

# CONTENTS

---

<b>Lesson 1:</b> Short vowel CVC & CVCC words .....	4
<b>Lesson 2:</b> Long <i>ā</i> (silent <i>e</i> ; vowel teams <i>ai, ay</i> ) .....	8
<b>Lesson 3:</b> Long <i>ē</i> (vowel teams <i>ee, ea</i> ) .....	12
<b>Lesson 4:</b> Long <i>ī</i> (silent <i>e, i</i> before two consonants, vowel team <i>ie</i> ).....	16
<b>Lesson 5:</b> Long <i>ō</i> (silent <i>e; o</i> before two consonants; vowel teams <i>oa, ow</i> ).....	20
<b>Lesson 6:</b> Long <i>ū</i> (silent <i>e; vowel teams ew, ue</i> ).....	24
<b>Lesson 7:</b> Hard and soft <i>c</i> .....	28
<b>Lesson 8:</b> Hard and soft <i>g</i> .....	32
<b>Lesson 9:</b> Three sounds of <i>y</i> ( <i>/y/, /ī/, /ē/</i> ).....	36
<b>Lesson 10:</b> <i>h</i> -teams ( <i>ch, sh, th, wh</i> ).....	40
<b>Lesson 11:</b> Final consonant teams ( <i>ck; ng; nk; double f, l, s, z</i> ) .....	44
<b>Lesson 12:</b> Initial consonant blends ( <i>s, r, l</i> ).....	48
<b>Lesson 13:</b> Vowel teams for <i>/oi/ (oi, oy)</i> .....	52
<b>Lesson 14:</b> Vowel teams for <i>/ou/ (ou, ow)</i> .....	56
<b>Lesson 15:</b> Vowel teams for <i>/oo/ (oo, o), s = /s/ or /z/</i> .....	60
<b>Lesson 16:</b> Vowel teams for <i>/oo/ (ou, ui)</i> .....	64
<b>Lesson 17:</b> Vowel teams for <i>/oo/ (oo, oul)</i> .....	68
<b>Lesson 18:</b> Vowel teams for <i>/ô/ (aw, au, al/all)</i> .....	72
<b>Lesson 19:</b> <i>r</i> -controlled vowels <i>/är/ (ar) &amp; /âr/ (air, ere)</i> .....	76
<b>Lesson 20:</b> <i>r</i> -controlled vowels <i>/ôr/ (or) &amp; /ûr/ (ir, ur)</i> .....	80
<b>Lesson 21:</b> Contractions ( <i>am, is, are, will, us, have</i> ) .....	84
<b>Lesson 22:</b> Contractions ( <i>not</i> ).....	88
<b>Lesson 23:</b> Compound words, words accented on last syllable .....	92
<b>Lesson 24:</b> Words ending in <i>le (/ûl/)</i> syllables .....	96
<b>Lesson 25:</b> Double Rule (1-1-1 words).....	100
<b>Lesson 26:</b> Drop Rule (silent <i>e</i> ).....	104
<b>Lesson 27:</b> Plurals that add <i>-es</i> .....	108
<b>Lesson 28:</b> Change Rule ( <i>y</i> to <i>i</i> ) .....	112
<b>Lesson 29:</b> Prefixes <i>in, un, dis, re</i> .....	116
<b>Lesson 30:</b> Suffixes <i>ful, ly, less, ness, ment</i> .....	120
<b>Lesson 31:</b> Vowel team <i>ea = /ë/, /ā/</i> .....	124
<b>Lesson 32:</b> Consonant teams with silent letters ( <i>mb, kn, wr</i> ).....	128
<b>Lesson 33:</b> Words ending with <i>/ür/ (er, ar, or)</i> .....	132
<b>Lesson 34:</b> Words ending with <i>/ün/ (en, on, in)</i> .....	136
<b>Dictionary</b> .....	141

# LESSON 1



## PHONICS FOCUS

- The vowel in CVC and CVCC words is usually short.  
**Ex: pat, pet, pit, pot, putt (golf)**
- Mark short vowels with a breve.  
**ă ě ĭ ǒ ŭ**

1. can
2. let
3. will
4. run
5. went
6. box
7. sit
8. hand
9. off
10. bug

Write the CVC words.

1.

2.

3.

4.

5.

6.

Write the CVCC words that end in a double letter consonant team.

7.

8.

Write the CVCC words that end in a consonant blend.

9.

10.

Write the words with vowel sounds that match the headings below.

*Short ă*

1. \_\_\_\_\_  
.....  
\_\_\_\_\_

2. \_\_\_\_\_  
.....  
\_\_\_\_\_

*Short ě*

3. \_\_\_\_\_  
.....  
\_\_\_\_\_

4. \_\_\_\_\_  
.....  
\_\_\_\_\_

*Short ĭ*

5. \_\_\_\_\_  
.....  
\_\_\_\_\_

6. \_\_\_\_\_  
.....  
\_\_\_\_\_

*Short ǒ*

7. \_\_\_\_\_  
.....  
\_\_\_\_\_

8. \_\_\_\_\_  
.....  
\_\_\_\_\_

*Short ů*

9. \_\_\_\_\_  
.....  
\_\_\_\_\_

10. \_\_\_\_\_  
.....  
\_\_\_\_\_

## COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Go back and write over ...
  - vowel/vowel teams with RED
  - consonant teams/blends with BLUE
  - silent e with a SLASH
- Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.

1. \_\_\_\_\_  
.....  
\_\_\_\_\_

2. \_\_\_\_\_  
.....  
\_\_\_\_\_

3. \_\_\_\_\_  
.....  
\_\_\_\_\_

4. \_\_\_\_\_  
.....  
\_\_\_\_\_

5. \_\_\_\_\_  
.....  
\_\_\_\_\_

6. \_\_\_\_\_  
.....  
\_\_\_\_\_

7. \_\_\_\_\_  
.....  
\_\_\_\_\_

8. \_\_\_\_\_  
.....  
\_\_\_\_\_

9. \_\_\_\_\_  
.....  
\_\_\_\_\_

10. \_\_\_\_\_  
.....  
\_\_\_\_\_

## A TRIP TO THE LAKE

A trip to the lake is fun. There is so much to do. You **can** ride in a boat, swim, or play on the shore. Best of all, you can fish! Get a rod, hooks, a bobber, and bait. A **bug** or worm **will** do. You will want to have a lot of bait, so keep some in a **box** for later. **Let** Mom or Dad help put your bobber and hook on your line. Get your bait and put it on your hook. Toss your hook into the lake. You may want to **sit** down. It can take time for the fish to find your bait. Watch that bobber. When it jiggles, you could have a fish. If it goes under the water, you have a fish for sure!

**SPELLING SENTENCES:** Use a spelling word to fill in the blank.

can    let    will    run    went    box    sit    hand    off    bug

1. Please turn the lights \_\_\_\_\_ .
2. Peg \_\_\_\_\_ for a ride in the car.
3. A \_\_\_\_\_ makes a good bed for a kitten.
4. Raise your \_\_\_\_\_ to ask a question.
5. The horse will \_\_\_\_\_ on the track.
6. Sam has a \_\_\_\_\_ of soup.
7. The bird may \_\_\_\_\_ on the log.
8. We \_\_\_\_\_ all go to the park.

# DICTATION

## SOUNDS

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

## SPELLING WORDS

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

## SENTENCE

\_\_\_\_\_

.....

\_\_\_\_\_

.....

\_\_\_\_\_

.....

\_\_\_\_\_

# LESSON 25



## PHONICS FOCUS

- A **1-1-1** word has one syllable, one vowel, and ends in one consonant. **Ex. sad**
- When adding a suffix that begins with a **vowel**, double the final consonant of a **1-1-1** word.  
**Ex. sad + er = sadder** but  
**sad + ly = sadly**

Write the words that are the base words of the spelling list. Ask yourself three questions: Is the word one syllable? Does it have one vowel? Does it end in one consonant?

1. hopping
2. running
3. batting
4. dropped
5. hopped
6. biggest
7. dropping
8. bigger
9. runner
10. batted

1. \_\_\_\_\_  
.....  
\_\_\_\_\_
2. \_\_\_\_\_  
.....  
\_\_\_\_\_
3. \_\_\_\_\_  
.....  
\_\_\_\_\_
4. \_\_\_\_\_  
.....  
\_\_\_\_\_
5. \_\_\_\_\_  
.....  
\_\_\_\_\_
6. \_\_\_\_\_  
.....  
\_\_\_\_\_
7. \_\_\_\_\_  
.....  
\_\_\_\_\_
8. \_\_\_\_\_  
.....  
\_\_\_\_\_
9. \_\_\_\_\_  
.....  
\_\_\_\_\_
10. \_\_\_\_\_  
.....  
\_\_\_\_\_

Write the base word for each spelling word, then double the final consonant before adding the suffix.

1. \_\_\_\_\_ (add **ing**)  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_ (add **ing**)  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_ (add **ing**)  
 \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_ (add **ed**)  
 \_\_\_\_\_  
 \_\_\_\_\_
5. \_\_\_\_\_ (add **ed**)  
 \_\_\_\_\_  
 \_\_\_\_\_
6. \_\_\_\_\_ (add **est**)  
 \_\_\_\_\_  
 \_\_\_\_\_
7. \_\_\_\_\_ (add **ing**)  
 \_\_\_\_\_  
 \_\_\_\_\_
8. \_\_\_\_\_ (add **er**)  
 \_\_\_\_\_  
 \_\_\_\_\_
9. \_\_\_\_\_ (add **er**)  
 \_\_\_\_\_  
 \_\_\_\_\_
10. \_\_\_\_\_ (add **ed**)  
 \_\_\_\_\_  
 \_\_\_\_\_

## COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Underline suffixes.
- For the base word, go back and write over ...
  - vowel/vowel teams with RED
  - consonant teams/blends with BLUE
  - silent e with a SLASH
- Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE in base word only.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# BASEBALL

Baseball is played with two teams. One team is **batting** and the other fielding. The batter gets three swings at a ball thrown to him by a pitcher on the other team. If the batter hits the ball, the team in the field tries to catch it. The batter must start **running** around the bases without getting tagged by the other team.

The **biggest** problem for the batter is how fast the pitcher throws the ball. Some pitchers can throw 90 miles an hour. That's fast! If you get hit with that ball, you will be **hopping** around in pain! Once the **runner** is tagged, he is out. If the batter swings three times without hitting the ball, he is out. The batting team gets three outs, then they must trade sides and take a turn in the field.

**SPELLING SENTENCES:** Use a spelling word to fill in the blank.

hopping	batting	hopped	dropping	runner
running	dropped	biggest	bigger	batted

1. Sue \_\_\_\_\_ the napkin in the trash can.
2. The kitten \_\_\_\_\_ at the ball of yarn.
3. The bunny was \_\_\_\_\_ down the pathway.
4. The rabbit \_\_\_\_\_ in the garden last week.
5. The clown kept \_\_\_\_\_ the balls when juggling.
6. The dog was \_\_\_\_\_ after the cat!
7. A horse is \_\_\_\_\_ than a pony.



# DICTATION

## SOUNDS

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

## SPELLING WORDS

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

## SENTENCE

\_\_\_\_\_

.....

\_\_\_\_\_

\_\_\_\_\_

.....

\_\_\_\_\_