <input type="radio"/> A loccate
<input type="radio"/> B locatte
<input type="radio"/> C locate
<input type="radio"/> D lacate | 12. <input type="radio"/> E expose
<input type="radio"/> F expnose
<input type="radio"/> G exposse
<input type="radio"/> H expuse | 17. <input type="radio"/> A extreme
<input type="radio"/> B extereme
<input type="radio"/> C extrame
<input type="radio"/> D exterame |
| 3. <input type="radio"/> A assist
<input type="radio"/> B asist
<input type="radio"/> C assisst
<input type="radio"/> D assast | 8. <input type="radio"/> E protect
<input type="radio"/> F prottect
<input type="radio"/> G protact
<input type="radio"/> H protecct | 13. <input type="radio"/> A dyng
<input type="radio"/> B dying
<input type="radio"/> C dyingng
<input type="radio"/> D dyiing | 18. <input type="radio"/> E survive
<input type="radio"/> F survvive
<input type="radio"/> G survive
<input type="radio"/> H survave |
| 4. <input type="radio"/> E sheter
<input type="radio"/> F sheler
<input type="radio"/> G shellter
<input type="radio"/> H shelter | 9. <input type="radio"/> A disolve
<input type="radio"/> B dissollve
<input type="radio"/> C dissalve
<input type="radio"/> D dissolve | 14. <input type="radio"/> E seaweed
<input type="radio"/> F seawed
<input type="radio"/> G seaweed
<input type="radio"/> H seawweed | 19. <input type="radio"/> A vesel
<input type="radio"/> B vessal
<input type="radio"/> C vessel
<input type="radio"/> D vessell |
| 5. <input type="radio"/> A adupt
<input type="radio"/> B addapt
<input type="radio"/> C adappt
<input type="radio"/> D adapt | 10. <input type="radio"/> E creatares
<input type="radio"/> F creatures
<input type="radio"/> G creattures
<input type="radio"/> H cretures | 15. <input type="radio"/> A dangur
<input type="radio"/> B dangar
<input type="radio"/> C dangger
<input type="radio"/> D danger | 20. <input type="radio"/> E rescu
<input type="radio"/> F resscue
<input type="radio"/> G recue
<input type="radio"/> H rescue |

Grade 4/Unit 5 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE. Read Sample A, and do Sample B.

- | | |
|---|--|
| <p>A. I will <u>trade</u> my <u>bat</u> for a <u>bike</u>.
 A B C</p> | <p>A. (A) (B) (C) (D) NONE</p> |
| <p>B. My <u>sister</u> carries her <u>books</u> to <u>skool</u>.</p> | <p>B. (E) (F) (G) (H) NONE</p> |
| <p>1. The <u>women</u> heard the <u>gentel</u> <u>laughter</u>.
 A B C</p> | <p>1. (A) (B) (C) (D) NONE</p> |
| <p>2. <u>Soler</u> power <u>could've</u> been an <u>enormous</u> aid.
 E F G</p> | <p>2. (E) (F) (G) (H) NONE</p> |
| <p>3. A <u>citizen</u> helps <u>natur</u> by using <u>solar</u> heating.
 A B C</p> | <p>3. (A) (B) (C) (D) NONE</p> |
| <p>4. <u>He'll</u> need <u>advce</u> to <u>triump</u> in war.
 E F G</p> | <p>4. (E) (F) (G) (H) NONE</p> |
| <p>5. The <u>women</u> like <u>either</u> <u>cotton</u> or wool coats.
 A B C</p> | <p>5. (A) (B) (C) (D) NONE</p> |
| <p>6. I see <u>several</u> <u>tendur</u> shoots from <u>cotton</u> plants.
 E F G</p> | <p>6. (E) (F) (G) (H) NONE</p> |
| <p>7. <u>The'yd</u> dropped the <u>anchor</u> to <u>protect</u> the ship.
 A B C</p> | <p>7. (A) (B) (C) (D) NONE</p> |
| <p>8. Use <u>ether</u> a blue or green <u>pencil</u> to draw <u>seaweed</u>.
 E F G</p> | <p>8. (E) (F) (G) (H) NONE</p> |
| <p>9. <u>Who's</u> going to <u>assist</u> the old <u>women</u>?
 A B C</p> | <p>9. (A) (B) (C) (D) NONE</p> |
| <p>10. <u>Hadn't</u> we best <u>protect</u> our <u>dyeing</u> rain forests?
 E F G</p> | <p>10. (E) (F) (G) (H) NONE</p> |
| <p>11. Helping a whale to <u>survive</u> is an <u>enormus</u> <u>triumph</u>.
 A B C</p> | <p>11. (A) (B) (C) (D) NONE</p> |



Grade 4 Unit 5 Review Test

- | | | |
|---|---------------------|------|
| 12. He'll join <u>several</u> others by becoming a <u>sitizen</u> . | 12. (E) (F) (G) (H) | NONE |
| E F G | | |
| 13. The <u>laughter</u> is <u>dying</u> down. Now <u>h'ell</u> speak. | 13. (A) (B) (C) (D) | NONE |
| A B C | | |
| 14. The <u>gentle</u> rain <u>could've</u> covered the <u>anchor</u> . | 14. (E) (F) (G) (H) | NONE |
| E F G | | |
| 15. Please <u>asist</u> <u>nature</u> to help plants <u>survive</u> . | 15. (A) (B) (C) (D) | NONE |
| A B C | | |
| 16. <u>They'd</u> tried to <u>protectk</u> the <u>dying</u> bird. | 16. (E) (F) (G) (H) | NONE |
| E F G | | |
| 17. A <u>citizen</u> writes with <u>either</u> a <u>pencil</u> or a pen. | 17. (A) (B) (C) (D) | NONE |
| A B C | | |
| 18. Boil <u>seaweed</u> <u>several</u> minutes to make it <u>tendur</u> . | 18. (E) (F) (G) (H) | NONE |
| E F G | | |
| 19. <u>Wh'os</u> going to <u>assist</u> him by giving <u>advice</u> ? | 19. (A) (B) (C) (D) | NONE |
| A B C | | |
| 20. <u>They'd</u> rather you <u>hadin't</u> given them <u>advice</u> . | 20. (E) (F) (G) (H) | NONE |
| E F G | | |
| 21. <u>Who's</u> going to use that <u>enormous</u> <u>pensil</u> ? | 21. (A) (B) (C) (D) | NONE |
| A B C | | |
| 22. Can <u>seaweed</u> <u>survive</u> under that <u>ancor</u> ? | 22. (E) (F) (G) (H) | NONE |
| E F G | | |
| 23. <u>Solar</u> energy will help <u>nature</u> <u>triumph</u> . | 23. (A) (B) (C) (D) | NONE |
| A B C | | |
| 24. I <u>hadn't</u> yet heard the babies' <u>tender</u> <u>laffter</u> . | 24. (E) (F) (G) (H) | NONE |
| E F G | | |
| 25. I <u>could've</u> worn my soft, <u>gentle</u> , <u>cotten</u> scarf. | 25. (A) (B) (C) (D) | NONE |
| A B C | | |

Words with Silent Letters

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

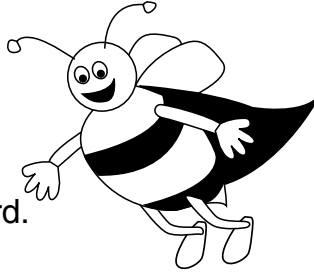
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. knew
2. _____	2. climb
3. _____	3. calm
4. _____	4. although
5. _____	5. knight
6. _____	6. writer
7. _____	7. knob
8. _____	8. numb
9. _____	9. delight
10. _____	10. wren
11. _____	11. knead
12. _____	12. plumber
13. _____	13. chalk
14. _____	14. midnight
15. _____	15. wreck
16. _____	16. stalk
17. _____	17. kneel
18. _____	18. sought
19. _____	19. thorough
20. _____	20. wrestle
Challenge Words	
_____	circulated
_____	extraordinary
_____	launched
_____	opponents
_____	organizations

Words with Silent Letters

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tips

Silent letters may come at the beginning, in the middle, or at the end of a word.

For example:

beginning: knob

middle: dellight

end: numbl

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Rhyming words have the same last sound. Circle the word in each row that has the same last sound as the spelling word on the left.

- | | | | | | |
|-------------|---------|----------|--------------|--------|---------|
| 1. knew | kneel | few | 11. chalk | chart | walk |
| 2. climb | rhyme | limb | 12. wreck | deck | wrench |
| 3. although | grow | enough | 13. kneel | knot | wheel |
| 4. knight | bright | knit | 14. sought | bought | laughed |
| 5. writer | written | brighter | 15. thorough | sorrow | tough |
| 6. knob | knee | job | 16. calm | calf | palm |
| 7. numb | plum | number | 17. plumber | summer | plus |
| 8. delight | write | delay | 18. midnight | white | middle |
| 9. wren | wrote | when | 19. stalk | step | hawk |
| 10. knead | seed | nod | 20. wrestle | wring | nestle |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help him or her find the silent letters in each of this week's spelling words.

Help your child complete the spelling activity.

Name _____ Date _____

Words with Silent Letters

knew	knight	delight	chalk	kneel
climb	writer	wren	midnight	sought
calm	knob	knead	wreck	thorough
although	numb	plumber	stalk	wrestle

Pattern Power!

Write the spelling words with these spelling patterns.

words with silent *k*

1. _____

2. _____

3. _____

4. _____

5. _____

words with silent *gh*

12. _____

13. _____

14. _____

15. _____

16. _____

words with silent *b*

6. _____

7. _____

8. _____

words with silent *w*

17. _____

18. _____

19. _____

words with silent *l*

9. _____

10. _____

11. _____

20. _____

Words with Silent Letters

knew	knight	delight	chalk	kneel
climb	writer	wren	midnight	sought
calm	knob	knead	wreck	thorough
although	numb	plumber	stalk	wrestle

What's the Word?

Complete each sentence with a word from the spelling list.

- This book was written by my favorite _____.
- His hiking boots helped him _____ the steep hill.
- The jacket still fits, _____ I've grown a bit.
- She turned the _____ of the door.
- My fingers became so cold, they felt _____.
- A tiny _____ built a nest in the bird house.
- We had to call a _____ to come and fix the leak.
- A cat will first _____ a mouse before catching one.
- Tom is learning to _____ in the gym after school.
- They _____ an answer to the problem.
- The _____ broke when he used it on the chalkboard.
- When I heard the phone ring, I _____ it was you.

Opposites

Write the spelling word that is opposite in meaning to the words below.

- | | |
|-------------------|----------------------|
| 13. nervous _____ | 16. build _____ |
| 14. sadness _____ | 17. stand _____ |
| 15. noon _____ | 18. incomplete _____ |

Challenge Extension: Write a fill-in sentence for each Challenge Word. Exchange papers with a partner and complete each other's fill-in sentences.

Name _____ Date _____

Words with Silent Letters

Proofreading

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

“Oh, no!” Coach said, as he twisted the nob to turn off the water. “The sink in the team bathroom is leaking again.” My Aunt Mary is a plumber, so we asked her to fix the sink. It was hard to find the leak. Aunt Mary had to neal on the hard tile floor until her knees were nubm. After finding the leak, she went to the store to buy a new pipe. Aunt Mary had to restle with the new pipe to get it in place. “There!” Aunt Mary said, smiling with delite. “The sink is fixed.”

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

What team sport do you like to play or to watch? Write a few sentences about your favorite sport. Use four spelling words in your writing.

Words with Silent Letters

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A crum
 B crumb
 C crubm
 D crume

Sample B

- E known
 F nowne
 G knon
 H nown

1. A kned
 B knead
 C nead
 D knede

6. E plumer
 F plumber
 G plumber
 H plummb

11. A reck
 B wrekk
 C wrekk
 D wrecke

16. E nahb
 F nkob
 G knab
 H knob

2. E numb
 F num
 G numm
 H numb

7. A neel
 B kneel
 C kneal
 D neal

12. E souhgt
 F suoght
 G saught
 H sought

17. A cliem
 B climb
 C clim
 D clyme

3. A midnite
 B midnigt
 C midnight
 D midnighite

8. E knite
 F knight
 G knigt
 H nite

13. A knew
 B kneu
 C nkew
 D newe

18. E staulk
 F stauk
 G stalk
 H stawk

4. E restle
 F wresle
 G wrastle
 H wrestle

9. A althogh
 B althouh
 C although
 D althoe

14. E thorgh
 F thorough
 G throgh
 H thorow

19. A writer
 B writter
 C riter
 D wrighter

5. A calm
 B caml
 C camm
 D colm

10. E delight
 F delite
 G deliht
 H deelight

15. A chak
 B chalk
 C chaulk
 D chawk

20. E renn
 F wren
 G wern
 H wrene

Homophones and Homographs

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is said aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words that you missed for the Posttest.

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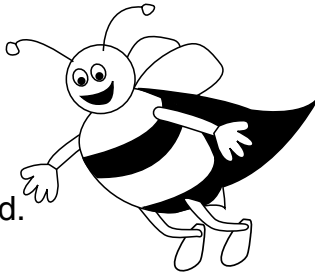
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2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud and then repeat steps 1–3.

1. _____	1. seen
2. _____	2. great
3. _____	3. light
4. _____	4. beat
5. _____	5. lean
6. _____	6. scene
7. _____	7. beet
8. _____	8. bowl
9. _____	9. grate
10. _____	10. fan
11. _____	11. peak
12. _____	12. post
13. _____	13. pail
14. _____	14. bury
15. _____	15. punch
16. _____	16. pale
17. _____	17. grave
18. _____	18. berry
19. _____	19. peek
20. _____	20. dates
Challenge Words	
_____	feeble
_____	fragrance
_____	mingled
_____	resembled
_____	scampered

Homophones and Homographs

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Did you spell the word right?
If not, go back to step 1.

Spelling Tips

Homophones are English words that sound alike but are spelled differently.

For example: Jill looked pale as she tumbled after Jack while holding her pail.

Homographs are English words that are spelled the same but mean different things.

For example: This lamp is light to carry and can light up the room.

Find and Circle

Circle the 20 spelling words. Be careful! Some of the spelling words run up and down or diagonally.

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

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her spell well. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Help him or her think of sentences using each of this week's spelling words.

Help your child complete the spelling activity.

Homophones and Homographs

seen	lean	grate	pail	grave
great	scene	fan	bury	berry
light	beet	peak	punch	peek
beat	bowl	post	pale	dates

There are six pairs of spelling words that are homophones. They sound the same but are spelled differently. Sort the homophones into pairs. Write each pair on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Eight spelling words are homographs. Homographs are words that are spelled the same, but that have different meanings. Using a dictionary, write two different meanings for each spelling word below.

- | | |
|--|--|
| <p>1. light</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> | <p>5. post</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> |
| <p>2. lean</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> | <p>6. punch</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> |
| <p>3. bowl</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> | <p>7. grave</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> |
| <p>4. fan</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> | <p>8. dates</p> <p>meaning 1. _____</p> <p>meaning 2. _____</p> |

Homophones and Homographs

seen	lean	grate	pail	grave
great	scene	fan	bury	berry
light	beet	peak	punch	peek
beat	bowl	post	pale	dates

Complete each sentence below with a spelling word.

1. Close your eyes and don't _____.
2. Have you _____ the movie that just opened?
3. Please _____ the carrots for the salad.
4. I say three lines in _____ one of the play.
5. She likes to eat dried, sweet _____ for dessert.
6. That carton is _____ enough for me to carry myself.
7. They climbed to the _____ of the mountain.
8. I use suntan lotion because I have _____ skin.
9. Let's _____ the treasure in the backyard.
10. Mix the batter in a large mixing _____.
11. He carried the water in a large _____.
12. I am a big _____ of the Dallas Cowboys football team.

Word Meaning: Analogies

Write the spelling word that fits the analogy.

1. _____ is to *terrific* as *bad* is to *awful*.
2. *Vegetable* is to _____ as *meat* is to *steak*.
3. _____ is to *serious* as *happy* is to *glad*.
4. *Tall* is to *short* as *fat* is to _____.

Challenge Extension: Write a fill-in sentence for each Challenge Word. Exchange papers with a partner and complete the sentences.

Homophones and Homographs

Proofreading Activity

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

Though Jason was a prince, he had never scene the top of a mountain before. This day, he decided to climb a mountain. He stood on the peek and saw the whole country. The lite of the sun shone on the valleys below. It was very beautiful. After a while, Jason became hungry. He munched on some delicious dats and drank some sweet punche. When the sun began to set, Jason started down the mountain toward home. That night, in bed, Jason thought about the grate time he'd had that day. He promised himself that he would climb the mountain again soon.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Think of a place you would like to see. Write a few sentences about what you would see or do there. Use four spelling words in your writing.

Homophones and Homographs

Posttest Directions

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) stear
 (B) starr
 (C) stare
 (D) starre

Sample B

- (E) ritte
 (F) rite
 (G) righte
 (H) right

1. (A) seen
 (B) sene
 (C) sein
 (D) seene

6. (E) leit
 (F) lighte
 (G) light
 (H) litte

11. (A) pnuch
 (B) punch
 (C) puntch
 (D) panch

16. (E) beete
 (F) beate
 (G) beit
 (H) beet

2. (E) bete
 (F) beate
 (G) beete
 (H) beat

7. (A) leen
 (B) lean
 (C) leane
 (D) leene

12. (E) greave
 (F) graive
 (G) grayv
 (H) grave

17. (A) grate
 (B) greate
 (C) graet
 (D) grayte

3. (A) peke
 (B) peek
 (C) peake
 (D) peeke

8. (E) bowl
 (F) boal
 (G) boall
 (H) boul

13. (A) daets
 (B) deates
 (C) dates
 (D) daits

18. (E) peake
 (F) peak
 (G) peeke
 (H) paik

4. (E) peale
 (F) pael
 (G) pail
 (H) paile

9. (A) fane
 (B) fan
 (C) fann
 (D) fain

14. (E) great
 (F) graet
 (G) grayt
 (H) grait

19. (A) paile
 (B) pael
 (C) pale
 (D) plael

5. (A) bury
 (B) burry
 (C) bure
 (D) burie

10. (E) post
 (F) poste
 (G) potse
 (H) poost

15. (A) scean
 (B) scene
 (C) seene
 (D) seine

20. (E) berri
 (F) berry
 (G) bery
 (H) berrye

Words with Suffixes

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words that you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

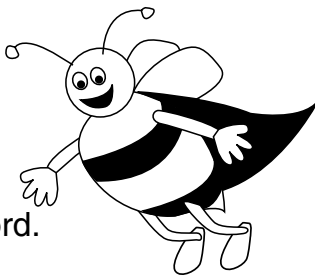
1. _____	1. useless
2. _____	2. entertainment
3. _____	3. construction
4. _____	4. adjustable
5. _____	5. darkness
6. _____	6. motionless
7. _____	7. description
8. _____	8. measurement
9. _____	9. adorable
10. _____	10. breathless
11. _____	11. fairness
12. _____	12. government
13. _____	13. protection
14. _____	14. dependable
15. _____	15. sickness
16. _____	16. hopeless
17. _____	17. production
18. _____	18. enjoyable
19. _____	19. greatness
20. _____	20. encouragement
Challenge Words	
_____	brilliant
_____	commercials
_____	expensive
_____	ingredient
_____	successful

Name _____ Date _____

Words with Suffixes

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Learn how to spell suffixes you use often in writing.

-tion -ment -less

Did you spell the word right?
If not, go back to step 1.

Word Scramble

Unscramble each set of letters to make a spelling word.

- | | |
|------------------------|-------------------------|
| 1. slussee _____ | 11. asfrnies _____ |
| 2. treamnentietn _____ | 12. merntevong _____ |
| 3. stronctiouc _____ | 13. oprictnote _____ |
| 4. jablaudste _____ | 14. plabdedeen _____ |
| 5. knesards _____ | 15. sniksecs _____ |
| 6. slimontose _____ | 16. shlopese _____ |
| 7. prescinitod _____ | 17. upictonrod _____ |
| 8. mensurteame _____ | 18. jabloyeen _____ |
| 9. bladoare _____ | 19. sesterang _____ |
| 10. thasbleres _____ | 20. cenroumagneet _____ |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child if he or she can spell some other suffixes.

Help your child complete the spelling activity.

Explore the Pattern

useless	darkness	adorable	protection	production
entertainment	motionless	breathless	dependable	enjoyable
construction	description	fairness	sickness	greatness
adjustable	measurement	government	hopeless	encouragement

Pattern Power

Sort each spelling word by writing it under the correct suffix.

-less

1. _____
2. _____
3. _____
4. _____

-tion

13. _____
14. _____
15. _____
16. _____

-ness

5. _____
6. _____
7. _____
8. _____

-able

17. _____
18. _____
19. _____
20. _____

-ment

9. _____
10. _____
11. _____
12. _____

Name _____ Date _____

Words with Suffixes

useless	darkness	adorable	protection	production
entertainment	motionless	breathless	dependable	enjoyable
construction	description	fairness	sickness	greatness
adjustable	measurement	government	hopeless	encouragement

Word Meaning: Suffixes

A suffix is added to the end of a word to give the word a different meaning. Different suffixes have different meanings. (examples: "happiness" means "the state of being happy"; "readable" means "able to be read")

-less	=	without
-ment	=	the act of
-able	=	able to be
-ness	=	the state of being
-tion	=	the act of

Write the spelling word that fits each meaning below.

- without use _____
- the act of constructing _____
- able to be adjusted _____
- the state of being dark _____
- without breath _____
- the act of describing _____
- the act of measuring _____
- without motion _____
- able to be adored _____
- the state of being fair _____

Name _____ Date _____

Words with Suffixes

Proofreading

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

I set to work to invent a time machine. Everyone said it was hopeless. But I did it! I designed the machine myself. Then I got the materials I needed and began on the machine's konstruktion. Time travel is not like "real" travel. You and the machine are absolutely moshunless. When the machine stops and you get out, what you see is beyond diskription. Just yesterday, I visited some adorable dinosaurs. Tomorrow, I think I'd like to go to the future. Do you think the govinment would be interested in buying one of my machines?

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

Writing Activity

What would you like to invent or produce? Write a few sentences about what your invention would be like. Use four spelling words in your writing.

Words with Suffixes

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

- Sample A**
- (A) developmint
 - (B) devellopmunt
 - (C) development
 - (D) divelopmunt

- Sample B**
- (E) clooliss
 - (F) clueless
 - (G) clooless
 - (H) cluliss

- | | | | |
|--|--|---|--|
| 1. <input type="radio"/> (A) adjustable | 6. <input type="radio"/> (E) useless | 11. <input type="radio"/> (A) dependable | 16. <input type="radio"/> (E) protection |
| <input type="radio"/> (B) adjustable | <input type="radio"/> (F) usless | <input type="radio"/> (B) dependble | <input type="radio"/> (F) protectin |
| <input type="radio"/> (C) adjustble | <input type="radio"/> (G) useles | <input type="radio"/> (C) dependable | <input type="radio"/> (G) protetion |
| <input type="radio"/> (D) ajustable | <input type="radio"/> (H) ussless | <input type="radio"/> (D) dipendable | <input type="radio"/> (H) protection |
| 2. <input type="radio"/> (E) constructon | 7. <input type="radio"/> (A) measurment | 12. <input type="radio"/> (E) discription | 17. <input type="radio"/> (A) adorble |
| <input type="radio"/> (F) constructin | <input type="radio"/> (B) measurement | <input type="radio"/> (F) description | <input type="radio"/> (B) adorable |
| <input type="radio"/> (G) construction | <input type="radio"/> (C) measuremint | <input type="radio"/> (G) descriptoun | <input type="radio"/> (C) adorabel |
| <input type="radio"/> (H) konstrukton | <input type="radio"/> (D) mesurement | <input type="radio"/> (H) deskription | <input type="radio"/> (D) adorable |
| 3. <input type="radio"/> (A) fairness | 8. <input type="radio"/> (E) enjoiable | 13. <input type="radio"/> (A) motionless | 18. <input type="radio"/> (E) hopeless |
| <input type="radio"/> (B) fairnes | <input type="radio"/> (F) enjoyble | <input type="radio"/> (B) motonless | <input type="radio"/> (F) hopeliss |
| <input type="radio"/> (C) fairnese | <input type="radio"/> (G) enjoyable | <input type="radio"/> (C) motionles | <input type="radio"/> (G) hopeless |
| <input type="radio"/> (D) fareness | <input type="radio"/> (H) enjoyable | <input type="radio"/> (D) motunless | <input type="radio"/> (H) hopeles |
| 4. <input type="radio"/> (E) breathles | 9. <input type="radio"/> (A) darknes | 14. <input type="radio"/> (E) gretness | 19. <input type="radio"/> (A) sickness |
| <input type="radio"/> (F) breatheless | <input type="radio"/> (B) darkniss | <input type="radio"/> (F) grateness | <input type="radio"/> (B) sickniss |
| <input type="radio"/> (G) breathless | <input type="radio"/> (C) darkness | <input type="radio"/> (G) greatness | <input type="radio"/> (C) sicknes |
| <input type="radio"/> (H) brethliss | <input type="radio"/> (D) darknis | <input type="radio"/> (H) graitness | <input type="radio"/> (D) siknes |
| 5. <input type="radio"/> (A) producsion | 10. <input type="radio"/> (E) encouragment | 15. <input type="radio"/> (A) intertainment | 20. <input type="radio"/> (E) goverment |
| <input type="radio"/> (B) producton | <input type="radio"/> (F) encouragement | <input type="radio"/> (B) entertainment | <input type="radio"/> (F) government |
| <input type="radio"/> (C) production | <input type="radio"/> (G) encouragemint | <input type="radio"/> (C) entertanment | <input type="radio"/> (G) governmnt |
| <input type="radio"/> (D) priduction | <input type="radio"/> (H) encuragement | <input type="radio"/> (D) entertanement | <input type="radio"/> (H) govenmint |

Words with Prefixes

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

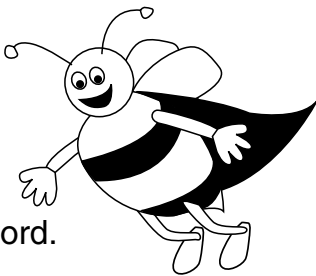
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. redo
2. _____	2. unkind
3. _____	3. disappear
4. _____	4. reread
5. _____	5. nonfat
6. _____	6. inactive
7. _____	7. international
8. _____	8. unlucky
9. _____	9. dislike
10. _____	10. unpack
11. _____	11. nonstop
12. _____	12. refill
13. _____	13. uncertain
14. _____	14. interstate
15. _____	15. incomplete
16. _____	16. rewind
17. _____	17. unsure
18. _____	18. disagree
19. _____	19. reheat
20. _____	20. nonsense
Challenge Words	
_____	identify
_____	mammals
_____	marine
_____	preserve
_____	related

Words with Prefixes

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.



Spelling Tip

Learn how to spell prefixes you use often in writing.

*re- un- in- dis-
inter- non-*

Did you spell the word right?
If not, go back to step 1.

X the Word

Put an X on the word that does NOT have the same prefix as the spelling word on the left.

- | | | | | | |
|--------------------------|--------------|------------|---------------------|---------|---------|
| 1. redo | return | red | 2. reread | retell | ready |
| 3. refill | rebuild | rental | 4. reheat | reach | refresh |
| 5. unkind | untold | under | 6. unlucky | unite | unfold |
| 7. unpack | unfold | uncle | 8. uncertain | uncover | unit |
| 9. incomplete | ink | incurable | | | |
| 10. inactive | indirect | inch | | | |
| 11. disappear | disk | disrespect | | | |
| 12. dislike | dish | distrust | | | |
| 13. international | interconnect | intend | | | |
| 14. nonfat | none | nonviolent | | | |
| 15. nonsense | noon | nonstop | | | |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Go over the Spelling Tip with your child. Ask your child to spell the prefixes without looking at them.

Help your child complete the spelling activity.

Name _____ Date _____

Words with Prefixes

redo	nonfat	dislike	uncertain	unsure
unkind	inactive	unpack	interstate	disagree
disappear	international	nonstop	incomplete	reheat
reread	unlucky	refill	rewind	nonsense

Pattern Power

Write the spelling words with the following prefixes.

words with *re-*

1. _____

2. _____

3. _____

4. _____

5. _____

words with *un-*

6. _____

7. _____

8. _____

9. _____

10. _____

words with *dis-*

11. _____

12. _____

13. _____

words with *inter-*

14. _____

15. _____

words with *in-*

16. _____

17. _____

words with *non-*

18. _____

19. _____

20. _____

Words with Prefixes

redo	nonfat	dislike	uncertain	unsure
unkind	inactive	unpack	interstate	disagree
disappear	international	nonstop	incomplete	reheat
reread	unlucky	refill	rewind	nonsense

Word Meaning: Prefixes

A prefix occurs at the beginning of a word. A prefix gives a word a different meaning. Read the meanings for the prefixes in your spelling words. Notice that *un-*, *dis-*, *in-*, and *non-* all share the meaning "the opposite of."

re- "again"

in- "not" or "the opposite of"

un- "not" or "the opposite of"

non- "without" or "the opposite of"

dis- "not" or "the opposite of"

inter- "between" or "among"

Write the spelling word that matches each meaning below.

- do again _____
- without fat _____
- not active _____
- between nations _____
- without stopping _____
- not lucky _____
- opposite of like _____
- fill again _____
- not sure _____
- heat again _____

Challenge Extension: Write one sentence for each of the Challenge Words. Read your sentences to a partner.

Name _____ Date _____

Words with Prefixes

Proofreading Activity

There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Seth,

Last week I went whale watching. The humpback whales were so beautiful. It makes me so sad to think that one day whales may disapere. I think it is unkinde for people to hunt them. There is an internatunal law against killing whales. Some nations think whaling is not harmful, but I disagree. Experts say that it is uncertin if all whale species will survive. In the past, whales have been unluky. Today, people all over the world are trying to save them.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

What animal would you like to protect? Write a few sentences about how that animal should be protected. Use four spelling words in your writing.

Words with Prefixes

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- A reiruns
 B reeruns
 C rerunns
 D reruns

Sample B

- E untie
 F untye
 G intie
 H unti

- | | | | |
|---|---|--|---|
| 1. <input type="radio"/> A refill
<input type="radio"/> B rifell
<input type="radio"/> C refill
<input type="radio"/> D rifill | 6. <input type="radio"/> E unsure
<input type="radio"/> F unsur
<input type="radio"/> G unsuer
<input type="radio"/> H unshur | 11. <input type="radio"/> A nonfate
<input type="radio"/> B nonefat
<input type="radio"/> C nonfat
<input type="radio"/> D nofat | 16. <input type="radio"/> E imcomplete
<input type="radio"/> F incompleat
<input type="radio"/> G incomplete
<input type="radio"/> H uncomplet |
| 2. <input type="radio"/> E dislike
<input type="radio"/> F disliek
<input type="radio"/> G deslike
<input type="radio"/> H dissllike | 7. <input type="radio"/> A riwend
<input type="radio"/> B rewend
<input type="radio"/> C rewind
<input type="radio"/> D reewind | 12. <input type="radio"/> E nonsense
<input type="radio"/> F nonsesne
<input type="radio"/> G nosense
<input type="radio"/> H nonesense | 17. <input type="radio"/> A reheet
<input type="radio"/> B reaheat
<input type="radio"/> C rehete
<input type="radio"/> D reheat |
| 3. <input type="radio"/> A enactive
<input type="radio"/> B inactive
<input type="radio"/> C inactiv
<input type="radio"/> D inacitf | 8. <input type="radio"/> E unpak
<input type="radio"/> F unpac
<input type="radio"/> G unpake
<input type="radio"/> H unpack | 13. <input type="radio"/> A enlucky
<input type="radio"/> B unlucky
<input type="radio"/> C unluky
<input type="radio"/> D inlucky | 18. <input type="radio"/> E incertain
<input type="radio"/> F uncertain
<input type="radio"/> G uncertin
<input type="radio"/> H incertin |
| 4. <input type="radio"/> E international
<input type="radio"/> F interational
<input type="radio"/> G international
<input type="radio"/> H intunational | 9. <input type="radio"/> A disapear
<input type="radio"/> B disappear
<input type="radio"/> C disapere
<input type="radio"/> D desappear | 14. <input type="radio"/> E redo
<input type="radio"/> F redoe
<input type="radio"/> G reedo
<input type="radio"/> H reddo | 19. <input type="radio"/> A rereed
<input type="radio"/> B reread
<input type="radio"/> C rerede
<input type="radio"/> D reeread |
| 5. <input type="radio"/> A nunstop
<input type="radio"/> B nonstop
<input type="radio"/> C nostop
<input type="radio"/> D nonstep | 10. <input type="radio"/> E interstate
<input type="radio"/> F intersate
<input type="radio"/> G inerstate
<input type="radio"/> H intastate | 15. <input type="radio"/> A uncind
<input type="radio"/> B unkind
<input type="radio"/> C unkinnd
<input type="radio"/> D inkind | 20. <input type="radio"/> E disaggre
<input type="radio"/> F disagree
<input type="radio"/> G disagree
<input type="radio"/> H disagre |

Words from Math

Pretest Directions

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes. Practice the words you missed for the Posttest.

To Parents

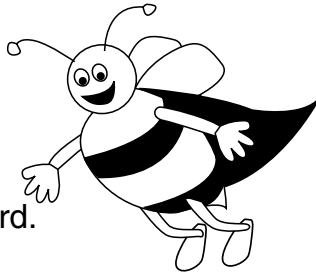
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. area
2. _____	2. hundreds
3. _____	3. size
4. _____	4. billions
5. _____	5. weight
6. _____	6. minute
7. _____	7. noon
8. _____	8. cone
9. _____	9. yard
10. _____	10. edge
11. _____	11. amount
12. _____	12. cylinder
13. _____	13. zero
14. _____	14. figure
15. _____	15. calendar
16. _____	16. quart
17. _____	17. decade
18. _____	18. rectangle
19. _____	19. era
20. _____	20. length
Challenge Words	
_____	compares
_____	importance
_____	instance
_____	lurk
_____	soggy

Words from Math**Using the Word Study Steps**

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word.

**Spelling Tip**

Become familiar with the dictionary and use it often.

Did you spell the word right?
If not, go back to step 1.

Find Rhyming Words

Circle the word in each row that rhymes with the spelling word on the left.

- | | | | |
|------------------|--------|--------|----------|
| 1. quart | short | quick | quail |
| 2. yard | yield | hard | board |
| 3. noon | none | one | balloon |
| 4. weight | though | week | date |
| 5. size | maze | rise | breeze |
| 6. length | enough | eighth | strength |
| 7. cone | soon | none | bone |
| 8. amount | among | count | about |
| 9. edge | ledge | egg | badge |
| 10. zero | cow | hero | true |

To Parents or Helpers

Using the Word Study Steps above as your child comes across any new words will help him or her learn to spell words effectively. Review the steps as you both go over this week's spelling words.

Help your child look up other math words, and words from other subjects, in a dictionary.

Help your child complete the rhyming activity.

Name _____ Date _____

Words from Math

area	weight	yard	zero	decade
hundreds	minute	edge	figure	rectangle
size	noon	amount	calendar	era
billions	cone	cylinder	quart	length

Write the spelling words that tell about:

Numbers

1. _____
2. _____
3. _____
4. _____

Time

12. _____
13. _____
14. _____
15. _____
16. _____

Shapes

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Measurement

17. _____
18. _____
19. _____
20. _____

Write the spelling words *quart*, *cylinder*, *zero*, and *hundreds* in alphabetical order.

21. _____
22. _____
23. _____
24. _____

Words from Math

area	weight	yard	zero	decade
hundreds	minute	edge	figure	rectangle
size	noon	amount	calendar	era
billions	cone	cylinder	quart	length

What is the Meaning?

Write the spelling word that belongs in each group.

1. triangle, _____
2. tens, _____
3. millions, _____
4. _____, hour
5. _____, midnight
6. year, _____
7. foot, _____
8. pint, _____

What's the Word?

Complete each sentence with a spelling word.

9. The playground is that whole _____ behind the school.
10. If you subtract four from four, you'll end up with _____.
11. What _____ shoes do you wear?
12. We circled her birthday on the _____.
13. Move the cup away from the _____ of the table.
14. What _____ of money do you need to buy the car?
15. A three-sided _____ is called a triangle.
16. The _____ of the hallway is about 50 feet.
17. The _____ in which dinosaurs lived was long ago.
18. I have gained a lot of _____ from eating cookies.

Name _____ Date _____

Words from Math

Proofreading Activity

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

The Everglades covers an areah of about 5,000 square miles in southern Florida. Its siz makes it one of the largest wetlands in the world. During the past decad a growing population and farming has harmed this wetland. Today, alligators must be protected or they will die out. An alligator's lenth can measure 9 feet or more. Their wayt can be as much as 250 pounds. If we do not save the Everglades, the erah of the Florida alligator may be over.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Writing Activity

Write about an animal or a place that you would like to save. Use four spelling words in your writing.

Words from Math

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample sets of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A

- (A) foote
 (B) fut
 (C) foot
 (D) fute

Sample B

- (E) intch
 (F) inch
 (G) inche
 (H) insh

- | | | | |
|--|---|--|---|
| 1. <input type="radio"/> (A) aree
<input type="radio"/> (B) areu
<input type="radio"/> (C) arae
<input type="radio"/> (D) area | 6. <input type="radio"/> (E) minut
<input type="radio"/> (F) minit
<input type="radio"/> (G) minite
<input type="radio"/> (H) minute | 11. <input type="radio"/> (A) umount
<input type="radio"/> (B) umownt
<input type="radio"/> (C) amownt
<input type="radio"/> (D) amount | 16. <input type="radio"/> (E) quart
<input type="radio"/> (F) quart
<input type="radio"/> (G) quert
<input type="radio"/> (H) quarte |
| 2. <input type="radio"/> (E) hundredz
<input type="radio"/> (F) hundreds
<input type="radio"/> (G) hundrids
<input type="radio"/> (H) hungdreds | 7. <input type="radio"/> (A) nume
<input type="radio"/> (B) noon
<input type="radio"/> (C) nyon
<input type="radio"/> (D) noen | 12. <input type="radio"/> (E) cylinder
<input type="radio"/> (F) cilinder
<input type="radio"/> (G) cilunder
<input type="radio"/> (H) cylander | 17. <input type="radio"/> (A) decad
<input type="radio"/> (B) deceide
<input type="radio"/> (C) decade
<input type="radio"/> (D) deckade |
| 3. <input type="radio"/> (A) sise
<input type="radio"/> (B) siz
<input type="radio"/> (C) size
<input type="radio"/> (D) siez | 8. <input type="radio"/> (E) conne
<input type="radio"/> (F) coen
<input type="radio"/> (G) cone
<input type="radio"/> (H) coan | 13. <input type="radio"/> (A) zeero
<input type="radio"/> (B) zero
<input type="radio"/> (C) ziro
<input type="radio"/> (D) zeiro | 18. <input type="radio"/> (E) rectangle
<input type="radio"/> (F) recktriangle
<input type="radio"/> (G) recktangl
<input type="radio"/> (H) rectangel |
| 4. <input type="radio"/> (E) billions
<input type="radio"/> (F) bilionz
<input type="radio"/> (G) billionz
<input type="radio"/> (H) bilyuns | 9. <input type="radio"/> (A) yerd
<input type="radio"/> (B) yard
<input type="radio"/> (C) yarde
<input type="radio"/> (D) yord | 14. <input type="radio"/> (E) fighure
<input type="radio"/> (F) figgure
<input type="radio"/> (G) figyure
<input type="radio"/> (H) figure | 19. <input type="radio"/> (A) eera
<input type="radio"/> (B) era
<input type="radio"/> (C) eru
<input type="radio"/> (D) erah |
| 5. <input type="radio"/> (A) wate
<input type="radio"/> (B) weite
<input type="radio"/> (C) weight
<input type="radio"/> (D) weiht | 10. <input type="radio"/> (E) edge
<input type="radio"/> (F) edg
<input type="radio"/> (G) edge
<input type="radio"/> (H) edj | 15. <input type="radio"/> (A) calunder
<input type="radio"/> (B) callendar
<input type="radio"/> (C) calendar
<input type="radio"/> (D) callindar | 20. <input type="radio"/> (E) lingt
<input type="radio"/> (F) lenth
<input type="radio"/> (G) lengtch
<input type="radio"/> (H) length |

Grade 4/Unit 6 Review Test

Read each sentence. If an underlined word is spelled wrong, fill in the circle that goes with that word. If no word is spelled wrong, fill in the circle below NONE.

Read Sample A, and do Sample B.

- | | |
|--|--|
| <p>A. Can you <u>recut</u> my <u>hare</u> tonight?
A B C</p> | <p>A. (A) (B) (C) (D) NONE</p> |
| <p>B. I <u>caught</u> the <u>bear</u> eating from a <u>bowl</u>.
E F G</p> | <p>B. (E) (F) (G) (H) NONE</p> |
| <p>1. <u>Bury</u> or <u>need</u> the <u>dates</u> into the bread dough.
A B C</p> | <p>1. (A) (B) (C) (D) NONE</p> |
| <p>2. His <u>weight</u> was so <u>grate</u>, his feet became <u>numb</u>.
E F G</p> | <p>2. (E) (F) (G) (H) NONE</p> |
| <p>3. I need <u>encouragemint</u> to be <u>calm</u> in <u>darkness</u>.
A B C</p> | <p>3. (A) (B) (C) (D) NONE</p> |
| <p>4. <u>Hundreds</u> of bubbles give babies <u>nonstop delite</u>.
E F G</p> | <p>4. (E) (F) (G) (H) NONE</p> |
| <p>5. I am <u>unsure</u> that the car <u>cylinder</u> caused the <u>reck</u>.
A B C</p> | <p>5. (A) (B) (C) (D) NONE</p> |
| <p>6. <u>Grate</u> cheese and chop <u>dates</u> for <u>great</u> flavor.
E F G</p> | <p>6. (E) (F) (G) (H) NONE</p> |
| <p>7. A <u>nonstop</u> ride in <u>darknes</u> left us <u>breathless</u>.
A B C</p> | <p>7. (A) (B) (C) (D) NONE</p> |
| <p>8. For your <u>protecshun</u>, <u>rewind</u> the <u>adjustable</u> alarm.
E F G</p> | <p>8. (E) (F) (G) (H) NONE</p> |
| <p>9. I <u>disagree</u> that <u>inactive</u> volcanoes are <u>bilions</u> of years old.
A B C</p> | <p>9. (A) (B) (C) (D) NONE</p> |
| <p>10. It <u>dates</u> back to an <u>era</u> <u>hundreds</u> of years ago.
E F G</p> | <p>10. (E) (F) (G) (H) NONE</p> |
| <p>11. Without <u>encouragement</u>, I became <u>numb</u> and <u>unsure</u>.
E F G</p> | <p>11. (A) (B) (C) (D) NONE</p> |



