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

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

APPLICATION ACTIVITIES

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

1. /b/ (as in boy) /p/ (as in pan)

2. /f/ (as in fan) /v/ (as in van)

3. /g/ (as in girl) /c/ (as in cat)
4. /d/ (as in dog)  /t/ (as in ten)

5. /s/ (as in sun)  /z/ (as in zip)

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

<table>
<thead>
<tr>
<th></th>
<th>b</th>
<th>d</th>
<th>f</th>
<th>g</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>☯</td>
<td>p</td>
<td>s</td>
<td>t</td>
<td>v</td>
<td>z</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☯ (Voiced)</th>
<th>☐ (Voiceless)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
</tr>
</tbody>
</table>
Skills Review
Vowel A, Consonants B, F, D, G, The Slide
- Vowel A/a, as in at: sound and letter formation.
- Consonant B/b: sound and letter formation.
- The Slide: sliding b-a sounds together (ba, /ba/) to help with fluency.
- Consonants F/f, D/d, G/g: sound and letter formation, and slides fa, da, ga.

DECODING
Mark the slide with an arrow underneath.

ba  fa

A. Mark and say these slides.

ba  da  fa  ga

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

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

B. (Circle) the lowercase letters.

F   b   a   G   D   g   B   f   A   d

C. (Circle) the uppercase (capital) letters.

B   g   A   D   b   F   d   G   f   a
D. Match the correct letter with the picture that begins with that letter.

- A/a (apple)
- B/b (ball)
- F/f (flag)
- D/d (dog)
- G/g (goat)

E. Circle the letter combinations that are slides.

- ba
- af
- da
- ag
- ga

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

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

DECODING

Mark the vowels with an x underneath.

\[ \text{bag} \]

A. Mark the vowel with an x.

\[ \text{bad} \quad \text{gag} \quad \text{fad} \quad \text{gab} \quad \text{dad} \]

APPLICATION ACTIVITIES

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

Example: _gab_ (d/b)

1. ba__ (g/f)

2. ba__ (b/d)

3. da__ (d/f)
Building Words

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

Example: bag

B a g

D a b

G a d

G a g

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

Example: bad (fad) bag

1. bag: gag gab

2. dad: bad gab

3. gab: fad dab
Skills Review

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

DECODING

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

\[
\begin{align*}
*dag & \quad *faf \\
\end{align*}
\]

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

\[
\begin{align*}
baf & \quad gaf & \quad daf & \quad bab \\
\end{align*}
\]

APPLICATION ACTIVITIES

A. (Circle) the nonsense words.

\[
\begin{align*}
bad & \quad *daf & \quad dad & \quad fad & \quad *bab \\
\end{align*}
\]

\[
\begin{align*}
*dag & \quad *gaf & \quad *faf & \quad *baf & \quad fab \\
\end{align*}
\]

B. Unscramble the letters to make a nonsense word. Remember that the vowel will be in the middle. Use the words in the box as clues.
Example: \( *adg \quad *dag \)

\[
\begin{align*}
*faf & \quad *baf & \quad *bab & \quad *daf \\
\end{align*}
\]

1. \( *dfa \)

2. \( *abb \)

3. \( *ffa \)

4. \( *bfa \)
Skills Review
Consonants H, J, L, M, Vowel E
- Consonants H/h, J/j, L/l, M/m: sound and letter formation.
- Vowel E/e, as in Ed: sound and letter formation.
- Make slides and build words using the vowels a and e with consonant letters in Letter Groups 1–2.
- Mark the vowel in each word with an x.
- These are example slides: he → ja → le → ma

DECODING

Slides
Mark the slide with an arrow underneath.

je → le

Words
Put an x under the vowel in a word.

bed
leg

A. Mark and say these slides.

he → be → ja → fe → je → la

de → ma → le → me → ha → da

B. Mark the vowel with an x.

Meg *jab *led *bad *heb *jaf

APPLICATION ACTIVITIES

A. Circle the lowercase letters.

H M j L E h m J l e

B. Circle the uppercase (capital) letters.

E h M e J L m J H I
C. Match the uppercase (capital) letter with the lowercase letter.

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

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

- E/e
  (egg)

- H/h
  (horse)

- J/j
  (jet)

- L/l
  (lime)

- M/m
  (man)

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

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

Most Common Words List 1

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

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

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

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

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

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

I go back in the kitchen.

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

I had an egg and a ham.
### Most Common Words List 1

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

**Example:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>to</strong></td>
<td><strong>at</strong></td>
</tr>
</tbody>
</table>

| 1. of | fo |
| 2. not | tno |
| 3. sa | is |
| 4. that | taht |
| 5. ta | to |
| 6. eth | the |
| 7. an | na |
| 8. Ih | I |
| 9. ib | it |
| 10. for | ofr |
| 11. a | ta |
| 12. yuo | you |
| 13. and | nda |
| 14. ni | in |

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

1. I set _____ egg _____ a ham in the pan. (and/an/is)

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

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

4. My dog Jed and my cat Meg get on top _____ _____ table. (of/the/is)

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

6. “_____ ham is not _____ you, Jed and Meg!” (of/That/for)

7. _____ had an egg and _____ ham. (a/to/I)

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

9. “That ham is _____ for _____, Jed and Meg!” (of/you/not)
Skills Review

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

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

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

APPLICATION ACTIVITIES

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

Example: is in the bed ___P___

1. That is not for you. ____

2. not for you ____

3. you and I ____

4. The dog is in the bed. ___

5. I am sad. ___

6. The bag ___

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

Example: Is that you? ___?

1. It is you ___
Sentences and Intonation

2. The egg is not bad

3. Stop

4. Is it big

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

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

1. Jed is in the den.

2. That is an egg.

3. Is it his leg?

4. I had jam.

5. Is Meg in bed?

6. Is that for Jed and Meg?
Skills Review

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

Decoding

Slides
Mark the slide with an arrow underneath.

po ➔ ro ➔

Words
Put an x under the vowel in a word.

pop ➔ rod ➔ x

A. Mark these slides. Then say them.

ro ➔ pe ➔ jo ➔ so ➔ lo ➔ ne

se ➔ ra ➔ no ➔ po ➔ he ➔ fe

B. Mark the vowels with an x.

mop ➔ red ➔ not ➔ man ➔ *leb ➔ *hod

Application Activities

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

N ➔ n ➔ P ➔ p ➔ R ➔ r ➔ S ➔ s ➔ O ➔ o

Reading Horizons®
Letter Group 3

B. Circle the lowercase letters.

R_S_O_p_N_r_S_o_n_P

C. Circle the uppercase (capital) letters.

O_p_R_s_o_P_n_N_r_S

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

N/n (nest) P/p (pan) R/r (road) S/s (socks) O/o (octagon)

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

1. pa__  n f g  Word: pan_x

2. be__  m d b  Word: ________

3. mo__  n j p  Word: ________

4. ne__  g t p  Word: ________

5. ma__  d b n  Word: ________

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

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

Rules for Using Commas

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

Jan is sad, but Ned is not.
You can have an egg, or you can have ham.

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

Jed, Meg, and Dan are in the van.
Get me some mops, mats, and rags.

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

The cat ran to me, rubbed my leg, and had a nap in my lap.
Deb got the mop, got some rags, and put them in the van.

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

Yes, I have eggs.
No, no, no! This pan is hot!

Commas are used to offset names.

Jan, is this your bag?
Can you get some nuts, Tom?

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

Dad was born May 1, 1951, at 1 p.m.
Mom was born Sunday, May 11, 1950.

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

He drove from Ogden, Utah, to New York.
Mr. Jones was born in Las Vegas, Nevada.

APPLICATION ACTIVITIES

A. Read the sentences. Add commas where needed.
   
   Example:    Eggs ham and jam are in the bag.
   Eggs, ham, and jam are in the bag.

   1. No the ham is in the bag.

3. Is dad in the van or is he with Jan?

4. Do you have a ham in your bag Meg?

5. Dad got an egg put it in a hot pan and sat on the bed.

6. Meg has a job in Sacramento California.

7. Don fed his hens pups cats and pigs.

8. Dad Meg and Jed are in the lab.
Skills Review

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

Most Common Words List 2

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

A. Unscramble the letters to form a Most Common Word.
   Example:  thiw  with

1. yhet
2. ehav
3. thsi
4. eh
5. reh
6. liwl
7. ew
8. rea
9. no
10. ta
11. thwi
12. eb
13. sa
14. tbu

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

This is my family. We are at the park.

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

He is tall, but my mom is short.

This is my mom. Her hat is pink.

This is my brother. He is only ten, but he is as tall as my mom! He will be tall like my dad when he grows up.
C. Circle the Most Common Word to complete each sentence. Then write the word on the line.
   Example: I have a hat. (have/be)

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

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

**DECODING**

Slides
Mark the slide with an arrow underneath.

$tu$ $va$

Words
Put an $x$ under the vowel in a word.

$tub$ $van$

A. Mark and say these slides.

$te$ $va$ $we$ $yu$ $ta$ $wu$

$ya$ $vo$ $ye$ $tu$ $ve$ $vu$

B. Mark the vowels with an $x$.

$tax$ $yam$ $tan$ $wax$ $gum$ $yes$

$zug$ $yum$ $sun$ $vet$ *fon* *sab*

**APPLICATION ACTIVITIES**

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

```
T V W X Y U
v x y t u w
```
Letter Group 4

B. **Circle** the lowercase letters.

\[
V \times u \ Y \ U \ w \ T \ y \ W \ X \ v \ t
\]

C. **Circle** the uppercase (capital) letters.

\[
t \ U \ W \ v \ w \ T \ X \ y \ V \ Y \ u \ x
\]

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

\[
\begin{array}{cccccc}
\text{T/\( t \)} & \quad \text{V/v} & \quad \text{W/w} & \quad \text{X/x} & \quad \text{Y/y} & \quad \text{U/u} \\
\text{(ten)} & \quad \text{(van)} & \quad \text{(web)} & \quad \text{(box)} & \quad \text{(yarn)} & \quad \text{(umbrella)}
\end{array}
\]

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

1. te__ \( 10 \) n f g Word: \( \underline{\text{ten}} \) x

2. gu__ \quad d m b Word: ________________

3. fo__ \quad x t p Word: ________________

4. hu__ \quad p x g Word: ________________

5. ve__ \quad t m n Word: ________________

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

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

DECODING

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

- ca → qui

Words
Put an x under the vowel in a word.

- cap x quit x

A. Mark and say these slides.

- co za ki qui bi ke
- ca que zi mi zo pi

B. Mark the vowels with an x.

- quip tax cut keg jig *kep
- dim cub fix kid zap *gif

APPLICATION ACTIVITIES

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

C K Q Z I

q k i c z
B. Circle the lowercase letters.

\[ z \quad k \quad q \quad i \quad c \quad z \quad c \quad k \quad q \quad i \]

C. Circle the uppercase (capital) letters.

\[ Z \quad Q \quad K \quad i \quad z \quad K \quad C \quad q \quad Z \quad C \]

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

- C/c (cat)
- K/k (kite)
- Q/q (queen)
- Z/z (zebra)
- I/i (igloo)

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

1. ke__ m b g Word: \underline{keg} \\
2. ca__ n f g Word: ____________ \\
3. zi__ n p m Word: ____________ 

To practice writing the letters in Letter Group 5, go to page 199.
Most Common Words List 3

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

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

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

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

In my class, there are about ten students.

We are all from the U.S.

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

He was a cook in New York before he moved out here. As we talked, we found out that we were cooks at the same restaurant, just in different cities!
C. Circle the Most Common Word to complete each sentence. Use the sentence as a clue. Then write the word on the line.

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

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

Decoding

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

\[\text{cup} \quad \text{kit} \quad \text{kin} \quad \text{cut} \quad \text{keg} \quad \text{cab} \quad \text{kit}\]

A. Mark these c/k words.

\[\text{cop} \quad \text{kid} \quad \text{cat} \quad \text{cog} \quad \text{cup} \quad \text{kin} \quad \text{cut} \quad \text{keg} \quad \text{cab} \quad \text{kit}\]

Application Activities

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

Example: \(\text{cop} \quad \text{cap}\)

1. ___ap  \hspace{2cm} 3. ___in  \hspace{2cm} 5. *___ep
2. ___it  \hspace{2cm} 4. ___ut  \hspace{2cm} 6. *___ug

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

Example: I like corn on the cob. \(\text{cob} \quad \text{kit} \quad \text{cap}\)

1. Jed will open a ______ of beans. \(\text{can} \quad \text{keg} \quad \text{cad}\)
2. I will use a ______ to drink my milk.

   kin  cup  cog

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

   Kix  cut  kid

4. A baby bear is a ______.

   cub  kit  cot
Skills Review

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

Rules for Using Quotation Marks

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

“I have a map,” said Mom.

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

“In this lab,” Dad said, “you will need the mop.”
“This ham is so big,” said Tom, “we can all have some.”

Capitalize the first word in a quotation, even if it is not the first word in the sentence.
He said, “The bag will be on the bed.”
Jen asked, “Will you have eggs or ham?”

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

Bob yelled, “Come here!”
“This is not for me,” Deb said.

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

“In this lab,” Dad said, “you will need the mop.”
“This ham is so big!” said Tom. “Can we all have some?”

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

“Where are you?” Dad asked.
“I’m in the den!” she called.

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

Ben asked, “What should we do?”
Jen yelled, “I can run!”

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

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

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

Example: Dad said to go get the map. ___ I ___

1. Dad said to come to the den. ____

2. “What is in the den?” asked Sam. ____

3. “Your mom wants a map,” said Dad. ____

4. Dad said Mom wants to go on a trip. ____

5. “I put the map in the den,” said Dad. ____

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

Example: Dad said come to the den.
        Dad said, “Come to the den.”

1. Jan said Dad and Sam went to get the map.

2. Your job said Dad is to get this map to mom Is that OK

3. Can I have Jan help me asked Sam

4. Dad said It is OK for Jan and Sam to get the map for Mom

5. Your mom will be so glad said Dad
Skills Review

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

Most Common Words List 4

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

A. Unscramble the letters to form a Most Common Word.
   Example:  esh  she

1. doulw ____________  6. kloo ____________  11. og ____________
2. meso ____________  7. lettil ____________  12. dogo ____________
3. ehs ____________  8. newh ____________  13. yb ____________
4. dasi ____________  9. rouy ____________  14. n’tod ____________
5. ervy ____________  10. oto ____________

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

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

   When we got to the store, I saw some pants I thought would look good, so I tried them on. They were too little. Then I saw a skirt by the pants that I liked, but my sister said, “Remember, you weren’t going to buy anything? You should keep your word.” So, I didn’t try it on.
C. Find the Most Common Words from List 4 in the word search. Words can go down ↓, across ←, or diagonal ↘.↵

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

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

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

1. I said I ______________ go. (would/when)
2. ______________ needs some pants. (She/Look)
3. The pants look ______________ good. (don’t/very)
4. You should keep ______________ word. (your/by)
5. She needs ______________ pants. (go/some)
6. She needs to ______________ to the store. (go/your)
7. I saw some pants ______________ we got to the store. (when/don’t)
8. I ______________ have very much money. (don’t/look)
9. I ______________ I didn’t have money. (very/said)
10. I think the pants look ______________. (good/too)
11. It is ______________ the pants. (some/by)
12. Those pants ______________ good. (would/look)
13. The pants are ______________ little. (said/too)
14. The skirt was not too ______________. (little/when)
Skills Review

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

APPLICATION ACTIVITIES

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

A _a_  B _b_  C _c_  D _d_
_e_  F _f_  g _g_  H _h_
_i_  J _j_  k _k_  L _l_
M _m_  n _n_  O _o_  p _p_
Q _q_  r _r_  _s_  T _t_
_u_  V _v_  W _w_  _x_
Y _y_  _z_

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

1. _a_, b, c, _
2. _, _t, _, v
3. W, _, Y, _
4. n, _, p, _, r
5. E, _, G, _, I
6. _, K, _ M
C. Rewrite the words in alphabetical order.

1. fan  big  hat
   a) ___________  big
   b) ___________  fan
   c) ___________  hat

2. wax  tan  fog
   a) ___________
   b) ___________
   c) ___________

3. sad  not  mad
   a) ___________
   b) ___________
   c) ___________

4. box  tag  pit
   a) ___________
   b) ___________
   c) ___________

5. can  sit  fox
   a) ___________
   b) ___________
   c) ___________
**Skills Review**

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

**APPLICATION ACTIVITIES**

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

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

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

1. **a** cat is **an** animal.

2. ____ **a** apple is ____ **a** fruit.

3. ____ **a** dog is ____ **a** pet.

4. ____ **a** van is ____ **a** car.

5. Soccer is ____ **a** sport.

6. She is ____ **a** student.

7. Africa is ____ **a** country.

8. ____ **a** ant is ____ **a** insect.
C. Look at the pictures. Complete the sentences with the, a, or an. Fill in the first blank with the. Fill in the second blank with a or an.

1. Who are they?  
   girl  man
   a. The girl is a student.  b. The man is a teacher.

2. What are they?  
   dog  cat
   a. ______ dog is ______ puppy.  b. ______ cat is ______ kitten.

3. What are they?  
   fly  elephant
   a. ______ fly is ______ insect.  b. ______ elephant is ______ animal.

4. What are they?  
   apple  carrot
   a. ______ apple is ______ fruit.  b. ______ carrot is ______ vegetable.

5. Which one is a planet?  
   Earth  Sun
   a. ______ Earth is ______ planet.  b. ______ Sun is not ______ planet.
Practice reading this tag using all the skills you’ve learned in Chapter 1. Review the words that are difficult for you. Then read the tag to a teacher or friend.

Your Little Red Pot

In this Kit:
- one little red pot
- one box of mud
- one mat

About this pot:
- It can fit one cup of mud.
- If it is too hot, get it out of the sun.
- If it is wet, set it on a mat.
Practice reading this blog using all the skills you've learned in Chapter 1. Review the words that are difficult for you. Then read the blog to a teacher or friend.

My Blog

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

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

Skills Review

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

DECODING

Mark Blends with an arc underneath, like this:

\[ bl \quad \underline{blog} \]

A. Mark the Blends.

\[ bl \quad cl \quad fl \quad gl \quad pl \quad sl \]

B. Mark the words.

\[ \underline{blog} \quad club \quad flat \quad glad \quad plan \quad slip \]

READING

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

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

A. Write the l-Blends.

This is _C_/iff. He has a ___ed. He is ___ad the land is not ___at. He ___ans to have a ___ast.

B. Circle the l-Blends.

**(bl) cl dl fl gl hl kl nl pl rl sl tl wl**

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

*Example: plan: p → c = clan.*

1. flip: f → c = __________
2. clap: c → s = __________
3. plot: p → b = __________
4. bled: b → f = __________
5. slam: s → c = __________
6. glob: g → s = __________

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

<table>
<thead>
<tr>
<th>plug</th>
<th>glad</th>
<th>flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>sled</td>
<td>clap</td>
<td>black</td>
</tr>
</tbody>
</table>

_________  __________  __________  __________
Skills Review

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

A. Add another consonant to complete these words.

1. kis__
2. clas__
3. fluf__
4. fiz__
5. buz__
6. clif__
7. jaz__
8. bles__
9. puf__
10. fus__
11. cuf__
12. raz__

B. Now rewrite the words in Activity A.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______

READING

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

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

A. Write the missing letters.

Cli _ _ _ sits in the gra__ _. The bugs bu__ __. He has a can of pop. He takes o__ __ the top, and it goes, "Fi__ __!"

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

ss   ff   zz

1. The bugs bu z _ z.
2. His name is Cli _ __.
3. The pop goes fi __ __.
4. He takes o _ _ the top.
5. He sits in the gra _ _ _.

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

1. puff:  (cuff)  pass  fizz  cliff
2. bliss: class  miss  fizz  bluff
3. glass: puff  jazz  bliss  class
4. mass:  pass  mess  buzz  fluff
5. buff:  bass  bluff  cliff  fizz
6. jazz:  fuzz  bass  razz  cuff
Skills Review

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

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

Decoding

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

fall call

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

ring long bank sink

A. Mark these words.

fall wink sing fill honk

sang well blink full song

Reading

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

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

Jill was asked to sing for the king! She filled her lungs. As she sang, the notes rang out long and strong and hung in the air.
Honk! Honk!
Jill came out in her pink tank top and sank into her seat.
Hank put her case in the trunk.
"Let's stop at the bank!" she said with a wink.

APPLICATION ACTIVITIES

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

1. What was Bill selling? ________________________

2. What was Jill asked to do? ________________________

3. Where did Jill want to go? ________________________

B. Circle all of the words that rhyme with the first word listed.
   Example: bill: [gill, bill, ball, hill]
   1. sink: link, hang, wink, blink
   2. well: sell, tell, swell, full
   3. tall: call, fall, poll, ball
   4. junk: tank, bunk, dunk, sunk
   5. sang: rang, fang, bang, sung
   6. ring: sing, wing, rang, fling

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

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

   [Word search grid]

   l  z  m  r  b  a  n  k  l
   w  a  g  o  f  u  l  l  m
   h  i  i  l  k  z  e  u  j
   t  o  l  l  j  t  n  f  u
   r  i  n  l  n  l  u  h  n
   y  n  o  k  l  f  o  v  k
   s  i  n  k  u  a  w  n  k
   s  i  n  g  n  l  j  n  g
   r  r  a  n  g  l  l  s  e
Most Common Words List 5

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

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

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

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

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

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

1. k __ o __

2. t h __ _ r

3. __ n t __

4. e v __ r __

5. w h __ __

6. a __ y

7. __ h __ c __

8. w __ __ r e

9. p __ o p __ e

10. __ o

11. t __ __ n

12. s __ __

13. __ r

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

Example: into toin

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

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

Decoding

Mark Blends with an arc underneath.

\[\text{br} \quad \text{brag}\]

A. Mark the r-Blends.

\[\text{br} \quad \text{cr} \quad \text{dr} \quad \text{fr} \quad \text{gr} \quad \text{pr} \quad \text{tr}\]

B. Read these r-Blend slides.

\[\text{bra} \quad \text{cre} \quad \text{dri} \quad \text{fro} \quad \text{gra} \quad \text{pre} \quad \text{tri}\]

C. Mark these words that have r-Blends.

\[\text{bran} \quad \text{crop} \quad \text{drip} \quad \text{from} \quad \text{grab} \quad *\text{b riff} \]

\[\text{grip} \quad \text{prom} \quad \text{trip} \quad \text{drum} \quad \text{frog} \quad *\text{tran}\]

Reading

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

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

A. Write the r-Blends.

This is B r-ad. He has a pet ___og and ___ab. He ___ops them in the grass and ___ods them to ___ot.

B. Circle the r-Blends.

\(\text{br} \quad \text{cr} \quad \text{dr} \quad \text{fr} \quad \text{gr} \quad \text{hr} \quad \text{kr} \quad \text{lr} \quad \text{nr} \quad \text{pr} \quad \text{sr} \quad \text{tr} \quad \text{vr}\)

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

Example: slap: sl \(\rightarrow\) tr = trap

1. clip: cl \(\rightarrow\) gr = _________
2. plum: pl \(\rightarrow\) dr = _________
3. plan: pl \(\rightarrow\) br = _________
4. clap: cl \(\rightarrow\) fr = _________
5. slab: sl \(\rightarrow\) cr = _________
6. plop: pl \(\rightarrow\) pr = _________
Skills Review

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

**DECODING**

Underline the plural ending.

hats          boxes

A. Underline the plural ending in these words.

traps         classes       lids        legs

                      dresses       frogs       boxes    cats

B. Rewrite the word with the plural ending.

1. clap _______claps______ 5. mat __________

2. clam ___________ 6. glass __________

3. dog ___________ 7. pad __________

4. kiss ___________ 8. fox __________

**READING**

Read this sentence. Notice the plural words.

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

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

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

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

1. mat
2. cups
3. hats
4. rug
5. pans
6. dress
7. boxes

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

<table>
<thead>
<tr>
<th>-boxes</th>
<th>classes</th>
<th>hats</th>
<th>caps</th>
<th>pens</th>
<th>frogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>buzzes</td>
<td>cuffs</td>
<td>legs</td>
<td>dresses</td>
<td>cats</td>
<td>pigs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>boxes</td>
</tr>
</tbody>
</table>
Skills Review

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

Decoding

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

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

Jen’s

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

men’s

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

kids’

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

dog’s    Jeff    men    class
fox      cop      cub    jet

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

cats’    frogs    pigs    foxes
classes  jets     cubs    cops
C. What is the sound of the possessive ending in the words from Activities A and B? Write the words you formed in Activities A and B in the correct columns.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

READING
Read these sentences. Notice the possessive nouns.

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

APPLICATION ACTIVITIES

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

What is Tim____ plan? What is Fred____ plan? What is the student____ plan? Will it be the men____ plan?

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

1. man’s job
2. men’s jobs
3. kid’s dog
4. kids’ dog
5. class’s bus
6. classes’ buses
Skills Review

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

DECODING

Mark Blends with an arc underneath.

\[ \text{sc} \quad \text{scan} \quad \text{st} \quad \text{best} \]

A. Mark the s-Blends.

\[ \text{sc} \quad \text{sk} \quad \text{sl} \quad \text{sm} \quad \text{sn} \quad \text{sp} \quad \text{st} \]

\[ \text{sw} \quad \text{scr} \quad \text{spr} \quad \text{str} \quad \text{spl} \quad \text{squ} \]

B. Read these s-Blend slides.

\[ \text{sca} \quad \text{ske} \quad \text{slo} \quad \text{sme} \quad \text{snu} \quad \text{stre} \quad \text{squi} \]

\[ \text{spo} \quad \text{sti} \quad \text{swa} \quad \text{scru} \quad \text{spri} \quad \text{spla} \]

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

\[ \text{scan} \quad \text{skin} \quad \text{slip} \quad \text{smell} \quad \text{squid} \]

\[ \text{snob} \quad \text{spill} \quad \text{stop} \quad \text{swim} \quad \text{task} \]

\[ \text{scrap} \quad \text{spring} \quad \text{strong} \quad \text{split} \quad \text{clasp} \]
**S-Blends**

**READING**

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

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

**APPLICATION ACTIVITIES**

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

Every year, ___ott likes to ___op at a ___all ___ott in a ___ing. He has good ___im ___ills that keep him ___ong and ___im.

B. (Circle) the s-Blends.

\[ \text{sc} \quad \text{sd} \quad \text{sk} \quad \text{sl} \quad \text{sm} \quad \text{sn} \quad \text{sp} \quad \text{sr} \quad \text{st} \quad \text{sv} \quad \text{sw} \]

\[ \text{scr} \quad \text{sdr} \quad \text{sfr} \quad \text{spr} \quad \text{str} \quad \text{spl} \quad \text{svl} \quad \text{squ} \]

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

Example: trap: tr \rightarrow str = strap

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

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

1. ___in
2. ___an
3. ___im
4. ___ab
5. ___id
6. ___am
7. ___ip
8. ___uff
9. ___at
10. *___eb
11. *___ob
12. *___izz
Skills Review

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

Decoding

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

\[
\text{dw} \quad \text{dwell} \quad \text{qu} \quad \text{quit}
\]

\[
\text{tw} \quad \text{twig}
\]

A. Mark these Blends.

\[
\text{dw} \quad \text{tw}
\]

B. Read these slides.

\[
\text{twi} \quad \text{dwe} \quad \text{twe} \quad \text{dw}i
\]

C. Mark these words.

\[
\text{twin} \quad \text{twill} \quad \text{dwell} \quad \text{quit}
\]

\[
*\text{que}p \quad *\text{dw}ip \quad *\text{tw}ed \quad *\text{que}b
\]

\[
*\text{dw}ut \quad \text{twist} \quad \text{quill} \quad *\text{dw}ed
\]

Reading

Read these sentences. Notice the words that have Blends.

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

A. Write the extra Blends.

Dan yanks and ____ists the ___ig. He and his ___ ____in, Jan, had to trim all of the plants.

B. (Circle) the Blends. There are 11.

br  bs  cl  dr  dw  fr  sc  sd  sn

sv  sw  sdr  sfr  str  svl  squ  stw  tw

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

Example: trap: tr → str = strap

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

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

1. wgti ________
   Hint: a small branch from a tree (rhymes with big)

2. wldel ________
   Hint: to live (rhymes with bell)

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

4. tillw ________
   Hint: a kind of cloth (rhymes with bill)

E. Take the letters that appear in the circles (〇), and unscramble them for the final word.

______ ________ s
   Hint: to turn or bend (rhymes with list)
Most Common Words List 6

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

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

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

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

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

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

Example:  who  now

1. tup
2. mthe
3. dounra
4. reay
5. yanm
6. bnee
7. hwo
8. nath
9. sha
10. nwo
11. cemo
12. cuodl
13. swa
14. wodn
C. (Circle) the correct Most Common Word to complete each sentence. Then write the word on the line.

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

1. Put it __________ on the table. (down/many)
2. I have __________ friends. (now/many)
3. Last __________ I went to a play. (year/come)
4. My mom __________ never been to the beach. (has/around)
5. I will take them __________ the town. (put/around)
6. I __________ a play last year. (saw/how)
7. __________ old are you? (Them/How)
8. My mom has never __________ to a beach. (down/been)
9. I __________ take them to the beach. (been/could)
10. Can you __________? (come/could)
11. I __________ on my dress. (saw/put)
12. This year will be better __________ last year. (than/down)
13. I live in California __________. (now/year)
14. I could take __________ to the beach. (them/than)
Practice reading this advertisement using all the skills you've learned in Chapter 2. Review the words that are difficult for you. Then read the advertisement to a teacher or friend.

Red Prom Dress
Must Sell!
$75 or less
Like to twist and swing? Then this is the dress for you!
10 tall · got it this year · has a slim look · pink trim on top · brass clasps · small rips on strap · very glam

Call Fran King,
412-555-9041
Practice reading this restaurant review using all the skills you’ve learned in Chapter 2. Review the words that are difficult for you. Then read the review to a teacher or friend.

Review

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

⭐⭐⭐

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

- All vowels have more than one sound.
- Vowels are marked with markings to show the vowel sound in a word.
- Vowel markings tell whether the vowel is short (the sound of the vowel) or long (the name of the vowel).
- These are the markings: short vowel = ḍ, long vowel = ĵ.

Decoding

To show that a vowel sound is short, put a “Ṫ” above the vowel.

\[\ddot{\text{a}} \quad \ddot{\text{e}} \quad \ddot{\text{o}} \quad \ddot{\text{u}} \quad \ddot{\text{i}}\]

To show that a vowel sound is long, put a “—” above the vowel.

\[\underline{\text{a}} \quad \underline{\text{e}} \quad \underline{\text{o}} \quad \underline{\text{u}} \quad \underline{\text{i}}\]

A. Mark these vowels short by putting a “Ṫ” above the vowel.

\[\ddot{\text{a}} \quad \ddot{\text{e}} \quad \ddot{\text{o}} \quad \ddot{\text{u}} \quad \ddot{\text{i}}\]

B. Mark these vowels long by putting a “—” above the vowel.

\[\underline{\text{a}} \quad \underline{\text{e}} \quad \underline{\text{o}} \quad \underline{\text{u}} \quad \underline{\text{i}}\]

Application Activities

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

<table>
<thead>
<tr>
<th>cute</th>
<th>ten</th>
<th>pay</th>
<th>up</th>
<th>kid</th>
<th>can</th>
<th>be</th>
<th>off</th>
<th>go</th>
<th>hi</th>
</tr>
</thead>
</table>

Short Vowels

<table>
<thead>
<tr>
<th>ā</th>
<th>ē</th>
<th>ō</th>
<th>ŭ</th>
<th>ĭ</th>
</tr>
</thead>
</table>

Long Vowels

| ā     | ē     | ō     | ŭ     | ĭ     |
B. Circle the short vowel slides. Underline the long vowel slides. Read the slides.

\[ \underline{\text{ta}} \quad \underline{\text{ne}} \quad \underline{\text{ke}} \quad \underline{\text{ro}} \quad \underline{\text{bu}} \]

\[ \underline{\text{ca}} \quad \underline{\text{po}} \quad \underline{\text{mi}} \quad \underline{\text{du}} \quad \underline{\text{fi}} \]

C. Find and circle these short vowel words in the word search. Words can go down \( \downarrow \), across \( \rightarrow \), or diagonal \( \swarrow \).

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

bag  big  cup  job  sit
bed  cat  dog  pen  sun
```
Skills Review

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

DECODING

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

   stop*    man*

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

   hat    bed    rug    kid

   mem    box    big    step

B. Prove these words.

   run    quit    plan    nut

READING

Read these signs. Notice the Phonetic Skill 1 words.

- MEN AT WORK
- STOP
- WATCH YOUR STEP
- BUS STOP
- DIP

LOOK UP
APPLICATION ACTIVITIES

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

| cup | trip | plus | pen | drop | *kep |

1. men ________ 4. step ________
2. stop ________ 5. bus ________
3. up ________ 6. dip ________

B. Change the vowel to make a new word.

*Example: cat: a → u = cut*

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

C. (Circle) the three words that rhyme.

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

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

DECODING

To mark and prove the word:

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

\[ \text{hint} \quad \text{blend} \]

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

\[ \text{last} \quad \text{help} \quad \text{soft} \quad \text{must} \quad \text{milk} \]

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

\[ \text{list} \quad \text{send} \quad \text{next} \quad \text{stand} \]
\[ \text{ask} \quad \text{cost} \quad \text{dust} \quad \text{lift} \]

READING

Read this ad.
Notice the Phonetic Skill 2 words.

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

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

1. __________________________
2. __________________________
3. __________________________
4. __________________________

B. Write the Phonetic Skill 2 words that rhyme.

<table>
<thead>
<tr>
<th>land</th>
<th>twist</th>
<th>fast</th>
<th>send</th>
<th>best</th>
<th>dust</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>rest</td>
<td>spend</td>
<td>just</td>
<td>mist</td>
<td>band</td>
</tr>
</tbody>
</table>

1. last ____________
2. trust ____________
3. end ____________
4. test ____________
5. sand ____________
6. list ____________

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

- hand ______
- lamp ______
- west ______
- plant ______

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

________________________________________

________________________________________
Skills Review

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

DECODING

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

\[
\begin{align*}
\text{olt} & \quad \text{ind} \\
\text{bolt} & \quad \text{find} \\
\end{align*}
\]

A. Mark the vowel families.

\[
\begin{align*}
\text{old} & \quad \text{olt} & \quad \text{ost} & \quad \text{ind} & \quad \text{ild} \\
\end{align*}
\]

B. Prove the words.

\[
\begin{align*}
\text{hold} & \quad \text{jolt} & \quad \text{most} & \quad \text{grind} & \quad \text{mild} \\
\text{scold} & \quad \text{volt} & \quad \text{host} & \quad \text{mind} & \quad \text{wild} \\
\end{align*}
\]

READING

Read the website article. Notice the words that contain Vowel Families O and I.

"Sell Now. Make More Money!"

The Perfect Home

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

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

1. old: ___________  
2. find: ___________
   ___________

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

   host   bolt   wild   gold   kind

1. Did he find the ___________? (told)

2. The horse is ___________. (mild)

3. She was ___________ to me. (mind)

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

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

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

1. tolv ___________  
2. dnim ___________  
3. ldim ___________  
4. tpos ___________  
5. lsod ___________
Skills Review

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

A. (Circle) the nouns. Underline the adjectives. Use the sentences as clues.

hat  red  rug  kid  cat  
big  bed  old  dog  small

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

B. Read the sentences. (Circle) the verbs.

1. Ask your mom.
2. Help me!
3. Don’t spend more than $5.
4. Mix the egg and milk.
5. I swim in the pond.
C. Change these adjectives to adverbs by adding the suffix -ly.
   Example: quick (-ly) quickly

1. slow (-ly) ____________
2. soft (-ly) ____________
3. loud (-ly) ____________
4. bad (-ly) ____________
5. sad (-ly) ____________
6. glad (-ly) ____________
Adding Suffixes to Phonetic Skills 1 and 2

Skills Review

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

Decoding

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

\[ \text{hop}^* \text{ hopping} \quad \text{test}^* \text{ tested} \]

A. Underline the suffix in each word.

clapping   bumped   lifting   biggest   smaller

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

Example: \[ \text{sit}^* (-ing) \text{ sitting} \]

1. \text{hit} (-ing) _______ 4. \text{buzz} (-ing) _______
2. \text{plant} (-er) _______ 5. \text{fat} (-est) _______
3. \text{rust} (-ed) _______ 6. \text{fix} (-ing) _______

Reading

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

Dear Fred,

You asked for some news about the track team:

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

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

Dor
Adding Suffixes to Phonetic Skills 1 and 2

APPLICATION ACTIVITIES

A. Write the base word for each word with a suffix.
   Example: hopping ___hop___

   1. winning ____________    5. jumped ____________
   2. fastest ____________    6. taller ____________
   3. stronger ____________   7. running ____________
   4. smallest ____________   8. planned ____________

B. Complete the sentences with the correct word.

   clapped         smaller         hottest         dusting         camping

   1. This summer is the _____________ one in years.
   2. The maid is _____________ the lamp with a rag.
   3. Jed is _____________ in the hills with a tent.
   4. Ned _____________ at the end of the show.
   5. My cat is _____________ than your cat.

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

   flat  hike  fix    stop    bend
   snag  spit  limp   plot    tend
   stuff plan  sift   trip    set
Skills Review

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

DECODING

When decoding words with the suffix -ed:
1. Write and prove the base word.
2. Rewrite the word with the suffix. (Check for two consonants before adding the suffix.)
3. Underline the suffix.

\[\text{stop} \quad \text{stopped} \quad \text{print} \quad \text{printed}\]

A. Underline the suffix in each word.

mixed  buzzed  ended  landed  kissed

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

Example: mix  mixed

1. beg  
2. smell  
3. stress  
4. buzz  
5. step  
6. ask  

READING

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

MESSAGE
Hi Julie, it’s Jan.
I called to tell you about Mag’s date! I helped her get her hair fixed. She looked cute all dressed up. But I must tell you how the date ended: They stopped out front, walked to the door, and her date hugged her. He got so flustered that he tripped and twisted his ankle! All in all, Mag loved the evening. Call me for more details!
APPLICATION ACTIVITIES

A. Circle the final consonant. Write the voiceless symbol (iences) in the blank if the circled letter is voiceless. Write the voiced symbol (aigned) in the blank if the circled letter is voiced.

Example: drop (aigned)

1. call _____ 4. fix _____ 7. dress _____
2. hug _____ 5. help _____ 8. bag _____
3. stop _____ 6. trip _____ 9. slam _____

B. Write the words under the correct column. If the suffix -ed is pronounced like the voiceless /t/, write the word under the “/t/ (iences)” column. If the suffix -ed is pronounced like the voiced /d/, write the word under the “/d/ (aigned)” column. If the suffix -ed is pronounced /id/, write the word in the “/id/” column.

Letters between slash marks “/” represent sounds.

<table>
<thead>
<tr>
<th>-added-</th>
<th>dropped</th>
<th>fitted</th>
<th>hugged</th>
<th>pulled</th>
</tr>
</thead>
<tbody>
<tr>
<td>bagged</td>
<td>ended</td>
<td>fixed</td>
<td>jumped</td>
<td>stopped</td>
</tr>
<tr>
<td>buzzed</td>
<td>filmed</td>
<td>frosted</td>
<td>kissed</td>
<td>tested</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/t/ (iences)</th>
<th>/d/ (aigned)</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>added</td>
</tr>
</tbody>
</table>

Most Common Words List 7

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

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

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

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

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

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

1. t __ __  
2. m __ __ h  
3. h __ r __  
4. __ n __ y  
5. w __ __  
6. __ a __ k  
7. __ __ r  
8. __ __ i n k  
9. o __ __ r  
10. o __ __ e r  
11. __ f __ e r  
12. i __ __  
13. a __ s __  
14. w __ __ k
C. Circle the hidden Most Common Word to complete each sentence. Use the sentence as a clue. Then write the word on the line.

Example: naqqhostli (who are you?)

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

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

DECODING

To prove the vowel sound in a Phonetic Skill 3 word:
1. Go under the word left to right. Place an x under the vowel.
2. There are no guardian consonants. Move up and over the vowel.
3. The vowel stands alone in the word, so mark the vowel long with the long vowel mark (−).

   go_x       hi_x

A. Prove the words.

   we     me     so     I     be     no

READING

Read these sentences. Notice the Phonetic Skill 3 words.

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

APPLICATION ACTIVITIES

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

1. 
2. 
3. 
4. 

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

-he-  hit  go  help  got  hi

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

-we-  so  hi  go  I
he    me  no  be

---

3

we
Skills Review

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

DECODING

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

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

\[ \text{bone} \]
\[ \text{lake} \]

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

\[ \text{state} \] \hspace{1cm} \text{can} \hspace{1cm} \text{side} \hspace{1cm} \text{life} \hspace{1cm} \text{man} \hspace{1cm} \text{same} \hspace{1cm} \text{late} \hspace{1cm} \text{plan} \hspace{1cm} \text{vote} \hspace{1cm} \text{take} \hspace{1cm} \text{red} \hspace{1cm} \text{sun} \]

B. Prove these words.

\[ \text{cute} \] \hspace{1cm} \text{safe} \hspace{1cm} \text{make} \hspace{1cm} \text{time} \hspace{1cm} \text{drive} \hspace{1cm} \text{rule} \hspace{1cm} \text{home} \hspace{1cm} \text{name} \]

READING

Read the ad. Notice the Phonetic Skill 4 words.

Jane's Travel Co.

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

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

On your trip, you'll:
- Take a nice plane flight.
- Stay in a cute home on the lake.
- Go on a nine mile bike ride around the lake.
- Enjoy fine dining at night.
- Go on a drive to a cave.

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

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

Example: cap cape

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

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

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

1. We’ll choose the best _______ for your trip! (sit)

2. Enjoy every _______ of your meals! (bit)

3. Go on a trip _______ for you! (mad)

4. Get the best _______ in town! (rat)

5. You’ll like your trip so much that you’ll _______ to go again next year! (hop)

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

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

date  line  size
stove  game  rude
smile  tune  hole
sale  smoke  wave
Another Sound for C and G

Skills Review

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

Decoding

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

nice

dance

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

page

bridge

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

wage place gel prince

2. Prove these words.

age cell stage since

ice gem face judge

Reading

Read the posters. Notice the bridge s and bridge j words.
Another Sound for C and G

APPLICATION ACTIVITIES

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

1. dice! / Roll / the ____________________________
2. a / day! / Twice ____________________________
3. rides! / Space / age ____________________________
4. for / price! / See / low / a ____________________________

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

Example: -ice: mice

1. -ice: ___ice ___ice ___ice ___ice
2. -ace: ___ace ___ace ___ace ___ace
3. -age: ___age ___age ___age ___age

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

-case-
-cent-
cite

dock

<table>
<thead>
<tr>
<th>/k/</th>
<th>/s/</th>
<th>/g/</th>
<th>/j/</th>
</tr>
</thead>
<tbody>
<tr>
<td>case</td>
<td>cent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skills Review
Adding Suffixes to Phonetic Skill 3 Words
- To add the suffixes -ing, -ed, -er, and -est to Phonetic Skill 3 words, just add the suffix (go/going).

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

DECODING
To prove words with suffixes:
1. Prove the base word.
2. Rewrite the word with the suffix.
3. Underline the suffix.

\[
g_{\underline{\text{o}}} \quad \text{going} \quad \underline{\text{h}_{\underline{\text{o}}} \text{p}_{\underline{\text{e}}} \text{e}} \quad \text{hoping}
\]

A. Underline the suffix in each word.

ageless \quad liked \quad hopeful \quad smiling

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

Example: \(j_{\underline{o}}k_{\underline{e}}\) (-ing) joking

1. b e (-ing) 
2. s a v e (-ed) 
3. g r a c e (-ful) 
4. l i k e (-ness) 
5. n i c e (-er) 
6. l a t e (-est) 
7. h o p e (-less) 
8. d r i v e (-able)

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

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

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

Example: driving – ing = drive + er = driver

1. cutest – est = ___________ + er = ___________
2. dating – ing = ___________ + ed = ___________
3. hopeful – ful = ___________ + less = ___________
4. dancing – ing = ___________ + er = ___________

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

Example: hiding hide

<table>
<thead>
<tr>
<th>Word with Suffix</th>
<th>Base Word</th>
<th>Word with Suffix</th>
<th>Base Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cuter</td>
<td>_________</td>
<td>4. finest</td>
<td>_________</td>
</tr>
<tr>
<td>2. riding</td>
<td>_________</td>
<td>5. prideful</td>
<td>_________</td>
</tr>
<tr>
<td>3. voted</td>
<td>_________</td>
<td>6. timeless</td>
<td>_________</td>
</tr>
</tbody>
</table>

C. Complete the crossword puzzle.

Across
2. Moving from one place to another (I am _____ shopping after work.)
4. The most rude (He was the _____ person I’ve ever talked to.)
5. Past tense of smile (The baby _____ at me when I looked at her.)

Down
1. Without a home (There are many people who are _____ who sleep in the park at night.)
3. A person who guides a car or bus (I am a good _____; I’ve never gotten a speeding ticket.)
Sounds of **GH, IGH, and Ight**

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

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

\[ \text{ghost} \]

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

\[ \text{laugh} \]

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

\[ \text{right} \]

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

- bright
- high
- night
- tight
- sigh
- fight
- light
- flight

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

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

1. gtnih _____________
2. ghih _____________
3. rugoh _____________
4. sthog _____________
5. sthgi _____________
6. gouht _____________

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

light  ghost  tough  might  right
flight  high  rough  plight  laugh
night  fight  bright  sight  cough

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

________________________________________________________________________

________________________________________________________________________
Skills Review

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

DECODING

To prove the vowel sound in a Phonetic Skill 5 word:
1. Move under the word, left to right. Place an x under each vowel.
2. Continue moving to the right until you reach the end of the word, and then move up and left to the vowel. Mark the vowel silent by drawing a line straight down through the vowel and the x underneath.
3. Move left to the next vowel, and mark it long.

A. Circle the Phonetic Skill 5 words.

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

B. Prove these words.

need heat rain say pie
blue boat toe lie fruit

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

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>o</th>
<th>ʊ</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

READING

Sue & Joe's Cafe

fried eggs and ham
whole grain toast
meat loaf
hot dog
roast beef
ham
peas
green beans
fruit

milk
tea
pie with sweet cream

Read the menu. Notice the Phonetic Skill 5 words.
APPLICATION ACTIVITIES

A. Write the words from the box next to the word it rhymes with.
   Example: cream stream

   toast  train  pea  green  beat  leaf

   1. roast __________   4. bean __________
   2. tea __________    5. sweet __________
   3. beef __________   6. grain __________

B. Change the adjacent vowels to make a new word.
   Example: say: ay → ee  see

   1. due: ue → ie = __________
   2. mail: ai → ea = __________
   3. seat: ea → ui = __________
   4. lead: ea → oa = __________
   5. toe: oe → ea = __________
   6. soak: oa → ee = __________

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

   a _ i
   e _ a
   o __________
   u __________
   a __ y
   e __________
   o __________
   u __________
   i __ e
   star

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

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

DECODING

To prove words with suffixes:
1. Prove the base word.
2. Rewrite the word with the suffix.
3. Underline the suffix.

\[ \text{need} \quad \text{needed} \quad \text{wait} \quad \text{waiting} \]

A. Underline the suffix in each word.

keeping  
meanest  
painted  
weaker

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

*Example:* wait (-ed) waited

1. clean (-er)  
2. deep (-est)  
3. fail (-ed)  
4. rain (-ing)  
5. claim (-ed)  
6. heat (-ing)

READING

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

---

**the Steakhouse**

Try our roasted meat with rice and toasted nuts.

Voted cleanest eating place.

You will be seated right away. No waiting.
APPLICATION ACTIVITIES

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

seated  roasted  cleanest  toasted  waiting

Try our __________ meat with rice and __________ nuts.
   a.  b.
Voted __________ eating place.
   c.
You will be __________ right away. No __________!
   d.  e.

B. Choose the correct word to complete each sentence.

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

C. Read each ad. Write the base word of the underlined word.
   Example: No waiting!  wait

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

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

Most Common Words List 8

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

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

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

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

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

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

Example: boy  bou

1. use  ase       8. wnta  want
2. bifare  before       9. navre  never
3. first  frist       10. yma  may
4. evar  ever       11. new  enw
5. seven  svnee       12. rethe  three
6. yob  boy       13. work  wrko
7. way  away       14. again  agien
C. Choose the correct Most Common Word to complete the sentence, and write it in the blank.

1. That ________ is 11 years old. (boy/before)
2. I __________ the rag to clean. (never/use)
3. I have __________ kids. (three/ever)
4. I go running __________ I go to work. (before/again)
5. I don’t want to do that __________. (again/never)
6. I got a __________ car! (never/new)
7. I go to __________ at 7:00 a.m. (three/work)
8. I don’t __________ want to do that again! (seven/ever)
9. The __________ thing I do when I wake up is go running. (first/may)
10. I __________ stop for a bite to eat. (may/boy)
11. I drop my boy off on my __________ to work. (want/way)
12. My boy is __________ years old. (seven/before)
13. I __________ want to do that again! (never/new)
14. I __________ to stay fit, so I go running. (way/want)
Practice reading this advertisement using all the skills you've learned in Chapter 3. Review the words that are difficult for you. Then read the advertisement to a teacher or friend.

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

Home Loans

RATES FROM 5.7%

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

Prices are coming down.
Rates are coming down.
Find the right home, and then you come on down.

Bank of the East. A hand held.

We tell you about all fees and taxes before you take out a loan. You will save with Bank of the East.
Practice reading this article using all the skills you've learned in Chapter 3. Review the words that are difficult for you. Then read the article to a teacher or friend.

BIG WIN FOR WEST HIGH

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

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

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

**LIST OF COMMON CONTRACTIONS**

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<th>NOT</th>
<th>HAVE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>are not</td>
<td>aren’t</td>
<td>he will</td>
</tr>
<tr>
<td>cannot</td>
<td>can’t</td>
<td>it will</td>
</tr>
<tr>
<td>could not</td>
<td>couldn’t</td>
<td>I will</td>
</tr>
<tr>
<td>did not</td>
<td>didn’t</td>
<td>she will</td>
</tr>
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<td>don’t</td>
<td>they will</td>
</tr>
<tr>
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<td>we will</td>
</tr>
<tr>
<td>has not</td>
<td>hasn’t</td>
<td>who will</td>
</tr>
<tr>
<td>have not</td>
<td>haven’t</td>
<td>you will</td>
</tr>
<tr>
<td>is not</td>
<td>isn’t</td>
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</tr>
<tr>
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</tr>
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</table>

<table>
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</tr>
<tr>
<td>I would</td>
<td>I am</td>
<td>I had</td>
</tr>
<tr>
<td>she would</td>
<td>she is</td>
<td>she had</td>
</tr>
<tr>
<td>we would</td>
<td>that is</td>
<td>they had</td>
</tr>
<tr>
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<td>there is</td>
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<table>
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<table>
<thead>
<tr>
<th>US</th>
<th>AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>let us</td>
<td>I am</td>
</tr>
<tr>
<td>let’s</td>
<td>I’m</td>
</tr>
</tbody>
</table>

**APPLICATION ACTIVITIES**

A. Write the contractions for the following words

1. have not _________
2. she would _________
3. they are _________
4. she is _________
5. we had _________
6. let us _________
7. we will _________
8. who have _________
9. I am _________
10. will not _________
B. Draw a line from the word on the left to the contraction on the right.

1. cannot  
   
2. there is  
   can’t

3. we are  
   that’s

4. you would  
   wasn’t

5. we had  
   there’s

6. should have  
   you’re

7. you are  
   you’d

8. was not  
   should’ve

9. that is  
   we’re

10. I will  
    we’d

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

1. The boy _______________ finished his jobs before he went outside to play.

2. _____________ go to the play if you want me to go.

3. It _____________ a good idea to feed the dog fruit.

4. _____________ the best football player I know.

5. I _____________ go to school today. I’m sick.
Skills Review

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

DECODING

Decode words using the Five Phonetic Skills.

\[ \text{yam} \quad \text{fly} \quad \text{type} \quad \text{play} \quad \text{crypt} \quad \text{cyst} \quad \text{gym} \]

Prove these words.

Job 1: Y can be a consonant.

\[ \text{yet} \quad \text{yes} \quad \text{yoke} \quad \text{yeast} \]

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

\[ \text{pyx} \quad \text{crypt} \quad \text{Syd} \quad \text{Lynn} \]

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

\[ \text{my} \quad \text{try} \quad \text{style} \quad \text{bye} \]

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

\[ \text{say} \quad \text{key} \quad \text{way} \quad \text{stay} \]

READING

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

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

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

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

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

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

1. Iledey __________ a.
   “Lynn!” Lyle __________ b. from across the street.
2. yad __________ a.
   She just wanted to lay here in the yard all __________ b. and read.
3. ylste __________ a.
   It was written in a __________ b. she liked.
4. pcyrt __________ a.
   The hero had just found the key to a stolen treasure hidden in the __________ b.

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

gray crypt dry yum
gym may cry pay
cyst sky yell type
Skills Review

Decoding words with more than one working (or sounded) vowel:
- If there is just one guardian consonant following the vowel in a multi-syllabic word, the consonant will move on to be with the vowel in the next syllable. “One must run.”
- You do not need to mark guardian consonants in multi-syllabic words.

Decoding

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

   motel

2. Go back to the first vowel.

   motel

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

   motel

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

   motel

A. Prove these words.

   robot  begin  provide  decide
   delay  behave  nomad  refrain

Reading

Read the article. Notice the Decoding Skill 1 words.

NEWS FLASH

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