

## Spelling Patterns

**Key 1    Alphabet letters and sounds**

**Key 2    Blending short vowel words**

**Key 3    Sight words**

These words do not follow patterns and must be memorized. They are learned using a single page dictionary.

**Key 4    Long vowels with silent "e"**

Examples: make, bike, rope, cube

**Key 5    Two sounds of "y" at the end of one and two syllable words**

Examples: make, bike, rope, cube

**Key 6    Long Vowels with two vowels together**

Examples: plain, beet, team, boat

**Key 7    Other Word Keys (two letters working together to form a single sound)**

Examples: ay, ou, ow, au, aw, er, ir, ur, or, ar, oi, oy, ce, ci, cy, ge, gi, gy, ph, wr, kn, gh, wh, ch, sh, th

**Key 8    Word Families (rhyming words)**

**Key 9    Word Endings and Suffixes**

**Key 10    Compound Words**

1. **Q:** What does a child need to know in order to spell a word?  
**A:** A child needs to know their alphabet letters and sounds. We use the names of letters to talk about them and to alphabetize words.  
**Problem:** Many children add a schwa vowel sound when enunciating letter sounds.

### Teaching Tip:

When unsure of how to make your consonant letter sounds, **verbalize a word which ends in the sound** you want to teach. The final sound will be pure and accurate.

### Examples:

b = cub	c = tack	d = fad	g = hug	h/j = doesn't work
k = back	l = fall	m = hum	n = pun	p = cup
q = doesn't work	r = fur	s = gas	t = sat	v = live
w = doesn't work	x = six (ks sound)	y = doesn't work	z = buzz	



**short vowel a**

To enunciate properly: big smile, open your mouth and keep your teeth more than a finger-width apart.



**short vowel e**

To enunciate properly: big smile, and keep your teeth exactly a finger-width apart.



**short vowel i**

To enunciate properly:  
pretend you are saying "up" and leave off the "p".



**short vowel o**

Open up your mouth to form an oval and say "aw!"



**short vowel u**

To enunciate properly:  
pretend you are saying "up" and leave off the "p".

# Spelling

Spelling tests begin the first week of school. Spelling is taught simultaneously with reading and reinforces the phonetic sounds being taught. If you are a classroom teacher it would be beneficial to make posters of all the spelling rules to use as teaching tools in oral review. If you are a homeschooler write the spelling rules on index cards for easy review. Spelling rules should be reviewed orally each day before spelling tests are given. Without the discussion it is difficult for students to memorize the rules. Once memorized it becomes much easier to apply them in daily writing. Wonderful things will happen if you are consistent in verbalizing them!

**IMPORTANT:** The chart on the next page is a visual picture of the rules. Enlarge this chart for your bulleting board. Give each student a copy. Lines drawn show students where the word keys (phonemes) come in most words. **Example:** \_\_\_\_**aw** means that **aw** comes at the **end** of words. If no line is shown, the word key may be found anywhere in a word (beginning, middle, end). It would be wise to show children the beginning, middle and end letters of three letter words. Some children have not yet developed these concepts and so spelling rules do not make sense to them.

**Example:** bat      b = beginning   a = middle   t = end



# Word Key Placement Dictionary

\*Visual of Rules contributed by M. Bouma

____ai____ ____ay____
____oi____ ____oy____
____ou____ ____ow____ ____au____ ____aw____
ow____ ____oa____ ____oe____ ____ow____
____gh (f) ____gh____
____oo____ ____ui____ ____ue____ ____ew____
____ee____ ____ea____ ____y (e) 2 beat
____er (2 beat) ar ir ur or
ph(f)
wr____ kn____ gn____

th sh ch wh____
____ie ____y (i) one beat
ce (s) ci (s) cy (s)
ge (j) gi (j) gy (j)
____ve
In a one beat word when the vowel is short: ____ck ____ll ____ff ____zz ____ss In a two beat word: ____le
Long vowel with silent e ____a_e ____e_e ____i_e ____o_e ____u_e

# Spelling Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_

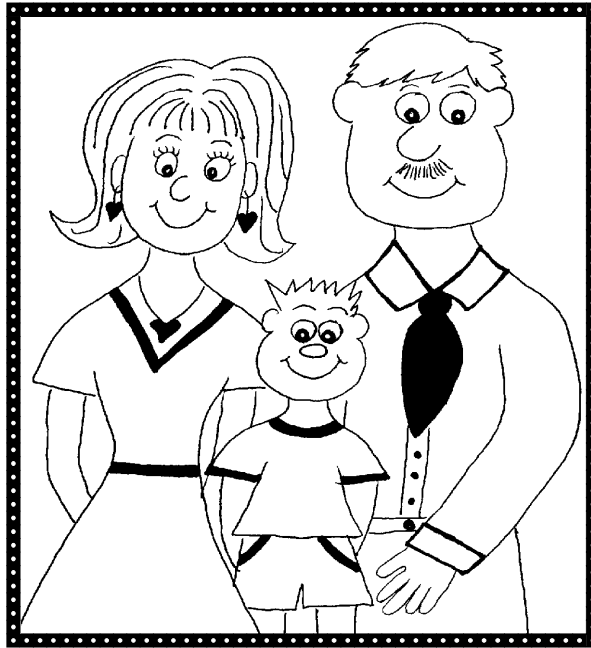
\*starred concepts have been taught

\*highlighted concepts have not yet been mastered

____ ai ____ ____ ay
____ oi ____ ____ oy
____ ou ____ ____ ow ____ au ____ ____ aw
ow ____ ____ oa ____ ____ oe ____ ow
____ gh (f) ____ gh
____ oo ____ ____ ui ____ ____ ue ____ ew
____ ea ____ * ____ ee ____ * ____ ee ____ y (e) 2 beat
____ er (2 beat) ar ir ur or
ph(f)
wr ____ kn ____ gn ____

th sh ch wh ____
____ ie ____ y (i) one beat
ce (s) ci (s) cy (s)
ge (j) gi (j) gy (j)
____ ve
In a one beat word when the vowel is short: ____ ck ____ ll ____ ff ____ zz ____ ss In a two beat word: ____ le
Long vowel with silent e ____ a ____ e ____ e ____ e ____ i ____ e ____ o ____ e ____ u ____ e

# Word Families Dictionary



able

ace

ag

age

all

ang

ank

atch

ar

aste

ay

edge

ice

ight

ild

ind

ing

ink

itch

ir

ook

ore

ung

unk

**Sight Word Dictionary**

<b>A</b>	about	above	after	again	all	always	am
	an	and	another	any	are	around	at
	ate	as	ask	away			
<b>B</b>	back	be	beautiful	beauty	been	because before	behind
	below	beneath	beside	best	better	betweenbig	
	black	blue	both	bottom	bring	but	brown
	buy	by					
<b>C</b>	call	came	can	carry	caught	circle	clean
	come	cold	could	couldn't	could've	curious	cut
	cute						
<b>D</b>	daughter	decide	did	didn't	different	do	does
	done	don't	down	draw	drink		
<b>E</b>	each	eat	eight	enough	even	every	everybody
	everything	everyone					
<b>F</b>	fall	fast	felt	fight	find	first	five
	fly	for	forget	forgot	found	four	from
	full	funny					
<b>G</b>	gave	get	give	go	goes	going	good
	good-bye	got	great	grow			
<b>H</b>	had	has	have	he	head	hear	heard
	height	help	her	here	herself	him	himself
	his	hold	hot	hour	how	hurt	
<b>I</b>	idea	if	important	in	include	inside	into
	is	it	its/it's	itself			
<b>J</b>	jump	just					
<b>K</b>	keep	kept	key	kind	knew	knock	know
<b>L</b>	laugh	let	light	like	little	live	long
	look						
<b>M</b>	made	make	many	matter	may	might	minute
	me	move	much	must	my		
<b>N</b>	neighbor	never	new	next	no	not	now
<b>O</b>	of	off	old	on	once	one	only
	open	other	or	our	out	over	own
<b>P</b>	patient	patience	people	pick	play	please	pretty
	prove	pull	push	put			
<b>Q</b>	queen	quill	quiet	quieter	quite		
<b>R</b>	ran	read	red	ride	right	round	run
<b>S</b>	said	saw	say	see	seven	shall	she
	should	shouldn't	should've	show	sing	sit	six
	shoes	sleep	small	so	some	soon	sorry
	stop	straight	sudden	suddenly			
<b>T</b>	take	talk	taste	taught	tell	ten	than
	thank	thank-you	that	the	them	then	their
	there	these	they	there's	they're	think	this
	those	though	thought	through	three	tight	to
	today	tomorrow	too	together	toward	try	two
<b>U</b>	under	underneath	up	upon	us	use	
<b>V</b>	vain	vary	vein	very			
<b>W</b>	walk	want	warm	was	wash	we	well
	we'll	went	were	what	when	where	which
	while	who	why	will	wish	with	without
	work	would	wouldn't	would've	write		
<b>X</b>	x-ray	xylophone					
<b>Y</b>	yellow	yes	yoke	yolk	you	you'll	your
	you're	you've					
<b>Z</b>	zap	zip	zipper	zoo	zoom		

Beginning on the fifth day students will begin spelling tests by printing the letters that make the sounds. For example: the teacher says "ee" and students print "ee". As soon as it is possible students will begin to spell words.

When dictating words say the spelling word once. Tell students how many letters each word contains before they spell it. Example: Spell "sock" with four letters. Have the student repeat the spelling word after you. Then say the first sound found in the word. Have the student repeat the spelling word after you, the first sound found in the word, and then print it. Repeat the word again and make the middle sound found in the word. Have the student repeat the spelling word after you, the middle sound found in the word, and then print it. Repeat the process for the last letter. Verbalize any spelling rules and have the student verbalize the rule after you. This process teaches a child from the start that words have spelling rules and separate sounds that are joined together to form words. It is important for a child to be able to identify the order (beginning, middle, end) that sounds come in.

Spelling rules are taught during spelling tests. The tests help review reading and spelling skills on a daily basis. Please note the spelling rules should be verbalized during the lessons given. Point to the rules on the chart found on page 768. In words that contain the "k" sound such as "sink" tell the student that it does not contain the letter "c" beforehand. On day four teach the rule that "ck" only comes together at the end of regular (short) vowel words. On day eight teach that "ur" only comes together in the middle or at the end of words. On day nine teach that "wh" is used at the beginning of words that make a windy sound like "what" vs. "wind". Tell students when you are dictating bumper words or mouse words. This will help them learn to apply their understanding and memorize words correctly. Once you get started teaching this will become evident. At the beginning of the year I usually have reluctant spellers, but by the middle of the year my classes always look forward to the challenge of spelling new words. They gain a tremendous amount of skill and confidence through this guided approach. Don't miss this opportunity to set your students up for success!

**NOTE:** On days when no spelling list is given, dictate spelling words from the family word chart or the sight word dictionary. Enlarge the family word chart to poster size and post it where students can easily reference it during spelling tests.

### **Tests Studied at Home:**

Although no lists of spelling words for memorization at home are included if you have parental support I strongly suggest that you begin sending home spelling lists of ten sight words on Mondays to be memorized for a test on Fridays. See sight word dictionary on daily work to choose words from. These spelling lists can begin in November and continue throughout the school year. It is valuable to create overlap of difficult words over a period of several weeks so that students have an opportunity to master them. Use the words listed on student work located on the sentence structure page to create weekly spelling lists.

**Helpful Hint:** If you send home a calendar to parents indicating monthly events put your spelling lists on it, too.



## **Spelling Rules**

### **Vowel Rules**

1. When silent e comes at the end of a one syllable word it makes the middle vowel say its name (or its long sound).
2. When two vowels come together the first one says its name and the second one is silent.
3. V-CV open syllable words  
When the syllable break is after the vowel it makes its long sound like cli mate. (Does not include prefixes or suffixes)
4. VC closed syllable words  
When the syllable break is after the consonant the vowel makes its short sound like splin ter. (Does not include prefixes or suffixes)

### **Borrower Rules**

1. When y comes at the end of a one syllable word it says long i sound.
2. When y comes at the end of a two syllable word it says long e sound.
3. When g is followed by e, i, y it borrows the j sound.
4. When c is followed by e, i, y it borrows the s sound.
5. When c is followed by a, o, u it borrows the k sound.
6. ph borrows the letter f's sound
7. gh can borrow the letter f's sound at the end of words (cough)
8. qu borrows the sound kw and usually comes at the beginning of words
9. x borrows the sound of eks and always takes its friend e with him.

### **Vowel Digraph Rules**

1. ai says long a sound and comes in the middle of words
2. ay says long a sound and comes at the end of words
3. ea says long e sound and comes in the middle of words
4. ee says long e sound and comes in the middle and at the end of words
5. oa says long o sound and comes in the middle of words
6. oo can say "ue" or the sound found in "book" and comes in the middle of words
7. ue says "oo" and can come in the middle or end of words.

**Vowel Diphthong Rules**

1. au says "o" and comes in the middle of words.
2. aw says "o" and comes in the middle or on the end of words.
3. ew says "ue" and comes at the end of words.
4. oi makes sound in "choice" and comes in the middle of words.
5. oy makes sound in "joy" and comes at the end of words.
6. ou says "ow" and comes in the middle of words.
7. ow says long o or ou and comes at the end or in the middle of words.

**R Controlled Words**

1. er says "r" and comes at the end of words
2. ar makes r say its name and comes anywhere in word
3. ur, ir, or can come anywhere in a word

**Consonant Digraphs**

1. ch can come anywhere in a word
2. th is usually quiet at the end of words (with)
3. th is often noisy at the beginning of words (this)
4. wh is quiet and comes at the beginning of words
5. kn comes at the beginning of words and the k is silent
6. wr comes at the beginning of words and the w is silent
7. ck comes at the end of one syllable words when the vowel is short.
8. f's, l's, s's, z's double at the end of a one syllable word when the vowel is short (puff, full, fuss, buzz)
9. sh comes anywhere in a word

**Other Rules**

1. i comes before e except after c or when sounded as long a in neighbor
2. when the j sound comes at the end of words it is often spelled dge
3. the ending ous may be spelled ious or eous
4. the ending ance may be spelled ence
5. the ending tion may be spelled cian, sian, sion, tian (motion, mortician,
6. Pluralize a word that ends in y by changing y to i and adding es.
7. In a long vowel word that ends in e you drop the e before adding ing.
8. In a short vowel word that ends in one consonant you double the consonant before adding ing or ed.
9. When i comes before gh it usually says its long sound like in "night".
10. Vowels which come at the end of one syllable words are long. (me, be)
11. Each syllable of a word must contain a vowel.
12. The ch sound at the end of words is often spelled "tch" (catch).

## Spelling Tests

**Day 5**

ow (brown)  
e  
ck  
ee  
ow (yellow)

**Day 7**

ow (brown)      or  
e  
ck  
ee  
ow (yellow)

**Day 9**

ow (brown)      or  
e                      wh  
ck                    cow  
ee  
ow (yellow)

**Day 11**

ow (brown)      or  
e                      wh  
ck                    cow  
ee                    see  
ow (yellow)      mow

**Day 13**

sock                sack  
sam                sow  
cow                mow  
ur                   mock  
or                   see

**Day 15**

sock                set  
sam                how  
cow                tow  
ur                   mock  
or                   see

**Day 17**

for                  bow  
met                hot  
sit                  meet  
bur                mist  
back               see

**Day 19**

get                  got  
bit                  stab  
gift                mob  
burst              sort  
sit                  feet

**Day 21**

gut                  gust  
bus                whim  
met                sob  
fur                fort  
bet                reek

**Day 23**

gut                  pest  
row                whip  
pet                sad  
fur                port  
Ted                peek

**Day 25**

let                  west  
vest                dip  
vet                hut  
urn                let  
bed                seek

**Day 27**

six                  just  
pest                dip  
vest                hug  
burn                jet  
split                week

**Day 29**

zip                  crust  
yes                flip  
turn                slug  
pot                jump  
spot                peel

**Day 31**

zap                  quit  
yam                shut  
burp                lash  
past                quip  
stomp              been

**Day 33**

this                quick  
chap                mash  
much                wish  
ship                quack  
with                whip

## Spelling Tests

**Day 35**

chat	quit
such	lamp
that	bath
stow	cost
mast	burnt

**Day 37**

had	see
hue	born
mint	sack
gust	when
smack	dish

**Day 39**

stack	track
trick	truck
stick	stuck
chips	hog
zap	yuck

**Day 41**

lost	smog
stand	fig
cup	back
lock	jog
pen	tent

**Day 43**

slurp	whiz
flush	brush
chin	thin
stick	grow
blow	burn

**Day 45** Family word: all

ball	call
stall	mall
wall	fall
hall	tall
small	flow

**Day 47** Bumper Words

make	same
game	take
bake	male
mule	bike
like	bone

**Day 49**

flip	ripe
fat	fake
red	here
pot	stone
jug	cute

**Day 51** Family word: ight

stick	time
fast	fame
job	mane
fight	night
light	might

**Day 53**

stow	sight
fall	file
pike	stone
rule	cube
plane	church

**Day 55** Family word: ay  
Y at end of one beat word

says i.	fall	
play	stay	gray
cry	try	shy
why	light	sight

**Day 57** Y at end of two  
beat words says ee.

baby	sticky	
my	fly	name
pray	ball	time
cute	throw	

**Day 59**

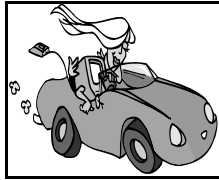
fall	pile
zip	stale
spray	tall
flight	fry
tummy	churn

**Day 61** Family word: ook

shook	look
brook	took
plane	night
mute	tacky
by	bend

**Day 63** Mouse Rule

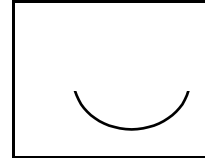
chain	rain
stain	meat
wheat	goat
boat	wall
right	why



= B



= M



= R

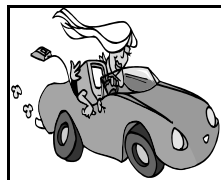
Note: The bumper car graphic represents the concept of silent e bumping other vowels

School Day 62

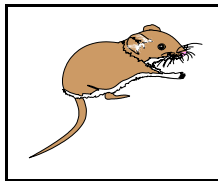
Name \_\_\_\_\_

## Spelling Review of Rules

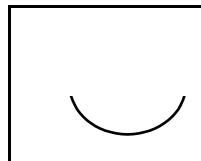
1. whip= <u>R</u>	11. throne = _____	21. freed= _____
2. lunch= <u>R</u>	12. liked = _____	22. sent= _____
3. <del>tune</del> = <u>B</u>	13. beats = _____	23. stroke= _____
4. <del>croak</del> = <u>M</u>	14. fainting= _____	24. cute= _____
5. cheap = _____	15. steam= _____	25. toast= _____
6. flame= _____	16. pinch = _____	26. fist= _____
7. grip = _____	17. petting= _____	27. sheet= _____
8. best = _____	18. roast= _____	28. jumping= _____
9. bead = _____	19. skin= _____	29. hitting= _____
10. sitting = _____	20. lunch= _____	30. stain= _____



= B



=M



=R

School Day 64

Name \_\_\_\_\_

## Spelling Review of Rules

1. weep=\_\_\_\_\_

2. stake=\_\_\_\_\_

3. bone=\_\_\_\_\_

4. choke =\_\_\_\_\_

5. tip =\_\_\_\_\_

6. flap=\_\_\_\_\_

7. goat =\_\_\_\_\_

8. zips =\_\_\_\_\_

9. bean =\_\_\_\_\_

10. sitting =\_\_\_\_\_

11. stones =\_\_\_\_\_

12. liked =\_\_\_\_\_

13. beats =\_\_\_\_\_

14. painting=\_\_\_\_\_

15. stem=\_\_\_\_\_

16. punch =\_\_\_\_\_

17. wetting=\_\_\_\_\_

18. coast=\_\_\_\_\_

19. skit=\_\_\_\_\_

20. munch=\_\_\_\_\_

21. seeds=\_\_\_\_\_

22.bent=\_\_\_\_\_

23. steal=\_\_\_\_\_

24. mute=\_\_\_\_\_

25. toast=\_\_\_\_\_

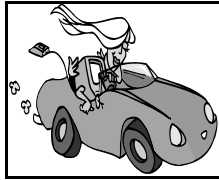
26. mist=\_\_\_\_\_

27. meal=\_\_\_\_\_

28. bumping=\_\_\_\_\_

29. chatting=\_\_\_\_\_

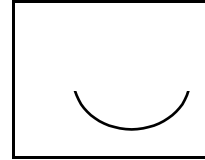
30. pain=\_\_\_\_\_



= B



=M



=R

School Day 66

Name \_\_\_\_\_

## Spelling Review of Rules

1. teach=\_\_\_\_\_

2. cake=\_\_\_\_\_

3. dog=\_\_\_\_\_

4. soak = \_\_\_\_\_

5. chips = \_\_\_\_\_

6. flop=\_\_\_\_\_

7. moat = \_\_\_\_\_

8. traps = \_\_\_\_\_

9. mean = \_\_\_\_\_

10. waiting = \_\_\_\_\_

11. prunes = \_\_\_\_\_

12. hiked = \_\_\_\_\_

13. cheats = \_\_\_\_\_

14. jail=\_\_\_\_\_

15. tent=\_\_\_\_\_

16. hunch = \_\_\_\_\_

17. betting=\_\_\_\_\_

18. toast=\_\_\_\_\_

19. skim=\_\_\_\_\_

20. crunch=\_\_\_\_\_

21. bleeds=\_\_\_\_\_

22. went=\_\_\_\_\_

23. steam=\_\_\_\_\_

24. mule=\_\_\_\_\_

25. roast=\_\_\_\_\_

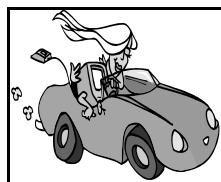
26. fist=\_\_\_\_\_

27. heel=\_\_\_\_\_

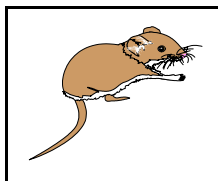
28. blinking=\_\_\_\_\_

29. wheeling=\_\_\_\_\_

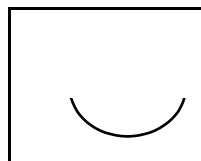
30. rain=\_\_\_\_\_



= B



=M



=R

School Day 68

Name \_\_\_\_\_

## Spelling Review of Rules

1. peach= \_\_\_\_\_

2. poke= \_\_\_\_\_

3. hogs= \_\_\_\_\_

4. oak = \_\_\_\_\_

5. hips = \_\_\_\_\_

6. stop= \_\_\_\_\_

7. boat = \_\_\_\_\_

8. fizz = \_\_\_\_\_

9. meal = \_\_\_\_\_

10. baiting = \_\_\_\_\_

11. share = \_\_\_\_\_

12. biked = \_\_\_\_\_

13. bleats = \_\_\_\_\_

14. wail= \_\_\_\_\_

15. bent= \_\_\_\_\_

16. meet = \_\_\_\_\_

17. batting= \_\_\_\_\_

18. list= \_\_\_\_\_

19. dad= \_\_\_\_\_

20. chick= \_\_\_\_\_

21. best= \_\_\_\_\_

22. west= \_\_\_\_\_

23. dream= \_\_\_\_\_

24. rule= \_\_\_\_\_

25. coast= \_\_\_\_\_

26. crack= \_\_\_\_\_

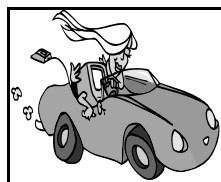
27. feel= \_\_\_\_\_

28. stinking= \_\_\_\_\_

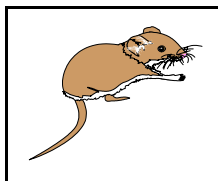
29. peeling= \_\_\_\_\_

30. train= \_\_\_\_\_

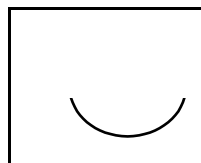




= B



=M



=R

School Day 70

Name \_\_\_\_\_

## Spelling Review of Rules

1. peas= \_\_\_\_\_

2. take= \_\_\_\_\_

3. jogs= \_\_\_\_\_

4. soak = \_\_\_\_\_

5. trips = \_\_\_\_\_

6. stick= \_\_\_\_\_

7. moan = \_\_\_\_\_

8. whizz = \_\_\_\_\_

9. seal = \_\_\_\_\_

10. failing = \_\_\_\_\_

11. care = \_\_\_\_\_

12. spiked = \_\_\_\_\_

13. cheats = \_\_\_\_\_

14. tail= \_\_\_\_\_

15. pants= \_\_\_\_\_

16. sheet = \_\_\_\_\_

17. butting= \_\_\_\_\_

18. which= \_\_\_\_\_

19. went= \_\_\_\_\_

20. stick= \_\_\_\_\_

21. rest= \_\_\_\_\_

22. last= \_\_\_\_\_

23. cream= \_\_\_\_\_

24. jam= \_\_\_\_\_

25. toe= \_\_\_\_\_

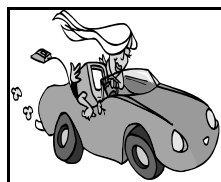
26. stack= \_\_\_\_\_

27. eel= \_\_\_\_\_

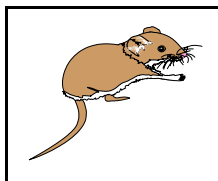
28. selling= \_\_\_\_\_

29. sacks= \_\_\_\_\_

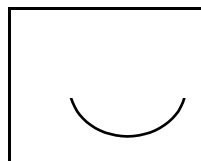
30. train= \_\_\_\_\_



= B



=M



=R

School Day 72

Name \_\_\_\_\_

## Spelling Review of Rules

1. greet = \_\_\_\_\_

11. came = \_\_\_\_\_

21. french= \_\_\_\_\_

2. tame= \_\_\_\_\_

12. spins = \_\_\_\_\_

22. lost= \_\_\_\_\_

3. pigs= \_\_\_\_\_

13. chats = \_\_\_\_\_

23. steam= \_\_\_\_\_

4. soap = \_\_\_\_\_

14. mail= \_\_\_\_\_

24. jam= \_\_\_\_\_

5. drops = \_\_\_\_\_

15. peeks= \_\_\_\_\_

25. Joe= \_\_\_\_\_

6. slick= \_\_\_\_\_

16. feet = \_\_\_\_\_

26. pick= \_\_\_\_\_

7. mops = \_\_\_\_\_

17. cream= \_\_\_\_\_

27. seal= \_\_\_\_\_

8. fuzz = \_\_\_\_\_

18. hitch= \_\_\_\_\_

28. hinting= \_\_\_\_\_

9. seam = \_\_\_\_\_

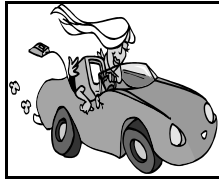
19. lent= \_\_\_\_\_

29. packs= \_\_\_\_\_

10. falling = \_\_\_\_\_

20. stuck= \_\_\_\_\_

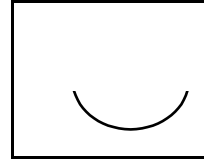
30. stain= \_\_\_\_\_



= B



=M



=R

School Day 74

Name \_\_\_\_\_

## Spelling Review of Rules

1. jeep=\_\_\_\_\_

11. cones =\_\_\_\_\_

21. bleeds=\_\_\_\_\_

2. stale=\_\_\_\_\_

12. risk =\_\_\_\_\_

22. rent=\_\_\_\_\_

3. stone=\_\_\_\_\_

13. seats =\_\_\_\_\_

23. meal=\_\_\_\_\_

4. poke =\_\_\_\_\_

14. tainting=\_\_\_\_\_

24. fail =\_\_\_\_\_

5. flip =\_\_\_\_\_

15. men=\_\_\_\_\_

25. boats=\_\_\_\_\_

6. map=\_\_\_\_\_

16. crunch =\_\_\_\_\_

26. lists=\_\_\_\_\_

7. float =\_\_\_\_\_

17. letting=\_\_\_\_\_

27. zeal=\_\_\_\_\_

8. chips =\_\_\_\_\_

18. boast=\_\_\_\_\_

28. jumping=\_\_\_\_\_

9. mean =\_\_\_\_\_

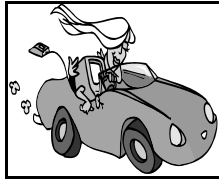
19. bit=\_\_\_\_\_

29. patting=\_\_\_\_\_

10. hitting =\_\_\_\_\_

20. bunch=\_\_\_\_\_

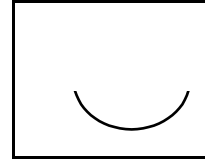
30. rain=\_\_\_\_\_



= B



=M



=R

School Day 76

Name \_\_\_\_\_

## Spelling Review of Rules

1. steep= \_\_\_\_\_

2. bale= \_\_\_\_\_

3. stone= \_\_\_\_\_

4. stoke = \_\_\_\_\_

5. tip = \_\_\_\_\_

6. tack= \_\_\_\_\_

7. moan = \_\_\_\_\_

8. flips = \_\_\_\_\_

9. jeans = \_\_\_\_\_

10. zipping

11. likes = \_\_\_\_\_

12. film = \_\_\_\_\_

13. cheats = \_\_\_\_\_

14. moaning= \_\_\_\_\_

15. ten= \_\_\_\_\_

16. cracks = \_\_\_\_\_

17. wetting= \_\_\_\_\_

18. toast= \_\_\_\_\_

19. mitt= \_\_\_\_\_

20. munch= \_\_\_\_\_

21. seeds= \_\_\_\_\_

22. sent= \_\_\_\_\_

23. peal= \_\_\_\_\_

24. tail = \_\_\_\_\_

25. goats= \_\_\_\_\_

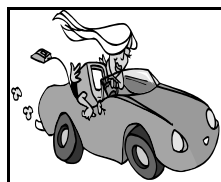
26. fists= \_\_\_\_\_

27. teal= \_\_\_\_\_

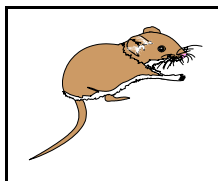
28. bumping= \_\_\_\_\_

29. patting= \_\_\_\_\_

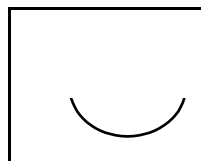
30. stain= \_\_\_\_\_



= B



=M



=R

School Day 78

Name \_\_\_\_\_

## Spelling Review of Rules

1. bleat= \_\_\_\_\_

2. hike= \_\_\_\_\_

3. bone= \_\_\_\_\_

4. stone = \_\_\_\_\_

5. flop = \_\_\_\_\_

6. Jack= \_\_\_\_\_

7. float = \_\_\_\_\_

8. buzz = \_\_\_\_\_

9. beans = \_\_\_\_\_

10. hopping = \_\_\_\_\_

11. bikes = \_\_\_\_\_

12. fist = \_\_\_\_\_

13. seals = \_\_\_\_\_

14. zones= \_\_\_\_\_

15. bend= \_\_\_\_\_

16. stacks = \_\_\_\_\_

17. setting= \_\_\_\_\_

18. roast= \_\_\_\_\_

19. went= \_\_\_\_\_

20. crunch= \_\_\_\_\_

21. beads= \_\_\_\_\_

22. tent= \_\_\_\_\_

23. meal= \_\_\_\_\_

24. pail = \_\_\_\_\_

25. moat= \_\_\_\_\_

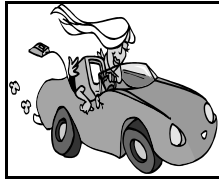
26. last= \_\_\_\_\_

27. bite= \_\_\_\_\_

28. stumps= \_\_\_\_\_

29. chatting= \_\_\_\_\_

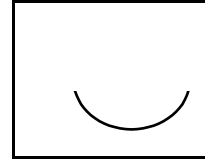
30. drain= \_\_\_\_\_



= B



=M



=R

School Day 80

Name \_\_\_\_\_

## Spelling Review of Rules

1. meat= \_\_\_\_\_

2. tike= \_\_\_\_\_

3. zone= \_\_\_\_\_

4. rake = \_\_\_\_\_

5. stop = \_\_\_\_\_

6. stack= \_\_\_\_\_

7. goat = \_\_\_\_\_

8. puffs = \_\_\_\_\_

9. steams = \_\_\_\_\_

10. zipping = \_\_\_\_\_

11. Mike = \_\_\_\_\_

12. whisk = \_\_\_\_\_

13. peals = \_\_\_\_\_

14. tones= \_\_\_\_\_

15. went= \_\_\_\_\_

16. packs = \_\_\_\_\_

17. betting= \_\_\_\_\_

18. coast= \_\_\_\_\_

19. sent= \_\_\_\_\_

20. bunch= \_\_\_\_\_

21. bleeds= \_\_\_\_\_

22. sent= \_\_\_\_\_

23. teal= \_\_\_\_\_

24. rail = \_\_\_\_\_

25. gloat= \_\_\_\_\_

26. past= \_\_\_\_\_

27. bite= \_\_\_\_\_

28. lump= \_\_\_\_\_

29. hitting= \_\_\_\_\_

30. chain= \_\_\_\_\_

**Spelling Tests****Day 65**

week	queer
cheat	blame
float	crazy
try	light
tray	ball

**Day 67**

wheat	bleat
chain	shake
moan	groan
bait	fry
way	sort

**Day 69 ui & oo**

fruit	boot
jeep	strain
coach	wave
shine	heat
funny	crook

**Day 71 "er" says "r"  
at end of 2 beat words.**

sister	winter	
shear	shale	
quit	blend	cry
pay	groan	faint

**Day 73 "ar" makes  
"r" say its name**

star	far	tart
cart	barn	barter
mother	loot	
fair	stake	

**Day 75 "ing"**

sing	floating
jumping	parking
sorting	whale
strand	west
box	slump

**Day 77 ed & ing**

jumped	jumping
landed	landing
floated	floating
rested	resting
frosted	frosting

**Day 79**

flipper	sticker
dry	fuzzy
bale	grobe
cube	seat
pain	boast

**Day 81**

park	shark
art	sanding
sanded	called
sight	may
book	wheat

**Day 83 "ea" can say  
"e" & break mouse**

rule.	head	sweater
bread	thread	
shy	way	plain
blister	went	tree

**Day 85**

quake	fire
zoom	shot
crashed	whined
poke	blame
farm	bumper

**Day 87 ck comes at  
end of 1 beat words  
with short vowels.**

stick	truck	track
rock	shock	stuck
stay	play	gray

**Day 89**

flick	bent
ring	pack
crack	flake
beast	dainty
hole	bay

**Day 91 "ce" & "ci"**

race	pace
ice	cinch
brook	lend
blast	quack
shrub	feast

**Day 93 "cy" & "ge"**

cage	rage
fancy	least
faint	took
pay	shy
right	game

**Spelling Tests****Day 95** gy Family: ace

pudgy	pace
cheat	drain
float	race
funny	sight
gray	fall

**Day 97** Review ue

clue	wheat
grain	time
shook	stay
wait	pry
fight	horn

**Day 99** ui & oo

blew	stew
grew	chew
fancy	pail
splinter	crazy
hook	call

**Day 101**

bold	spice
floating	took
stall	flew
stick	cart
wicker	both

**Day 103** oi & oy

boil	joy
coin	boy
chew	Billy
pray	chain
pace	rice

**Day 105**

bumping	coat
stick	mark
born	new
lice	lick
paint	slay

**Day 107** aw & au

claw	taut
crew	join
ploy	plain
stray	hook
hall	vice

**Day 109**

straw	gaunt
dew	flew
broil	employ
count	plow
start	horn

**Day 111**

spout	bow
destroy	spoil
stew	pew
flaw	haul
stood	hoop

**Day 113**

bound	chow
foot	mood
pauper	thaw
shrew	void
ploy	parch

**Day 115**

cloud	brow
boy	join
stew	sprawl
audit	groom
foot	cook

**Day 117**

plain	today
fireman	sitter
maul	mew
foil	hoot
croak	stuck

**Day 119**

splay	pair
cheap	queer
toast	fault
law	void
toy	round

**Day 121** ph says f

graph	phone
grump	forgot
mister	yelp
splash	husk
probe	trade

**Day 123**

buzz	fill
fuss	spill
puff	whizz
smoke	prune
army	spy



**Spelling Tests****Day 124 ph & gh**

phone	graph
nephew	gopher
orphan	dolphin
cough	rough
tough	trough

**Day 126 ff,ll,ss,zz**

puff	buzz
fuss	pull
huff	fizz
mass	tall
cliff	stiff

**Day 128 ff,ll,ss,zz**

brass	bass
class	whiff
miff	pill
will	ball
call	fuzz

**Day 130 tion ending**

action	motion
lotion	notion
nation	ration
emotion	diction
dictation	invention

**Day 132 contractions**

I'm	I've
should've	we'll
don't	won't
can't	hasn't
they'll	we're

**Day 134 contractions IND**

bind	kind
mind	find
wind	rind
they've	she'll
couldn't	they're

**Day 136**

nap	napped
napping	strip
stripped	stripping
cup	cupped
cupping	spotted

**Day 138**

make	making
rope	roping
shade	shading
cry	cries
cried	tried

**Day 140 wr & kn key**

wrath	wrap
wrench	wreck
wreath	wrist
knot	knit
know	knew

**Day 142 tion \* compound**

loction	motion
suction	reaction
nation	snowman
gumballs	fireman
seashell	horserace

**Day 144 oi & ea**

coins	coiling
boiling	broiled
foiled	wear
sweater	weather
feather	bread

**Day 146 change y to i**

hurry	hurries
hurried	worry
worries	worried
study	studies
studied	buried

**Day 148 change y to i**

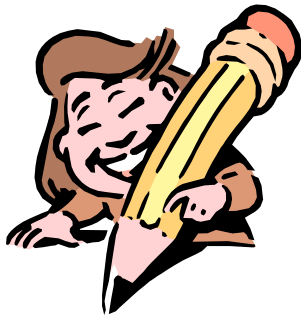
study	studies
studied	bury
buries	buried
army	armies
baby	babies

**Day 150**

choice	pounce
straw	haul
avoid	shouting
draw	daughter
enjoy	poised



## Fixing Misspelled Words



The following pages have lists of misspelled words. Word keys have been misplaced in the words. Fixing the words requires a student to apply their phonics rules. This activity is much more powerful than simply reciting and memorizing phonics rules. A child with adequate practice applying the rules by correcting misspelled words, will slowly internalize them. Once the rules have been internalized, there will be transfer to everyday writing.



written by JoAnne Moore  
Cut these lists into four strips.

property of Books for Results, Inc.  
Students are to use their spelling rules to fix the misspelled words.

www.books4results.com

## School Day 76

## School Day 78

## School Day 80

## School Day 82

### Fix the misspelled words.

Name \_\_\_\_\_

rayn = rain (ay at end of words and ai in middle of words)

payn = \_\_\_\_\_

tri = \_\_\_\_\_

babee = \_\_\_\_\_

wintir = \_\_\_\_\_

stai = \_\_\_\_\_

cou = \_\_\_\_\_

showt = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. pop = \_\_\_\_\_

2. sit = \_\_\_\_\_

3. tan = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

rayn = \_\_\_\_\_

fri = \_\_\_\_\_

craze = \_\_\_\_\_

sistir = \_\_\_\_\_

prai = \_\_\_\_\_

hou = \_\_\_\_\_

abowt = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. trim = \_\_\_\_\_

2. chat = \_\_\_\_\_

3. hum = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

cri = \_\_\_\_\_

trayn = \_\_\_\_\_

funnee = \_\_\_\_\_

sinnir = \_\_\_\_\_

bou = \_\_\_\_\_

wai = \_\_\_\_\_

owt = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. stop = \_\_\_\_\_

2. hit = \_\_\_\_\_

3. jog = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

chayn = \_\_\_\_\_

dri = \_\_\_\_\_

windee = \_\_\_\_\_

brothur = \_\_\_\_\_

mai = \_\_\_\_\_

wou = \_\_\_\_\_

owr = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. hop = \_\_\_\_\_

2. fall = \_\_\_\_\_

3. sit = \_\_\_\_\_

written by JoAnne Moore  
Cut these lists into four strips.

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## School Day 76

## School Day 78

## School Day 80

## School Day 82

### Answer Key

Name \_\_\_\_\_

rayn = rain (ay at end of words and ai in middle of words)

payn = pain

tri = try

babee= baby

wintir= winter

stai= stay

cou = cow

showt = shout

Add ing to these short vowel words which end in one consonant.

1. pop= popping

2. sit= sitting

3. tan = tanning

### Answer Key

Name \_\_\_\_\_

rayn = rain

fri = fry

crazee= crazy

sistir= sister

prai= pray

hou = how

abowt = about

Add ing to these short vowel words which end in one consonant.

1. trim= trimming

2. chat= chatting

3. hum = humming

### Answer Key

Name \_\_\_\_\_

cri= cry

trayn = train

funnee= funny

sinnir= sinner

bou= bow

wai = way

owt = out

Add ing to these short vowel words which end in one consonant.

1. stop= stopping

2. hit = hitting

3. jog = jogging

### Answer Key

Name \_\_\_\_\_

chayn = chain

dri = dry

windee= windy

brothur= brother

mai= may

wou = wow

owr = our

Add ing to these short vowel words which end in one consonant.

1. hop= hopping

2. fall= falling

3. sit =sitting

## School Day 84

## School Day 86

## School Day 88

## School Day 90

### Fix the misspelled words.

Name \_\_\_\_\_

stayn = \_\_\_\_\_

cri = \_\_\_\_\_

sillee= \_\_\_\_\_

blistir= \_\_\_\_\_

prai= \_\_\_\_\_

pou = \_\_\_\_\_

owt = \_\_\_\_\_

choo= \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. bake= \_\_\_\_\_

2. wade= \_\_\_\_\_

3. flare = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

payl = \_\_\_\_\_

tri = \_\_\_\_\_

funnee= \_\_\_\_\_

stickir= \_\_\_\_\_

strai= \_\_\_\_\_

cou = \_\_\_\_\_

bownd = \_\_\_\_\_

floo= \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. stare= \_\_\_\_\_

2. stone= \_\_\_\_\_

3. shade= \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

mi= \_\_\_\_\_

trayn = \_\_\_\_\_

fuzzee= \_\_\_\_\_

feathir= \_\_\_\_\_

howr= \_\_\_\_\_

hai = \_\_\_\_\_

stoo = \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. poke= \_\_\_\_\_

2. wade= \_\_\_\_\_

3. glare = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

chayr = \_\_\_\_\_

tri = \_\_\_\_\_

hairee= \_\_\_\_\_

bettur= \_\_\_\_\_

rai= \_\_\_\_\_

groo= \_\_\_\_\_

hownd = \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. bare= \_\_\_\_\_

2. flare= \_\_\_\_\_

3. shade= \_\_\_\_\_

## School Day 84

## School Day 86

## School Day 88

## School Day 90

<u>Answer Key</u>
Name_____
stayn = stain
cri = cry
sillee= silly
blistir= blister
prai= pray
pou = pow
owt =out
choo= chew
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. bake= baked
2. wade= waded
3. flare = flared

<u>Answer Key</u>
Name_____
payl = pail
tri = try
funnee= funny
stickir= sticker
strai= stray
cou = cow
bownd = bound
floo= flew
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. stare= stared
2. stone= stoned
3. shade= shaded

<u>Answer Key</u>
Name_____
mi= my
trayn = train
fuzzee= fuzzy
feathir= feather
howr= hour
hai = hay
stoo = stew
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. poke= poked
2. wade= waded
3. glare = glared

<u>Answer Key</u>
Name_____
chayr = chair
tri = try
hairee= hairy
bettur= better
rai= ray
groo= grew
hownd = hound
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. bare= bared
2. flare= flared
3. shade= shaded

## School Day 92

## School Day 94

## School Day 96

## School Day 98

### Fix the misspelled words.

Name \_\_\_\_\_

brayn = \_\_\_\_\_

fri = \_\_\_\_\_

buree= \_\_\_\_\_

summir= \_\_\_\_\_

grai= \_\_\_\_\_

bou = \_\_\_\_\_

showt = \_\_\_\_\_

### Add ed to these short vowel words which end in one consonant.

1. pop= \_\_\_\_\_

2. bat= \_\_\_\_\_

3. jump = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

rayl = \_\_\_\_\_

tri = \_\_\_\_\_

fairee= \_\_\_\_\_

hir= \_\_\_\_\_

traí= \_\_\_\_\_

cou = \_\_\_\_\_

sownd = \_\_\_\_\_

### Add ed to these short vowel words which end in one consonant.

1. trim= \_\_\_\_\_

2. chat= \_\_\_\_\_

3. hum = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

mi= \_\_\_\_\_

payd = \_\_\_\_\_

familee= \_\_\_\_\_

wintir= \_\_\_\_\_

howr= \_\_\_\_\_

hai = \_\_\_\_\_

owt = \_\_\_\_\_

### Add ed to these short vowel words which end in one consonant.

1. stop= \_\_\_\_\_

2. mop= \_\_\_\_\_

3. jog = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

rayd = \_\_\_\_\_

fli = \_\_\_\_\_

glorée= \_\_\_\_\_

weathur= \_\_\_\_\_

rai= \_\_\_\_\_

sou = \_\_\_\_\_

arownd = \_\_\_\_\_

### Add ed to these short vowel words which end in one consonant.

1. hop= \_\_\_\_\_

2. jig= \_\_\_\_\_

3. flop= \_\_\_\_\_

## School Day 92

## School Day 94

## School Day 96

## School Day 98

<u>Answer Key</u>
Name_____
brayn = brain
fri = fry
buree= bury
summir= summer
grai= gray
bou = bow
showt = shout
<u>Add ed to these short vowel words which end in one consonant.</u>
1. pop= popped
2. bat= batted
3. jump = jumped

<u>Answer Key</u>
Name_____
rayl = rail
tri = try
fairee= fairy
hir= her
trai= tray
cou = cow
sownd = sound
<u>Add ed to these short vowel words which end in one consonant.</u>
1. trim= trimmed
2. chat= chatted
3. hum = hummed

<u>Answer Key.</u>
Name_____
mi= my
payd = paid
familee= family
wintir= winter
howr= hour
hai = hay
owt = out
<u>Add ed to these short vowel words which end in one consonant.</u>
1. stop= stopped
2. mop= mopped
3. jog = jogged

<u>Answer Key</u>
Name_____
rayd = raid
fli = fly
gloree= glory
weathur= weather
rai= ray
sou = sou
arownd = around
<u>Add ed to these short vowel words which end in one consonant.</u>
1. hop= hopped
2. jig= jugged
3. flop= flopped



## School Day 100

## School Day 102

## School Day 104

## School Day 106

### Fix the misspelled words.

Name \_\_\_\_\_

truc = \_\_\_\_\_

cri = \_\_\_\_\_

nayl = \_\_\_\_\_

huntir = \_\_\_\_\_

sprai = \_\_\_\_\_

you = \_\_\_\_\_

flowr = \_\_\_\_\_

droo = \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. base = \_\_\_\_\_

2. file = \_\_\_\_\_

3. wade = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

stik = \_\_\_\_\_

tri = \_\_\_\_\_

tayl = \_\_\_\_\_

blistir = \_\_\_\_\_

clai = \_\_\_\_\_

cou = \_\_\_\_\_

howse = \_\_\_\_\_

broo = \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. doze = \_\_\_\_\_

2. cube = \_\_\_\_\_

3. shade = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

pik = \_\_\_\_\_

mi = \_\_\_\_\_

drayn = \_\_\_\_\_

fuzzee = \_\_\_\_\_

wondur = \_\_\_\_\_

howr = \_\_\_\_\_

jai = \_\_\_\_\_

choo = \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. shade = \_\_\_\_\_

2. tile = \_\_\_\_\_

3. glare = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

stuc = \_\_\_\_\_

snayl = \_\_\_\_\_

bi = \_\_\_\_\_

claym = \_\_\_\_\_

summur = \_\_\_\_\_

slai = \_\_\_\_\_

throo = \_\_\_\_\_

cowch = \_\_\_\_\_

### Add "d" to these long vowel words which end in one consonant.

1. time = \_\_\_\_\_

2. hope = \_\_\_\_\_

3. shade = \_\_\_\_\_

## School Day 100

## School Day 102

## School Day 104

## School Day 106

<u>Answer Key</u>
Name_____
truc = truck
cri = cry
nayl= nail
huntir= hunter
sprai= spray
vou = vow
flowr = flour
droo= drew
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. base= based
2. file= filed
3.wade= waded

<u>Answer Key</u>
Name_____
stik = stick
tri = try
tayl= tail
aftir= after
clai= clay
cou = cow
howse = house
broo= brew
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. doze= dozed
2. cube= cubed
3. shade= shaded

<u>Answer Key</u>
Name_____
pik = pick
mi= my
drayn = drain
luckee=lucky
wondur= wonder
howr= hour
jai = jay
choo = chew
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. shade.= shaded
2. tile= tiled
3. glare = glared

<u>Answer Key</u>
Name_____
stuc = stuck
snayl = snail
bi = by
claym= claim
farmur= farmer
slai= slay
throo= threw
cowch = couch
<u>Add "d" to these long vowel words which end in one consonant.</u>
1. time= timed
2. hope= hoped
3. shade= shaded

### School Day 108

<b><u>Fix the misspelled words.</u></b>
Name _____
chik = _____
fli = _____
wayt= _____
flau= _____
boyl= _____
joi = _____
cawse = _____
droo= _____
<b><u>Add ing to these long vowel words which end in silent e.</u></b>
1. base= _____
2. pile= _____
3. tape= _____

### School Day 110

<b><u>Fix the misspelled words.</u></b>
Name _____
rac = _____
whi = _____
rayn= _____
drau= _____
boi= _____
coyl = _____
pawse = _____
broo= _____
<b><u>Add ing to these long vowel words which end in silent e.</u></b>
1. ice= _____
2. face= _____
3. wade= _____

### School Day 112

<b><u>Fix the misspelled words.</u></b>
Name _____
pac = _____
tri= _____
mayn = _____
toi= _____
sau= _____
soyl= _____
lawndry = _____
choo = _____
<b><u>Add ing to these long vowel words which end in silent e.</u></b>
1. gaze.= _____
2. file= _____
3. fade = _____

### School Day 114

<b><u>Fix the misspelled words.</u></b>
Name _____
stak = _____
tayl = _____
fli = _____
joyn= _____
pau= _____
Roi= _____
cawse= _____
coyn = _____
<b><u>Add ing to these long vowel words which end in silent e.</u></b>
1. slime= _____
2. grope= _____
3. trade= _____

## School Day 108

## School Day 110

## School Day 112

## School Day 114

<u>Answer Key</u>
Name_____
chik = chick
fli = fly
wayt= wait
flau= flaw
boyl= boil
joi = joy
cawse = cause
droo= drew
<u>Add ing to these long vowel words which end in silent e.</u>
1. base= basing
2. pile= piling
3. tape= taping

<u>Answer Key</u>
Name_____
rac = rack
whi = why
rayn= rain
drau= draw
boi= boy
coyl = coil
pawse = pause
broo= brew
<u>Add ing to these long vowel words which end in silent e.</u>
1. ice= icing
2. face= facing
3. wade= wading

<u>Answer Key</u>
Name_____
pac = pack
tri= try
mayn = main
toi= toy
sau= saw
soyl= soil
lawndry = laundry
choo = chew
<u>Add ing to these long vowel words which end in silent e.</u>
1. gaze.= gazing
2. file= filing
3. fade = fading

<u>Answer Key</u>
Name_____
stak = stack
tayl = tail
fli = fly
joyn= join
pau= paw
Roi= Roy
cawse= cause
coyn = coin
<u>Add ing to these long vowel words which end in silent e.</u>
1. slime= sliming
2. grope= groping
3. trade= trading

## School Day 116

## School Day 118

## School Day 120

## School Day 122

### Fix the misspelled words.

Name \_\_\_\_\_

pik = \_\_\_\_\_

whi = \_\_\_\_\_

sayl = \_\_\_\_\_

pau = \_\_\_\_\_

coyn = \_\_\_\_\_

Roi = \_\_\_\_\_

lawrch = \_\_\_\_\_

broo = \_\_\_\_\_

### Add ing to these long vowel words which end in silent e.

1. space = \_\_\_\_\_

2. file = \_\_\_\_\_

3. drape = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

stac = \_\_\_\_\_

fli = \_\_\_\_\_

agayn = \_\_\_\_\_

sau = \_\_\_\_\_

coi = \_\_\_\_\_

moyst = \_\_\_\_\_

pawse = \_\_\_\_\_

stoo = \_\_\_\_\_

### Add ing to these long vowel words which end in silent e.

1. ice = \_\_\_\_\_

2. lace = \_\_\_\_\_

3. fade = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

soc = \_\_\_\_\_

tri = \_\_\_\_\_

payn = \_\_\_\_\_

joi = \_\_\_\_\_

rau = \_\_\_\_\_

spoyl = \_\_\_\_\_

faun = \_\_\_\_\_

choo = \_\_\_\_\_

### Add ing to these long vowel words which end in silent e.

1. race = \_\_\_\_\_

2. pile = \_\_\_\_\_

3. stare = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

truk = \_\_\_\_\_

fayl = \_\_\_\_\_

mi = \_\_\_\_\_

voyd = \_\_\_\_\_

sau = \_\_\_\_\_

voyce = \_\_\_\_\_

frawd = \_\_\_\_\_

enjoy = \_\_\_\_\_

### Add ing to these long vowel words which end in silent e.

1. cope = \_\_\_\_\_

2. gripe = \_\_\_\_\_

3. choke = \_\_\_\_\_

## School Day 116

## School Day 118

## School Day 120

## School Day 122

<u>Answer Key</u>
Name_____
pik = pick
whi = why
sayl= sail
pau= paw
coyn= coin
Roi = Roy
lawnc = launch
broo= brew
<u>Add ing to these long vowel words which end in silent e.</u>
1. space= spacing
2. file= filing
3. drape= draping

<u>Answer Key</u>
Name_____
stac = stack
fli= fly
agayn= again
sau= saw
coi= coy
moyst = moist
pawse = pause
stoo= stew
<u>Add ing to these long vowel words which end in silent e.</u>
1. ice= icing
2. lace= lacing
3. fade= fading

<u>Answer Key</u>
Name_____
soc = sock
tri= try
payn = pain
joi= joy
rau= raw
spoyl= spoil
faun = fawn
choo = chew
<u>Add ing to these long vowel words which end in silent e.</u>
1. race.= racing
2. pile= piling
3. stare = staring

<u>Answer Key</u>
Name_____
truk = truck
fayl = fail
mi = my
voyd= void
sau= saw
voyce= voice
frawd= fraud
enjoy= enjoy
<u>Add ing to these long vowel words which end in silent e.</u>
1. cope= coping
2. gripe= griping
3. choke= choking

## School Day 124

## School Day 126

## School Day 128

## School Day 130

### Fix the misspelled words.

Name \_\_\_\_\_

loc = \_\_\_\_\_

shi = \_\_\_\_\_

bayt= \_\_\_\_\_

jumpir= \_\_\_\_\_

sprai= \_\_\_\_\_

you = \_\_\_\_\_

owr = \_\_\_\_\_

droo= \_\_\_\_\_

### Add d to these long vowel words which end in silent e.

1. space= \_\_\_\_\_

2. file= \_\_\_\_\_

3. drape= \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

wik = \_\_\_\_\_

whi= \_\_\_\_\_

payn= \_\_\_\_\_

runnir= \_\_\_\_\_

clai= \_\_\_\_\_

boyl = \_\_\_\_\_

howse = \_\_\_\_\_

broo= \_\_\_\_\_

### Add d to these long vowel words which end in silent e.

1. name= \_\_\_\_\_

2. face= \_\_\_\_\_

3. wade= \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

blac = \_\_\_\_\_

tri= \_\_\_\_\_

gayn = \_\_\_\_\_

fuzzee= \_\_\_\_\_

sinnur= \_\_\_\_\_

coyl= \_\_\_\_\_

mowse = \_\_\_\_\_

choo = \_\_\_\_\_

### Add d to these long vowel words which end in silent e.

1. gaze.= \_\_\_\_\_

2. file= \_\_\_\_\_

3. glare = \_\_\_\_\_

### Fix the misspelled words.

Name \_\_\_\_\_

flik = \_\_\_\_\_

tayl = \_\_\_\_\_

fli = \_\_\_\_\_

funnee= \_\_\_\_\_

killur= \_\_\_\_\_

joi= \_\_\_\_\_

throo= \_\_\_\_\_

voyce= \_\_\_\_\_

### add d to these long vowel words which end in silent e.

1. cope= \_\_\_\_\_

2. gripe= \_\_\_\_\_

3. choke= \_\_\_\_\_

## School Day 124

## School Day 126

## School Day 128

## School Day 130

<u>Answer Key</u>
Name_____
loc = lock
shi = shy
bayt= bait
jumpir= jumper
sprai= spray
you = vow
owr = our
droo= drew
<u>Add d to these long vowel words which end in silent e.</u>
1. space= spaced
2. file= filed
3. drape= draped

<u>Answer Key</u>
Name_____
wik = wick
whi= why
payn= pain
runnir= runner
clai= clay
boyl = boil
howse = house
broo= brew
<u>Add d to these long vowel words which end in silent e.</u>
1. name= named
2. face= faced
3. wade= waded

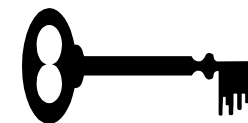
<u>Answer Key</u>
Name_____
blac = black
tri= try
gayn = gain
Billee= Billy
sinnur= sinner
coyl= coil
mowse = mouse
choo = chew
<u>Add d to these long vowel words which end in silent e.</u>
1. gaze.= gazed
2. file= filed
3. glare = glared

<u>Answer Key</u>
Name_____
flik = flick
tayl = tail
fli = fly
funnee= funny
killur= killer
joi= joy
throo= threw
voyce= voice
<u>add d to these long vowel words which end in silent e.</u>
1. cope= coped
2. gripe= griped
3. choke= choked





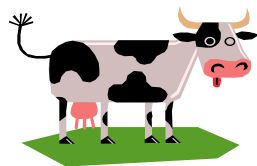
## Keys for Teaching Emergent Readers how to Unlock Words:



### Key # 1: Alphabet Letters & Sounds

Children are taught the names and sounds of alphabet letters using little stories. One letter and sound is taught each day. For example: “e” is the happy letter, because you have to smile to make his sound. The names of letters will be useful for alphabetizing later on. The sounds of letters are used to teach blending skills. Children learn that letters are like animals. They have a name and a sound. Explanation: Cows don’t walk around the barn yard saying their name “Cow!” They make their sound “Moo!”. Alphabet letters are the same. We use their names to talk about them, but to read words, we make their sounds.

**NOTE:** Count on at least three weeks of time to teach these concepts.



### Key # 3: Looking at the End of a Word for “e”

Once the children can confidently blend three letter words and have gained mastery of short vowel sounds it is time to introduce the bumper word principle. Bumper words end in silent e. The “e” is a tricky letter. He jumps the letter beside him and hits the middle vowel on the head to make him say his name. Then he sits perfectly quiet, because he doesn’t want to get caught. For example: bake. In this word the “e” jumps the “k” to hit “a”. This causes the letter “a” to say his name instead of his regular sound. Children need about a month to learn to differentiate between silent “e” words and regular vowel words.

**Hint:** Use spelling sheets to solidify this concept.

### Key # 2: Blending Three-letter Words

Children are taught to blend three-letter words with regular vowels by making the sound of the first letter until they can join it into the sound of the second letter and again into the third letter. Example: bbbbaaaat! bbaat! bat! Review all letter sounds daily. Count on ten weeks for mastery. In my experience three letters is the maximum amount of sounds an emergent reader can handle blending. If you give them a word with more than three sounds they should learn to cover up the remaining letters, blend only three letters at a time, and then add on the remaining ones. This is especially true when adding “s” onto a word. Teach children to blend the word without the “s” and add it on once they know what the word is. The challenge in blending is always the vowel sounds. It is helpful to focus on mouth positioning to teach them.

1. “A” is the crybaby letter. He cries “Aaaa!” (This one is the easiest to learn.)
2. “E” is the happy letter. To enunciate properly smile, and keep your teeth a finger-width apart.
3. “I” is the sick puppy dog letter. He isn’t feeling well and cries “Iiii!” To enunciate properly smile, and close your teeth a fingernail-width apart
4. “O” is the doctor letter. Open up your mouth to form an oval and say “aw!”
5. “U” is the muscleman letter. He is trying to lift his heavy weight up. To enunciate properly pretend you are saying “up” and leave off the “p”.

### Key # 4: Looking at the End of a Word for “y”

While you are teaching children to look at the end of a word for the silent “e”, it makes sense to also teach them about what happens when “y” comes at the end of a word. Children are taught that when “y” comes at the end of a one-beat word (one-syllable word) it says “i”. For example: cry. When “y” comes at the end of a two-beat word it says “ee”. For example: baby. This is taught through a clapping game which helps children learn the differences between one and two-beat words ending in “y”.



**Key # 5: Two Vowels Together**

The next step is to teach students that *when two vowels come together the first one says its name and the second one is silent*. Any time we have two letter friends working together we call this a **word key**.

Children learn that you can't unlock a word if you don't use the right word keys.



1. "ai" makes "a" say its name and comes in the middle of words.
2. "ea" makes "e" say its name and comes in the middle of words.
3. "ee" makes "e" say its name and comes in the middle or end
4. "oa" makes "o" say its name and comes in the middle of words.
5. "oe" makes "o" say its name and comes at the end of words.

**\*This concept is extremely challenging. The task is to help students master identifying the difference between regular vowel words, bumper words, and mouse words. Word analysis exercises are very helpful. If the children do not master the differences between identifying these different kinds of words they will become confused and unable to progress further. Count on six weeks to master this.**

**Word Key # 7: Family Words**

The English language contains a number of words that end in the same way. These are called "family words". Just like a family has a last name shared between family members so do "family words". For example "ice" is a word family. It includes "dice, lice, mice, nice, rice, spice". These are written on a family word poster and taught in the context of new reading vocabulary.

**Key # 8: Word Endings**

Children learn to identify the following endings: ed, s, es, ing, tion, sion

**Key # 9: Naughty Words: These are words which break rules.****Key # 6: Other Word Keys**

Once a child understands that a word key occurs when two letters work together to do one job, they can be taught all the other two-letter combinations. This must be done slowly and methodically with lots of practice. The other two-letter combinations are:

1. th (noisy and quiet sounds), sh, ch, wh
2. R-controlled vowels

"ar" makes "r" say its name anywhere in a word

"er" says "r" and comes at the end of two-beat words

"ir" says "r" and comes anywhere in a word

"or" makes sound found in "fort" and comes anywhere in a word

"ur" says "r" and comes anywhere in a word

3. "oo", and "ui" come in the middle of words (boot, suit)

"ue" comes at the end of words (blue)

"ew" comes in the middle and end of words (chew)

4. "oi" comes in the middle of words (coin)

"oy" comes at the end of words (boy)

5. "ai" says "a" and comes in the middle of words

"ay" says "a" and comes at the end of words

6. ce, ci, cy borrow the "s" sound

7. ge, gi, gy borrow the "j" sound

8. "ck" says "k" and comes at the end of a one-beat word when the vowel is regular (short)

9. "gh" are the ghost letters which don't say anything

10. "ph" says "f" anywhere in a word

11. "ou" says "ow" in middle of words

"ow" says "ou" or long "o" in middle and end of words

12. "au" says short "o" in middle of words

"aw" says short "o" in middle and end of words



**Hint:** Using spelling exercises in which children are required to circle the word keys and count them is a valuable activity for learning to quickly identify the word keys needed to unlock new words.

**Key # 10: Compound Words**

Learning that many long words are made up of two words joined together is a very helpful tool. To teach this students can be given compound words and asked to break them apart or take two words and join them together to form a compound word. Students can be taught to circle word keys, look for a word they know, and then draw a line down to split the word into two words. Example: doghouse/



## Introductory Reading Lessons

Decoding is a time-consuming process which requires a clear and systematically ordered presentation of skills combined with enough practice, direct feedback, and review. What a task! What a challenge—and what rewards! To me, it's like watching popcorn pop! The kernel absorbs heat, begins to bounce around and then explodes. A child learning to decode first absorbs, then attempts and practices, and finally achieves the most amazing ability—that of deciphering printed text!

### **Days 1 to 46: The Alphabet and Short Vowel Sounds** **(See Puppet Show Lessons in this book for Days 1 to 33)**

Knowing the names and sounds of alphabet letters is the highest predictor of reading success when entering grade one. This step is the foundation for decoding. Out of all the letters in the alphabet the short vowel sounds are the most challenging for many students to master. Using mouth positions along with your finger has made this activity tactile, fun and much easier. Daily practice and review of these mouth positions for two months should result in mastery for most students. The bonus is to watch what happens in spelling when the children can differentiate between the short vowels in words such as: bit, bet, bat, but, and bought.

Let's begin with the short "i" sound. This is made when you smile and keep your teeth a fingernail width apart. Have the children smile, bite one fingernail (between top and bottom front teeth), and make the short "i" sound. When blending three letter short vowel words such as "sit" have the children practice smiling and putting their mouths in the proper position using their fingernails when they reach the short vowel "i". Note: if you don't smile the sound won't come out properly.

The short "e" sound is one frequently confused with the short "i" sound because they are so similar. Have the children smile, bite on finger (between top and bottom front teeth), and make the short "e" sound. When blending three letter short vowel words such as "bet" have the children practice smiling and putting their mouths in the proper position using their fingers when they reach the short vowel "e". Note: if you don't smile the sound won't come out properly.

Next comes the short "a" sound. This is made when you smile and drop your jaw so that your top and bottom teeth cannot touch your finger. When blending three letter short vowel words such as "sat" have the children practice smiling and putting their mouths in the proper positions using their fingers to make sure their jaw doesn't close too much when they reach the short vowel "a". Once again, without the smile position the sound won't come out properly.



short a

short e

short i

short o

short u

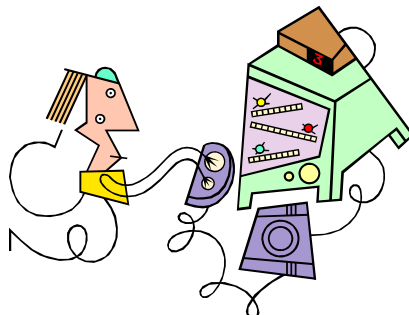
Short “o” is the doctor letter. Ask the children, “What does the doctor ask you to do when he wishes to look in your mouth?” The answer of course is, “Open up and say “Awww””. Use Popsicle sticks to help the children drop their jaws and make the correct sound. When blending three letter short vowel words such as “pop” have the children practice opening their mouths and completely dropping their jaws for the short “o” sound. This is not a smile position.

The muscle man letter is “u”. Ask the children, “What do muscle men do?” The answer is “They lift heavy weights above their heads. As they lift the weights they grunt “Uuuu!” because the weights are so heavy. When their arms are above their heads they even form the shape of the letter “u”. Take a muscle shirt and weights to class and have the children practice being the muscle man as they lift weights and make the short vowel sound of “u”. This is not a smile position.

Daily review of all five vowels should be part of reading and spelling lesson routines. I prefer to do the review sounds using fingers and actions (as described above) in the order of “i”, “e”, “a”, “o”, and “u” because it illustrates the gradual lowering of the jaw. Student mirrors are an invaluable asset during this process as they allow children to visually see the changes. They are especially helpful for the kinesthetic and visual learners. Mirrors can be incorporated as sounds are taught and reviewed.

## Days 47 to 50: Silent “e” Words

The next big step in the decoding process is learning to differentiate between short vowel words and long vowel words with silent “e” on the end. My experience has been that while children seem to readily make this connection from initial presentations they shortly afterwards begin to do one of three things: confuse short and long vowel words, ignore silent “e” altogether, or decode all words as long vowel words. This is especially frustrating if it continues on in independent reading where the teacher has little control over the process and the student’s comprehension is directly effected. In my early years of teaching there were numerous daily occurrences of listening to a child read and finding he/she had ignored the silent “e”. Whereupon, I would ask two questions, “Does that make sense?” and “What does the “e” on the end of that word do?” Interestingly enough, the majority of children explained what should happen and made the correction. However, without constant prompting the situation continued daily. It is time consuming and exhausting for the teacher to continuously prompt twenty-five early readers all day long to pay attention to the “e” at the end of the word. My question became, why do the children appear to understand the concept and yet do not apply it?



The answer is three-fold in nature. First of all, in the process of independent reading the child is not just grappling with the complex process of decoding. He/she must also grapple with comprehension. This means that if the decoding strategies are not at a mastery level they will likely not be applied with any consistency once the comprehension factor is thrown in. Secondly, in the early readers a child may encounter a maximum of sixteen to twenty silent “e” words in a single story/book. Most children are tired from decoding after they have read one or two stories of this length. This practice is not sufficient to create mastery of the silent “e” concept. Finally, a child’s mind works differently than an adult’s. Children at this level attack the decoding process as a game. Their primary goal is to figure out what the word says. However, a teacher’s goal is to teach the child strategies to implement prior to decoding. Therefore, the teacher wants the student to think “Which strategy do I need to use *before* I attack this word?”, while the child is thinking “What is this word?” Children tend to use the strategies as a last line of defence when they fail to decode something that makes sense to them. To reverse this process I created practice exercises which do two things: first, they ask the child to identify which strategy will be applied in order to decode the word, and secondly they give the child the systematic decoding practice required for this skill to enter long-term memory and become automatic. Exercises should be completed as shown in the answer key on the next page and then each word should be sounded out to a partner for decoding practice. Using this type of exercise (with different words) daily for one month is usually sufficient for developing mastery. After this step of decoding is in place it is so fun to hear the children read and watch them apply the silent “e” strategy independently and consistently! (More exercises like the one below are found in the word key exercise section.

<b>R = regular vowel</b>	<b>B =bumper word</b> (long vowel with silent e”)	
sat _____	mends _____	notes _____
plate _____	lump _____	stick _____
chips _____	shades _____	shop _____
grunt _____	buzz _____	closes _____
stone _____	tubes _____	film _____
times _____	faded _____	rest _____

\* When teaching this concept, be sure to teach that “e” can only reach over one consonant when bumping and he only ever bumps one of his vowel pals (a,e,i,o,u). Once bumped, a vowel is so surprised he says his name instead of his regular (short vowel) sound.

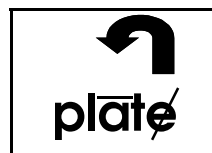
### Answer Key

R = regular vowel		B =bumper word			
sat	___R___	mends	___R___	notes	___B___
plate	___B___	lump	___R___	stick	___R___
chips	___R___	shades	___B___	shop	___R___
grunt	___R___	buzz	___R___	closes	___B___
stone	___B___	tubes	___B___	film	___R___
times	___B___	faded	___B___	rest	___R___

\*Regular (short) vowel words on the exercises should each be marked with a happy face above the vowel. I tell the children that we mark him this way, because he is a happy vowel that did not get bumped on the head.



\*Bumper words (long vowel with silent e) should be marked on the exercises by crossing off the “e” and drawing an arrow from the “e” pointing to the vowel in the middle. The middle vowel should have a straight line over his head to show that he was bumped on the head and in great surprise responded by saying his name.



You will notice that the silent “e” words on the exercises add the endings “ed” and “s”. That is the way words will appear in books and children need to be able to identify the principle operating with or without word endings.

## Exceptions to Long Vowels with Silent “e”

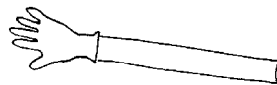
Exceptions to long vowels with silent “e” are introduced as sight words and *not included* in the teaching of silent “e” so as not to confuse the students. Some examples of these sight words include: there, where, were, one, done, are, some.

## Centre Activity to Reinforce Long Vowel Words with Silent “e”

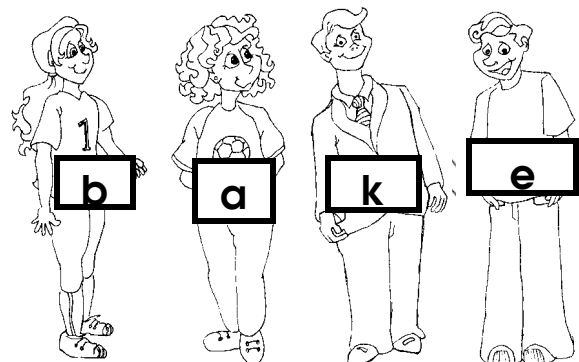
1. Make a poster with at least one hundred long vowel words with silent “e” on them or purchase one from the Trend poster company.
2. On 52 squares of 5 cm by 8 cm construction paper write one alphabet letter in lower case letters. At the end you should have two squares of every letter. e.g.



3. Make a bumper arm with a pool noodle, garden glove, tape from a tape gun, egg crate packing foam bits. Fill the garden glove with egg crate packing foam bits and tape it onto the end of the pool noodle. This will create the bumper arm.



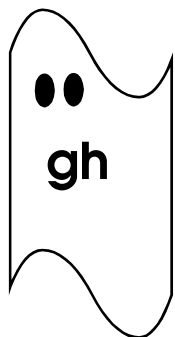
4. Assign five children to the centre at a time. Each child takes turns being the teacher and holding letters. The child teacher looks at the poster, chooses a silent “e” word and gets out the corresponding construction paper letters. The child teacher gives the other four children one letter each to hold. The children stand in a row and the last child holds the “e” and the bumper arm. To practice decoding the word each child makes its letter sound in order from left to right as the child teacher points to him/her. When it is the middle vowel’s turn, the child holding silent “e” takes the bumper arm and gently bumps that child on the head. This child pretends to be so surprised that the vowel he/she is holding says its name instead of its short vowel sound. Once the word has been decoded by the group the children switch roles and choose a new word to practice with.



## Days 51 to 53: Ghost Words (contain the silent “gh” letters)

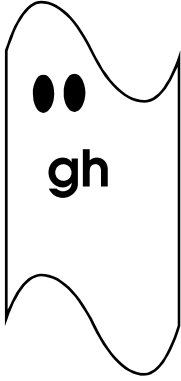
### Word Family “ight”

Ghost words are words which contain the letters (gh) in the middle. Children can be told that these letters are like a ghost, because they are silent when they come in the middle of words. I often tease my students that they are there to trick you, because ghosts like to play tricks. Ghost letters are most often found in the family of “ight”.



Words that end in the “ight” sound are frequently spelled with the ghost letters in the middle. Children can complete exercises such as the one below to practice sounding out and identifying the tricky ghost letters of “gh”. If “gh” comes at the end of words it may be silent (as in the words “high” and “sigh”) or it may borrow the sound of the letter “f”. The concept of “gh” making the sound of the letter “f” will be taught at a later date.

**\*IMPORTANT:** Many tricky ghost words have been included in the list below for your information. ONLY introduce the words ending with “ight” for now and the others will be introduced later.



### Ghost Words: Silent gh

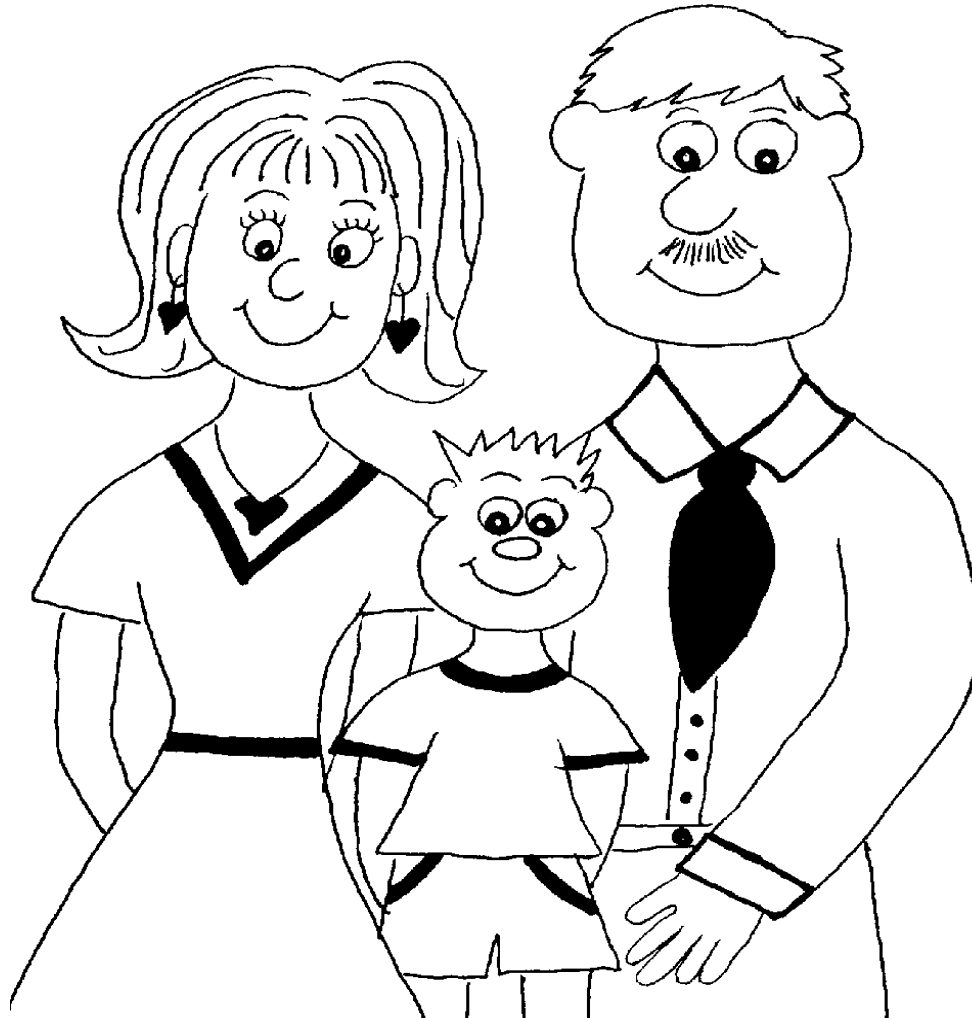
Find the tricky ghost letters “gh” and colour them with a yellow marker. Sound out all the words when you have finished and check them off .

blight	_____	might	_____
bought	_____	night	_____
bright	_____	ought	_____
brought	_____	plight	_____
caught	_____	right	_____
eight	_____	sight	_____
fight	_____	slight	_____
flight	_____	sought	_____
fought	_____	thought	_____
fright	_____	tight	_____
height	_____	weight	_____
knight	_____	wright	_____
light	_____	wrought	_____



# Word Families

## (Share the same Last Name)



ight

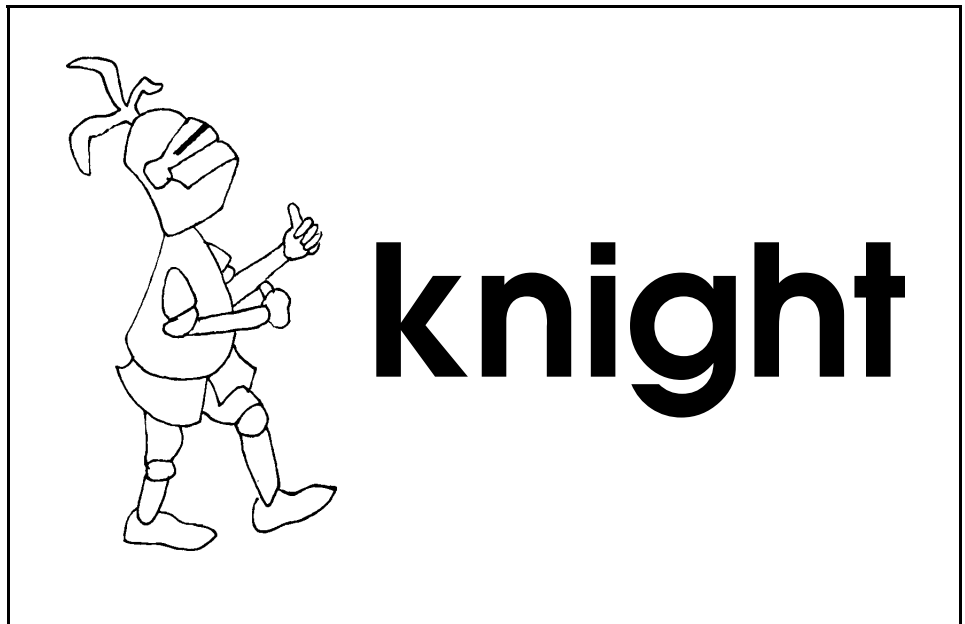
## Class Activity:

Make a book of the family of “ight”. List all the “ight” words on the chalkboard and discuss their meanings. For the cover of the book write “Family of ight”. Provide sixteen blank pages. On each page write down a different “ight” word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “ight” words. Have each group of children take their “ight” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of “ight”. This activity will build vocabulary and reinforce the spelling and reading of the “ight” words. It also creates a quick review of the “ight” family at any time.

### Sample Page from the “Family of ight: class book:

#### Family of ight

blight  
bright  
fight  
flight  
fright  
height  
knight  
light  
might  
night  
plight  
right  
sight  
slight  
tight  
wright



**Day 54: Word Family (ay)****“ay” is a vowel digraph**

Families usually share the same last name. Words that rhyme share the same last name (last part of the word). We call words that rhyme “word families”. So far we have learned about the ghost word family “ight”. Now, we would like to add the new family of “ay”. We will call “ay” the cool word family. Tell your students we call them this, because when you’re really cool you say “Eh!” (long vowel sound of a). For fun hold up both your thumbs while holding your fingers in a fist (just like the Fonz from the old television show Happy Days) as you say “Eh!”.

**Family Members of “ay”**

**Find the word family “ay” in the words below and colour them with a yellow marker. Sound out all the words when you have finished and check them off .**

bay

\_\_\_\_\_

pray

\_\_\_\_\_

bray

\_\_\_\_\_

ray

\_\_\_\_\_

clay

\_\_\_\_\_

say

\_\_\_\_\_

day

\_\_\_\_\_

slay

\_\_\_\_\_

fray

\_\_\_\_\_

spray

\_\_\_\_\_

gay

\_\_\_\_\_

stay

\_\_\_\_\_

gray

\_\_\_\_\_

stray

\_\_\_\_\_

hay

\_\_\_\_\_

sway

\_\_\_\_\_

jay

\_\_\_\_\_

tray

\_\_\_\_\_

lay

\_\_\_\_\_

way

\_\_\_\_\_

may

\_\_\_\_\_

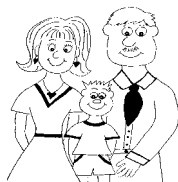
pay

\_\_\_\_\_

play

\_\_\_\_\_

**Add to Word Families Poster  
(Share the same Last Name)**



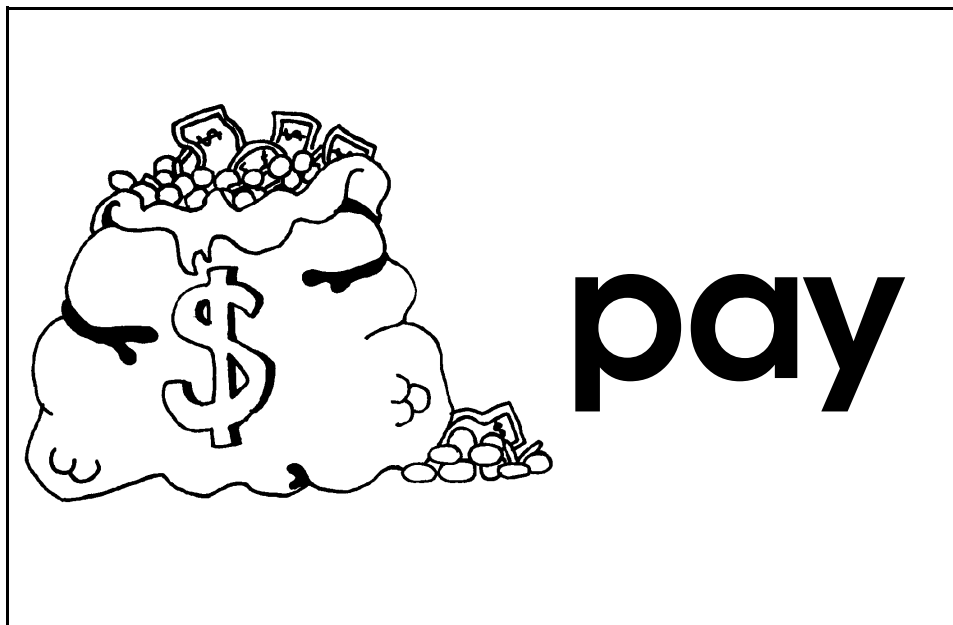
ight  
ay

**Class Activity:**

Make a book of the family of “ay”. List all the “ay” words on the chalkboard and discuss their meanings. For the cover of the book write “Family of ay”. Provide twenty-three blank pages. On each page write down a different “ay” word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “ay” words. Have each group of children take their “ay” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of “ay”. This activity will build vocabulary and reinforce the spelling and reading of the “ay” words. It also creates a quick review of the “ay” family at any time.

**Sample Page from the “Family of ay” class book:**

Family of ay	
bay	
bray	
clay	
day	
fray	
gay	
gray	
hay	
jay	
lay	
may	
pay	
play	
pray	
ray	
say	
slay	
spray	
stay	
stray	
sway	
tray	
way	



## Days 55 to 57: “Y” at the end of one and two syllable words

It makes sense to teach children “y” at the end of one and two syllable words after teaching the silent “e” rule, because it is another time when the letter at the end of the word determines the pronunciation. “Y” at the end of a one syllable word (one beat word) makes the long “i” sound. “Y” at the end of a multisyllabic word (two or more beat word) makes the long “e” sound.

First, establish how many beats are in a word by playing a clapping game with your students. Begin by clapping the number of syllables in your name as you say it. For example: Mrs. Moore (three beats would be clapped). Have each child say his name and clap the number of beats found in it. Next, play the game a different way by having each child count the number of times his/her jaw drops as he says his name. The jaw drops at each syllable break so that if the word has one syllable the jaw would drop only once. If it had four syllables the jaw would drop four times, etc. Now, move to words ending in “y”. Below are some to practice with. The class should be taught the different sounds of “y” at the end of one and two beat words.

### Y at end of one beat words:

buy  
by  
cry  
dry  
fly  
fry  
my  
ply  
pry  
shy  
sky  
sly  
spry  
spy  
sty  
try  
why  
wry

### Y at end of two beat words:

alley	party
army	quickly
baby	study
bunny	sticky
busy	sloppy
city	tabby
copy	taffy
country	tiny
dizzy	twenty
easy	ugly
family	very
funny	windy
happy	yummy
hungry	zippy
lady	
lazy	
lucky	
plenty	

**Sample Exercise** for solidifying “y” at the end of one and two syllable words. Children should identify the sound “y” makes by putting an “i” or “ee” on the blank beside the word and decode it to a partner afterwards.

**i = y says long i sound at end of one beat word**  
**ee = y says long e sound at end of two beat word**

cry \_\_\_\_\_

lumpy \_\_\_\_\_

try \_\_\_\_\_

muddy \_\_\_\_\_

fuzzy \_\_\_\_\_

sly \_\_\_\_\_

bumpy \_\_\_\_\_

shy \_\_\_\_\_

hazy \_\_\_\_\_

fly \_\_\_\_\_

hilly \_\_\_\_\_

crazy \_\_\_\_\_

by \_\_\_\_\_

why \_\_\_\_\_

mommy \_\_\_\_\_

daddy \_\_\_\_\_

baby \_\_\_\_\_

dry \_\_\_\_\_

**Answer Key:**

**i = y says long i sound at end of one beat word**  
**ee = y says long e sound at end of two beat word**

cry \_\_\_\_i\_\_

lumpy \_\_\_\_ee\_\_

try \_\_\_\_i\_\_

muddy \_ee\_\_

fuzzy \_ee\_\_

sly \_\_\_\_i\_\_

bumpy \_\_ee\_\_

shy \_\_\_\_i\_\_

hazy \_\_ee\_\_

fly \_\_\_\_i\_\_

hilly \_\_ee\_\_

crazy \_\_ee\_\_

by \_\_\_\_i\_\_

why \_\_\_\_i\_\_

mommy \_\_ee\_\_

daddy \_\_ee\_\_

baby \_\_ee\_\_

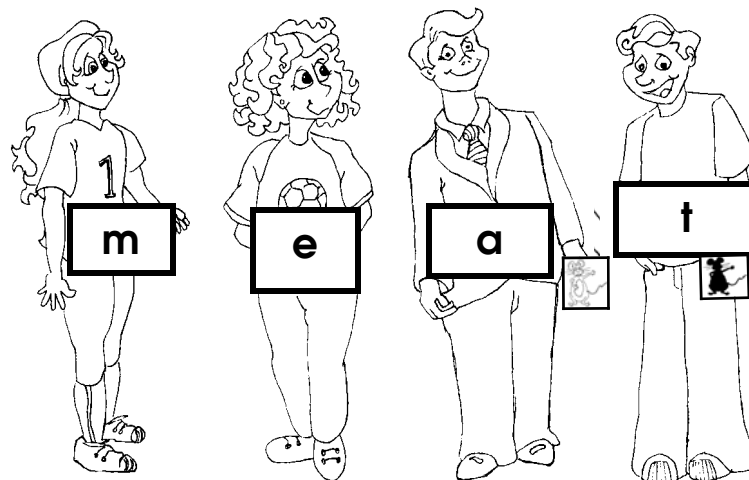
dry \_\_\_\_i\_\_

## Days 62 to 67: Long Vowels with Two Vowels Together (Mouse Words)

As mouse words are introduced it is critical that children master this principle, because the concept is foundational to acquiring all other phonetic concepts. Mouse words contain two vowels which come side by side. In a mouse word key the first vowel says its name and the second follows along as quietly as shadow. Some examples of mouse words are: pain, lead, green, boat. What we are trying to teach kids is to look at a word and decide if it has a regular (short) vowel, a long vowel due to a silent e (bumper words), or a long vowel due to two vowels together (mouse words). When we add the other phonetic sounds such as ew, au, aw, etc. they are all based on the mouse word principle of two letters working together to form a single sound. Mouse words are a kind of **word key**. We have already taught the word keys: ee, ow, ck, ue, or, ur, wh, ch, sh, th, qu. It is now our specific focus to teach students to master looking for two letter friends (word key) working together in a word. Otherwise they will likely be unable to assimilate other two letter combinations and recall them in the context of a word. For example in the word “charge” there are six letters, but only three sounds. Ch, ar, and ge are letter friends that work together to form three single sounds. The second difficulty that you could run into is that the child may begin to guess whether the vowel is long or short. A child that can identify the principle operating (regular vowel, bumper word or mouse word) can verify his knowledge and becomes a confident reader. Please make the poster shown on the next page for your students to use for help in reviewing. On page twenty you will find a sample exercise for how to solidify these concepts. More exercises are located in the book Smart Start in Language Arts under the spelling section. Daily review of the differences between regular words, bumper words, and mouse words should be done orally and with word key exercises for the next three weeks. If you spend enough time on these concepts assimilating the rest of the two-letter phonetic combinations will be much easier. Not enough time spent on this can be disastrous.

### Class Activity:

Use the partial word list found on page 19. Take the cards made for teaching bumper words and have four children stand in front of the class each holding a letter as shown below. The letters should spell a mouse word from the word list. The child that holds the vowel which says its name should also be given a picture of a mouse to show the vowel is saying its name. The child that holds the silent vowel should be given a picture of a mouse shadow to show the vowel is silent like a shadow. The class should practice blending the word until it has been decoded successfully and then a new word may be chosen. This can be placed into a center activity for additional work.



# Mouse Words

When two vowels come together the first one says  
its name and the second one is silent like a shadow.

ai

ea

ee

ie

oa

oe

ue



## ai

aid  
ail  
bail  
braid  
chain

drain  
fail  
faint  
gain  
hail

lain  
mail  
main  
pail  
plain

raid  
rail  
rain  
snail  
stain

tail  
train  
vain  
wail  
waive

## ea

beach  
bead  
beam  
bleach  
clean

crease  
deal  
dream  
each  
eat

heal  
heap  
lead  
beak  
meal

peach  
peak  
plead  
preach  
scream treat

seat  
sneak  
steal  
teach

## ee

bee  
beech  
bleed  
cheek  
deep

feed  
feet  
free  
freeze  
jeep

keen  
knee  
meet  
peep  
reel

screen  
seed  
seen  
sleep  
speed

steel  
steep  
teeth  
tree  
wheel

## oa

bloat  
boast  
boat  
coal  
coat

croak  
float  
foam  
goat  
groan

load  
loaf  
loan  
moan  
oak

oat  
poach  
road  
roast  
shoal

soak  
soap  
toad  
toast  
toaster



These spelling exercises direct the student to apply a decoding strategy prior to decoding. The child will mark the vowels as regular, bumper, or mouse and will then sound them out to a partner. It takes a fair amount of practice to bring these concepts to where they have been assimilated well enough for the child to apply them automatically. Mouse vowels are marked by placing a straight line just above the first vowel to indicate he is saying his name and crossing out the second vowel to show he is silent. Other vowel markings are shown on p. 9. Sample exercise & answer key shown below.


<b>R = regular vowel</b> (short vowel)	<b>B = bumper word</b> (long vowel with silent "e")	<b>M = mouse word</b> (two vowels together)
---	--	--

sat	_____
plate	_____
clear	_____
grunt	_____
stone	_____
rain	_____

mends	_____
goat	_____
shades	_____
buzz	_____
blue	_____
faded	_____

notes	_____
stick	_____
sheet	_____
closes	_____
film	_____
toes	_____

<b>R = regular vowel</b>	<b>B = bumper word</b> (long vowel with silent e")	<b>M = mouse word</b> (two vowels together)
--------------------------	---	--

sat	__r__
 plāt / e	__b__
clēar	__m__
grunt	__r__
stone	__b__
rain	__m__

mends	__r__
goat	__m__
shades	__b__
buzz	__r__
blue	__m__
faded	__b__

notes	__b__
stick	__r__
sheet	__m__
closes	__b__
film	__r__
toes	__m__

**Days 68 & 69: The Scary Word Keys of ue, ui, ew, oo**

Now, that we have learned what a word key is we will introduce the children to all the possible word key combinations for the “ue” sound. These include: ue, ew, oo, and ui. We call them the scary word keys because they say “Ooooo!” to scare you. For practice and mastery of these keys see the sample exercise on the next page.

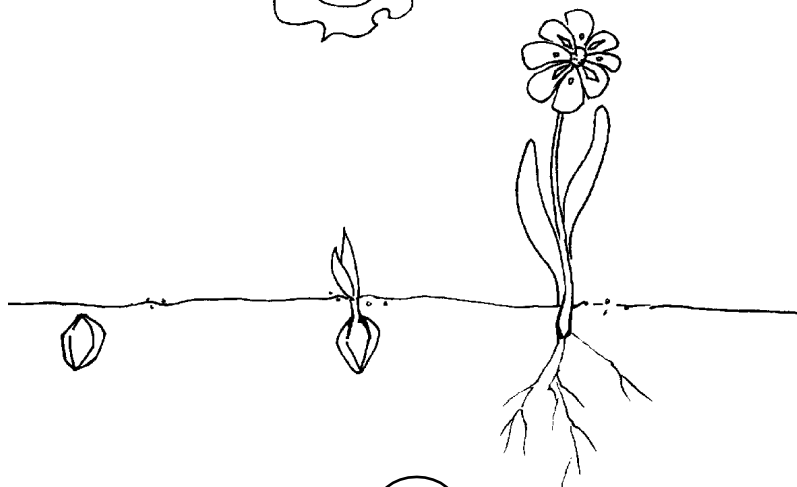
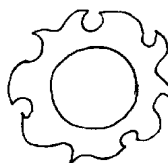
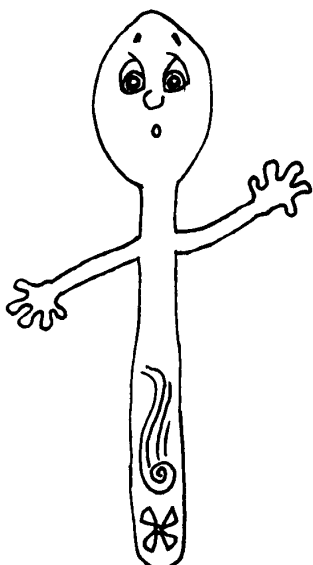
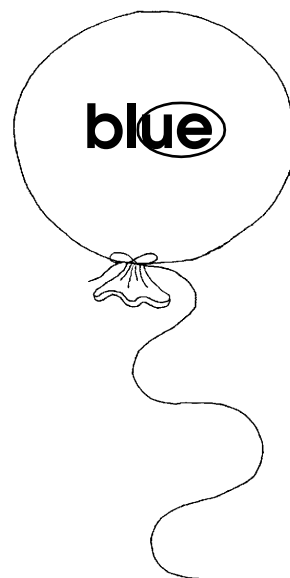
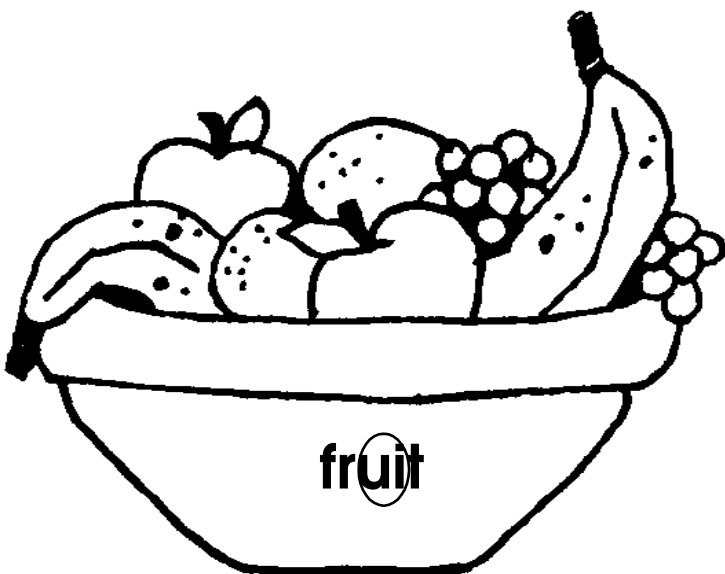
# Scary Word Keys

ui

ue

oo

ew



**Sample Exercise for the scary word keys of ew, ui, oo, and ui:**

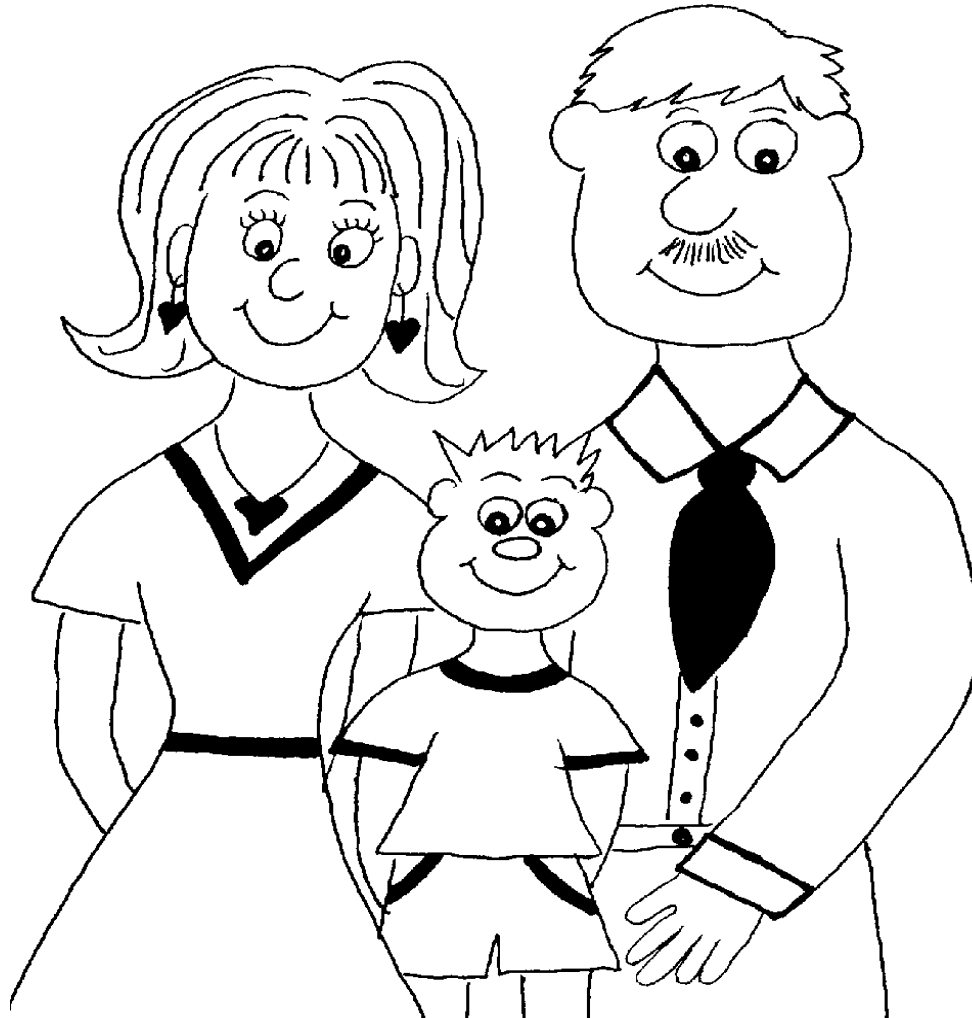
Scary Word Keys /15		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. bloom ____	6. blue ____	11. new ____
2. fruit ____	7. pool ____	12. clue ____
3. flew ____	8. suit ____	13. roost ____
4. jewel ____	9. duel ____	14. threw
5. boot ____	10. mew ____	15. glue ____

**Answer Key:**

Scary Word Keys /15			
Name _____ Read the words. Circle the word keys and print them on the lines.			
1. bloom oo	6. blue ue	11. new ew	ew
2. fruit ui	7. pool oo	12. clue ue	ue
3. flew ew	8. suit ui	13. roost oo	oo
4. jewel ew	9. duel ue	14. threw th ew	th ew
5. boot oo	10. mew ew	15. glue ue	ue

# Word Families

## (Share the same Last Name)



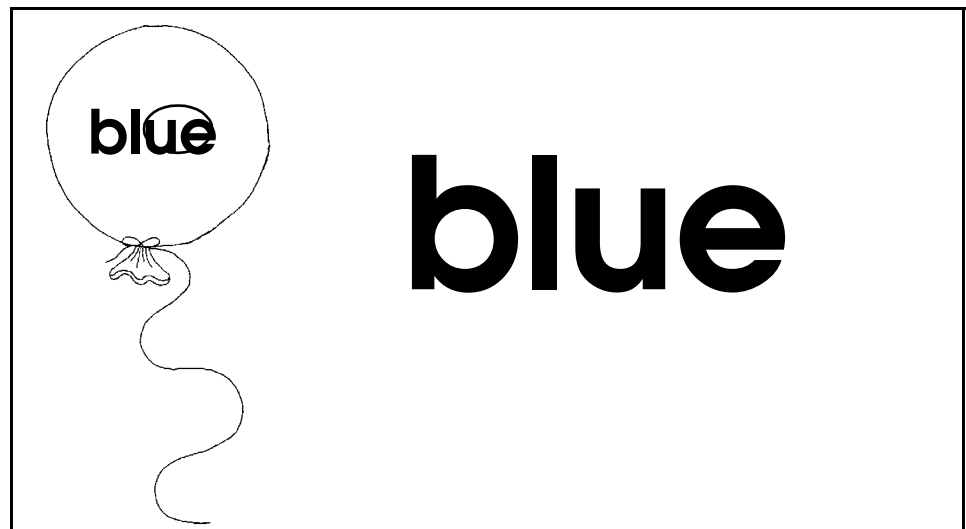
ight  
ay  
ue  
ew

**Class Activity:**

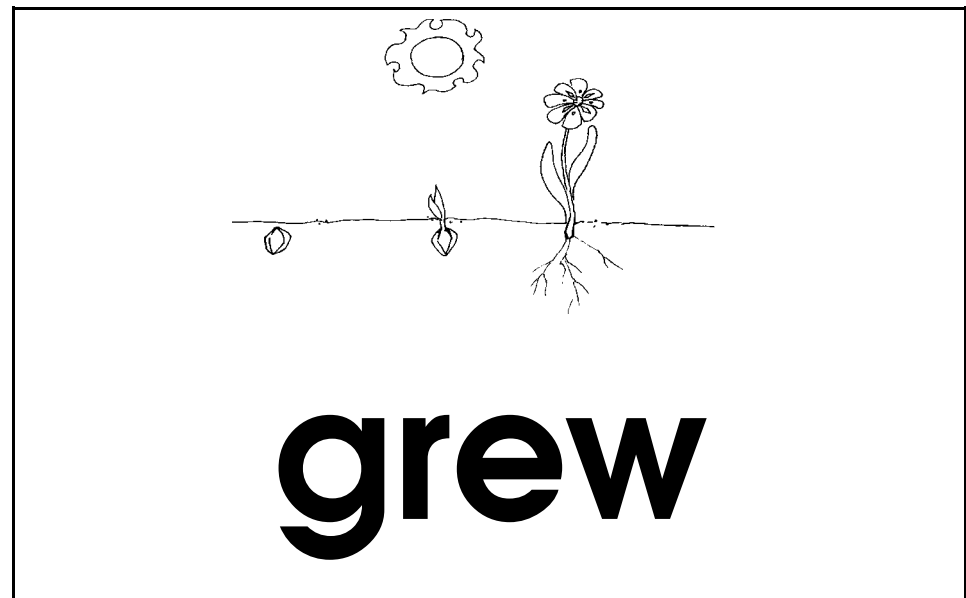
Make a book of the family of “ue” and “ew”. List all the “ue” and “ew” words on the chalkboard and discuss their meanings. For the cover of each book write “Family of ue” and “Family of ew”. Provide twenty-nine blank pages. For the first book write down all the “ue” words leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “ue” words. Have each group of children take their “ue” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of “ue”. This activity will build vocabulary and reinforce the spelling and reading of the “ue” words. It also creates a quick review of the “ue” family at any time. Repeat steps for the family of “ew”.

**Sample Pages from the “Family of ue” and “Family of ew” class books:****Family of ue**

blue  
clue  
cue  
due  
glue  
hue  
rue  
Sue  
sue  
true

**Family of ew**

blew      mew  
brew      new  
chew      pew  
crew      slew  
dew      spew  
drew      stew  
flew      threw  
grew      view  
hew      yew  
knew

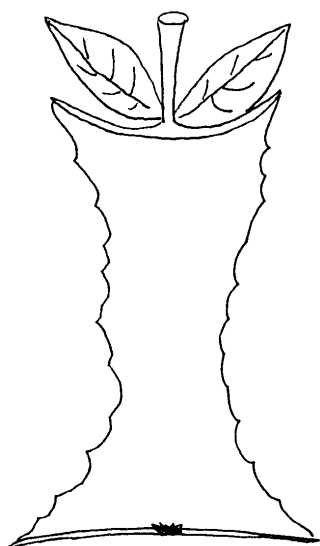
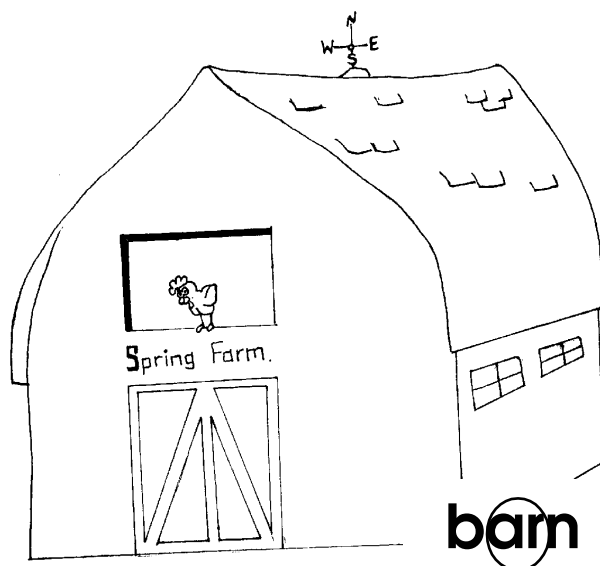
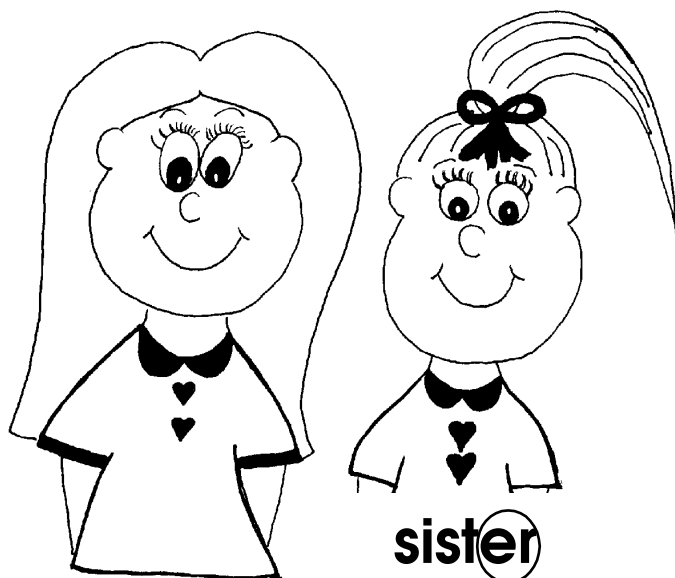


**Days 70 to 74: The R Word Keys**

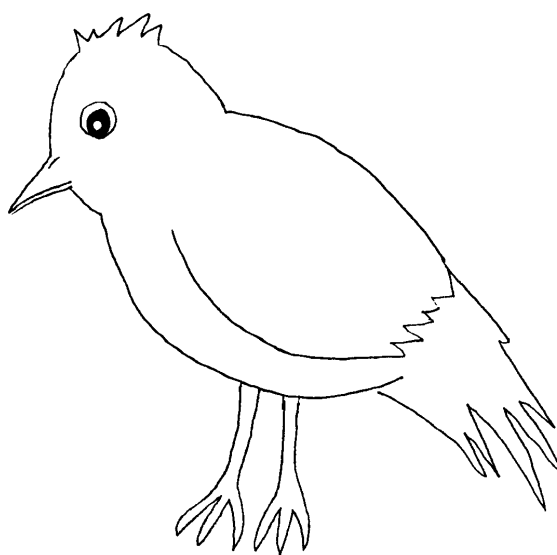
Our next word keys are called the “r” word keys. They include: or, er, ur, ir, and ar. As taught earlier “ur” are the rooster letters who wake everyone up with their “rrr” sound, and “or” are the parrot letters who cry “Or! Or!”. “Ir” is a little bird who calls “rrr” for his bird friends the rooster letters (ur) and the parrot letters (or). “Ar” are the pirate letters who cry “Ar, ar, ar!” when they find gold. “Er” likes to cry “r” at the end of two beat words. For practice and mastery of these keys see the sample exercise on the next page.

# R Word Keys

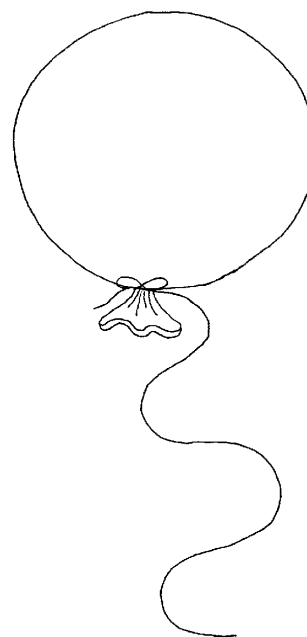
or er ur ir ar



core



bird



purple

**Sample Exercise for the r word keys of er, ur, ir, ar, and or****Rules:**er says “r” and often comes at the end of two beat (syllable) words

ur says “r” and comes anywhere in a word

ir says “r” and comes anywhere in a word

or says “or” and comes anywhere in a word

ar makes “r” say its name and comes anywhere in a word

**R Word Keys /15****Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.**

1. barn \_\_\_\_

6. serve \_\_\_\_

11. chirp \_\_\_\_

2. cork \_\_\_\_

7. curb \_\_\_\_

12. harp \_\_\_\_

3. enter \_\_\_\_

8. squirt \_\_\_\_

13. snore \_\_\_\_

4. turn \_\_\_\_

9. scar \_\_\_\_

14. thirst \_\_\_\_

5. winter \_\_\_\_

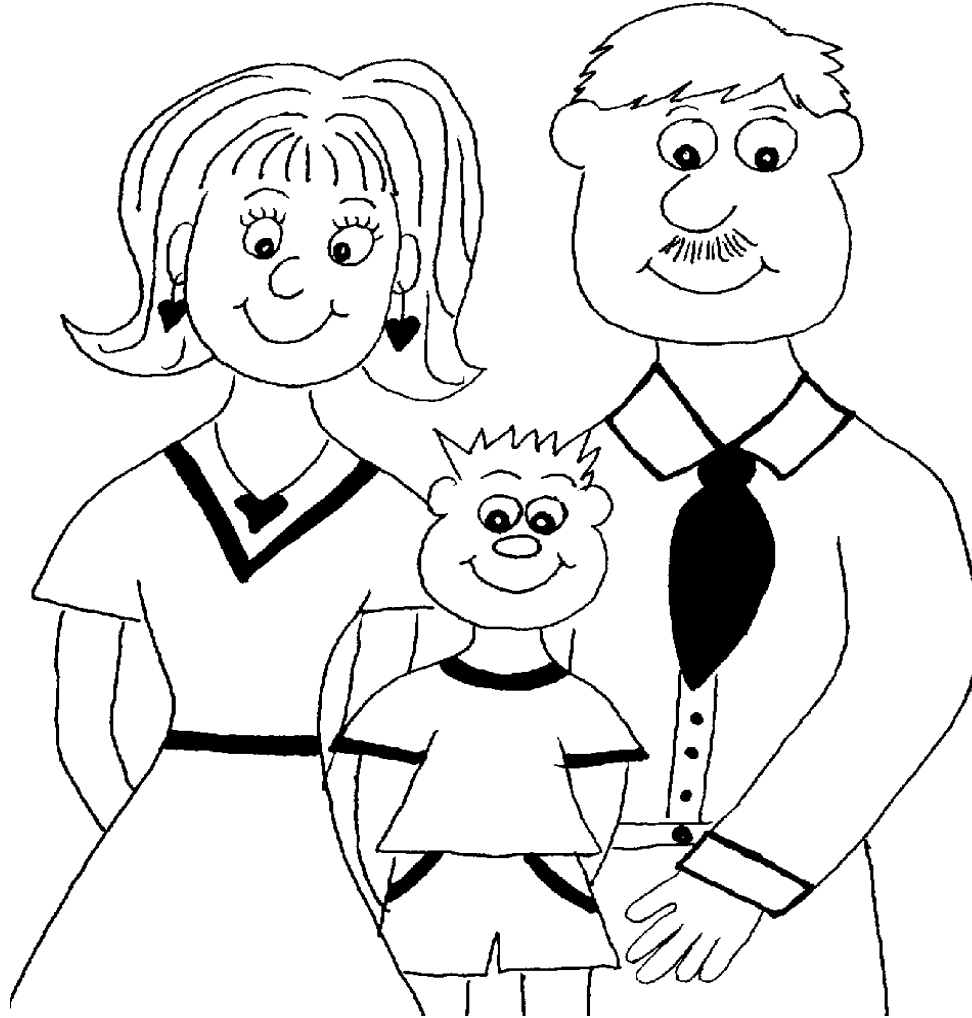
10. sport \_\_\_\_

15. lurk \_\_\_\_

**Answer Key:****R Word Keys /15****Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.**1. barn ar6. serve er11. chirp ch ir2. cork or7. curb ur12. harp ar3. enter er8. squirt qu ir13. snore or4. turn ur9. scar ar14. thirst th ir5. winter er10. sport or15. lurk ur

# Word Families

## (Share the same Last Name)



ight  
ay  
ue  
ew

ar  
ir  
ore



## Class Activity:

Make a book of the family of “ar” and “ir”. List all the “ar” and “ir” words on the chalkboard and discuss their meanings. For the cover of each book write “Family of ar” and “Family of ir”. Provide fifteen blank pages. For the first book write down all the “ar” words leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “ar” words. Have each group of children take their “ar” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of “ar”. This activity will build vocabulary and reinforce the spelling and reading of the “ar” words. It also creates a quick review of the “ar” family at any time. Repeat steps for the family of “ir”.

## Sample Pages from the “Family of ar and ir” class books:

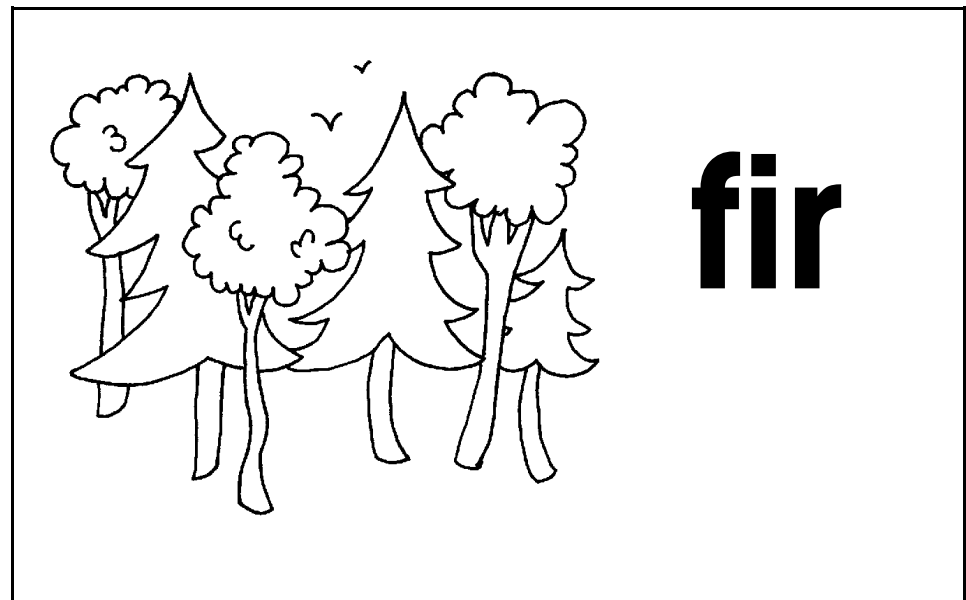
**Family of ar**

afar  
bar  
car  
char  
far  
jar  
mar  
par  
scar  
star  
tar



**Family of ir**

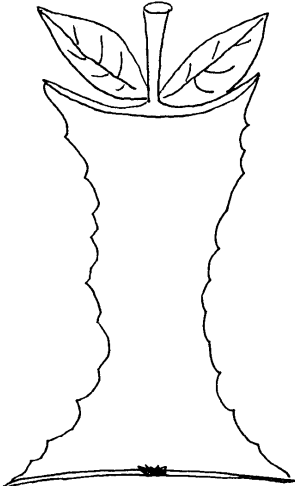
fir  
sir  
stir  
whir



**Class Activity:**

When the “or” sound comes at the end of a word it is usually spelled “ore” with the exceptions of the words “for, nor, or”. When the “or” sound comes in the middle or beginning of a word it is spelled “or”. Make a book of the family of “ore”. List all the “ore” words on the chalkboard and discuss their meanings. For the cover of the book write “Family of ore”. Provide nine blank pages. On each page write down a different “ore” word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “ore” words. Have each group of children take their “ore” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of “ore”. This activity will build vocabulary and reinforce the spelling and reading of the “ore” words. It also creates a quick review of the “ore” family at any time. Create a poster of the three exceptions to the “ore” family. These are: for, nor, and or.

**Sample Page from the “Family of ore” class book:**

<b>Family of ore</b>  bore core score shore snore sore store tore wore	 <b>core</b>
--	---

<b>Exceptions</b>		
<b>for</b>	<b>nor</b>	<b>or</b>

## Days 75 to 81: Word Endings (s, es, ed, ing)

### Background Knowledge:

We are now going to introduce word endings. “s”, “ed” and “ing” are joined to verbs (action words) to show present or past states. “s” and “es” can be added to nouns to show plurals (or possession if used with an apostrophe) and to verbs to show present state.

### Decoding Strategy

For decoding it is easiest to have children cover the ending with their finger, blend the word and then add the ending on. For example the word “sits” would be blended as “sit” and then “sits”. This strategy prevents students from reversing the last two letters and reading the word as “sist”. It also shortens the word and helps the child from feeling intimidated by its length. When the “ed” ending is introduced, children should be made aware that it can make three different sounds. The “ed” ending can say “t”, “d”, or “ed”. In the word “wanted” it says “ed”. In the word “watched” it says “t”. In the word “blamed” it says “d”. Therefore, the child may have to try different sounds when decoding “ed” at the end of words. When “ed” is added to a short vowel (regular vowel) word ending in a single consonant, the single consonant is doubled before adding “ed” or the word will become a long vowel bumper word. For example: “bat” becomes “batted” not “bated”. When adding “ed” to a bumper word (long vowel with silent e) just add “d” because the “e” is already present. For example: “fade” becomes “faded”, not “fadeed”. These rules also follow for the “ing” ending. When “ing” is added to a short vowel word ending in a single consonant, the single consonant is doubled before adding “ing” or the word would be decoded as a long vowel word by an experienced reader. For example: “hit” becomes “hitting” not “hiting”. When adding “ing” to a long vowel word ending in “e” drop the “e” before adding “ing”. For example: “fade” becomes “fading”, not “fadeing” or “fadding”. *Practicing and identifying how the endings are added enables a child to tell if the vowel will be sounded out as a short vowel or a long vowel. Without understanding this the child is left to guess whether the vowel will be short or long.* See the exercise example on the next page for practice. These may also be done on the overhead projector together.

Word Endings			
s	es	ing	ed
<b>Action words:</b>			
bats	batted	batting	
rates	rated	rating	
<b>People/Places/Things:</b>			
People	girls	girl's doll	
Place	provinces	province's flag	
Things	boats	boat's size	
<b>For: action words/people/ places/things ending in <u>s, ss, zz, ch, sh &amp; x</u> add“es”:</b>			
buses	hisses	buzzes	
crunches	pushes	fixes	
<b>To add “s” to words ending in “y” change “y” to “i” and add “es”.</b>			
bunny	bunnies		
carry	carries		
hurry	hurries		

**Sample Exercise with Short Vowel Words:****Answer Key:**

**Name** \_\_\_\_\_

Mark the vowels with a happy face for a short vowel. Highlight the word endings and then sound out the word.

asks	asked	asking
blesse <b>s</b>	blesse <b>d</b>	blesse <b>ing</b>
dip <b>s</b>	dip <b>pe</b> d	dip <b>pi</b> ng
boss <b>e</b> s	boss <b>e</b> d	boss <b>e</b> ing
hum <b>s</b>	hum <b>me</b> d	hum <b>mi</b> ng

**Name** \_\_\_\_\_

Mark the vowels with a happy face for a short vowel and a straight line for a long vowel. Highlight the word endings and then sound out the word.

asks	asked	asking
blesse <b>s</b>	blesse <b>d</b>	blesse <b>ing</b>
dip <b>s</b>	dip <b>pe</b> d	dip <b>pi</b> ng
boss <b>e</b> s	boss <b>e</b> d	boss <b>e</b> ing
hum <b>s</b>	hum <b>me</b> d	hum <b>mi</b> ng

**Sample Exercise with Long Vowel Words:****Answer Key:**

**Name** \_\_\_\_\_

Mark the long vowels with a straight line and cross out the silent vowels. Highlight the word endings and then sound out the word.

brakes	braked	braking
chimes	chimed	chiming
closes	closed	closing
fumes	fumed	fuming
mails	mailed	mailing
beams	beamed	beaming
needs	needed	needing
coasts	coasted	coasting

**Name** \_\_\_\_\_

Mark the long vowels with a straight line and cross out the silent vowels. Highlight the word endings and then sound out the word.

brakes	braked	braking
chimes	chimed	chiming
closes	closed	closing
fumes	fumed	fuming
mails	mailed	mailing
beams	beamed	beaming
needs	needed	needing
coasts	coasted	coasting

**Day 82: When “ea” breaks the mouse or shadow rule.**

The letters “ea” sometimes say the short “e” sound instead of the long “e” sound. It is best to sound out the word as a long vowel word and if it doesn’t make sense to change it to a short vowel and blend it a second time. You may want to make a poster of these exception words. I highlighted the ones useful for grade one. A rebus picture beside each word on the poster is a good idea.

The letters “ea” sometimes say the long “a” sound as in the word *great*, instead of the long “e” sound. This second part of the rule shouldn’t be taught until grade two or grade three.

**When “ea” says short  
vowel sound of “e”**

deadly  
deaf  
head  
healthy  
heavy  
jealous  
measure  
pleasant  
ready  
steady  
sweater  
thread  
tread  
wealthy  
weather

**When “ea” says long  
vowel sound of “a”**

great  
steak  
break

## Day 84: The family of “ook”

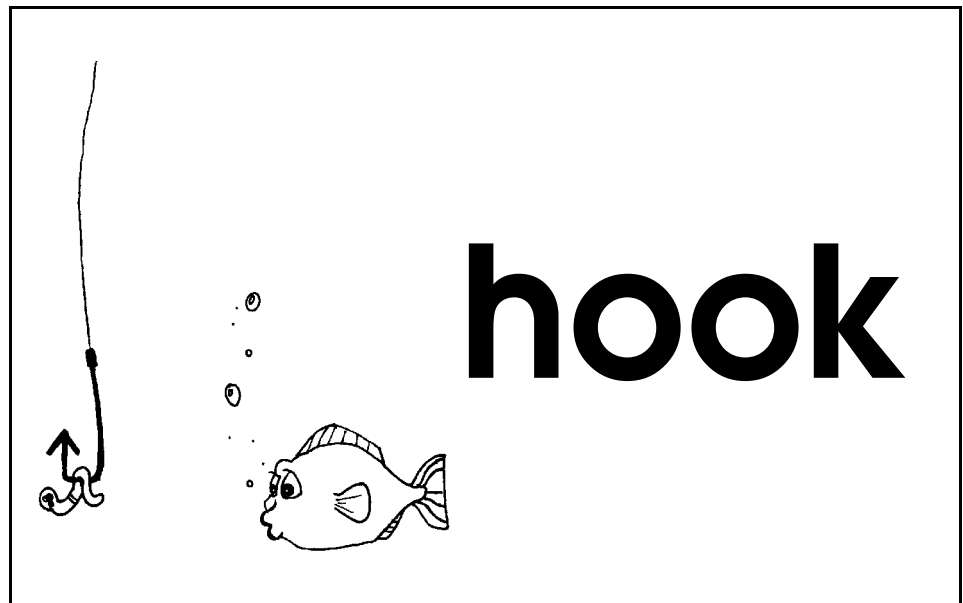
### Class Activity:

Make a book of the family of “ook”. List all the “ook” words on the chalkboard and discuss their meanings. For the cover of the book write “Family of ook”. Provide eleven blank pages. On each page write down a different “ook” word leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “ook” words. Have each group of children take their “ook” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the family of “ook”. This activity will build vocabulary and reinforce the spelling and reading of the “ook” words. It also creates a quick review of the “ook” family at any time.

### Sample Page from the “Family of ook: class book:

**Family of ook**

book  
brook  
cook  
cookie  
cookies  
crook  
hook  
look  
nook  
shook  
took



**Word Families**  
(Share the same Last Name)

ight      ar  
ay      ir  
ue      ore  
ew      ook



Add “ook” to the word family poster.

# Day 87: "ck" says "k" and comes at the end of one syllable words when the vowel is short

Teach this concept by having children fix the misspelled words as shown in the exercises below.

## Sample Exercise

**Fix only the misspelled words. Remember "ck" comes at the end of a one beat word when the vowel is short.**

Name \_\_\_\_\_

bake \_\_\_\_\_

bric \_\_\_\_\_

stik \_\_\_\_\_

bike \_\_\_\_\_

lic \_\_\_\_\_

poke \_\_\_\_\_

roc \_\_\_\_\_

thik \_\_\_\_\_

weak \_\_\_\_\_

thic \_\_\_\_\_

joke \_\_\_\_\_

## Answer Key

**Fix only the misspelled words. Remember "ck" comes at the end of a one beat word when the vowel is short.**

Name \_\_\_\_\_

bake \_\_\_\_\_

bric brick

stik stick

bike \_\_\_\_\_

lic lick

poke \_\_\_\_\_

roc rock

thik thick

weak \_\_\_\_\_

chic chick

joke \_\_\_\_\_

**ck says “k” and comes at the end of one beat (syllable) words when the vowel is short.**

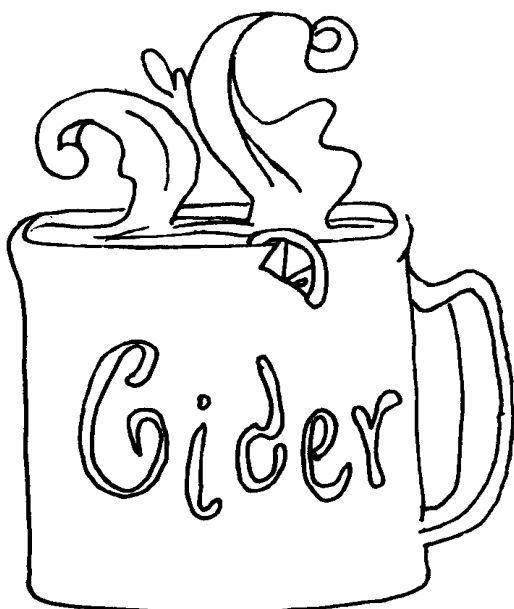
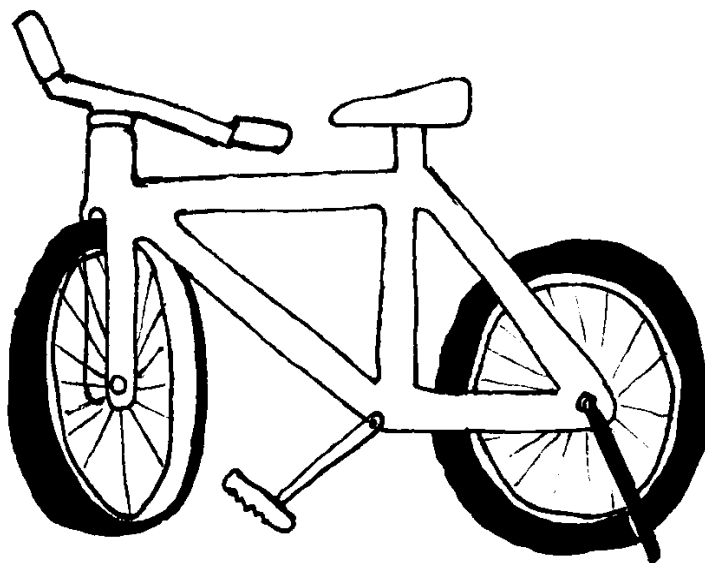
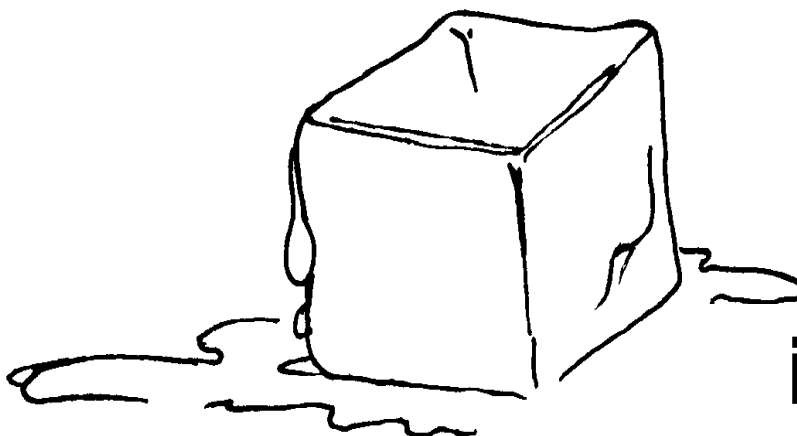
back	lack	smack
black	lick	snack
block	lock	sock
brick	luck	speck
buck	mock	stack
check	muck	stick
chick	neck	stock
clack	nick	struck
click	pack	stuck
clock	peck	suck
cluck	pick	tack
crack	pluck	thick
dock	prick	tick
duck	quack	track
flick	quick	trick
flock	rack	truck
hick	rock	tuck
jack	sack	whack
kick	shack	wick
knock	shock	



**Days 90, 91, 92: The S Copycat Word Keys of ce, ci, cy**

Now, that we have learned what a word key is we will introduce the children to all the possible word key combinations for the “s” sound. These include: ce, ci, and cy. We call them the s copycat word keys because they copy the letter s’s sound. For practice and mastery of these keys see the sample exercise on the next page.

# S Copycat Word Keys

**ce****ci****cy****cider****bicycle****ice**

**Phonetic Rules:**

ce says "s" and comes anywhere in a word. Example: nice

ci says "s" and comes at the beginning of words. Example: cider

cy says "s" and comes anywhere in a word. Example: bicycle


**Sample Exercise & Answer Key****S Copycat Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1. cedar _____   | 6. cent _____    | 11. cycle _____   |
| 2. cinch _____   | 7. city _____    | 12. cement _____  |
| 3. cymbal _____  | 8. lacy _____    | 13. civil _____   |
| 4. central _____ | 9. cigar _____   | 14. cyclone _____ |
| 5. cider _____   | 10. cinder _____ | 15. cereal _____  |

**S Copycat Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

- |                       |                         |   |
|-----------------------|-------------------------|---|
| 1. <u>cedar</u> ce ar | 6. <u>cent</u> ce       | 11. <u>cycle</u> cy   |
| 2. <u>cinch</u> ci ch | 7. <u>city</u> ci       | 12. <u>cement</u> ce  |
| 3. <u>cymbal</u> cy   | 8. <u>lacy</u> cy       | 13. <u>civil</u> ci   |
| 4. <u>central</u> ce  | 9. <u>cigar</u> ci ar   | 14. <u>cyclone</u>  cy |
| 5. <u>cider</u> ci ce | 10. <u>cinder</u> ci er | 15. <u>cereal</u> ce  |

## Practice with the Word Key "ce"

Name \_\_\_\_\_

1. I like to eat \_\_\_\_\_ for breakfast.

2. The bubblegum costs one \_\_\_\_\_.

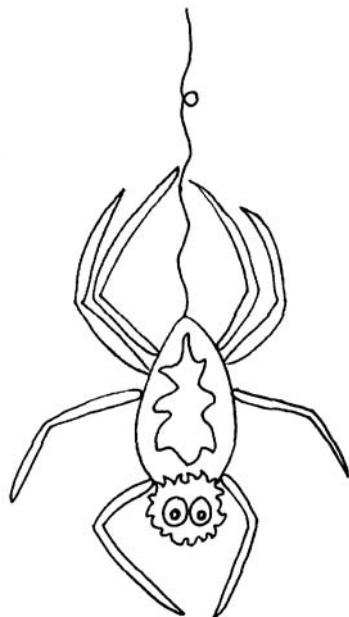
3. The spider is hanging from the \_\_\_\_\_.

4. There are mice down in the \_\_\_\_\_.

5. I am \_\_\_\_\_ that  $2 + 3 = 5$ .

6. That wall is made out of \_\_\_\_\_.

7. A room in a jail is called a \_\_\_\_\_.

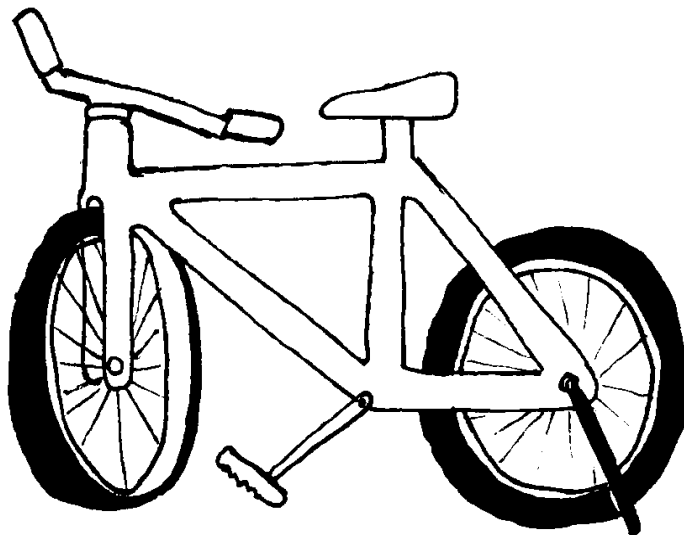


ceiling  
cell  
cellar  
cement  
cent  
cereal  
certain

## Practice with the Word Key "ci"

Name \_\_\_\_\_

1. I live in a big \_\_\_\_\_.
2. That man smokes a \_\_\_\_\_.
3. To make something tight is to \_\_\_\_\_ it.
4. I like to have \_\_\_\_\_ on my toast.
5. Hot apple \_\_\_\_\_ tastes yummy.
6. My favorite shape is a \_\_\_\_\_.
7. I like to ride on my \_\_\_\_\_.

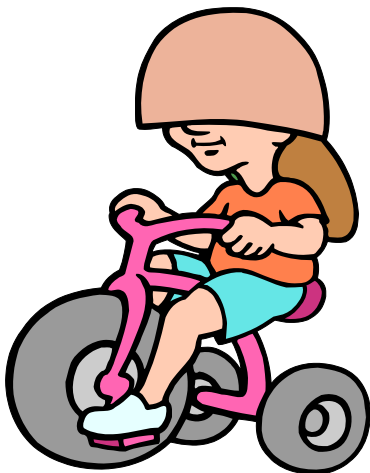


cider  
cigar  
cinch  
cinnamon  
circle  
city  
bicycle

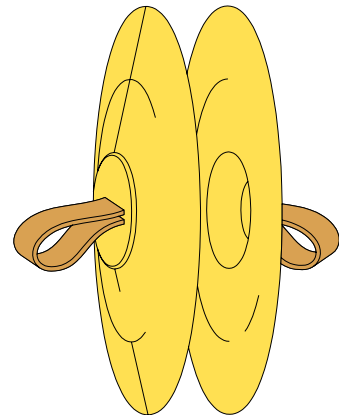
## Practice with the Word Key "cy"

Name \_\_\_\_\_

1. That lady's dress is very \_\_\_\_\_.
2. A wedding dress is very \_\_\_\_\_.
3. A small child rides on a \_\_\_\_\_.
4. A \_\_\_\_\_ is a big wind.
5. Some people like to \_\_\_\_\_.
6. A can is the shape of a \_\_\_\_\_.
7. A \_\_\_\_\_ is a loud instrument in the band.



tricycle  
cyclone  
cylinder  
cymbal  
fancy  
lacy  
dance



## Practice with the Word Keys "ce, ci, cy"

Name \_\_\_\_\_

1. That can is the shape of a \_\_\_\_\_.
2. A \_\_\_\_\_ has animals that do tricks.
3. Children like to ride their \_\_\_\_\_.
4. A \_\_\_\_\_ is round.
5. The top of a room is called the \_\_\_\_\_.
6. People eat \_\_\_\_\_ for breakfast.
7. One \_\_\_\_\_ is not very much money.

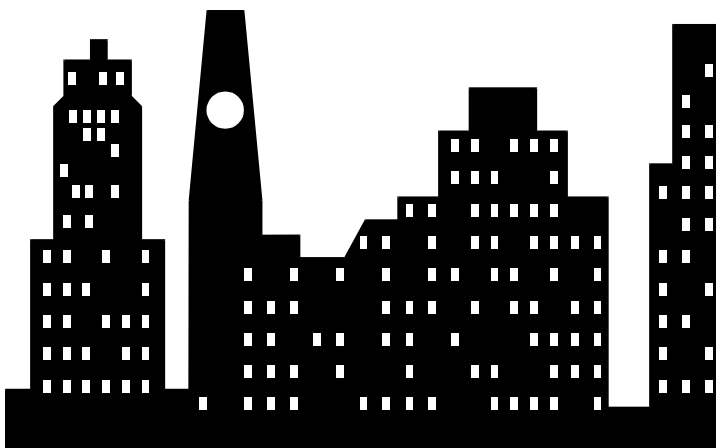


**ceiling  
cent  
cereal  
circus  
circle  
bicycles  
cylinder**

## Practice with the Word Keys "ce, ci, cy"

Name \_\_\_\_\_

1. A \_\_\_\_\_ is the shape of a can.
2. It is fun to eat a snack at \_\_\_\_\_ time.
3. A \_\_\_\_\_ has two wheels.
4. A \_\_\_\_\_ is fun to watch.
5. The man made a funny \_\_\_\_\_.
6. A place where lots of people live is a \_\_\_\_\_.
7. Another name for basement is \_\_\_\_\_.

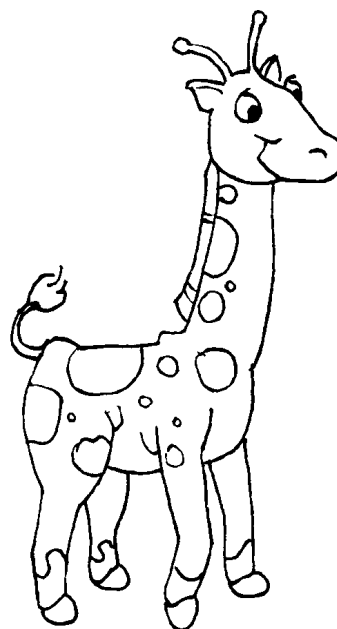
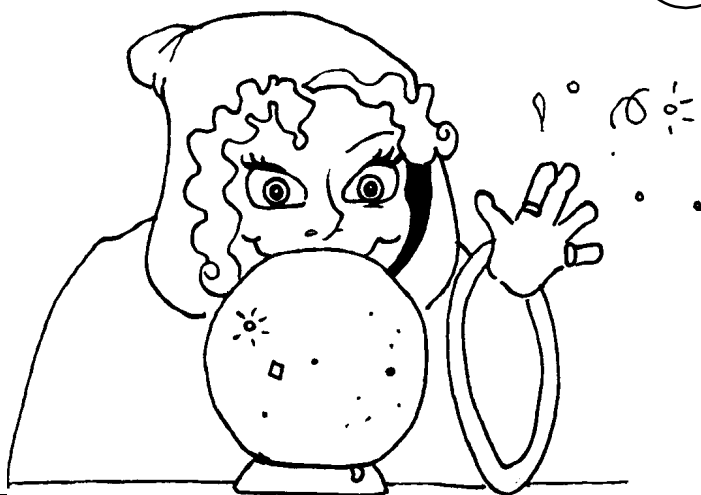


recess  
face  
cellar  
city  
circus  
cylinder  
bicycle

**Days 93, 94, 95: The J Copycat Word Keys of ge, gi, gy**

Now, that we have learned what a word key is we will introduce the children to all the possible word key combinations for the “j” sound. These include: ge, gi, and gy. We call them the j copycat word keys because they copy the letter j’s sound. For practice and mastery of these keys see the sample exercise on the next page.

# J Copycat Word Keys

**ge****gi****gy****genie****giraffe****gypsy**



**Phonetic Rules:**

ge says "j" and comes anywhere in a word. Example: page  
 gi says "j" and comes at the beginning of words. Example: ginger  
 gy says "j" and comes anywhere in a word. Example: gypsy

**Sample Exercise & Answer Key**

<b>J Copycat Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. cage _____	6. gelatin _____	11. gentle _____
2. giraffe _____	7. gym _____	12. gyp _____
3. cagy _____	8. ginger _____	13. geometry _____
4. gem _____	9. general _____	14. gesture _____
5. giant _____	10. gibber _____	15. gingerly _____

<b>J Copycat Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. cāge ge	6. gelatin ge	11. gentle ge
2. giraffe gi ir	7. gym gy	12. gyp gy
3. cagy gy	8. ginger gi ge er	13. geometry ge
4. gem ge	9. general ge er	14. gesture ge ur
5. giant gi	10. gibber gi er	15. gingerly gi ge er

# Common Exceptions to J Copycats

gear

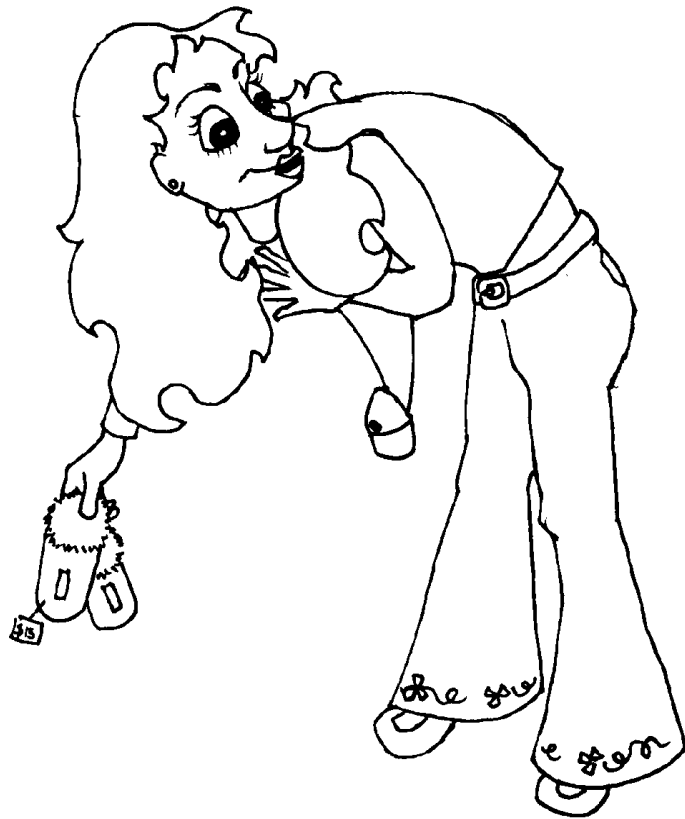
get

gift

gill

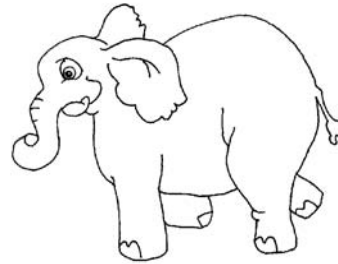
girl

give



## Practice with the Word Keys "ge"

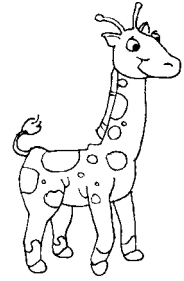
Name \_\_\_\_\_



1. Animals are put in a \_\_\_\_\_ at the zoo.  
(wage      germ      cage)
2. I like to put \_\_\_\_\_ in my hair.  
(edge      gel      gem)
3. You should be \_\_\_\_\_ to babies.  
(germ      gel      gentle)
4. Don't stand near the \_\_\_\_\_ of a cliff.  
(edge      wedge      sled)
5. When you are sick you have bad \_\_\_\_\_.  
(gems      gel      germs)
6. Turn the \_\_\_\_\_ in your book.  
(rage      page      gesture)
7. Another name for a jewel is a \_\_\_\_\_.  
(germ      gel      gem)

**Practice with the Word Keys "gi"**

\* "gi" usually says "j"



Name \_\_\_\_\_

1. I like to drink \_\_\_\_\_.

(gill                      ginger ale                      gibber)

2. We will give her a \_\_\_\_\_ for her birthday.

(give                      giant                      gift)

3. A \_\_\_\_\_ has a very long neck.

(giraffe                      gible                      gird)

4. That \_\_\_\_\_ is so nice to play with.

(gird                      girl                      ginger)

5. That \_\_\_\_\_ is as tall as a hill.

(gild                      gifted                      giant)

6. It is fun to \_\_\_\_\_ presents.

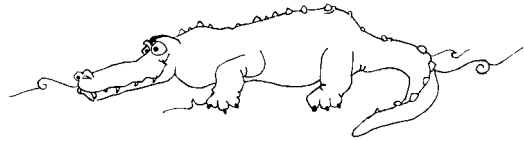
(giddy                      giggle                      give)

7. I like to eat \_\_\_\_\_ snap cookies.

(ginger                      giant                      ginger ale)

## Practice with the Word Keys "gy"

Name \_\_\_\_\_



1. It is fun to play in the \_\_\_\_\_.

(gymnasium    gypsy    cagy)

2. There was a \_\_\_\_\_ lady at the circus.

(gym    gypsy    cagy)

3. A wild animal is very \_\_\_\_\_.

(gypsy    gym    cagy)

4. In school I like to have \_\_\_\_\_.

(gym    gymnasium    gypsy)

5. That \_\_\_\_\_ is very strong.

(gild    gifted    giant)

6. I like to \_\_\_\_\_ presents at Christmas.

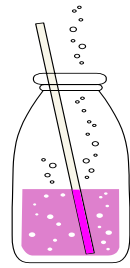
(giddy    giggle    give)

7. \_\_\_\_\_ snap cookies taste yummy.

(ginger    giant    ginger ale)

## Practice with the Word Keys "ge, gi, gy"

Name \_\_\_\_\_



1. Plays happen on a \_\_\_\_\_.

(gymnasium      stage      cagy)

2. There was a \_\_\_\_\_ at the zoo.

(giraffe      gypsy      germ)

3. It is fun to have \_\_\_\_\_.

(rage      gym      girl)

4. Wash with soap to get rid of \_\_\_\_\_.

(gifted      gypsy      germs)

5. That is a very large \_\_\_\_\_.

(edge      gifted      giant)

6. That lady is called a \_\_\_\_\_.

(gypsy      ginger      page)

7. \_\_\_\_\_ is a good pop to drink.

## Practice with the Word Keys "ge, gi, gy"

Name \_\_\_\_\_



1. It is fun to play in the \_\_\_\_\_.  
(gymnasium    stage    cagy)
2. \_\_\_\_\_ can make you sick.  
(giraffe    gypsy    germs)
3. That boy and \_\_\_\_\_ are friends.  
(rage    gym    girl)
4. That \_\_\_\_\_ is in the circus.  
(gifted    gypsy    germs)
5. Don't stand too close to the \_\_\_\_\_.  
(edge    gifted    giant)
6. I like to eat \_\_\_\_\_ snap cookies.  
(gypsy    ginger    page)
7. That \_\_\_\_\_ is taller than a house.  
(ginger    giant    ginger ale)

**Days 102, 103, 104, 105: The “oi” and “oy” piglet word keys**

The next word keys we will introduce are the “oi” and “oy” word keys. They make the sound found in the words joy and boil. These are the piglet word keys because they both make a pig’s sound of “oi”!

**Phonetic Rules:**

oi says “oy” and comes at the beginning and in the middle of words.

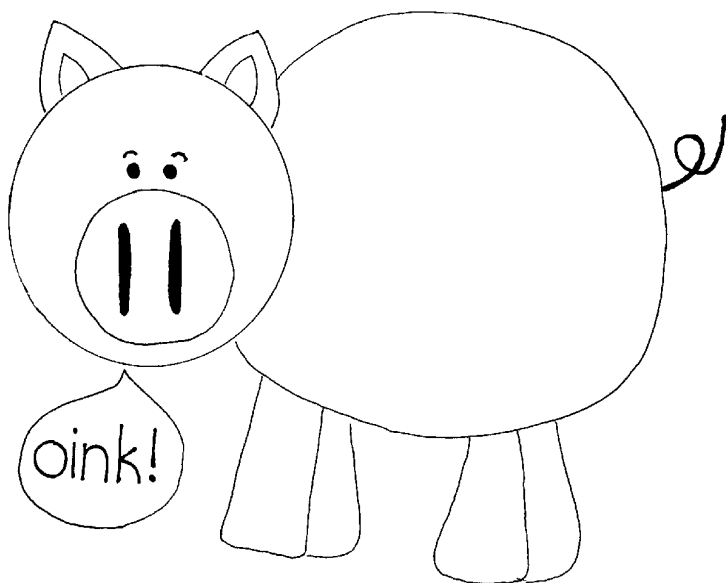
Examples: boil, oil

oy says “oi” and comes at the end of words. Example: boy

Use the word key exercises found on the next page to teach and reinforce them.

# Piglet Word Keys

## oi oy



oink



boy



**Phonetic Rules:**

oi says "oy" and comes in the middle of words. Example: boil

oy says "oi" and comes at the end of words. Example: boy

**Sample Exercise & Answer Key**

<b>"oi" and "oy" Borrower Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. boil _____	6. joy _____	11. foil _____
2. point _____	7. foil _____	12. toy _____
3. boy _____	8. loyal _____	13. point _____
4. choice _____	9. coin _____	14. destroy _____
5. annoy _____	10. join _____	15. play _____

<b>"oi" and "oy" Borrower Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. <u>boi</u> l oi	6. j <u>oy</u> oy	11. <u>foi</u> l oi
2. <u>poi</u> nt oi	7. <u>foi</u> l oi	12. <u>to</u> y oy
3. <u>bo</u> y oy	8. <u>loy</u> al oy	13. <u>poi</u> nt oi
4. <u>choi</u> ce ch oi ce	9. <u>coi</u> n oi	14. <u>destr</u> oy oy
5. <u>ann</u> oy oy	10. <u>jo</u> in oi	15. <u>pl</u> ay oy

**oi words**

appoint  
avoid  
boil  
broil  
choice  
coil  
coin  
devoid  
disappoint  
foil  
hoist  
join  
joint  
joist  
loin  
moist  
noise  
oil  
ointment  
point  
recoil  
rejoice  
rejoin  
soil  
spoil  
toil  
turmoil  
voice  
void

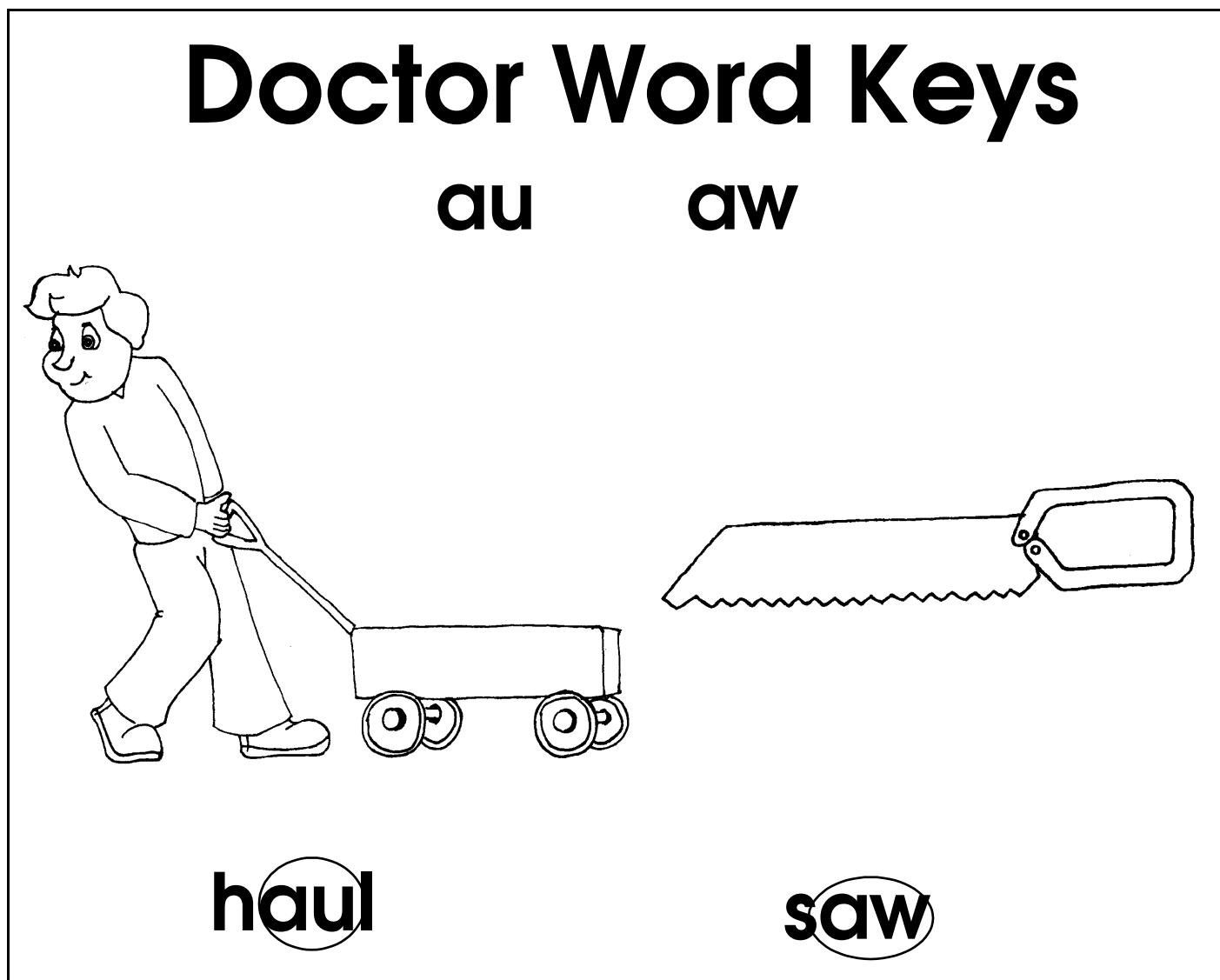
**oy words**

annoy  
boy  
convoy  
coy  
decoy  
deploy  
destroy  
employ  
enjoy  
joi  
loyal  
ploy  
royal  
toy  
Troy

**Days 106 to 110: The “au” and “aw” doctor word keys**

The next word keys we will introduce are the “au” and “aw” word keys. They make the same sound as the short vowel “o” so we will call them the doctor word keys. Tell the students that when you go to the doctor and he wants to look in your mouth he tells you to open up and say “o”. There are three ways to spell this sound. The first one is with a single “o”, the second is with “au”, and the third is with “aw”.

Use the word key exercises found on the next page to teach and reinforce them.



**Phonetic Rules:**

au says "o" and comes at the beginning and middle of words. Example: haul

aw says "o" and comes anywhere (beginning, middle or end) of words.

Examples: awning, drawn, jaw

**Sample Exercise & Answer Key**

<b>"au" and "aw" Doctor Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. author _____	6. flaw _____	11. launch _____
2. bawl _____	7. cause _____	12. fault _____
3. auto _____	8. crawl _____	13. law _____
4. caught _____	9. hawk _____	14. haunt _____
5. claw _____	10. taunt _____	15. straw _____

<b>"au" and "aw" Doctor Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. <u>author</u> au th or	6. <u>flaw</u> aw	11. <u>launch</u> au ch
2. <u>bawl</u> aw	7. <u>cause</u> au	12. <u>fault</u> au
3. <u>auto</u> au	8. <u>crawl</u> aw	13. <u>law</u> aw
4. <u>caught</u> au gh	9. <u>hawk</u> aw	14. <u>haunt</u> au
5. <u>claw</u> aw	10. <u>taunt</u> au	15. <u>straw</u> aw

**au words**

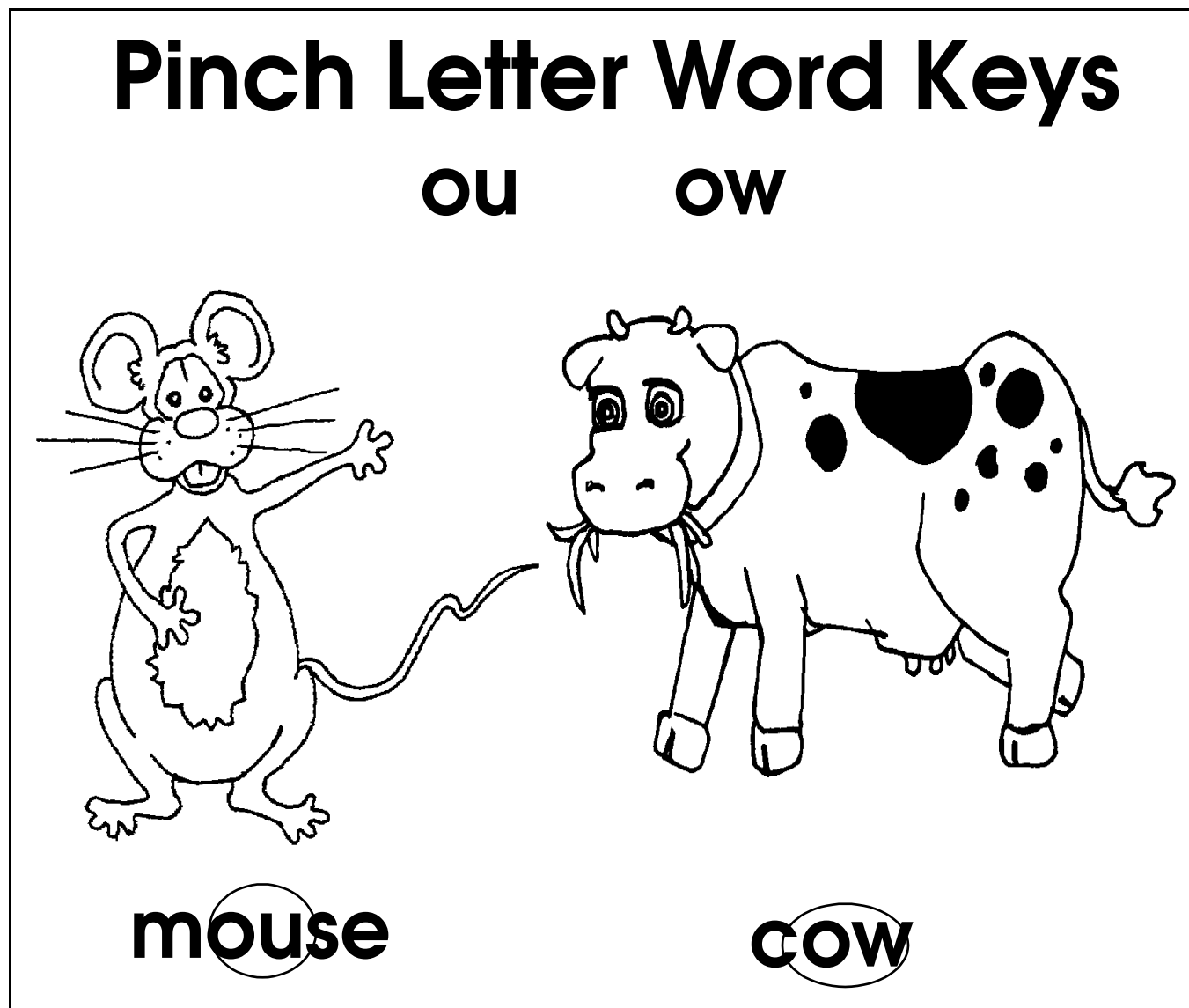
auction  
audit  
August  
author  
auto  
autumn  
caught  
cause  
caution  
daughter  
daunt  
exhaust  
fault  
faun  
fraud  
haughty  
haul  
haunt  
launch  
laundry  
maul  
naughty  
paunch  
pause  
sauce  
saunter  
taught  
taunt  
vault

**aw words**

awe  
awesome  
awning  
bawl  
caw  
claw  
crawl  
dawn  
draw  
drawn  
fawn  
flaw  
hawk  
jaw  
law  
lawn  
paw  
pawn  
prawn  
raw  
saw  
shawl  
squaw  
thaw  
withdraw  
yawn

**Days 111, 113, 114, 115: The “ou” and “ow” Pinch Letter Word Keys**

The next word keys we will introduce are the “ou” and “ow” word keys. They make the sound as in “ouch” so we call them the pinch letter word keys. Since we have already learned the “ow” word key when we learned the colour brown we are only adding to our knowledge as we learn the “ou” key as well. There are two ways to spell this sound. The first one is “ow” and the second is “ou”.

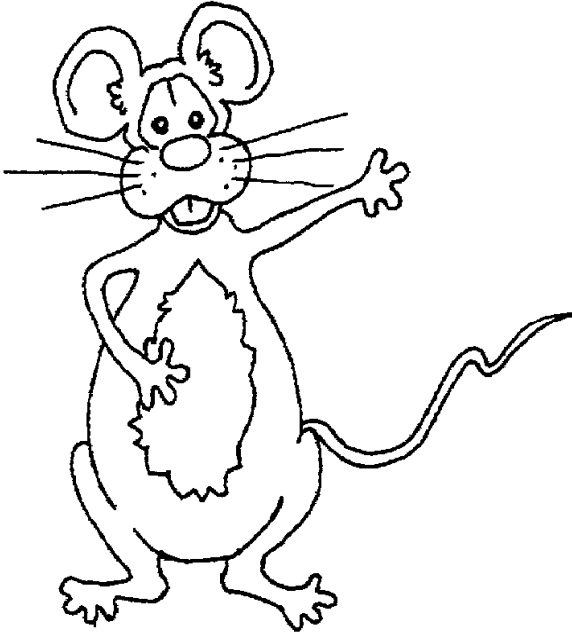


## Teaching about words that end in silent “e” *and* contain a word key such as the “ou” in the word “mouse”.

Bring a rope to class and put two children on one end of the rope and only one child on the other end of the rope. Instruct them to have a tug of war. Most children will say “Two children against one is not fair!” That is precisely the point you want to make. A word key always beats the silent “e” because two against one always wins.

Therefore, in a word with a word key ending in silent “e” the word key wins and gets to make its noise while the “e” remains silent and can’t bump as in the word “mouse”.

### Word Keys vs. Silent “e”



**mouse**

**house**

**applause**

**because**

**cause**

**clause**

**sauce**

**noise**

**poise**

**loose**

**goose**

**noose**

**raise**

**praise**

**waive**


**crease**

**decrease**

**grease**

**leave**

**please**



**Phonetic Rules:**

ou says "ow" and comes at the beginning and in the middle of words.

Example: shout

ow says "ou" or long "o" and comes in the middle and end of words.

Examples: cow, blow

**Sample Exercise & Answer Key****"ou" and "ow" Pinch Letter Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1. allow _____  | 6. grouch _____ | 11. howl _____   |
| 2. bounce _____ | 7. bow _____    | 12. clown _____  |
| 3. bound _____  | 8. down _____   | 13. loud _____   |
| 4. crowd _____  | 9. found _____  | 14. wow _____    |
| 5. cloud _____  | 10. count _____ | 15. powder _____ |

**"ou" and "ow" Pinch Letter Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

- |                        |                        |                         |
|------------------------|------------------------|-------------------------|
| 1. allow <u>ow</u>     | 6. grouch <u>ou</u> ch | 11. howl <u>ow</u>      |
| 2. bounce <u>ou</u> ce | 7. bow <u>ow</u>       | 12. clown <u>ow</u>     |
| 3. bound <u>ou</u>     | 8. down <u>ow</u>      | 13. loud <u>ou</u>      |
| 4. crowd <u>ow</u>     | 9. found <u>ou</u>     | 14. wow <u>ow</u>       |
| 5. cloud <u>ou</u>     | 10. count <u>ou</u>    | 15. powder <u>ow</u> er |



**ou words**

about  
aground  
aloud  
amount  
announce  
astound  
blouse  
bounce  
bound  
cloud  
couch  
count  
crouch  
doubt  
flour  
foul  
found  
grouch  
ground  
hound  
house  
loud  
mound  
mouse  
mouth  
ouch  
our  
out  
round  
scout  
shout  
slouch  
sound  
sour  
south  
spout  
sprout  
stout  
surround  
trout  
vouch  
without  
wound

**ow words**

allow  
bow  
brow  
brown  
chow  
choder  
clown  
cow  
crowd  
crown  
down  
drown  
flower  
fowl  
frown  
glower  
gown  
growl  
how  
howl  
now  
owl  
plow  
pow  
powder  
power  
prow  
prowl  
shower  
town  
vow  
wow  
yowl

**Days 116 to 120: The “ay” and “ai” Cool Word Keys**

Next, we will review “ay” and “ai” word keys and link the keys together by calling them the cool letter word keys. Tell your students we call them this, because when you’re really cool you say “Eh!” (long vowel sound of a). For fun hold up both your thumbs while holding your fingers in a fist (just like the Fonz from the old television show Happy Days) as you say “Eh!”.

**Note:** This makes the “ai” key a mouse key and a cool word key. If you think this is too confusing for your students just review the two keys and leave the “ai” key only on the mouse chart and the “ay” key only on the word family chart. I like to do it this way in addition to the other ways for the purpose of teaching the *placement* of these word keys as shown in the rules below.

**ai** says long “a” sound and comes at the beginning and in the middle of words.

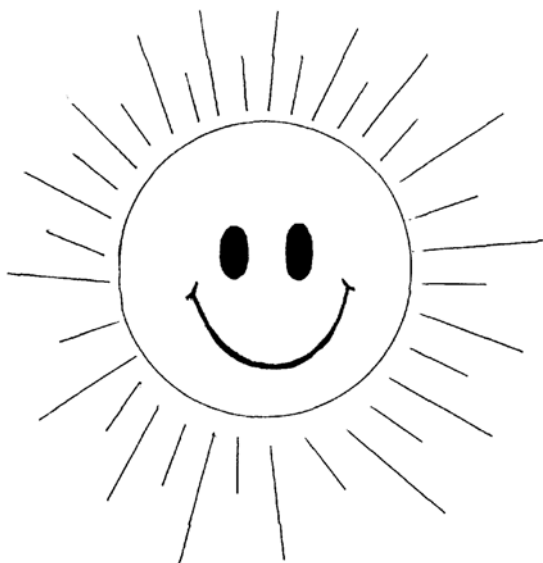
**Example:** rain

**ay** says long “a” sound and comes at the end of words.

**Example:** day

# Cool Word Keys

**ay**



**day**

**ai**



**rain**

**Phonetic Rules:**

ai says long "a" sound and comes at the beginning and in the middle of words.

Example: rain

ay says long "a" sound and comes at the end of words.

Example: day

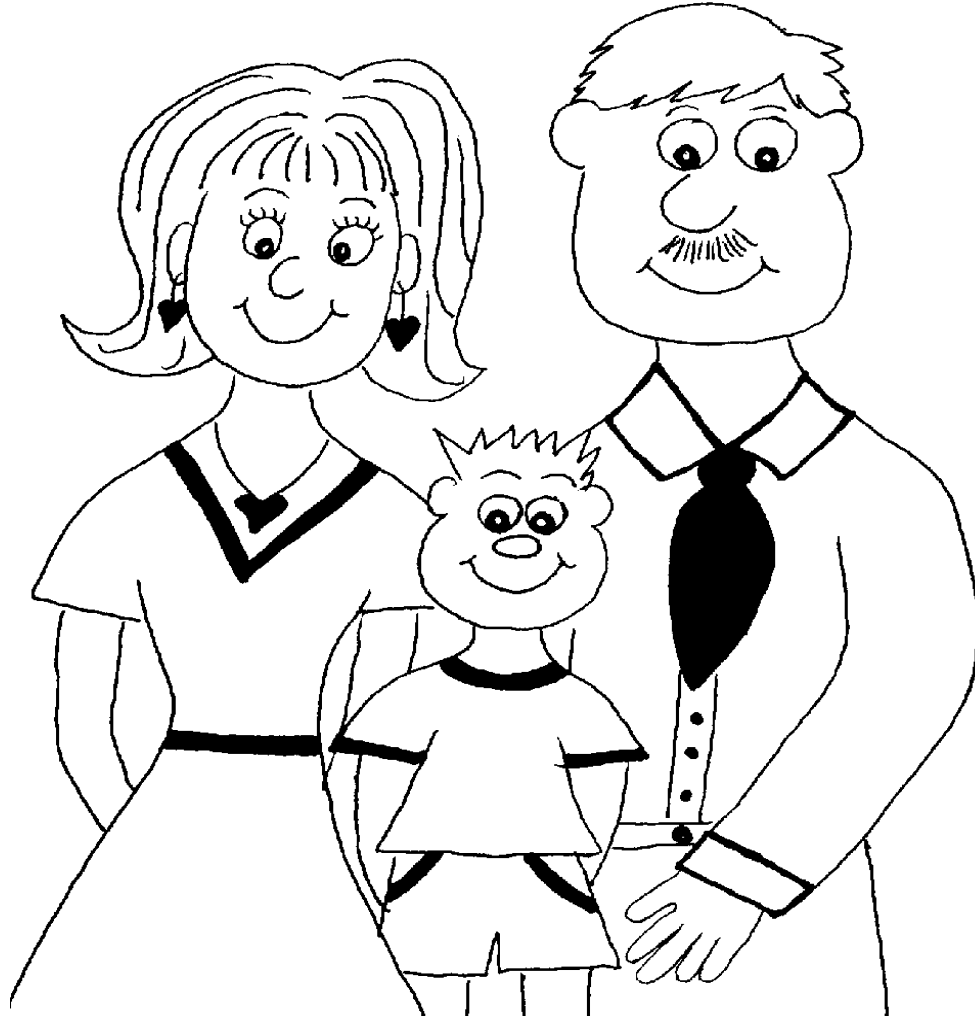
**Sample Exercise & Answer Key**

<b>"ai" and "ay" Cool Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. aid _____	6. chain _____	11. waist _____
2. bay _____	7. play _____	12. pay _____
3. clay _____	8. stray _____	13. tray _____
4. braid _____	9. stain _____	14. plain _____
5. hay _____	10. paint _____	15. wail _____

<b>"ai" and "ay" Cool Word Keys /15</b>		
Name _____ Read the words. Circle the word keys and print them on the lines.		
1. <u>ai</u> d <u>ai</u>	6. <u>ch</u> ai <u>n</u> <u>ch</u> <u>ai</u>	11. <u>ai</u> st <u>ai</u>
2. <u>ay</u> <u>ay</u>	7. <u>ay</u> <u>ay</u>	12. <u>ay</u> <u>ay</u>
3. <u>ay</u> <u>ay</u>	8. <u>ay</u> <u>ay</u>	13. <u>ay</u> <u>ay</u>
4. <u>ai</u> <u>ai</u>	9. <u>ai</u> <u>ai</u>	14. <u>ai</u> <u>ai</u>
5. <u>ay</u> <u>ay</u>	10. <u>ai</u> <u>ai</u>	15. <u>ai</u> <u>ai</u>

# Word Families

## (Share the same Last Name)



ight

ay

ue

ew

ar

ir

ore

ay

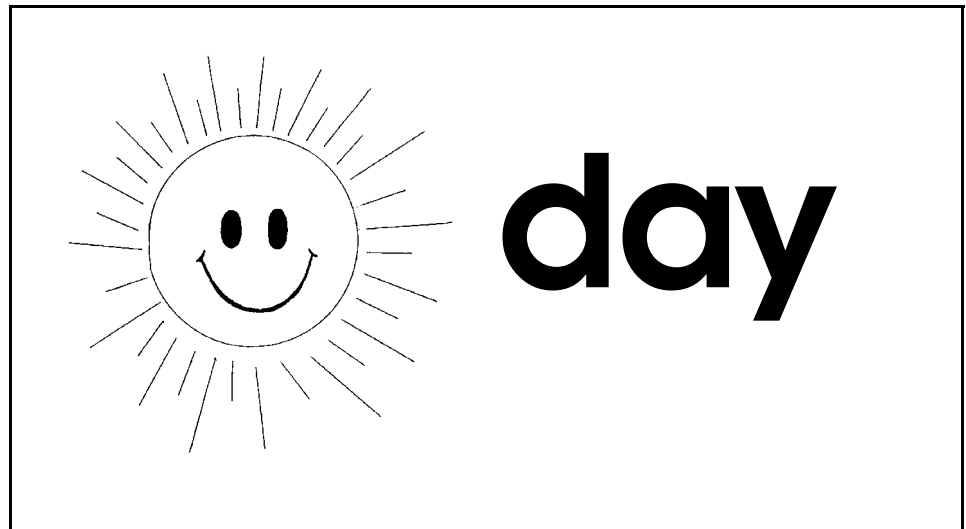
**Review Class Book made on Day 54:**

Review the class book made of the family of “ay” by reading all the “ay” words on in the book and discussing their meanings.

Sample Page from the “Family of ay” class book:

**Family of ay**

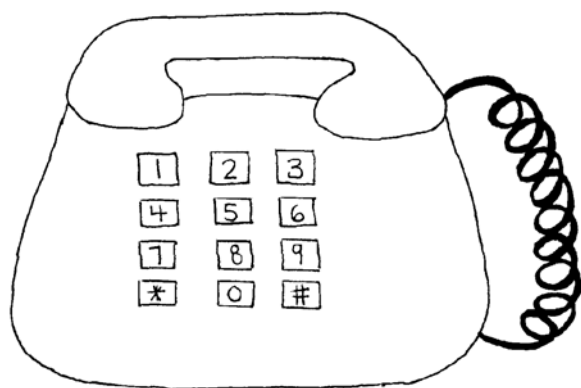
bay  
bray  
clay  
day  
dray  
fray  
gay  
gray  
hay  
hooray  
jay  
lay  
may  
okay  
pay  
play  
pray  
ray  
say  
slay  
spray  
stay  
stray  
tray  
way



**Days 121 to 125: The “F” Copycat Word Keys of “ph” and “gh”**

The next word keys we will introduce are the “ph” and “gh” word keys. We have already taught that “gh” is silent when it comes in the middle of words. Today we will learn that “ph” copycats the “f” sound anywhere in a word, and “gh” usually copycats the “f” sound when it comes at the end of a word. The words which contain “gh” at the end are words in which the vowel word keys break the rules and make unusual sounds such as the “ou” in “cough”. The “ou” in “cough” makes the short “o” sound instead of the pinch letter sound in “shout”. These words have been introduced as sight words throughout the Smart Start program for that very reason. Therefore, it is imperative that the word key exercises be worked through together as a class in order to teach these challenging words.

# Ph & Gh Copycat Word Keys

**ph****phone****gh****cough**

**Phonetic Rules:**

ph says "f" sound and comes anywhere in a word.

Examples: phone, dolphin, triumph

gh usually says "f" sound at the end of words.

Example: cough Common Exceptions are: though, through, sigh, high

**Sample Exercise & Answer Key (Practice decoding together)****"ph" and "gh" Copycat Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

- |                   |                  |                     |
|-------------------|------------------|---------------------|
| 1. alphabet _____ | 6. orphan _____  | 11. typhoon _____   |
| 2. cough _____    | 7. gopher _____  | 12. triumph _____   |
| 3. elephant _____ | 8. nephew _____  | 13. trough _____    |
| 4. tough _____    | 9. rough _____   | 14. autograph _____ |
| 5. laugh _____    | 10. enough _____ | 15. dolphin _____   |

**"ph" and "gh" Copycat Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

- |                |                  |                     |
|----------------|------------------|---------------------|
| 1. alphabet ph | 6. orphan or ph  | 11. typhoon ph oo   |
| 2. cough ou gh | 7. gopher ph er  | 12. triumph ph      |
| 3. elephant ph | 8. nephew ph ew  | 13. trough ou gh    |
| 4. tough ou gh | 9. rough ou gh   | 14. autograph ou ph |
| 5. laugh au gh | 10. enough ou gh | 15. dolphin ph      |

**Days 129 to 131: “tion” word ending**

The next word ending we will introduce is “tion” which says “shun” and comes at the end of words. This word ending has three meanings. It can mean “to act”, “the condition/state of something” or “the process of something”.

# tion

## Word Ending



**action**



**Class Activity:**

Make a book of the word ending “tion”. List all the “tion” words on the chalkboard and discuss their meanings. For the cover of each book write “Word Ending of tion”. Provide twenty-five blank pages. For the book write down all the “tion” words leaving room on the paper for drawing a picture. Divide the children into as many groups as there are “tion” words. Have each group of children take their “tion” word and draw an illustration of the meaning of the word beside it. Collect all the papers in and bind the book together in alphabetical order to create a class book of the word ending of “tion”. This activity will build vocabulary and reinforce the spelling and reading of the “tion” word ending. It also creates a quick review of the “tion” word ending at any time.

**some tion words**

action  
admiration  
attraction  
collection  
concentration  
correction  
creation  
decoration  
demonstration  
education  
election  
fire station

foundation  
generation  
graduation  
hesitation  
illustration  
information  
medication  
occupation  
operation  
population  
preparation  
protection

relaxation  
separation  
situation  
transportation

Sample Page from the “Word ending of tion” class book:



**Days 132 to 134: Contractions**

Contractions are two words joined together to form one word using an apostrophe. The second word will be: not, will, are, or have. The “not” would be changed to n’t.

The “will” would be changed to ‘ll. The “are” would be changed to ‘re. The “have” would be changed to ‘ve.

**Class Activity**

Divide the class into two teams and line up at the chalkboard. Give the first member of each team two words to change into a contraction. The first team member to correctly change the two words into a contraction and write the contraction on the chalkboard gets a point. Then the next two team members take a turn and so on. The team with the most points wins. This is a fun drill and can be used for review.

# Contractions

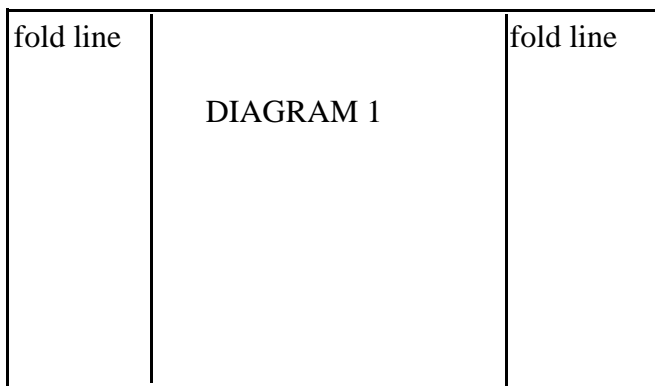
are not	aren't
is not	isn't
can not	can't
do not	don't
will not	won't
could not	couldn't
should not	shouldn't
would not	wouldn't
has not	hasn't
have not	haven't
I will	I'll
you will	you'll
they will	they'll
we will	we'll
you are	you're
they are	they're
we are	we're
I have	I've
you have	you've
they have	they've

## Day 135: Compound Words

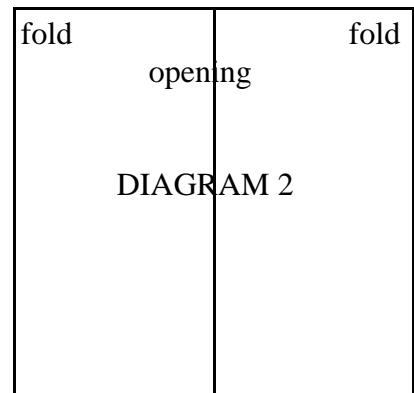
Compound words are two words joined together to form a new word with a new meaning. Example: “snow” and “man” can be joined to make “snowman”.

### Class Activity:

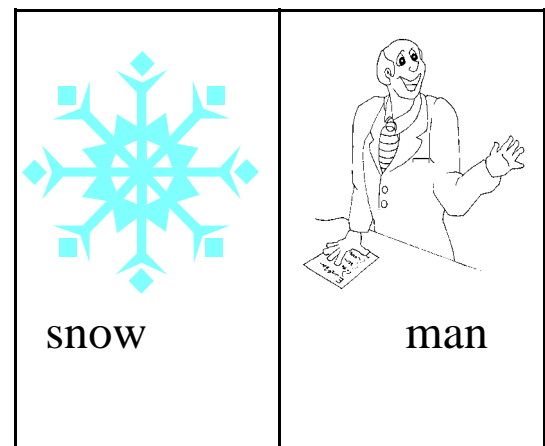
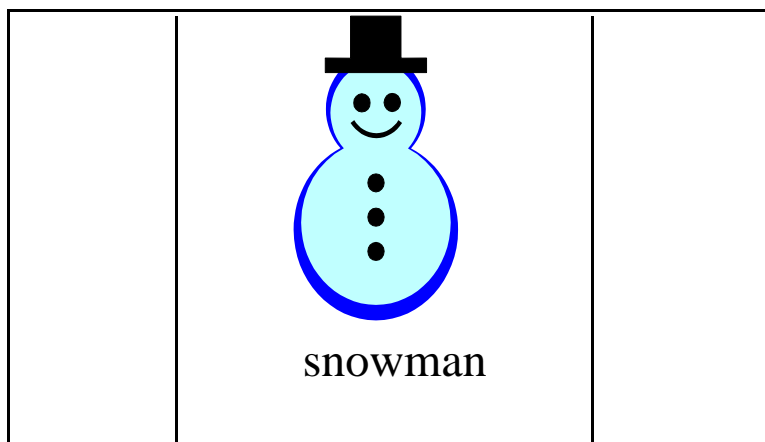
Give each child a card which is folded into three parts. The two outer parts should fold to meet in the middle as shown below. When folded shut the card should look like the second diagram



Inside of Completed Card



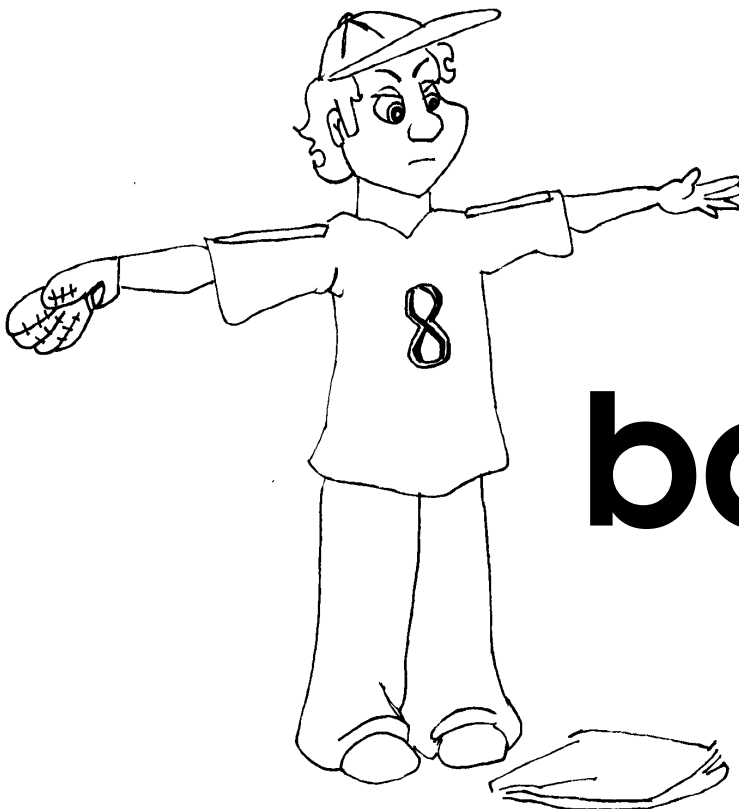
Outside of Completed Card



Brainstorm compound words on the board. Have each child make several compound word cards by writing and illustrating the two words separately on the front flaps of the card. Then have them draw a single illustration of a compound word on the center of the inside of the card as shown above. There is a list of compound words on the next page. These cards can be hole punched and put on a metal ring for review. This activity can be done for a number of days to reinforce the concept and add to the knowledge of compound words.

# Compound Words

afternoon	campfire	drugstore	grandfather	nowhere	snowflake	sunrise
airplane	cannot	earthquake	grandmother	outdoors	snowman	sunset
anybody	chairman	everybody	grasshopper	overnight	somebody	sunshine
anyone	chalkboard	everyday	hairbrush	paintbrush	someday	themselves
anything	cheeseburger		handshake	pancake	somehow	throughout
anytime	classmate	everyone	highway	playground	someone	treetop
anyway	classroom	everything	hillside	policeman	something	underground
anywhere	coffeepot	everywhere	homework	popcorn	sometime	underline
backbone	countryside	eyebrow	hopscotch	railroad	somewhere	underside
backyard	cowboy	fingerprint	however	railway	southeast	underwater
baseball	daybreak	fireman	inside	raincoat	southwest	upright
basketball	daytime	firewood	into	raindrop	spaceship	vineyard
bathroom	doorbell	fireworks	mailbox	rainfall	springtime	warehouse
bathtub	doorway	flagpole	moonlight	rattlesnake	stairway	waterfall
bedroom	downhill	flashlight	newspaper	sailboat	starfish	week-end
bedtime	downstairs	flowerpot	nobody	salesman	steamboat	wildlife
beehive	downstream	football	northeast	seashell	suitcase	windmill
blackboard	downtown	footprint	northwest	seashore	summertime	within
businessman	driftwood	forget	notebook	sidewalk	sundown	without
butterfly	driveway	goldfish	nothing	snowball	sunlight	yourself



# baseball

**Days 139 & 140: The “kn” and “wr” silent letter word keys**

The next word keys we will introduce are the “wr” and “kn” silent letter word keys. During these two days we will learn that when “kn” comes at the beginning of words the “k” is silent, and that when “wr” comes at the beginning of words the “w” is also silent.

**Phonetic Rules:**

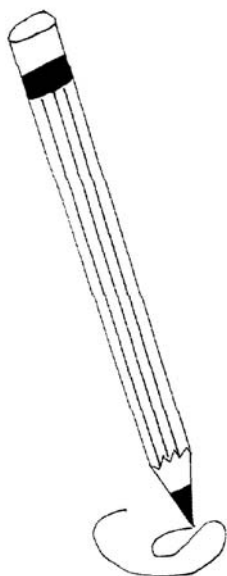
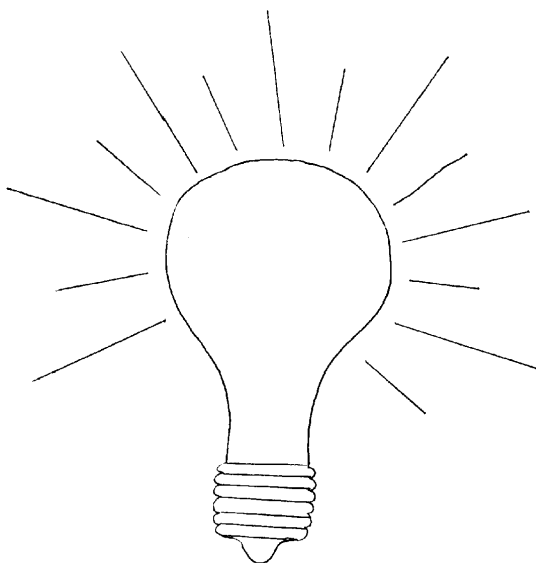
wr comes at the beginning of words and says “r”

Example: write

kn comes at the beginning of words and says “n”

Example: know

# wr & kn Silent Letter Word Keys

**wr****write****kn****know**

**Phonetic Rules:**

wr comes at the beginning of words and says "r"

Example: write

kn comes at the beginning of words and says "n"

Example: know

**Sample Exercise & Answer Key****"wr" and "kn" Silent Letter Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

1. knapsack \_\_\_\_\_ 6. wreak \_\_\_\_\_ 11. knock \_\_\_\_\_

2. knee \_\_\_\_\_ 7. wrestle \_\_\_\_\_ 12. knew \_\_\_\_\_

3. wrap \_\_\_\_\_ 8. knife \_\_\_\_\_ 13. wrist \_\_\_\_\_

4. wrench \_\_\_\_\_ 9. knight \_\_\_\_\_ 14. wrote \_\_\_\_\_

5. knelt \_\_\_\_\_ 10. wrong \_\_\_\_\_ 15. knuckle \_\_\_\_\_

**"wr" and "kn" Silent Letter Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys and print them on the lines.

1. knapsack kn ck 6. wreak wr 11. knock kn ck

2. knee kn ee 7. wrestle wr 12. knew kn ew

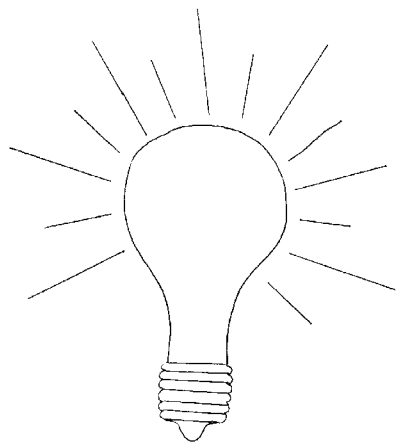
3. wrap wr 8. knife kn 13. wrist wr

4. wrench wr ch 9. knight kn gh 14. wrote wr

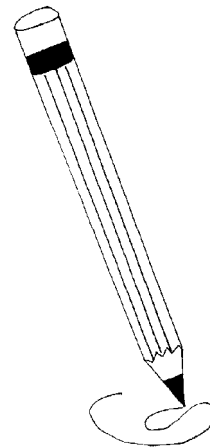
5. knelt kn 10. wrong wr 15. knuckle kn

**kn words**

knack  
knapsack  
knave  
knee  
kneel  
knell  
knelt  
knew  
knife  
knight  
knit  
knob  
knock  
knot  
know  
knowledge  
known  
knuckle

**wr words**

wrack  
wrap  
wrath  
wreak  
wreath  
wreck  
wren  
wrench  
wrestle  
wretch  
wiggle  
wring  
wrinkle  
wrist  
write  
wrong  
wrote  
wrung  
wry





# Word Key Exercises

Word Key exercises are designed to help the students master the word keys presented by the teacher in the reading lessons. The goal for the children is to find and circle the word keys (digraphs, diphthongs, r-controlled vowels, variant consonants (ce, ci, cy, ge, gi, gy) prior to decoding. Regular practice teaches the children to automatically search with ease for word keys prior to decoding in their reading of lengthier materials. Without this strengthening process, the children will usually try to decode the word without applying any strategies because they may know the keys, but they aren't used to searching for them. Once the word keys have been circled the children decode them with a partner to practice their decoding of the word keys within words. Please note that the word key exercises for long vowels (ee, ea, oa, ai) are found in the book Smart Start in Language Arts.

The purpose of the "Fixing Misspelled Word Sheets" is to help the children master the correct placement of the word keys and other spelling rules. In these exercises the children identify why the word is misspelled according to the rules they have learned and fix the problem by spelling the word correctly. There are more of these exercises in the book Smart Start in Language Arts.

If you find through the assessment that children who enter late into your classroom have not learned any of the word keys, introduce them verbally and then use these word key exercises to catch them up. It is amazing how quickly many children have caught up or solved decoding difficulties using such a simple process.



Regular and Bumper Words			Regular and Bumper Words		
Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e) =====			Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e) =====		
1. clip __r__	6. fumed _____	11. crust _____	1. whip _____	6. piled _____	11. rust _____
2. ducks __r__	7. clock _____	12. chimes _____	2. kicks _____	7. stock _____	12. times _____
3. raked __b__	8. scraps _____	13. voted _____	3. baked _____	8. traps _____	13. holed _____
4. munched _____	9. lakes _____	14. drum _____	4. crunched _____	9. wakes _____	14. slum _____
5. flakes _____	10. flush _____	15. lined _____	5. shakes _____	10. crush _____	15. fined _____

Regular and Bumper Words			Regular and Bumper Words		
Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e) =====			Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e) =====		
1. flip _____	6. slipped _____	11. crust _____	1. trip _____	6. flames _____	11. just _____
2. sticks _____	7. stuck _____	12. crimes _____	2. clucks _____	7. crack _____	12. robes _____
3. biked _____	8. flaps _____	13. joked _____	3. faked _____	8. scabs _____	13. pruned _____
4. dumped _____	9. chokes _____	14. plum _____	4. bunches _____	9. whales _____	14. glum _____
5. glides _____	10. blush _____	15. whined _____	5. stakes _____	10. fish _____	15. wiped _____

Regular and Bumper Words			Regular and Bumper Words		
Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e)			Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e)		
1. slip _____	6. doted _____	11. rust _____	1. ship _____	6. tiled _____	11. rust _____
2. jacks _____	7. shock _____	12. times _____	2. licks _____	7. clock _____	12. times _____
3. baked _____	8. plucks _____	13. doted _____	3. taped _____	8. maps _____	13. holed _____
4. crunched _____	9. lanes _____	14. plum _____	4. hunched _____	9. takes _____	14. slum _____
5. miles _____	10. hush _____	15. mined _____	5. vines _____	10. brush _____	15. fined _____

Regular and Bumper Words			Regular and Bumper Words		
Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e)			Name _____ /15 R = regular vowel      B = bumper (long vowel with silent e)		
1. slip _____	6. flipped _____	11. rust _____	1. flip _____	6. blames _____	11. just _____
2. risk _____	7. truck _____	12. chimes _____	2. trucks _____	7. nine _____	12. robes _____
3. hiked _____	8. slaps _____	13. choked _____	3. raked _____	8. tabs _____	13. pruned _____
4. bumped _____	9. strokes _____	14. slum _____	4. lumps _____	9. fame _____	14. glum _____
5. slides _____	10. slush _____	15. mined _____	5. cones _____	10. dish _____	15. wiped _____

<p> <small>written by JoAnne Moore</small>  <b>Name _____</b>      <b>Y at end of one beat words says i</b>  <b>Y at end of two beat words says E</b>  <b>Write an "e" in the blank if "y" says long "e" sound.</b>  <b>Write an "i" in the blank if "y" says long "i" sound.</b> </p> <table border="0"> <tr> <td>1. by      <u>  i  </u></td> <td>6. ugly      <u>      </u></td> <td>11. fly      <u>      </u></td> </tr> <tr> <td>2. party      <u>  e  </u></td> <td>7. penny      <u>      </u></td> <td>12. spry      <u>      </u></td> </tr> <tr> <td>3. baby      <u>      </u></td> <td>8. my      <u>      </u></td> <td>13. funny      <u>      </u></td> </tr> <tr> <td>4. cry      <u>      </u></td> <td>9. lady      <u>      </u></td> <td>14. hurry      <u>      </u></td> </tr> <tr> <td>5. lucky      <u>      </u></td> <td>10. cry      <u>      </u></td> <td>15. sky      <u>      </u></td> </tr> </table>	1. by <u>  i  </u>	6. ugly <u>      </u>	11. fly <u>      </u>	2. party <u>  e  </u>	7. penny <u>      </u>	12. spry <u>      </u>	3. baby <u>      </u>	8. my <u>      </u>	13. funny <u>      </u>	4. cry <u>      </u>	9. lady <u>      </u>	14. hurry <u>      </u>	5. lucky <u>      </u>	10. cry <u>      </u>	15. sky <u>      </u>	<p> <small>property of Books for Results Inc</small>  <b>Name _____</b>      <b>Y at end of one beat words says i</b>  <b>Y at end of two beat words says E</b>  <b>Write an "e" in the blank if "y" says long "e" sound.</b>  <b>Write an "i" in the blank if "y" says long "i" sound.</b> </p> <table border="0"> <tr> <td>1. try      <u>      </u></td> <td>6. busy      <u>      </u></td> <td>11. why      <u>      </u></td> </tr> <tr> <td>2. plenty      <u>      </u></td> <td>7. my      <u>      </u></td> <td>12. sly      <u>      </u></td> </tr> <tr> <td>3. fry      <u>      </u></td> <td>8. fancy      <u>      </u></td> <td>13. factory <u>      </u></td> </tr> <tr> <td>4. shy      <u>      </u></td> <td>9. ply      <u>      </u></td> <td>14. family      <u>      </u></td> </tr> <tr> <td>5. bunny      <u>      </u></td> <td>10. army      <u>      </u></td> <td>15. spy      <u>      </u></td> </tr> </table>	1. try <u>      </u>	6. busy <u>      </u>	11. why <u>      </u>	2. plenty <u>      </u>	7. my <u>      </u>	12. sly <u>      </u>	3. fry <u>      </u>	8. fancy <u>      </u>	13. factory <u>      </u>	4. shy <u>      </u>	9. ply <u>      </u>	14. family <u>      </u>	5. bunny <u>      </u>	10. army <u>      </u>	15. spy <u>      </u>
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Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines. See examples below of printing/counting.

- |             |            |              |
|-------------|------------|--------------|
| 1. ark_1_   | 6. after__ | 11. dirt__   |
| 2. porch_2_ | 7. blur__  | 12. charm__  |
| 3. clerk_er | 8. quirk__ | 13. chore__  |
| 4. nurse__  | 9. hurt__  | 14. market__ |
| 5. offer__  | 10. firm__ | 15. record__ |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |             |               |
|------------|-------------|---------------|
| 1. car__   | 6. herb__   | 11. birth__   |
| 2. torch__ | 7. blurt__  | 12. chart__   |
| 3. perch__ | 8. mirth__  | 13. pork__    |
| 4. purse__ | 9. start__  | 14. persist__ |
| 5. shirt__ | 10. horse__ | 15. hurl__    |

r- controlled Word Keys /15

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |             |              |             |
|-------------|--------------|-------------|
| 1. park__   | 6. mermaid__ | 11. stir__  |
| 2. short__  | 7. slur__    | 12. dark__  |
| 3. perk__   | 8. birch__   | 13. fork__  |
| 4. surf__   | 9. cart__    | 14. yard__  |
| 5. person__ | 10. first__  | 15. score__ |

r-controlled Word Keys /15

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |             |             |              |
|-------------|-------------|--------------|
| 1. barn__   | 6. serve__  | 11. chirp__  |
| 2. cork__   | 7. curb__   | 12. harp__   |
| 3. enter__  | 8. squirt__ | 13. snore__  |
| 4. turn__   | 9. scar__   | 14. thirst__ |
| 5. winter__ | 10. sport__ | 15. lurk__   |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |           |               |
|------------|-----------|---------------|
| 1. bloom__ | 6. blue__ | 11. new__     |
| 2. fruit__ | 7. pool__ | 12. clue__    |
| 3. flew__  | 8. suit__ | 13. rooster__ |
| 4. jewel__ | 9. duel__ | 14. threw     |
| 5. boot__  | 10. mew__ | 15. glue__    |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |             |              |
|------------|-------------|--------------|
| 1. moose__ | 6. fruit__  | 11. grew__   |
| 2. true__  | 7. about__  | 12. blow__   |
| 3. clown__ | 8. roost__  | 13. due__    |
| 4. knew__  | 9. house__  | 14. shower__ |
| 5. flow__  | 10. proof__ | 15. chew__   |

**Scary Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |             |             |             |
|-------------|-------------|-------------|
| 1. room__   | 6. cue__    | 11. fruit__ |
| 2. newt__   | 7. pout__   | 12. show__  |
| 3. flower__ | 8. moose__  | 13. Sue__   |
| 4. renew__  | 9. couch__  | 14. round__ |
| 5. slow__   | 10. growl__ | 15. stew__  |

**Scary Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |            |             |
|------------|------------|-------------|
| 1. droop__ | 6. suit__  | 11. gruel__ |
| 2. crew__  | 7. count__ | 12. grow__  |
| 3. owl__   | 8. gloom__ | 13. cruel__ |
| 4. stew__  | 9. hound__ | 14. crowd__ |
| 5. shown__ | 10. doom__ | 15. threw__ |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |             |              |               |
|-------------|--------------|---------------|
| 1. ice__    | 6. gypsy__   | 11. giant__   |
| 2. cinder__ | 7. cigar__   | 12. center__  |
| 3. age__    | 8. face__    | 13. giraffe__ |
| 4. ginger__ | 9. cymbal__  | 14. cagy__    |
| 5. fancy__  | 10. cereal__ | 15. gentle__  |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |               |              |
|------------|---------------|--------------|
| 1. spice__ | 6. circus__   | 11. gentle__ |
| 2. gym__   | 7. city__     | 12. cycle__  |
| 3. rage__  | 8. lace__     | 13. germ__   |
| 4. gem__   | 9. cylinder__ | 14. page__   |
| 5. civil__ | 10. gelatin__ | 15. dice__   |

**S and J Copycat Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |            |                |
|------------|------------|----------------|
| 1. rage__  | 6. pace__  | 11. dirt__     |
| 2. spice__ | 7. blur__  | 12. cylinder__ |
| 3. pace__  | 8. cage__  | 13. gesture__  |
| 4. edge__  | 9. mice__  | 14. giraffe__  |
| 5. gypsy__ | 10. city__ | 15. wedge__    |

**S and J Copycat Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |              |              |
|------------|--------------|--------------|
| 1. page__  | 6. sledge__  | 11. citrus__ |
| 2. slice__ | 7. general__ | 12. gypsy__  |
| 3. rice__  | 8. cage__    | 13. race__   |
| 4. giant__ | 9. dice__    | 14. cycle__  |
| 5. germ__  | 10. gym__    | 15. ledge__  |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |              |             |               |
|--------------|-------------|---------------|
| 1. haul___   | 6. law___   | 11. avoid___  |
| 2. fawn___   | 7. boil___  | 12. toy___    |
| 3. join___   | 8. joy___   | 13. autumn___ |
| 4. boy___    | 9. fault___ | 4. flaw___    |
| 5. author___ | 10. claw___ | 15. foil___   |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |                  |               |                |
|------------------|---------------|----------------|
| 1. Roy___        | 6. haunt___   | 11. dawn___    |
| 2. fault___      | 7. draw___    | 12. boil___    |
| 3. crawl___      | 8. choice___  | 13. loyal___   |
| 4. disappoint___ | 9. toy___     | 14. because___ |
| 5. boy___        | 10. caught___ | 15. yawn___    |

**Doctor and Piglet Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |              |               |                 |
|--------------|---------------|-----------------|
| 1. coil___   | 6. destroy___ | 11. daughter___ |
| 2. royal___  | 7. fault___   | 12. straw___    |
| 3. August___ | 8. straw___   | 13. joint___    |
| 4. lawn___   | 9. oil___     | 14. employ___   |
| 5. coin___   | 10. toy___    | 15. gaudy___    |

**Doctor and Piglet Word Keys /15**

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |             |               |                |
|-------------|---------------|----------------|
| 1. bawl___  | 6. broil___   | 11. joy___     |
| 2. avoid___ | 7. loyal___   | 12. laundry___ |
| 3. toy___   | 8. flaunt___  | 13. crawl___   |
| 4. fault___ | 9. thaw___    | 14. voice___   |
| 5. jaw___   | 10. choice___ | 15. convoy___  |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |             |               |
|------------|-------------|---------------|
| 1. wrack__ | 6. wrong__  | 11. knot__    |
| 2. knee__  | 7. knight__ | 12. wrist__   |
| 3. know__  | 8. wrung__  | 13. wrinkle__ |
| 4. write__ | 9. wren__   | 14. knob__    |
| 5. knit__  | 10. knock__ | 15. wrench__  |

### Mixed Word Keys / 15

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |             |               |
|------------|-------------|---------------|
| 1. ark__   | 6. coil__   | 11. know__    |
| 2. porch__ | 7. joy__    | 12. trace__   |
| 3. clerk__ | 8. lawn__   | 13. age__     |
| 4. nurse__ | 9. faun__   | 14. giraffe__ |
| 5. firm__  | 10. write__ | 15. cider__   |

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |            |             |               |
|------------|-------------|---------------|
| 1. knap__  | 6. knife__  | 11. knit__    |
| 2. knock__ | 7. wrap__   | 12. wrinkle__ |
| 3. wrong__ | 8. know__   | 13. knee__    |
| 4. knit__  | 9. wrote__  | 14. wretch__  |
| 5. wrath__ | 10. known__ | 15. knoll__   |

### Mixed Word Keys / 15

Name \_\_\_\_\_ Read the words. Circle the word keys & print or count them on the lines.

- |               |              |              |
|---------------|--------------|--------------|
| 1. bicycle__  | 6. destroy__ | 11. winner__ |
| 2. gym__      | 7. face__    | 12. charm__  |
| 3. daughter__ | 8. cinder__  | 13. chore__  |
| 4. claw__     | 9. ginger__  | 14. market__ |
| 5. boil__     | 10. firm__   | 15. record__ |



<p><b>Fix the misspelled words.</b>  Name _____  ful = _____    spise = _____    childe = _____    paje= _____    cor= _____    mite= _____    punchs= _____    acshun = _____  <u>Add ing to these short vowel words which end in one consonant.</u>    1. pop= _____    2. sit= _____    3. tan= _____</p>	<p><b>Fix the misspelled words.</b>  Name _____  puf = _____    mise = _____    folde = _____    waje = _____    tor = _____    nite = _____    fixs = _____    funcshun = _____    <u>Add ing to these short vowel words which end in one consonant.</u>    1. trim= _____    2. chat= _____    3. hum = _____</p>	<p><b>Fix the misspelled words.</b>  Name _____  fiz = _____    lise = _____    wilde = _____    caje = _____    site = _____    bor = _____    tabl = _____    lov = _____    <u>Add ing to these short vowel words which end in one consonant.</u>    1. stop= _____    2. hit = _____    3. jog = _____</p>	<p><b>Fix the misspelled words.</b>  Name _____  fus = _____    nise = _____    raje = _____    tite = _____    giv = _____    mor = _____    milde = _____    fabl = _____    <u>Add ing to these short vowel words which end in one consonant.</u>    1. hop= _____    2. fall= _____    3. sit = _____</p>
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Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

**Fix the misspelled words.**

Name \_\_\_\_\_

ful = full

spise = spice

childe = child

paje= page

cor= core

mite= might

punchs= punches

acshun = action

Add ing to these short vowel words which end in one consonant.

1. pop= popping

2. sit= sitting

3. tan= tanning

**Fix the misspelled words.**

Name \_\_\_\_\_

puf = puff

mise = mice

folde = fold

waje = wage

tor = tore

nite = night

fixs = fixes

funcshun = function

Add ing to these short vowel words which end in one consonant.

1. trim= trimming

2. chat= chatting

3. hum = humming

**Fix the misspelled words.**

Name \_\_\_\_\_

fiz = fizz

lise = lice

wilde = wild

caje = cage

site = sight

bor = bore

tabl = table

lov = love

Add ing to these short vowel words which end in one consonant.

1. stop= stopping

2. hit = hitting

3. jog = jogging

**Fix the misspelled words.**

Name \_\_\_\_\_

fus = fuss

nise = nice

raje = rage

tite = tight

giv = give

mor = more

milde = mild

fabl = fable

Add ing to these short vowel words which end in one consonant.

1. hop= hopping

2. fall= falling

3. sit = sitting

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

**Fix the misspelled words.**

Name \_\_\_\_\_

pul = \_\_\_\_\_

dise = \_\_\_\_\_

milde = \_\_\_\_\_

caje= \_\_\_\_\_

mor= \_\_\_\_\_

brite= \_\_\_\_\_

crunchs= \_\_\_\_\_

attenshun = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. hop= \_\_\_\_\_

2. fit= \_\_\_\_\_

3. run= \_\_\_\_\_

**Fix the misspelled words.**

Name \_\_\_\_\_

huf = \_\_\_\_\_

prise = \_\_\_\_\_

bolde = \_\_\_\_\_

staje = \_\_\_\_\_

tor = \_\_\_\_\_

nite = \_\_\_\_\_

sixs = \_\_\_\_\_

menshun = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. slim= \_\_\_\_\_

2. bat= \_\_\_\_\_

3. drum = \_\_\_\_\_

**Fix the misspelled words.**

Name \_\_\_\_\_

fiz = \_\_\_\_\_

twise = \_\_\_\_\_

wilde = \_\_\_\_\_

engaje = \_\_\_\_\_

lite = \_\_\_\_\_

bor = \_\_\_\_\_

gabl = \_\_\_\_\_

giv = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. hop= \_\_\_\_\_

2. sit = \_\_\_\_\_

3. jog = \_\_\_\_\_

**Fix the misspelled words.**

Name \_\_\_\_\_

fus = \_\_\_\_\_

slise = \_\_\_\_\_

waje = \_\_\_\_\_

tite = \_\_\_\_\_

liv = \_\_\_\_\_

cor = \_\_\_\_\_

milde = \_\_\_\_\_

cabl = \_\_\_\_\_

Add ing to these short vowel words which end in one consonant.

1. flop= \_\_\_\_\_

2. call= \_\_\_\_\_

3. hit = \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

**Fix the misspelled words.**

Name \_\_\_\_\_

pul = pull

dise = dice

milde = mild

caje= cage

mor= more

brite= bright

crunchs= crunches

attenshun = attention

Add ing to these short vowel words which end in one consonant.

1. hop= hopping

2. fit= fitting

3. run= running

**Fix the misspelled words.**

Name \_\_\_\_\_

huf = huff

prise = price

bolde = bold

staje = stage

tor = tore

nite = night

sixs = sixes

menshun = mention

Add ing to these short vowel words which end in one consonant.

1. slim= slimming

2. bat= batting

3. drum = drumming

**Fix the misspelled words.**

Name \_\_\_\_\_

fiz = fizz

twise = twice

wilde = wild

engaje = engage

lite = light

bor = bore

gab1 = gable

giv = give

Add ing to these short vowel words which end in one consonant.

1. hop= hopping

2. sit = sitting

3. jog = jogging

**Fix the misspelled words.**

Name \_\_\_\_\_

fus = fuss

slise = slice

waje = wage

tite = tight

liv = live

cor = core

milde = mild

cabl = cable

Add ing to these short vowel words which end in one consonant.

1. flop= flopping

2. call= calling

3. hit = hitting

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

**Fix the misspelled words.**

Name \_\_\_\_\_

wil = \_\_\_\_\_

rise = \_\_\_\_\_

shoock = \_\_\_\_\_

aje = \_\_\_\_\_

cor = \_\_\_\_\_

mite = \_\_\_\_\_

punchs = \_\_\_\_\_

acshun = \_\_\_\_\_

**Add ing to these short vowel words which end in one consonant.**

1. pop = \_\_\_\_\_

2. sit = \_\_\_\_\_

3. tan = \_\_\_\_\_

**Fix the misspelled words.**

Name \_\_\_\_\_

puf = \_\_\_\_\_

mise = \_\_\_\_\_

folde = \_\_\_\_\_

waje = \_\_\_\_\_

tor = \_\_\_\_\_

nite = \_\_\_\_\_

fixs = \_\_\_\_\_

funshun = \_\_\_\_\_

**Add ing to these short vowel words which end in one consonant.**

1. trim = \_\_\_\_\_

2. chat = \_\_\_\_\_

3. hum = \_\_\_\_\_

**Fix the misspelled words.**

Name \_\_\_\_\_

fiz = \_\_\_\_\_

lise = \_\_\_\_\_

wilde = \_\_\_\_\_

caje = \_\_\_\_\_

site = \_\_\_\_\_

bor = \_\_\_\_\_

tabl = \_\_\_\_\_

lov = \_\_\_\_\_

**Add ing to these short vowel words which end in one consonant.**

1. stop = \_\_\_\_\_

2. hit = \_\_\_\_\_

3. jog = \_\_\_\_\_

**Fix the misspelled words.**

Name \_\_\_\_\_

fus = \_\_\_\_\_

spise = \_\_\_\_\_

raje = \_\_\_\_\_

tite = \_\_\_\_\_

giv = \_\_\_\_\_

mor = \_\_\_\_\_

milde = \_\_\_\_\_

fabl = \_\_\_\_\_

**Add ing to these short vowel words which end in one consonant.**

1. hop = \_\_\_\_\_

2. fall = \_\_\_\_\_

3. sit = \_\_\_\_\_

Cut these lists into four strips. Students are to use their spelling rules to fix the misspelled words.

**Fix the misspelled words.**

Name \_\_\_\_\_

wil = will

rise = rice

shoock = shook

aje= age

cor= core

mite= might

punchs= punches

acshun = action

Add ing to these short vowel words which end in one consonant.

1. pop= popping

2. sit= sitting

3. tan= tanning

**Fix the misspelled words.**

Name \_\_\_\_\_

puf = puff

mise = mice

folde = fold

waje = wage

tor = tore

nite = night

fixs = fixes

funcshun =function

Add ing to these short vowel words which end in one consonant.

1. trim= trimming

2. chat= chatting

3. hum = humming

**Fix the misspelled words.**

Name \_\_\_\_\_

fiz = fizz

lise = lice

wilde = wild

caje = cage

site = sight

bor = bore

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Add ing to these short vowel words which end in one consonant.

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raje = rage

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giv = give

mor =more

milde = mild

fabl = fable

Add ing to these short vowel words which end in one consonant.

1. hop= hopping

2. fall= falling

3. sit =sitting