

**McGRAW-HILL READING**

# **Spelling**

**Grade 5**

**Practice Book**

## Words with Short Vowels

### Pretest Directions

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

### To Parents

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

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

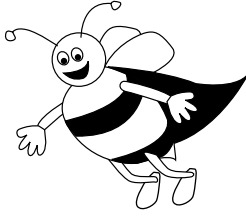
1. _____	1. tasks
2. _____	2. rent
3. _____	3. weapon
4. _____	4. twin
5. _____	5. fond
6. _____	6. club
7. _____	7. son
8. _____	8. grant
9. _____	9. dreadful
10. _____	10. lend
11. _____	11. wisdom
12. _____	12. solve
13. _____	13. pump
14. _____	14. smother
15. _____	15. cash
16. _____	16. threatened
17. _____	17. slippery
18. _____	18. occupy
19. _____	19. sudden
20. _____	20. blister
<b>Challenge Words</b>	
_____	banner
_____	conquered
_____	prospered
_____	reluctantly
_____	summoned

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

## Words with Short Vowels

### Using the Word Study Steps

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



### Spelling Tip

Short vowel sounds are usually spelled with one letter.

Examples:

fat          thin          pet

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

### Find Rhyming Words

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

- |                   |         |        |        |
|-------------------|---------|--------|--------|
| 1. <b>rent</b>    | runt    | want   | tent   |
| 2. <b>son</b>     | sin     | fun    | man    |
| 3. <b>smother</b> | mother  | bother | father |
| 4. <b>blister</b> | bluster | tester | sister |
| 5. <b>grant</b>   | grin    | can't  | rent   |
| 6. <b>twin</b>    | twine   | whine  | chin   |
| 7. <b>pump</b>    | jump    | pamper | imp    |
| 8. <b>occupy</b>  | ox      | cup    | sigh   |
| 9. <b>club</b>    | clown   | tub    | bull   |
| 10. <b>cash</b>   | rash    | cinch  | fish   |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Ask him or her to find other words with short vowel sounds. Point out the letter that makes the vowel sound in each word.

Help your child complete the spelling activity by matching each word with a rhyming word.

**Words with Short Vowels**

tasks	fond	dreadful	pump	slippery
rent	club	lend	smother	occupy
weapon	son	wisdom	cash	sudden
twin	grant	solve	threatened	blister

**Pattern in a Box**

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

**Short *a* spelled***a*

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

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

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

**Short *o* spelled***o*

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**Short *e* spelled***ea*

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

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

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

**Short *u* spelled***u*

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Short *e* spelled***e*

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

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

**Short *u* spelled***o*

19. \_\_\_\_\_

20. \_\_\_\_\_

**Short *i* spelled***i*

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

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

11. \_\_\_\_\_

12. \_\_\_\_\_

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

## Words with Short Vowels

tasks	fond	dreadful	pump	slippery
rent	club	lend	smother	occupy
weapon	son	wisdom	cash	sudden
twin	grant	solve	threatened	blister

### What's the Word?

Write the spelling word that most closely matches each clue.

- |                    |       |                  |       |
|--------------------|-------|------------------|-------|
| 1. unexpected      | _____ | 8. cover thickly | _____ |
| 2. terrible        | _____ | 9. heavy stick   | _____ |
| 3. chores          | _____ | 10. male child   | _____ |
| 4. gun or knife    | _____ | 11. pay to use   | _____ |
| 5. intelligence    | _____ | 12. liking       | _____ |
| 6. find the answer | _____ | 13. allow        | _____ |
| 7. allow to borrow | _____ | 14. money        | _____ |

### Finish the Sentence

Write the spelling word that best completes each sentence.

- Jeff and his \_\_\_\_\_ brother were extremely close.
- The mechanic was asked to \_\_\_\_\_ up the flat tire.
- The woman \_\_\_\_\_ to call the police.
- She got a \_\_\_\_\_ on her foot from wearing tight shoes.
- The freezing rains made the roads \_\_\_\_\_.
- She needs something else to \_\_\_\_\_ her time.

## Words with Short Vowels

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### Proofreading

There are six spelling errors in the paragraph below. Circle each misspelled word. Then write the correct spelling on the lines below.

### My Grandmother

Last summer, my family traveled to Japan to visit my father's mother and her twyn sister. My grandmother had not seen her own sunn for almost twenty years. It must be dredful to be separated from people you love for so long! When we arrived at her house, my grandmother began to smuther us all with hugs and kisses. Both my grandmother and her sister are women of great wizdum. During the visit, I grew extremely fondd of them both.

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

### Writing Activity

Who is the wisest person you know? Write a paragraph about that person and explain why you admire him or her. Use four spelling words.

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**Words with Short Vowels**

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

**Sample A:**

- Ⓐ dec  
 Ⓑ deck  
 Ⓒ dek  
 Ⓓ deak

**Sample B:**

- Ⓐ meadow  
 Ⓑ meado  
 Ⓒ meddow  
 Ⓓ meadow

1. Ⓐ rentt  
 Ⓑ rente  
 Ⓒ rent  
 Ⓓ rennt

6. Ⓔ solve  
 Ⓕ solv  
 Ⓖ sollve  
 Ⓗ sulve

11. Ⓐ suddenn  
 Ⓑ sudenn  
 Ⓒ suddan  
 Ⓓ sudenn

16. Ⓔ dredful  
 Ⓕ dredfull  
 Ⓖ dreadfull  
 Ⓗ dreadful

2. Ⓔ twinn  
 Ⓕ twin  
 Ⓖ twinne  
 Ⓗ twyn

7. Ⓐ smuther  
 Ⓑ smotha  
 Ⓒ smother  
 Ⓓ smutha

12. Ⓔ slipery  
 Ⓕ slippery  
 Ⓖ sliperry  
 Ⓗ slipperie

17. Ⓐ sonn  
 Ⓑ son  
 Ⓒ sunn  
 Ⓓ sone

3. Ⓐ club  
 Ⓑ clubb  
 Ⓒ clubbe  
 Ⓓ clube

8. Ⓔ treatened  
 Ⓕ thretned  
 Ⓖ threatend  
 Ⓗ threatened

13. Ⓐ cashe  
 Ⓑ cassh  
 Ⓒ casshe  
 Ⓓ cash

18. Ⓔ fondd  
 Ⓕ fand  
 Ⓖ fond  
 Ⓗ fonde

4. Ⓔ grante  
 Ⓕ grent  
 Ⓖ grantt  
 Ⓗ grant

9. Ⓐ ocupy  
 Ⓑ occupy  
 Ⓒ occupie  
 Ⓓ occupy

14. Ⓔ pump  
 Ⓕ pumpe  
 Ⓖ pumppe  
 Ⓗ pamp

19. Ⓐ wepon  
 Ⓑ weppon  
 Ⓒ weppin  
 Ⓓ weapon

5. Ⓐ lende  
 Ⓑ lend  
 Ⓒ lendd  
 Ⓓ lendde

10. Ⓔ blista  
 Ⓕ blisster  
 Ⓖ blister  
 Ⓗ blistter

15. Ⓐ wizdom  
 Ⓑ wissdom  
 Ⓒ wisdom  
 Ⓓ wisdom

20. Ⓔ tasks  
 Ⓕ taskks  
 Ⓖ tassks  
 Ⓗ takss

## Words with Long *a* and Long *e*

### Pretest Directions

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

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

- |           |              |
|-----------|--------------|
| 1. _____  | 1. paste     |
| 2. _____  | 2. aim       |
| 3. _____  | 3. spray     |
| 4. _____  | 4. leader    |
| 5. _____  | 5. creep     |
| 6. _____  | 6. evening   |
| 7. _____  | 7. receive   |
| 8. _____  | 8. drain     |
| 9. _____  | 9. pace      |
| 10. _____ | 10. flea     |
| 11. _____ | 11. decorate |
| 12. _____ | 12. indeed   |
| 13. _____ | 13. theme    |
| 14. _____ | 14. indicate |
| 15. _____ | 15. faith    |
| 16. _____ | 16. delay    |
| 17. _____ | 17. heal     |
| 18. _____ | 18. concrete |
| 19. _____ | 19. greet    |
| 20. _____ | 20. decay    |

### Challenge Words

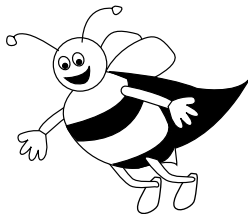
- |       |             |
|-------|-------------|
| _____ | approve     |
| _____ | bruised     |
| _____ | convenience |
| _____ | offend      |
| _____ | presence    |



## Words with Long *a* and Long *e*

### Using the Word Study Steps

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



### Spelling Tip

Long vowel sounds can be spelled with two vowels or with one vowel and silent *e*.

rain / pain    race / pace  
pea / flea    gene / theme

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

### Fill in the Letters

For each word below, fill in the missing letters to form a spelling word.

- |                     |                       |
|---------------------|-----------------------|
| 1. p ____ st ____   | 11. decor ____ t ____ |
| 2. ____ ____ m      | 12. ind ____ ____ d   |
| 3. spr ____ ____    | 13. th ____ m ____    |
| 4. l ____ ____ der  | 14. indic ____ t ____ |
| 5. cr ____ ____ p   | 15. f ____ ____ th    |
| 6. ____ v ____ ning | 16. del ____ ____     |
| 7. rec ____ ____ ve | 17. h ____ ____ l     |
| 8. dr ____ ____ n   | 18. concr ____ t ____ |
| 9. p ____ c ____    | 19. gr ____ ____ t    |
| 10. fl ____ ____    | 20. dec ____ ____     |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help him or her to find other words that rhyme with the spelling words, such as **pain** and **drain**.

Help your child complete the spelling activity.

**Words with Long *a* and Long *e***

paste	creep	pace	theme	heal
aim	evening	flea	indicate	concrete
spray	receive	decorate	faith	greet
leader	drain	indeed	delay	decay

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words that have long *a* spelled:

***ai***

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

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

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

***ay***

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

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

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

***a-e***

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

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

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

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

Write the words that have long *e* spelled:

***ea***

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

***ee***

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

***e-e***

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

***ei***

20. \_\_\_\_\_

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

## Words with Long *a* and Long *e*

paste	creep	pace	theme	heal
aim	evening	flea	indicate	concrete
spray	receive	decorate	faith	greet
leader	drain	indeed	delay	decay

### Replacements

Write the spelling word that can replace the underlined word or words in each sentence below.

- Lucy watches the sunset in the early hours of the night. \_\_\_\_\_
- Caspian will get praise for rescuing his friends. \_\_\_\_\_
- Dark clouds can be a sign of a storm at sea. \_\_\_\_\_
- Dwarves will adorn the cabin with fancy lamps. \_\_\_\_\_
- Lucy had confidence in her ability to swim. \_\_\_\_\_
- Edmund tried to glue the pictures of Narnia into his scrapbook. \_\_\_\_\_
- The head of the crew gave the order to sail. \_\_\_\_\_
- Eustace tried to move slowly and quietly away from Reepicheep. \_\_\_\_\_

### Follow the Clues

Write the spelling word that matches each clue below.

- |                 |       |              |       |
|-----------------|-------|--------------|-------|
| 1. shoot liquid | _____ | 7. main idea | _____ |
| 2. to direct    | _____ | 8. postpone  | _____ |
| 3. to use up    | _____ | 9. get well  | _____ |
| 4. step         | _____ | 10. cement   | _____ |
| 5. tiny insect  | _____ | 11. welcome  | _____ |
| 6. really       | _____ | 12. rot      | _____ |

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

## Words with Long *a* and Long *e*

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### Proofreading

There are six spelling mistakes in this entry from a ship's log. Circle the misspelled words. Write the words correctly on the lines below.

Last evning, a cold wind blew in from the west. The captain began to pase the deck. "Do not delaye!" he shouted. "Those clouds indikate a storm." Idead, as he spoke, raindrops began to fall. I hoisted the sails and got a splash of ocean spreya full in my face.

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

### Writing Activity

Suppose you could take a voyage aboard the *Dawn Treader* with Lucy and Edmund. Write a postcard home describing your trip. Use four words from the spelling list.

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**Words with Long a and Long e**

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

**Sample A:**

- Ⓐ explaine  
Ⓑ explayne  
Ⓒ explaine  
Ⓓ explain

**Sample B:**

- Ⓐ sweap  
Ⓑ swepe  
Ⓒ sweep  
Ⓓ sweip

- |   |  |  |   |
|---|--|--|---|
| 1. Ⓐ deokay<br>Ⓑ decay<br>Ⓒ decaye<br>Ⓓ dickay          | 6. Ⓔ flea<br>Ⓕ flae<br>Ⓖ flie<br>Ⓗ fleae           | 11. Ⓐ paste<br>Ⓑ paiste<br>Ⓒ paist<br>Ⓓ payste     | 16. Ⓔ deckorate<br>Ⓕ decarate<br>Ⓖ decorate<br>Ⓗ decorait |
| 2. Ⓔ concrete<br>Ⓕ concreet<br>Ⓖ concrete<br>Ⓗ konkreet | 7. Ⓐ drayne<br>Ⓑ draine<br>Ⓒ drane<br>Ⓓ drain      | 12. Ⓔ aym<br>Ⓕ aim<br>Ⓖ aime<br>Ⓗ ame              | 17. Ⓐ theam<br>Ⓑ theme<br>Ⓒ them<br>Ⓓ theame              |
| 3. Ⓐ delay<br>Ⓑ dillay<br>Ⓒ dilay<br>Ⓓ deelay           | 8. Ⓔ recieve<br>Ⓕ reseve<br>Ⓖ receive<br>Ⓗ receeve | 13. Ⓐ leada<br>Ⓑ leeder<br>Ⓒ leeda<br>Ⓓ leader     | 18. Ⓔ faith<br>Ⓕ fayth<br>Ⓖ faithe<br>Ⓗ feigth            |
| 4. Ⓔ indikate<br>Ⓕ indicat<br>Ⓖ inducate<br>Ⓗ indicate  | 9. Ⓐ creap<br>Ⓑ creep<br>Ⓒ cripe<br>Ⓓ creepe       | 14. Ⓔ evening<br>Ⓕ evning<br>Ⓖ eevning<br>Ⓗ evenin | 19. Ⓐ hele<br>Ⓑ heale<br>Ⓒ heal<br>Ⓓ helle                |
| 5. Ⓐ indead<br>Ⓑ indeed<br>Ⓒ indede<br>Ⓓ indeede        | 10. Ⓔ sprae<br>Ⓕ spray<br>Ⓖ spiray<br>Ⓗ spraipe    | 15. Ⓐ pase<br>Ⓑ pace<br>Ⓒ payse<br>Ⓓ passe         | 20. Ⓔ greet<br>Ⓕ greate<br>Ⓖ grete<br>Ⓗ graet             |

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

## Words with Long *i* and Long *o*

### Pretest Directions

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

### To Parents

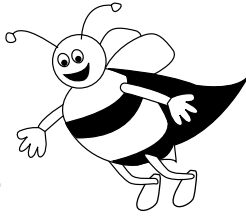
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1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly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

1. _____	1. excite
2. _____	2. grind
3. _____	3. notice
4. _____	4. spy
5. _____	5. hose
6. _____	6. loaf
7. _____	7. obey
8. _____	8. site
9. _____	9. fight
10. _____	10. rely
11. _____	11. fold
12. _____	12. goal
13. _____	13. code
14. _____	14. despite
15. _____	15. gigantic
16. _____	16. enclose
17. _____	17. type
18. _____	18. console
19. _____	19. notion
20. _____	20. slightly
<b>Challenge Words</b>	
_____	astounding
_____	bushel
_____	concentrating
_____	athletic
_____	scholarship

**Words with Long *i* and Long *o*****Using the Word Study Steps**

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



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

**Spelling Tip**

Say longer words to yourself one syllable at a time. Then write the word the same way.

**gi + gan + tic = gigantic**  
**ex + cite = excite**

**Find and Circle**

Where are the spelling words?

slightlyexcitefgagrindanoticefdreitubrs  
pspyxykhdfoldrirshosetbloafenstrtypen  
yobeyagoaldbcegtisiterfightirtyconsole  
relyicodensdespitertyuibiflwgagigantic  
nopeannotiongytdexrjuklmlenclosewedi

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child break the longer spelling words down into syllables.

Help your child complete the spelling activity by circling the spelling words in the puzzle.

**Words with Long *i* and Long *o***

excite	hose	fight	code	type
grind	loaf	rely	despite	console
notice	obey	fold	gigantic	notion
spy	site	goal	enclose	slightly

**Pattern Power!**

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words which have long *i* spelled:

*i-e*

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

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

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

*i*

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

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

*y*

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

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

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

*igh*

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

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

Write the words that have long *o* spelled:

*o*

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

*oa*

15. \_\_\_\_\_

16. \_\_\_\_\_

*o-e*

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



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

## Words with Long *i* and Long *o*

excite	hose	fight	code	type
grind	loaf	rely	despite	console
notice	obey	fold	gigantic	notion
spy	site	goal	enclose	slightly

### Definitions

Write the word that most closely matches each definition below.

- |                      |       |                       |       |
|----------------------|-------|-----------------------|-------|
| 1. battle            | _____ | 7. give comfort       | _____ |
| 2. position          | _____ | 8. idea               | _____ |
| 3. observe           | _____ | 9. unsliced bread     | _____ |
| 4. trust             | _____ | 10. do as ordered     | _____ |
| 5. crush into powder | _____ | 11. double over       | _____ |
| 6. huge              | _____ | 12. system of writing | _____ |

### What Does it Mean?

Circle the word that is more closely related in meaning to the first word in each group.

- |                     |          |           |
|---------------------|----------|-----------|
| 13. <b>thrill</b>   | frill    | excite    |
| 14. <b>see</b>      | notice   | seem      |
| 15. <b>somewhat</b> | slightly | sometimes |
| 16. <b>tube</b>     | tuba     | hose      |
| 17. <b>end</b>      | goal     | enter     |
| 18. <b>surround</b> | enclose  | surface   |
| 19. <b>anyway</b>   | despite  | highway   |
| 20. <b>kind</b>     | king     | type      |

## Words with Long *i* and Long *o*

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### Proofreading

There are six spelling errors in the paragraph below. Circle each misspelled word. Write the correctly spelled word on the lines below.

### Wilma Triumphant

From the time Wilma Rudolph discovered that she had polio, her main goal in life had been to walk like everyone else. Wilma was not the type of person who wanted to rely on others for help. Despite overwhelming odds, she learned to walk without a brace. Wilma continued to limp slightly, but everyone was thrilled by the brave young woman's gigantic accomplishment. Wilma went on to become a great athlete. Her talent and determination eventually caused the entire world to sit up and take notice.

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

### Writing Activity

Do you know anyone who had to struggle against great odds to achieve his or her goals? Write a paragraph about such a person, either real or imaginary, and tell what hardships he or she overcame. Use four spelling words.

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**Words with Long *i* and Long *o***

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

**Sample A:**

- Ⓐ coste  
 Ⓑ coaste  
 Ⓒ coust  
 Ⓓ coast

**Sample B:**

- Ⓐ cryme  
 Ⓑ criem  
 Ⓒ crime  
 Ⓓ creim

- |            |               |               |              |
|------------|---------------|---------------|--------------|
| 1. Ⓐ grind | 6. Ⓔ folde    | 11. Ⓐ slitely | 16. Ⓔ fite   |
| Ⓑ grinde   | Ⓕ fold        | Ⓑ slightly    | Ⓕ fyte       |
| Ⓒ grynd    | Ⓖ fowld       | Ⓒ slaitly     | Ⓖ faight     |
| Ⓓ grynde   | Ⓗ foald       | Ⓓ slighdly    | Ⓗ fight      |
| 2. Ⓔ spie  | 7. Ⓐ coad     | 12. Ⓔ consol  | 17. Ⓐ obay   |
| Ⓕ spye     | Ⓑ cowl        | Ⓕ cunsole     | Ⓑ ohbay      |
| Ⓖ spy      | Ⓒ coade       | Ⓖ counsole    | Ⓒ obey       |
| Ⓗ spey     | Ⓓ code        | Ⓗ console     | Ⓓ obeye      |
| 3. Ⓐ lofe  | 8. Ⓔ jigantic | 13. Ⓐ enclose | 18. Ⓔ hause  |
| Ⓑ loaf     | Ⓕ jigitick    | Ⓑ enklose     | Ⓕ hose       |
| Ⓒ loof     | Ⓖ gigantic    | Ⓒ enclothes   | Ⓖ hoze       |
| Ⓓ lowf     | Ⓗ jigitick    | Ⓓ encloze     | Ⓗ hows       |
| 4. Ⓔ site  | 9. Ⓐ type     | 14. Ⓔ dispite | 19. Ⓐ notice |
| Ⓑ saight   | Ⓑ tipe        | Ⓕ despote     | Ⓑ notise     |
| Ⓖ sait     | Ⓒ tiepe       | Ⓖ despit      | Ⓒ notaice    |
| Ⓗ seit     | Ⓓ taip        | Ⓗ dispight    | Ⓓ notis      |
| 5. Ⓐ rely  | 10. Ⓔ noshun  | 15. Ⓐ goal    | 20. Ⓔ egsite |
| Ⓑ relie    | Ⓕ notion      | Ⓑ gole        | Ⓕ excite     |
| Ⓒ relaie   | Ⓖ nowtion     | Ⓒ goale       | Ⓖ exsite     |
| Ⓓ reely    | Ⓗ knotion     | Ⓓ gohl        | Ⓗ exsight    |

**Words with /ū/ and /ü/****Pretest Directions**

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

**To Parents**

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

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

- |           |                |
|-----------|----------------|
| 1. _____  | 1. nephew      |
| 2. _____  | 2. boom        |
| 3. _____  | 3. truly       |
| 4. _____  | 4. grew        |
| 5. _____  | 5. juicy       |
| 6. _____  | 6. include     |
| 7. _____  | 7. lose        |
| 8. _____  | 8. view        |
| 9. _____  | 9. cucumber    |
| 10. _____ | 10. flew       |
| 11. _____ | 11. dispute    |
| 12. _____ | 12. cruel      |
| 13. _____ | 13. contribute |
| 14. _____ | 14. assume     |
| 15. _____ | 15. prove      |
| 16. _____ | 16. reunion    |
| 17. _____ | 17. suitcase   |
| 18. _____ | 18. boost      |
| 19. _____ | 19. rumor      |
| 20. _____ | 20. remove     |

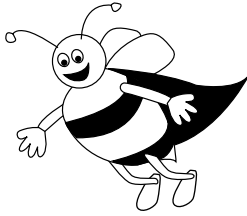
**Challenge Words**

- |       |             |
|-------|-------------|
| _____ | ominous     |
| _____ | shoreline   |
| _____ | spire       |
| _____ | timbers     |
| _____ | treacherous |

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

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

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

**Spelling Tip**

Keep a Spelling Journal. In it, keep a personal word list. Include words you notice you have trouble spelling.

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

**Word Scramble**

Unscramble each set of letters to make a spelling word.

- |                   |                      |
|-------------------|----------------------|
| 1. wepneh _____   | 11. dteuspi _____    |
| 2. mobo _____     | 12. rucel _____      |
| 3. rutly _____    | 13. ritebunoct _____ |
| 4. wreg _____     | 14. smesua _____     |
| 5. yucij _____    | 15. ropev _____      |
| 6. icuenld _____  | 16. nureion _____    |
| 7. soel _____     | 17. cassetiu _____   |
| 8. ivwe _____     | 18. stobo _____      |
| 9. cmbcuure _____ | 19. rourm _____      |
| 10. elfw _____    | 20. vomere _____     |

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child create a list of personal troublesome words to add to their Spelling Journal.

To complete the Spelling Activity, help your child unscramble the spelling words.

**Words with /ū/ and /ü/**

nephew	juicy	cucumber	contribute	suitcase
boom	include	flew	assume	boost
truly	lose	dispute	prove	rumor
grew	view	cruel	reunion	remove

**Pattern Power!**

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words which have /ū/ spelled:

*u-e*

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

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

*ew*

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

*u*

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

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

*iew*

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

Write the words which have /ü/ spelled:

*u*

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

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

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

*oo*

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

11. \_\_\_\_\_

*ui*

12. \_\_\_\_\_

13. \_\_\_\_\_

*ew*

14. \_\_\_\_\_

15. \_\_\_\_\_

*u-e*

16. \_\_\_\_\_

17. \_\_\_\_\_

*o-e*

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Words with /ū/ and /ü/**

nephew	juicy	cucumber	contribute	suitcase
boom	include	flew	assume	boost
truly	lose	dispute	prove	rumor
grew	view	cruel	reunion	remove

**Definitions**

Write the spelling word that matches each definition below.

- |                  |       |                  |       |
|------------------|-------|------------------|-------|
| 1. became larger | _____ | 7. causing pain  | _____ |
| 2. to take away  | _____ | 8. to argue      | _____ |
| 3. look at       | _____ | 9. brother's son | _____ |
| 4. get-together  | _____ | 10. misplace     | _____ |
| 5. moved in air  | _____ | 11. contain      | _____ |
| 6. honestly      | _____ | 12. suppose      | _____ |

**Finish the Sentence**

Write the spelling word that best completes each sentence.

13. The sailors heard the \_\_\_\_\_ of distant thunder.
14. We ate a salad of fresh lettuce, tomato, and \_\_\_\_\_.
15. The boy wanted to \_\_\_\_\_ that he could sail the Zephyr.
16. Pack your \_\_\_\_\_ and get ready to go.
17. The boy needed a \_\_\_\_\_ to reach the wheel.
18. We asked the old man if he would \_\_\_\_\_ to the discussion.
19. The peaches were fresh and \_\_\_\_\_.
20. Did you hear the \_\_\_\_\_ about the ships flying through the air?

**Words with /ū/ and /ü/**

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**Proofreading**

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

The boy grue up in a small village not far from the ocean. The vue from his bedroom window was beautiful. He listened every day to the sounds of ships coming in to port. He didn't want to luse his chance to explore the sea. One day, he packed his sutecase and headed toward the ocean. He told a ship captain he wanted to proove he could be a good sailor. I heard a roomor that he's never left the sea since.

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

**Writing Activity**

If you could sail away to anywhere in the world, where might it be? Write a paragraph about where you would want to go and why. Use four words from the spelling list.

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**Words with /ū/ and /ü/**

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

**Sample A:**

- (A) rewster
- (B) ruister
- (C) roosterr
- (D) rooster

**Sample B:**

- (A) rewin
- (B) ruin
- (C) rewen
- (D) rewyin

- 1.  (A) remoove
- (B) remove
- (C) reemove
- (D) rremove

- 6.  (E) flew
- (F) floo
- (G) flewe
- (H) fluw

- 11.  (A) nefew
- (B) nephue
- (C) nephew
- (D) nefue

- 16.  (E) despute
- (F) dispute
- (G) dispoot
- (H) despuit

- 2.  (E) boost
- (F) booste
- (G) boste
- (H) buste

- 7.  (A) vue
- (B) view
- (C) veiw
- (D) viewe

- 12.  (E) boom
- (F) boum
- (G) boome
- (H) bome

- 17.  (A) contribut
- (B) contribute
- (C) contrabute
- (D) contriboot

- 3.  (A) reyunion
- (B) reunion
- (C) reeunion
- (D) reunien

- 8.  (E) inclood
- (F) include
- (G) incloud
- (H) inclode

- 13.  (A) sootcase
- (B) suitcaise
- (C) suitcass
- (D) suitcase

- 18.  (E) proove
- (F) proov
- (G) pruve
- (H) prove

- 4.  (E) asume
- (F) assume
- (G) asumme
- (H) assum

- 9.  (A) grue
- (B) gru
- (C) grew
- (D) groo

- 14.  (E) lose
- (F) looze
- (G) losse
- (H) luze

- 19.  (A) joocy
- (B) juisy
- (C) juicy
- (D) juicee

- 5.  (A) crool
- (B) croole
- (C) cruele
- (D) cruel

- 10.  (E) truely
- (F) trooly
- (G) trully
- (H) truly

- 15.  (A) cucumba
- (B) cukumber
- (C) cucumber
- (D) cuckumber

- 20.  (E) rumor
- (F) rumer
- (G) rooma
- (H) rhumor

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

### Words from Science

#### Pretest Directions

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

#### To Parents

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

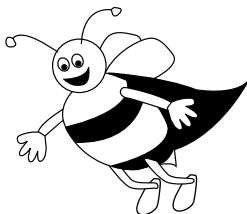
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. twister
2. _____	2. computers
3. _____	3. hurricane
4. _____	4. strength
5. _____	5. condense
6. _____	6. rainfall
7. _____	7. instruments
8. _____	8. front
9. _____	9. warning
10. _____	10. conditions
11. _____	11. damage
12. _____	12. horizon
13. _____	13. satellites
14. _____	14. surge
15. _____	15. debris
16. _____	16. device
17. _____	17. energy
18. _____	18. sleet
19. _____	19. humid
20. _____	20. cyclone
<b>Challenge Words</b>	
_____	severe
_____	destruction
_____	predictions
_____	reliable
_____	stadium

## Words from Science

### Using the Word Study Steps

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



### Spelling Tip

Now I See

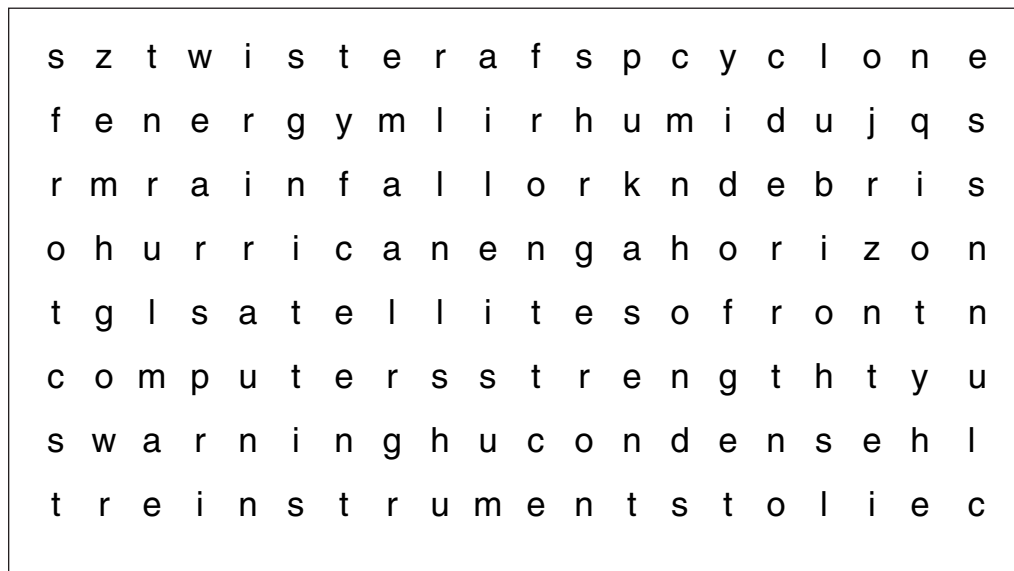
When the letter c spells the /s/ sound, c is always followed by e, i, or y.

**device**      **icy**      **circus**

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

### Find and Circle

Find and circle 15 spelling words in this puzzle.



### To Parents or Helpers:

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

Help your child think of other words with **c** spelling the /s/ sound.

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

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

**Words from Science**

twister	condense	warning	satellites	energy
computers	rainfall	conditions	surge	sleet
hurricane	instruments	damage	debris	humid
strength	front	horizon	device	cyclone

Find the number of syllables in each spelling word by tapping out the vowel sounds in each word. Then write the words on the appropriate lines below.

**One Syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Two Syllables**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

**Three Syllables**

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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

**Words from Science**

twister	condense	warning	satellites	energy
computers	rainfall	conditions	surge	sleet
hurricane	instruments	damage	debris	humid
strength	front	horizon	device	cyclone

**It Takes Three**

Write a spelling word that goes with the other two words.

- damp, moist \_\_\_\_\_
- trash, rubbish \_\_\_\_\_
- injure, harm \_\_\_\_\_
- gush, swell \_\_\_\_\_
- gadget, tool \_\_\_\_\_
- energy, power \_\_\_\_\_

**What Do You Mean?**

Fill in the spelling words that match the definitions below.

- partly frozen raindrops \_\_\_\_\_
- machines that process information \_\_\_\_\_
- capacity for action \_\_\_\_\_
- to make more compact \_\_\_\_\_
- the line where the sky and earth appear to meet \_\_\_\_\_
- tools used to do something \_\_\_\_\_
- a notice of approaching danger \_\_\_\_\_
- celestial bodies revolving in orbit \_\_\_\_\_
- falling rain \_\_\_\_\_

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

## Words from Science

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### Proofreading Activity

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

Because of the strength of tornadoes and the severe damage they cause, scientists are trying to figure out when and from where they are coming. With this information, scientists can give people warning and possibly save lives. Using satellites and computers, scientists are able to detect and track tornadoes. However, predicting twisters is still not easy.

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

### Writing Activity

Write a description of a storm you have seen or read about. Use four words from your spelling list.

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**Words from Science**

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

**Sample A:**

- Ⓐ predicktion  
 Ⓑ predicsion  
 Ⓒ preddiction  
 Ⓓ prediction

**Sample B:**

- Ⓔ wheter  
 Ⓕ weather  
 Ⓖ wheather  
 Ⓗ wether

- |                |                |                    |                  |
|----------------|----------------|--------------------|------------------|
| 1. Ⓐ kumputers | 6. Ⓔ hoomed    | 11. Ⓐ cunditins    | 16. Ⓔ energy     |
| Ⓑ computers    | Ⓕ humad        | Ⓑ canditshons      | Ⓕ enargy         |
| Ⓒ kompauterrs  | Ⓖ hyumod       | Ⓒ conditions       | Ⓖ inergy         |
| Ⓓ commputrs    | Ⓗ humid        | Ⓓ cendittions      | Ⓗ energie        |
| 2. Ⓔ siclown   | 7. Ⓐ hurycane  | 12. Ⓔ faront       | 17. Ⓐ sirge      |
| Ⓕ sayklone     | Ⓑ huricanne    | Ⓕ front            | Ⓑ surege         |
| Ⓖ cyclone      | Ⓒ hurricane    | Ⓖ fuhrunt          | Ⓒ surdge         |
| Ⓗ ciclowne     | Ⓓ hurrycaine   | Ⓗ frontte          | Ⓓ surge          |
| 3. Ⓐ saleet    | 8. Ⓔ horizon   | 13. Ⓐ strength     | 18. Ⓔ ranefall   |
| Ⓑ suhlete      | Ⓕ huhrizen     | Ⓑ starength        | Ⓕ rainfale       |
| Ⓒ sleate       | Ⓖ harisen      | Ⓒ strennght        | Ⓖ rainfall       |
| Ⓓ sleet        | Ⓗ herissin     | Ⓓ satrength        | Ⓗ raynefall      |
| 4. Ⓔ warnning  | 9. Ⓐ condentse | 14. Ⓔ instreemants | 19. Ⓐ damadge    |
| Ⓕ warning      | Ⓑ condense     | Ⓕ instrumints      | Ⓑ damage         |
| Ⓖ warneing     | Ⓒ cundenze     | Ⓖ instruments      | Ⓒ damige         |
| Ⓗ warnneng     | Ⓓ candinse     | Ⓗ instaruments     | Ⓓ demage         |
| 5. Ⓐ twister   | 10. Ⓔ deevise  | 15. Ⓐ debree       | 20. Ⓔ satelittes |
| Ⓑ twhister     | Ⓕ duvvice      | Ⓑ dabris           | Ⓕ satellites     |
| Ⓒ tawistar     | Ⓖ daviste      | Ⓒ debris           | Ⓖ sattellites    |
| Ⓓ tewizter     | Ⓗ device       | Ⓓ deebris          | Ⓗ satelittess    |

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

**Grade 5/Unit 1 Review Test**

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

Read Sample A and do Sample B.

- |  |                          |
|--|--------------------------|
| A. A power <u>surge</u> could <u>damadge</u> the <u>computers</u> .<br><u>A</u> <u>B</u> <u>C</u>              | A. (A) (B) (C) (D) NONE  |
| B. The <u>satellites</u> have <u>instruments</u> that track a <u>cyclone</u> .<br><u>E</u> <u>F</u> <u>G</u>   | B. (E) (F) (G) (H) NONE  |
| 1. My <u>nephew</u> needs <u>cash</u> for the <u>eveneng</u> .<br><u>A</u> <u>B</u> <u>C</u>                   | 1. (A) (B) (C) (D) NONE  |
| 2. The <u>sudden</u> <u>sleat</u> storm was <u>dreadful</u> .<br><u>E</u> <u>F</u> <u>G</u>                    | 2. (E) (F) (G) (H) NONE  |
| 3. Let's <u>remove</u> and <u>condense</u> all of the <u>debris</u> .<br><u>A</u> <u>B</u> <u>C</u>            | 3. (A) (B) (C) (D) NONE  |
| 4. I will <u>relie</u> on you to <u>console</u> your <u>nephew</u> .<br><u>E</u> <u>F</u> <u>G</u>             | 4. (E) (F) (G) (H) NONE  |
| 5. That <u>gigantic</u> <u>coocumber</u> is very <u>juicy</u> .<br><u>A</u> <u>B</u> <u>C</u>                  | 5. (A) (B) (C) (D) NONE  |
| 6. <u>Greet</u> them and <u>indicate</u> you're <u>truely</u> glad they're here.<br><u>E</u> <u>F</u> <u>G</u> | 6. (E) (F) (G) (H) NONE  |
| 7. Please <u>remoov</u> that <u>dreadful</u> <u>flea</u> from the dog.<br><u>A</u> <u>B</u> <u>C</u>           | 7. (A) (B) (C) (D) NONE  |
| 8. The <u>sleet</u> made the roads <u>slightly</u> <u>slipary</u> .<br><u>E</u> <u>F</u> <u>G</u>              | 8. (E) (F) (G) (H) NONE  |
| 9. I have <u>faith</u> that you will <u>greet</u> them this <u>evening</u> .<br><u>A</u> <u>B</u> <u>C</u>     | 9. (A) (B) (C) (D) NONE  |
| 10. The <u>dreadful</u> <u>hurricane</u> left <u>debree</u> in our town.<br><u>E</u> <u>F</u> <u>G</u>         | 10. (E) (F) (G) (H) NONE |
| 11. He had a <u>noshen</u> to <u>remove</u> the <u>gigantic</u> dumpster.<br><u>A</u> <u>B</u> <u>C</u>        | 11. (A) (B) (C) (D) NONE |
| 12. My <u>nefew</u> made a <u>cucumber</u> salad last <u>evening</u> .<br><u>E</u> <u>F</u> <u>G</u>           | 12. (E) (F) (G) (H) NONE |



**Grade 5/Unit 1 Review Test**

- |  |                          |
|--|--------------------------|
| 13. Have <u>faith</u> that the <u>hurricane</u> will make a <u>sudinn</u> turn.<br>A B C       | 13. (A) (B) (C) (D) NONE |
| 14. The sun on the <u>horizun</u> was <u>truly</u> beautiful last <u>evening</u> .<br>E F G    | 14. (E) (F) (G) (H) NONE |
| 15. Scratching may <u>indicate</u> the need to <u>remove</u> a <u>flee</u> .<br>A B C          | 15. (A) (B) (C) (D) NONE |
| 16. I have no <u>notion</u> what your <u>nephew</u> <u>truly</u> meant.<br>E F G               | 16. (E) (F) (G) (H) NONE |
| 17. You can <u>ocupy</u> the room <u>after</u> I <u>remove</u> the debris.<br>A B C            | 17. (A) (B) (C) (D) NONE |
| 18. We will <u>console</u> the survivors of the <u>dreadful</u> <u>huracain</u> .<br>E F G     | 18. (E) (F) (G) (H) NONE |
| 19. In the <u>evening</u> the ship was <u>slitely</u> visible on the <u>horizon</u> .<br>A B C | 19. (A) (B) (C) (D) NONE |
| 20. Have <u>fathe</u> that you can <u>rely</u> on your <u>nephew</u> .<br>E F G                | 20. (E) (F) (G) (H) NONE |
| 21. The trash compactor will <u>slightly</u> <u>cindense</u> the <u>debris</u> .<br>A B C      | 21. (A) (B) (C) (D) NONE |
| 22. Don't <u>rely</u> on me if you have a <u>sudden</u> lack of <u>kash</u> .<br>E F G         | 22. (E) (F) (G) (H) NONE |
| 23. The <u>gigantic</u> <u>hurricane</u> produced <u>sudden</u> storms.<br>A B C               | 23. (A) (B) (C) (D) NONE |
| 24. Did he <u>indicate</u> that he needed <u>cash</u> to <u>occupy</u> the room?<br>E F G      | 24. (E) (F) (G) (H) NONE |
| 25. Your <u>faith</u> may <u>console</u> you if something <u>dredfull</u> happens.<br>A B C    | 25. (A) (B) (C) (D) NONE |

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

## Syllable Patterns

### Pretest Directions

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

### To Parents

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

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

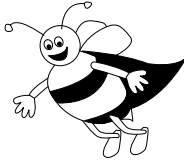
1. _____	1. lotion
2. _____	2. subject
3. _____	3. ugly
4. _____	4. simply
5. _____	5. pony
6. _____	6. luggage
7. _____	7. silence
8. _____	8. victim
9. _____	9. moment
10. _____	10. bubble
11. _____	11. gravy
12. _____	12. lantern
13. _____	13. active
14. _____	14. bacon
15. _____	15. fable
16. _____	16. agent
17. _____	17. stifle
18. _____	18. baggage
19. _____	19. spiral
20. _____	20. blender
<b>Challenge Words</b>	
_____	despair
_____	distressed
_____	insistent
_____	shriveled
_____	speechless

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

## Syllable Patterns

### Using the Word Study Steps

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



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

### Spelling Tip

Say the word to yourself  
one syllable at a time.  
Then write the words the  
same way.

For example:

**mo ment = moment**

### Find and Circle

Circle the spelling words in this puzzle.

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

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help your child pronounce each word one syllable at a time and then try to write the word the same way.

Help your child find and circle the spelling words.

## Syllable Patterns

lotion	pony	moment	active	stifle
subject	luggage	bubble	bacon	baggage
ugly	silence	gravy	fable	spiral
simply	victim	lantern	agent	blender

### Pattern Power!

Sort each spelling word according to the vowel sound in the first syllable of each word.

#### Words with long vowel sound in the first syllable

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

#### Words with short vowel sound in the first syllable

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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

## Syllable Patterns

lotion	pony	moment	active	stifle
subject	luggage	bubble	bacon	baggage
ugly	silence	gravy	fable	spiral
simply	victim	lantern	agent	blender

## Replacements

Write the spelling word that can replace the boldfaced word or words in each sentence.

1. What is the **topic** of the story? \_\_\_\_\_
2. He thought the old fence was **unattractive**. \_\_\_\_\_
3. She rode a **small horse** across the plain. \_\_\_\_\_
4. They lit their **lamp** when it grew dark. \_\_\_\_\_
5. The men paused for a **brief time** before giving their answer. \_\_\_\_\_
6. Would you like some **sauce** on your mashed potatoes? \_\_\_\_\_
7. The farmer applied the **soothing liquid** to his rough hands. \_\_\_\_\_
8. He was very **plainly** dressed. \_\_\_\_\_
9. There was one **injured person** in the accident. \_\_\_\_\_
10. Do you know the **legend** of the tortoise and the hare? \_\_\_\_\_

## Analogies

Write the spelling word that best completes each analogy.

1. **Noise** is to **quiet** as **sound** is to \_\_\_\_\_.
2. **Busy** is to \_\_\_\_\_ as **idle** is to **inactive**.
3. **Toast** is to **toaster** as **milkshake** is to \_\_\_\_\_.
4. **Backpack** is to **school** as \_\_\_\_\_ is to **voyage**.
5. **Go** is to **encourage** as **stop** is to \_\_\_\_\_.

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

## Syllable Patterns

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### Proofreading

There are six spelling errors in the paragraph below. Circle each misspelled word. Write the correctly spelled word on the lines below.

There is nothing more satisfying than helping people in need. I feel very strongly about this subject. Whether someone is ill, out of work, or simply a victim of hard times, he or she may need some help. Last month I was active in the breakfast program at our local community center. We served pancakes and baked to all the hungry people who stopped by. It felt good to know I was making a difference! Take a moment to think about what you can do to make someone else's life a little bit better.

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

### Writing Activity

Have you ever helped someone in need, or has anyone ever helped you or someone you know? Write a paragraph about what happened using four spelling words.

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**Syllable Patterns**

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

**Sample A:**

- (A) exspect
- (B) egspect
- (C) expect
- (D) ecspect

**Sample B:**

- (A) purhaps
- (B) pirhaps
- (C) perhapz
- (D) perhaps

- |                                      |                                      |                                       |                                       |
|--------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| 1. <input type="radio"/> (A) spyral  | 6. <input type="radio"/> (E) momint  | 11. <input type="radio"/> (A) subjeck | 16. <input type="radio"/> (E) lantarn |
| <input type="radio"/> (B) spiril     | <input type="radio"/> (F) moment     | <input type="radio"/> (B) subjeckt    | <input type="radio"/> (F) lantirn     |
| <input type="radio"/> (C) spiral     | <input type="radio"/> (G) momment    | <input type="radio"/> (C) subject     | <input type="radio"/> (G) lantern     |
| <input type="radio"/> (D) spirel     | <input type="radio"/> (H) momant     | <input type="radio"/> (D) subjekt     | <input type="radio"/> (H) lanturn     |
| 2. <input type="radio"/> (E) stifle  | 7. <input type="radio"/> (A) silince | 12. <input type="radio"/> (E) simplee | 17. <input type="radio"/> (A) bakin   |
| <input type="radio"/> (F) styfle     | <input type="radio"/> (B) silence    | <input type="radio"/> (F) simplie     | <input type="radio"/> (B) bacin       |
| <input type="radio"/> (G) stifel     | <input type="radio"/> (C) silance    | <input type="radio"/> (G) simpply     | <input type="radio"/> (C) bacon       |
| <input type="radio"/> (H) stifil     | <input type="radio"/> (D) silense    | <input type="radio"/> (H) simply      | <input type="radio"/> (D) backin      |
| 3. <input type="radio"/> (A) fable   | 8. <input type="radio"/> (E) poney   | 13. <input type="radio"/> (A) luggage | 18. <input type="radio"/> (E) agent   |
| <input type="radio"/> (B) fabel      | <input type="radio"/> (F) ponie      | <input type="radio"/> (B) lugage      | <input type="radio"/> (F) agant       |
| <input type="radio"/> (C) fayble     | <input type="radio"/> (G) ponye      | <input type="radio"/> (C) lugaje      | <input type="radio"/> (G) agint       |
| <input type="radio"/> (D) fabell     | <input type="radio"/> (H) pony       | <input type="radio"/> (D) luggaje     | <input type="radio"/> (H) ajent       |
| 4. <input type="radio"/> (E) acktive | 9. <input type="radio"/> (A) ughly   | 14. <input type="radio"/> (E) viktim  | 19. <input type="radio"/> (A) bagage  |
| <input type="radio"/> (F) active     | <input type="radio"/> (B) ugly       | <input type="radio"/> (F) vicktim     | <input type="radio"/> (B) baggage     |
| <input type="radio"/> (G) aktive     | <input type="radio"/> (C) uglie      | <input type="radio"/> (G) victem      | <input type="radio"/> (C) baggaje     |
| <input type="radio"/> (H) actif      | <input type="radio"/> (D) ughlie     | <input type="radio"/> (H) victim      | <input type="radio"/> (D) baggige     |
| 5. <input type="radio"/> (A) grayvy  | 10. <input type="radio"/> (E) lotion | 15. <input type="radio"/> (A) buble   | 20. <input type="radio"/> (E) blenda  |
| <input type="radio"/> (B) gravie     | <input type="radio"/> (F) loshun     | <input type="radio"/> (B) bubble      | <input type="radio"/> (F) blender     |
| <input type="radio"/> (C) grayvee    | <input type="radio"/> (G) lotionne   | <input type="radio"/> (C) bubbil      | <input type="radio"/> (G) blendre     |
| <input type="radio"/> (D) gravy      | <input type="radio"/> (H) loshon     | <input type="radio"/> (D) bubal       | <input type="radio"/> (H) blender     |

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

## Words with Consonant Clusters

### Pretest Directions

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

### To Parents

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

1. Read the word to your child.
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4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

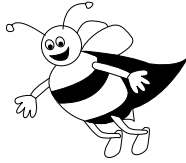
1. _____	1. scramble
2. _____	2. strange
3. _____	3. sprang
4. _____	4. schoolyard
5. _____	5. throughout
6. _____	6. screech
7. _____	7. straightest
8. _____	8. sprout
9. _____	9. schedule
10. _____	10. throat
11. _____	11. scrape
12. _____	12. stray
13. _____	13. sprain
14. _____	14. scholar
15. _____	15. throne
16. _____	16. scribble
17. _____	17. strain
18. _____	18. script
19. _____	19. strawberry
20. _____	20. strategy
<b>Challenge Words</b>	
_____	acre
_____	commotion
_____	dynamite
_____	pulverized
_____	rebuild



## Words with Consonant Clusters

### Using the Word Study Steps

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



### Spelling Tip

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

**spring + shout = sprout**

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

### What's Missing?

Fill in the missing letters to form the spelling words.

- |                            |                            |
|----------------------------|----------------------------|
| 1. ____ ____ ____ amble    | 11. ____ ____ ____ ape     |
| 2. ____ ____ ____ ange     | 12. ____ ____ ____ ay      |
| 3. ____ ____ ____ ang      | 13. ____ ____ ____ ain     |
| 4. ____ ____ ____ oolyard  | 14. ____ ____ ____ olar    |
| 5. ____ ____ ____ oughout  | 15. ____ ____ ____ one     |
| 6. ____ ____ ____ eech     | 16. ____ ____ ____ ibble   |
| 7. ____ ____ ____ aightest | 17. ____ ____ ____ ain     |
| 8. ____ ____ ____ out      | 18. ____ ____ ____ ipt     |
| 9. ____ ____ ____ edule    | 19. ____ ____ ____ awberry |
| 10. ____ ____ ____ oat     | 20. ____ ____ ____ ategy   |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help your child spell new words by thinking of words he/she already knows. For example, straw + berry = strawberry

Help your child fill in the missing letters to form each spelling word.

**Words with Consonant Clusters**

scramble	throughout	schedule	sprain	strain
strange	screech	throat	scholar	script
sprang	straightest	scrape	throne	strawberry
schoolyard	sprout	stray	scribble	strategy

**Pattern Power!**

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the word and circle the letters which make up each consonant cluster.

***scr***

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

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

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

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

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

***str***

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

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

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

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

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

11. \_\_\_\_\_

***spr***

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

***sch***

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

***thr***

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Words with Consonant Clusters**

scramble	throughout	schedule	sprain	strain
strange	screech	throat	scholar	script
sprang	straightest	scrape	throne	strawberry
schoolyard	sprout	stray	scribble	strategy

**Definitions**

Write the word that most closely matches each definition below.

- |                   |       |                        |       |
|-------------------|-------|------------------------|-------|
| 1. rub roughly    | _____ | 11. chair              | _____ |
| 2. odd            | _____ | 12. playground         | _____ |
| 3. timetable      | _____ | 13. everywhere in      | _____ |
| 4. least crooked  | _____ | 14. begin to grow      | _____ |
| 5. write quickly  | _____ | 15. front of the neck  | _____ |
| 6. plan of action | _____ | 16. wander             | _____ |
| 7. jumped         | _____ | 17. injure by twisting | _____ |
| 8. learned person | _____ | 18. stretch            | _____ |
| 9. shriek         | _____ | 19. written text       | _____ |
| 10. mix up        | _____ | 20. small red fruit    | _____ |

## Words with Consonant Clusters

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### Proofreading

There are six spelling errors in the paragraph below. Circle each misspelled word. Write the correctly spelled word on the lines below.

Thruout history, people have built roads and bridges to help them get from one place to another. Unfortunately, the straitest path between two places was often blocked by rivers and mountains. Engineers worked long hours to develop a strategie to overcome such obstacles. Not only did they have to design tunnels and bridges, but they also had to work out a schedual to get them built on time. The strane on the workers who built the railroads was also great. Often laborers who blasted tunnels in the side of mountains had to scrambel for safety to avoid being blown up themselves!

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

### Writing Activity

Write a paragraph about something you or someone you know has accomplished through careful planning and hard work. Include four words from the spelling list.

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**Words with Consonant Clusters**

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

**Sample A:**

- A** scheme  
 **B** sckeme  
 **C** skeem  
 **D** scheam

**Sample B:**

- A** strenth  
 **B** streangth  
 **C** sttrench  
 **D** strength

- |  |   |  |  |
|--|---|--|--|
| 1. <input checked="" type="radio"/> <b>A</b> thruout | 6. <input type="radio"/> <b>E</b> throwt    | 11. <input type="radio"/> <b>A</b> skrape  | 16. <input type="radio"/> <b>E</b> skribble  |
| <input type="radio"/> <b>B</b> threwout              | <input type="radio"/> <b>F</b> throat       | <input type="radio"/> <b>B</b> scrape      | <input type="radio"/> <b>F</b> scribe        |
| <input type="radio"/> <b>C</b> throughout            | <input type="radio"/> <b>G</b> throte       | <input type="radio"/> <b>C</b> scaipe      | <input type="radio"/> <b>G</b> scribble      |
| <input type="radio"/> <b>D</b> throughote            | <input type="radio"/> <b>H</b> throate      | <input type="radio"/> <b>D</b> skrayp      | <input type="radio"/> <b>H</b> scribbel      |
| 2. <input type="radio"/> <b>E</b> skoolyard          | 7. <input type="radio"/> <b>A</b> schedule  | 12. <input type="radio"/> <b>E</b> straie  | 17. <input type="radio"/> <b>A</b> scripped  |
| <input type="radio"/> <b>F</b> schoolyard            | <input type="radio"/> <b>B</b> skedule      | <input type="radio"/> <b>F</b> streye      | <input type="radio"/> <b>B</b> skript        |
| <input type="radio"/> <b>G</b> schoolyerd            | <input type="radio"/> <b>C</b> schedual     | <input type="radio"/> <b>G</b> stray       | <input type="radio"/> <b>C</b> skrippped     |
| <input type="radio"/> <b>H</b> schuleyard            | <input type="radio"/> <b>D</b> scheduel     | <input type="radio"/> <b>H</b> strae       | <input type="radio"/> <b>D</b> script        |
| 3. <input type="radio"/> <b>A</b> sprang             | 8. <input type="radio"/> <b>E</b> sprowt    | 13. <input type="radio"/> <b>A</b> spreign | 18. <input type="radio"/> <b>E</b> strawbury |
| <input type="radio"/> <b>B</b> sprange               | <input type="radio"/> <b>F</b> sprout       | <input type="radio"/> <b>B</b> sprayne     | <input type="radio"/> <b>F</b> strawbery     |
| <input type="radio"/> <b>C</b> spirang               | <input type="radio"/> <b>G</b> sproute      | <input type="radio"/> <b>C</b> sprane      | <input type="radio"/> <b>G</b> strawburry    |
| <input type="radio"/> <b>D</b> spreng                | <input type="radio"/> <b>H</b> spraight     | <input type="radio"/> <b>D</b> sprain      | <input type="radio"/> <b>H</b> strawberry    |
| 4. <input type="radio"/> <b>E</b> streng             | 9. <input type="radio"/> <b>A</b> straitest | 14. <input type="radio"/> <b>E</b> skoler  | 19. <input type="radio"/> <b>A</b> stratagy  |
| <input type="radio"/> <b>F</b> strange               | <input type="radio"/> <b>B</b> stratest     | <input type="radio"/> <b>F</b> scholer     | <input type="radio"/> <b>B</b> strategy      |
| <input type="radio"/> <b>G</b> straynge              | <input type="radio"/> <b>C</b> straightest  | <input type="radio"/> <b>G</b> scholur     | <input type="radio"/> <b>C</b> stratejy      |
| <input type="radio"/> <b>H</b> strayng               | <input type="radio"/> <b>D</b> straightist  | <input type="radio"/> <b>H</b> scholar     | <input type="radio"/> <b>D</b> stratajy      |
| 5. <input type="radio"/> <b>A</b> scambil            | 10. <input type="radio"/> <b>E</b> screach  | 15. <input type="radio"/> <b>A</b> throne  | 20. <input type="radio"/> <b>E</b> strein    |
| <input type="radio"/> <b>B</b> scambul               | <input type="radio"/> <b>F</b> screetch     | <input type="radio"/> <b>B</b> throwne     | <input type="radio"/> <b>F</b> strane        |
| <input type="radio"/> <b>C</b> scambel               | <input type="radio"/> <b>G</b> screesh      | <input type="radio"/> <b>C</b> throin      | <input type="radio"/> <b>G</b> strain        |
| <input type="radio"/> <b>D</b> scramble              | <input type="radio"/> <b>H</b> screech      | <input type="radio"/> <b>D</b> throon      | <input type="radio"/> <b>H</b> streign       |

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

## Consonants /z/, /j/, and /f/

### Pretest Directions

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

### To Parents

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

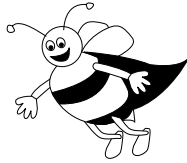
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. dizzy
2. _____	2. manage
3. _____	3. squeeze
4. _____	4. lodge
5. _____	5. paragraph
6. _____	6. gem
7. _____	7. lizard
8. _____	8. average
9. _____	9. budge
10. _____	10. refuse
11. _____	11. telegraph
12. _____	12. fudge
13. _____	13. represent
14. _____	14. margin
15. _____	15. challenge
16. _____	16. trophy
17. _____	17. zipper
18. _____	18. praise
19. _____	19. postage
20. _____	20. physical
<b>Challenge Words</b>	
_____	auction
_____	deliveries
_____	donate
_____	lecture
_____	publicity

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

**Consonants /z/, /j/, and /f/****Using the Word Study Steps**

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



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

**Spelling Tip**

Think of a word you know that rhymes with a word you want to spell. For example, **budge** and **grudge** rhyme with **fudge**.

**Word Scramble**

Unscramble each set of letters to make a spelling word.

- |                    |                     |
|--------------------|---------------------|
| 1. zyzid _____     | 11. gheelrapt _____ |
| 2. mngaae _____    | 12. edufg _____     |
| 3. esueqze _____   | 13. steerpren _____ |
| 4. lgdoe _____     | 14. griman _____    |
| 5. hrapraagp _____ | 15. leechalng _____ |
| 6. emg _____       | 16. prothy _____    |
| 7. drizal _____    | 17. pizrep _____    |
| 8. rgveaae _____   | 18. risepa _____    |
| 9. gdueb _____     | 19. stopgea _____   |
| 10. fesuer _____   | 20. shiacpny _____  |

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child think of other words that rhyme with the spelling words.

Help your child complete the spelling activity by unscrambling the letters to make the spelling words.

**Consonants /z/, /j/, and /f/**

dizzy	paragraph	budge	represent	zipper
manage	gem	refuse	margin	praise
squeeze	lizard	telegraph	challenge	postage
lodge	average	fudge	trophy	physical

**Pattern Power!**

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words with /z/ spelled:

**z**

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

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

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

**zz**

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

**s**

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

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

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

Write the words with /j/ spelled:

**g**

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

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

**dge**

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

11. \_\_\_\_\_

12. \_\_\_\_\_

**ge**

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

Write the words with /f/ spelled:

**ph**

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



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

**Consonants /z/, /j/, and /f/**

dizzy	paragraph	budge	represent	zipper
manage	gem	refuse	margin	praise
squeeze	lizard	telegraph	challenge	postage
lodge	average	fudge	trophy	physical

Complete each sentence with a spelling word.

1. We stayed in a \_\_\_\_\_ on our skiing trip.
2. How do you \_\_\_\_\_ to run three miles before school?
3. Write a \_\_\_\_\_ explaining your opinion.
4. The children felt \_\_\_\_\_ after playing that twirling game.
5. The \_\_\_\_\_ on my jacket is broken.
6. Before the telephone, people sent messages by \_\_\_\_\_.
7. Please mark the changes in the left \_\_\_\_\_ of the page.
8. Dr. Jones offers free \_\_\_\_\_ examinations at the clinic.
9. Did you include enough \_\_\_\_\_ on that package?
10. My grandmother bought me a hot \_\_\_\_\_ sundae.

**Word Match**

Write the list word that most closely matches the meaning of each word or phrase below.

- |              |       |              |       |
|--------------|-------|--------------|-------|
| 1. dare      | _____ | 6. award     | _____ |
| 2. jewel     | _____ | 7. reject    | _____ |
| 3. normal    | _____ | 8. compress  | _____ |
| 4. move      | _____ | 9. chameleon | _____ |
| 5. stand for | _____ | 10. approve  | _____ |

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

## Consonants /z/, /j/, and /f/

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### Proofreading

There are six spelling errors in the paragraph below. Circle each misspelled word. Write the correctly spelled word on the lines below.

#### The Spirit of America

Every year, the lodj that my parents belong to holds a special fair to raise money for needy people in our community. Getting volunteers to help can sometimes be a chalenge. However, we always manege to find a few people to donate their time and labor. This year, my classmates and I received lots of prays and a special trofy for selling homemade fuge to raise extra money.

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

### Writing Activity

Imagine that you are in charge of a fair to raise money for a special cause. Write a paragraph describing a plan for the fair. Use four spelling words.

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**Consonants /z/, /j/ and /f/**

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

**Sample A:**

- (A) geagraphy
- (B) geografy
- (C) geeography
- (D) geography

**Sample B:**

- (A) damij
- (B) dammage
- (C) damage
- (D) damige

- |                                      |   |   |   |
|--------------------------------------|---|---|---|
| 1. <input type="radio"/> (A) lardge  | 6. <input type="radio"/> (E) lizard     | 11. <input type="radio"/> (A) refuze    | 16. <input type="radio"/> (E) reprasant |
| <input type="radio"/> (B) lodj       | <input type="radio"/> (F) lissard       | <input type="radio"/> (B) refooze       | <input type="radio"/> (F) represent     |
| <input type="radio"/> (C) lodge      | <input type="radio"/> (G) lizzard       | <input type="radio"/> (C) repfuse       | <input type="radio"/> (G) represant     |
| <input type="radio"/> (D) lordge     | <input type="radio"/> (H) lizzerd       | <input type="radio"/> (D) refuse        | <input type="radio"/> (H) repressent    |
| 2. <input type="radio"/> (E) squeeze | 7. <input type="radio"/> (A) jem        | 12. <input type="radio"/> (E) bugue     | 17. <input type="radio"/> (A) physical  |
| <input type="radio"/> (F) squeaze    | <input type="radio"/> (B) gem           | <input type="radio"/> (F) budge         | <input type="radio"/> (B) fisical       |
| <input type="radio"/> (G) sqeeze     | <input type="radio"/> (C) gemme         | <input type="radio"/> (G) buje          | <input type="radio"/> (C) physikil      |
| <input type="radio"/> (H) skweeze    | <input type="radio"/> (D) jeme          | <input type="radio"/> (H) budje         | <input type="radio"/> (D) fizical       |
| 3. <input type="radio"/> (A) manege  | 8. <input type="radio"/> (E) paregraph  | 13. <input type="radio"/> (A) trofee    | 18. <input type="radio"/> (E) postege   |
| <input type="radio"/> (B) manige     | <input type="radio"/> (F) paragraph     | <input type="radio"/> (B) trophee       | <input type="radio"/> (F) posttage      |
| <input type="radio"/> (C) manage     | <input type="radio"/> (G) paragraf      | <input type="radio"/> (C) trophy        | <input type="radio"/> (G) postige       |
| <input type="radio"/> (D) mannage    | <input type="radio"/> (H) pairagraph    | <input type="radio"/> (D) trophie       | <input type="radio"/> (H) postage       |
| 4. <input type="radio"/> (E) dizey   | 9. <input type="radio"/> (A) fudge      | 14. <input type="radio"/> (E) challange | 19. <input type="radio"/> (A) praize    |
| <input type="radio"/> (F) dizzy      | <input type="radio"/> (B) fuge          | <input type="radio"/> (F) chalenge      | <input type="radio"/> (B) praise        |
| <input type="radio"/> (G) dizee      | <input type="radio"/> (C) fudje         | <input type="radio"/> (G) challenge     | <input type="radio"/> (C) praiz         |
| <input type="radio"/> (H) dizzee     | <input type="radio"/> (D) fuje          | <input type="radio"/> (H) challenge     | <input type="radio"/> (D) prayes        |
| 5. <input type="radio"/> (A) avrige  | 10. <input type="radio"/> (E) telegraph | 15. <input type="radio"/> (A) marjin    | 20. <input type="radio"/> (E) ziper     |
| <input type="radio"/> (B) avridge    | <input type="radio"/> (F) telagraph     | <input type="radio"/> (B) margen        | <input type="radio"/> (F) zipper        |
| <input type="radio"/> (C) averige    | <input type="radio"/> (G) tellegraph    | <input type="radio"/> (C) margine       | <input type="radio"/> (G) zippa         |
| <input type="radio"/> (D) average    | <input type="radio"/> (H) telegraf      | <input type="radio"/> (D) margin        | <input type="radio"/> (H) zippir        |

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

# Plurals

## Pretest Directions

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

## To Parents

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

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

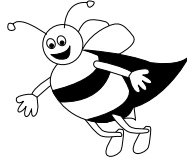
1. _____	1. losses
2. _____	2. stories
3. _____	3. reefs
4. _____	4. shelves
5. _____	5. pianos
6. _____	6. potatoes
7. _____	7. atlases
8. _____	8. difficulties
9. _____	9. gulfs
10. _____	10. wolves
11. _____	11. studios
12. _____	12. heroes
13. _____	13. crutches
14. _____	14. possibilities
15. _____	15. beliefs
16. _____	16. wives
17. _____	17. rodeos
18. _____	18. tomatoes
19. _____	19. thieves
20. _____	20. echoes
<b>Challenge Words</b>	
_____	afford
_____	permission
_____	rejected
_____	reserved
_____	submitted

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

## Plurals

### Using the Word Study Steps

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



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

### Spelling Tip

Add **-es** to form plurals of words ending in **x**, **z**, **s**, **sh**, or **ch**. When a word ends with a consonant followed by **y**, change the **y** to **i** and add **-es**.

**loss** + **es** = **losses**  
**story** + **es** = **stories**

### X the Words

Put an X on the one word in each line that does not fit the spelling pattern.

- |             |              |          |               |
|-------------|--------------|----------|---------------|
| 1. losses   | crutches     | atlases  | address       |
| 2. stories  | difficulties | pianos   | possibilities |
| 3. shelves  | reefs        | gulfs    | beliefs       |
| 4. reefs    | atlases      | crutches | losses        |
| 5. potatoes | heroes       | echoes   | rodeos        |
| 6. studios  | tomatoes     | potatoes | heroes        |
| 7. wives    | wolves       | beliefs  | thieves       |
| 8. studios  | pianos       | rodeos   | tomatoes      |
| 9. losses   | difficulties | atlases  | crutches      |
| 10. shelves | wolves       | wives    | beliefs       |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Ask him or her what other rules they may know about plurals, such as adding **-s** to most words or changing **f** or **fe** to **v** and adding **-es**.

Help your child find and cross out the word that doesn't fit each spelling pattern in the puzzle.

**Plurals**

losses	pianos	gulfs	crutches	rodeos
stories	potatoes	wolves	possibilities	tomatoes
reefs	atlases	studios	beliefs	thieves
shelves	difficulties	heroes	wives	echoes

**Pattern Power!**

Sort the spelling words by finding the spelling pattern to which each belongs.

**-es**

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

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

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

**-ies**

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

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

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

**-ves**

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

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

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

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

**-fs**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

**-os**

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

**-oes**

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Plurals**

losses	pianos	gulfs	crutches	rodeos
stories	potatoes	wolves	possibilities	tomatoes
reefs	atlases	studios	beliefs	thieves
shelves	difficulties	heroes	wives	echoes

**Fill in the Blanks**

Write the list word that best completes each sentence.

1. They had juicy red \_\_\_\_\_ at the salad bar.
2. We could hear \_\_\_\_\_ of our voices in the cave.
3. Pam made mashed \_\_\_\_\_ and gravy.
4. The diver searched for treasure among the coral \_\_\_\_\_.
5. The music store sold several different types of \_\_\_\_\_.
6. During the season, our team had only three \_\_\_\_\_.
7. We could hear the howling of \_\_\_\_\_ in the distance.
8. Several artists agreed to give tours of their \_\_\_\_\_.

**Similar Meanings**

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

- |                         |                            |
|-------------------------|----------------------------|
| 9. tales _____          | 15. admirable people _____ |
| 10. books of maps _____ | 16. ledges _____           |
| 11. robbers _____       | 17. dog-like animals _____ |
| 12. married women _____ | 18. hardships _____        |
| 13. cowboy shows _____  | 19. supports _____         |
| 14. chances _____       | 20. opinions _____         |

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

## Plurals

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### Proofreading

There are six spelling errors in the diary entry below. Circle each misspelled word. Write the correctly spelled word on the lines below.

Dear Diary,

Someday, I hope to write many wonderful storys and become a famous author. I'll write about the exciting adventures of great heros. Also, I might write about the kinds of difficultys that regular people face in their everyday lives. Some of my favorite adventures take place in the Old West. I once wrote a story about a couple of thieves who stole cattle at rodeoes. There are so many possibillitys from which to choose!

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

### Writing Activity

Write a paragraph about a famous person that you'd like to meet and explain why. Use four spelling words in your writing.

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**Plurals**

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

**Sample A:**

- Ⓐ hobbies  
 Ⓑ hobbys  
 Ⓒ hobbeyes  
 Ⓓ hobbies

**Sample B:**

- Ⓐ knives  
 Ⓑ kniphes  
 Ⓒ knives  
 Ⓓ knivs

1. Ⓐ rodeoes  
 Ⓑ rodioes  
 Ⓒ rodeos  
 Ⓓ rodios

6. Ⓔ possibilities  
 Ⓕ possibilitys  
 Ⓖ possibilities  
 Ⓗ posibilities

11. Ⓐ shelves  
 Ⓑ shelvs  
 Ⓒ shelfes  
 Ⓓ shelves

16. Ⓔ pianas  
 Ⓕ pianoes  
 Ⓖ pianos  
 Ⓗ pianose

2. Ⓔ thieves  
 Ⓕ thievs  
 Ⓖ theives  
 Ⓗ theifs

7. Ⓐ heros  
 Ⓑ herros  
 Ⓒ herroes  
 Ⓓ heroes

12. Ⓔ storeez  
 Ⓕ stories  
 Ⓖ storys  
 Ⓗ storyes

17. Ⓐ gulfes  
 Ⓑ gulfs  
 Ⓒ gulves  
 Ⓓ gulfse

3. Ⓐ tomatoes  
 Ⓑ tomatos  
 Ⓒ tomatas  
 Ⓓ tomotoes

8. Ⓔ crutches  
 Ⓕ cruches  
 Ⓖ crutchs  
 Ⓗ crutchiz

13. Ⓐ potatoes  
 Ⓑ potatas  
 Ⓒ patatoes  
 Ⓓ potatos

18. Ⓔ studyos  
 Ⓕ studioes  
 Ⓖ stoodios  
 Ⓗ studios

4. Ⓔ echoes  
 Ⓕ echos  
 Ⓖ echose  
 Ⓗ eckos

9. Ⓐ lossess  
 Ⓑ losses  
 Ⓒ losess  
 Ⓓ lossez

14. Ⓔ atlasis  
 Ⓕ atlises  
 Ⓖ atlasese  
 Ⓗ atlases

19. Ⓐ wolves  
 Ⓑ wolvs  
 Ⓒ wolfs  
 Ⓓ woolves

5. Ⓐ beleifs  
 Ⓑ beleafs  
 Ⓒ beliefs  
 Ⓓ beliefes

10. Ⓔ reeffs  
 Ⓕ reeves  
 Ⓖ reefs  
 Ⓗ reefses

15. Ⓐ dificulties  
 Ⓑ difficultys  
 Ⓒ difficulties  
 Ⓓ dificultys

20. Ⓔ wyves  
 Ⓕ wifes  
 Ⓖ wives  
 Ⓗ wivese

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

## Words from Social Studies

### Pretest Directions

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

### To Parents

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

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

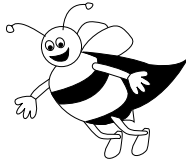
<ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> <li>11. _____</li> <li>12. _____</li> <li>13. _____</li> <li>14. _____</li> <li>15. _____</li> <li>16. _____</li> <li>17. _____</li> <li>18. _____</li> <li>19. _____</li> <li>20. _____</li> </ol>	<ol style="list-style-type: none"> <li>1. capital</li> <li>2. colonists</li> <li>3. ancestor</li> <li>4. territory</li> <li>5. congress</li> <li>6. liberty</li> <li>7. senator</li> <li>8. justice</li> <li>9. settlers</li> <li>10. culture</li> <li>11. property</li> <li>12. immigrant</li> <li>13. governor</li> <li>14. plantation</li> <li>15. politics</li> <li>16. empire</li> <li>17. civil</li> <li>18. settlement</li> <li>19. historians</li> <li>20. federal</li> </ol>
<h3 style="margin: 0;">Challenge Words</h3>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>arrowheads</p> <p>eventually</p> <p>fraction</p> <p>starvation</p> <p>violent</p>

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

## Words from Social Studies

### Using the Word Study Steps

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



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

### Spelling Tip

Remember that each syllable has only one vowel sound. Say the word to yourself one syllable at a time. Then write the word the same way.

cap i tal → capital

his to ri an → historian

### X the Word

Put an X on the word in each line that does not have the same number of syllables as the rest of the words.

- |                       |            |            |            |
|-----------------------|------------|------------|------------|
| 1. <b>capital</b>     | ancestor   | territory  | politics   |
| 2. <b>congress</b>    | governor   | justice    | civil      |
| 3. <b>liberty</b>     | plantation | federal    | historians |
| 4. <b>property</b>    | culture    | settlement | furniture  |
| 5. <b>politics</b>    | settlement | colonists  | justice    |
| 6. <b>settlers</b>    | congress   | civil      | territory  |
| 7. <b>ancestor</b>    | historians | governor   | plantation |
| 8. <b>justice</b>     | senator    | culture    | congress   |
| 9. <b>federal</b>     | settlers   | property   | liberty    |
| 10. <b>settlement</b> | colonists  | congress   | ancestor   |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help him or her divide other spelling words into syllables.

Help your child complete the spelling activity. Ask them to tap out the vowel sounds in each word to find the number of syllables.

**Words from Social Studies**

capital	congress	settlers	governor	civil
colonists	liberty	culture	plantation	settlement
ancestor	senator	property	politics	historians
territory	justice	immigrant	empire	federal

Sort each spelling word according to which vowel sound is in the first syllable.  
Write the words with the following short vowel sounds:

**a**

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

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

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

**i**

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

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

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

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

**u**

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

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

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

**e**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

**o**

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

## Words from Social Studies

capital	congress	settlers	governor	civil
colonists	liberty	culture	plantation	settlement
ancestor	senator	property	politics	historians
territory	justice	immigrant	empire	federal

### Synonyms

Write the spelling word which comes closest in meaning to the following words below.

- |             |       |                  |       |
|-------------|-------|------------------|-------|
| 1. relative | _____ | 6. area          | _____ |
| 2. kingdom  | _____ | 7. fairness      | _____ |
| 3. freedom  | _____ | 8. possessions   | _____ |
| 4. farm     | _____ | 9. establishment | _____ |
| 5. chief    | _____ | 10. civilization | _____ |

### Fill in the Blanks

Complete each sentence with a spelling word.

- A \_\_\_\_\_ represents his or her state in Washington, D. C.
- Thomas Jefferson was the \_\_\_\_\_ of Virginia.
- You learn how the government works when you study \_\_\_\_\_.
- My grandfather was an \_\_\_\_\_ from Sweden to the U.S.
- The pioneers were the first \_\_\_\_\_ in the West.
- The early \_\_\_\_\_ in America were ruled by England.
- The legislative body of a government is the \_\_\_\_\_.
- Taxes paid to the central government are \_\_\_\_\_ taxes.
- The \_\_\_\_\_ were studying ancient Maya civilization.
- Law relating to citizens is called \_\_\_\_\_ law.

**Challenge Extension:** Write the Challenge Words on the chalkboard in scrambled order. Then ask students to put the words in alphabetical order.

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

## Words from Social Studies

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### Proofreading Activity

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

Dear Mike,

We're having a great time in Williamsburg, Virginia. Did you know it used to be the capitel of Virginia? We saw workers dressed like the early colinists. A man pretending to be Patrick Henry gave a famous speech. He said, "Give me libbertie or give me death." We visited the large house where the governer used to live. At nearby Jamestown we saw a movie about the first English setalmeant there. Then we drove to a plantayshun that used to grow cotton and tobacco. Next week you can see all of our pictures.

Your friends,  
Andy and Dave

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

### Writing Activity

Write a postcard from an historical site you have visited or read about. Use four spelling words.

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**Words from Social Studies**

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

**Sample A:**

- Ⓐ explorrer  
 Ⓑ explorer  
 Ⓒ explurer  
 Ⓓ exploorer

**Sample B:**

- Ⓔ discover  
 Ⓕ discover  
 Ⓖ discover  
 Ⓗ discovir

- |   |   |  |  |
|---|---|--|--|
| 1. Ⓐ federal<br>Ⓑ federil<br>Ⓒ federal<br>Ⓓ faderal             | 6. Ⓔ imagrent<br>Ⓕ imagrennt<br>Ⓖ emmagrint<br>Ⓗ immigrant        | 11. Ⓐ setlelars<br>Ⓑ settlires<br>Ⓒ sittlers<br>Ⓓ settlers | 16. Ⓔ cipatil<br>Ⓕ capital<br>Ⓖ capitalle<br>Ⓗ cepetal         |
| 2. Ⓔ clonoists<br>Ⓕ colonists<br>Ⓖ collonists<br>Ⓗ colonnists   | 7. Ⓐ plantashun<br>Ⓑ plantation<br>Ⓒ palantation<br>Ⓓ planntasion | 12. Ⓔ sival<br>Ⓕ civil<br>Ⓖ sevil<br>Ⓗ civale              | 17. Ⓐ culture<br>Ⓑ kelture<br>Ⓒ culsher<br>Ⓓ kultur            |
| 3. Ⓐ historians<br>Ⓑ hestorians<br>Ⓒ historeans<br>Ⓓ hustoreans | 8. Ⓔ justice<br>Ⓕ gustice<br>Ⓖ jistice<br>Ⓗ gastice               | 13. Ⓐ imppire<br>Ⓑ empiar<br>Ⓒ imppier<br>Ⓓ empire         | 18. Ⓔ setelment<br>Ⓕ settlment<br>Ⓖ settlement<br>Ⓗ sestelmant |
| 4. Ⓔ ancestor<br>Ⓕ antsestor<br>Ⓖ annsestor<br>Ⓗ ancester       | 9. Ⓐ libbertey<br>Ⓑ liberty<br>Ⓒ leberty<br>Ⓓ labberty            | 14. Ⓔ sanater<br>Ⓕ cenator<br>Ⓖ senator<br>Ⓗ cineter       | 19. Ⓐ property<br>Ⓑ paroperty<br>Ⓒ proparte<br>Ⓓ propperte     |
| 5. Ⓐ teratory<br>Ⓑ territary<br>Ⓒ turity<br>Ⓓ territory         | 10. Ⓔ politics<br>Ⓕ polaticks<br>Ⓖ pallatics<br>Ⓗ paletix         | 15. Ⓐ kongres<br>Ⓑ congrest<br>Ⓒ congress<br>Ⓓ cowngris    | 20. Ⓔ guviner<br>Ⓕ guvvenor<br>Ⓖ governir<br>Ⓗ governor        |

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

**Grade 5/Unit 2 Review Test**

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

Read Sample A and do Sample B.

- |   |  |
|---|--|
| A. He <u>inclosed</u> the <u>payment</u> in the <u>envelope</u> .<br>A B C                | A. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D NONE |
| B. <u>Despite</u> my <u>sickness</u> , I <u>managed</u> to go to work.<br>E F G           | B. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H NONE            |
| 1. <u>Squeeze</u> the cleaning <u>lotion</u> onto the <u>trophy</u> .<br>A B C            | 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D NONE            |
| 2. My <u>ancestor</u> was an <u>imagrant</u> to this <u>territory</u> .<br>E F G          | 2. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H NONE            |
| 3. The <u>wives</u> explained their <u>beleeves</u> in a <u>fable</u> .<br>A B C          | 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D NONE            |
| 4. The <u>skolar</u> has a <u>strategy</u> to get the <u>gem</u> .<br>E F G               | 4. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H NONE            |
| 5. The <u>governer</u> gave a <u>trophy</u> to the winner of the <u>rodeos</u> .<br>A B C | 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D NONE            |
| 6. The <u>wiffes</u> will <u>scribble</u> their names on the <u>luggage</u> .<br>E F G    | 6. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H NONE            |
| 7. The <u>immigrant</u> had <u>praise</u> for the new <u>territory</u> .<br>A B C         | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D NONE            |
| 8. The <u>lugadge</u> and <u>trophy</u> are too heavy to <u>budge</u> .<br>E F G          | 8. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H NONE            |
| 9. Don't put <u>potaters</u> or that <u>sprout</u> in the <u>blender</u> .<br>A B C       | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D NONE            |
| 10. The <u>scholar</u> had a <u>strategy</u> to take over the <u>throan</u> .<br>E F G    | 10. <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H NONE           |



**Grade 5/Unit 2 Review Test**

- |   |                          |
|---|--------------------------|
| 11. Don't <u>stifle</u> your <u>praize</u> for their <u>beliefs</u> .<br><u>A</u> <u>B</u> <u>C</u>           | 11. (A) (B) (C) (D) NONE |
| 12. My <u>ancestor</u> wore <u>crutches</u> in all the <u>rodeos</u> .<br><u>E</u> <u>F</u> <u>G</u>          | 12. (E) (F) (G) (H) NONE |
| 13. I can <u>sqweez</u> the tube but the <u>lotion</u> won't <u>budge</u> .<br><u>A</u> <u>B</u> <u>C</u>     | 13. (A) (B) (C) (D) NONE |
| 14. The <u>wives</u> made <u>potatoes</u> worthy of <u>praise</u> .<br><u>E</u> <u>F</u> <u>G</u>             | 14. (E) (F) (G) (H) NONE |
| 15. The <u>governor</u> told the <u>colunists</u> his <u>strategy</u> .<br><u>A</u> <u>B</u> <u>C</u>         | 15. (A) (B) (C) (D) NONE |
| 16. I read a <u>fable</u> about a king's <u>throne</u> and a magic <u>jem</u> .<br><u>E</u> <u>F</u> <u>G</u> | 16. (E) (F) (G) (H) NONE |
| 17. The <u>potatoes</u> will not <u>sprout</u> in that <u>terratury</u> .<br><u>A</u> <u>B</u> <u>C</u>       | 17. (A) (B) (C) (D) NONE |
| 18. I had to <u>stifle</u> my <u>beliefs</u> to see the <u>colonists</u> .<br><u>E</u> <u>F</u> <u>G</u>      | 18. (E) (F) (G) (H) NONE |
| 19. He earned <u>praise</u> for his <u>stratugee</u> and <u>beliefs</u> .<br><u>A</u> <u>B</u> <u>C</u>       | 19. (A) (B) (C) (D) NONE |
| 20. I couldn't <u>budje</u> the <u>luggage</u> with my <u>crutches</u> .<br><u>E</u> <u>F</u> <u>G</u>        | 20. (E) (F) (G) (H) NONE |
| 21. Don't <u>squeeze</u> <u>lotion</u> into the <u>blendir</u> .<br><u>A</u> <u>B</u> <u>C</u>                | 21. (A) (B) (C) (D) NONE |
| 22. Did the <u>wives</u> <u>scriball</u> the <u>fable</u> ?<br><u>E</u> <u>F</u> <u>G</u>                     | 22. (E) (F) (G) (H) NONE |
| 23. I could not <u>budge</u> the <u>gem</u> from the <u>trophy</u> .<br><u>A</u> <u>B</u> <u>C</u>            | 23. (A) (B) (C) (D) NONE |
| 24. <u>Stifell</u> a shout if your <u>crutches</u> hit the <u>governor</u> .<br><u>E</u> <u>F</u> <u>G</u>    | 24. (E) (F) (G) (H) NONE |
| 25. The <u>scholar</u> got <u>praize</u> for her <u>fable</u> .<br><u>A</u> <u>B</u> <u>C</u>                 | 25. (A) (B) (C) (D) NONE |

## Words with /ou/ and /oi/

### Pretest Directions

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

### To Parents

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

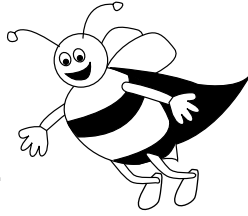
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. join
2. _____	2. outfit
3. _____	3. howl
4. _____	4. hoist
5. _____	5. destroy
6. _____	6. mount
7. _____	7. shower
8. _____	8. employee
9. _____	9. broil
10. _____	10. eyebrow
11. _____	11. couch
12. _____	12. rejoice
13. _____	13. loyalty
14. _____	14. doubt
15. _____	15. drowsy
16. _____	16. background
17. _____	17. prowl
18. _____	18. sour
19. _____	19. turquoise
20. _____	20. trousers
<b>Challenge Words</b>	
_____	accurate
_____	congratulated
_____	elementary
_____	division
_____	glory

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

**Words with /ou/ and /oi/****Using the Word Study Steps**

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

**Spelling Tip**

If you don't know how to spell a word, thinking of a rhyming word may give you a clue. For example, mouse rhymes with house.

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

**Here and There**

Circle each of the spelling words in this puzzle.

joinqoutfithowldoubtxbcbackgroundquilrxsour  
 destroyqloyaltycoucheurturquoiseyutlshower  
 employeeartrousersxmountlifprowlehnbroily  
 eyebrowtxcvrejoicepydrowsyahstbuivhoistpri

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child find other pairs of rhyming words that are spelled the same, such as *hoist* and *moist*.

Help your child complete the spelling activity by finding the spelling words in the puzzle.

**Words with /ou/ and /oi/**

join	destroy	broil	loyalty	prowl
outfit	mount	eyebrow	doubt	sour
howl	shower	couch	drowsy	turquoise
hoist	employee	rejoice	background	trousers

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words and circle the letters with the sound /ou/ spelled:

***ou***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

***ow***

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Write the words and circle the letters with the sound /oi/ spelled:

***oi***

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

***oy***

18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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

**Words with /ou/ and /oi/**

join	destroy	broil	loyalty	prowl
outfit	mount	eyebrow	doubt	sour
howl	shower	couch	drowsy	turquoise
hoist	employee	rejoice	background	trousers

**Analogies**

An analogy compares two pairs of words. It shows how the two word pairs are similar. For example, **up** is to **down** as **in** is to **out**. Use spelling words to complete the analogies below.

- shoes** are to **sandals** as **clothing** is to \_\_\_\_\_
- bark** is to **dog** as \_\_\_\_\_ is to **wolf**
- snow** is to **storm** as **rain** is to \_\_\_\_\_
- sleep** is to **bedroom** as \_\_\_\_\_ is to **kitchen**
- mustache** is to **lip** as \_\_\_\_\_ is to **eye**
- blouse** is to **shirt** as \_\_\_\_\_ are to **pants**
- red** is to **pink** as **blue** is to \_\_\_\_\_
- chair** is to **seat** as **sofa** is to \_\_\_\_\_
- climb** is to **descend** as \_\_\_\_\_ is to **fall**
- wander** is to **roam** as **lurk** is to \_\_\_\_\_

**Antonyms**

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

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 11. quit     | _____ | 16. foreground | _____ |
| 12. create   | _____ | 17. wide awake | _____ |
| 13. despair  | _____ | 18. trust      | _____ |
| 14. betrayal | _____ | 19. drop       | _____ |
| 15. sweet    | _____ | 20. employer   | _____ |

**Challenge Extension:** Have students write analogies using the Challenge Words. Students can exchange papers and solve each other's analogies.

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

## Words with /ou/ and /oi/

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### Proofreading Activity

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

Lupe felt drousy when she woke up the morning of the marble championship. She took a quick shouer and then put on her favorite owtfif. As she picked out her lucky turquoyse marble, she had no dout she would shoot well. Lupe was ready to win and rejoyce.

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

### Writing Activity

What sports do you like to play? Write a set of directions that explain how to become a champion player in your favorite sport. Explain how to train and compete. Use four spelling words.

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**Words with /ou/ and /oi/**

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

**Sample A:**

- Ⓐ powyer  
Ⓑ pouer  
Ⓒ poower  
Ⓓ power

**Sample B:**

- Ⓐ appoynt  
Ⓑ appoint  
Ⓒ apoynt  
Ⓓ appownt

- |   |   |   |   |
|---|---|---|---|
| 1. Ⓐ joyn<br>Ⓑ join<br>Ⓒ joun<br>Ⓓ jown                 | 6. Ⓔ rejoice<br>Ⓕ rejouce<br>Ⓖ rejoyce<br>Ⓗ rejoyce | 11. Ⓐ oyfit<br>Ⓑ owfit<br>Ⓒ oifit<br>Ⓓ outfif         | 16. Ⓔ background<br>Ⓕ bakground<br>Ⓖ backgrownd<br>Ⓗ backgroynd |
| 2. Ⓔ doubt<br>Ⓕ dowbt<br>Ⓖ doibt<br>Ⓗ doybt             | 7. Ⓐ houll<br>Ⓑ hoill<br>Ⓒ howll<br>Ⓓ hoyll         | 12. Ⓔ destroi<br>Ⓕ destrow<br>Ⓖ destroy<br>Ⓗ destrou  | 17. Ⓐ proull<br>Ⓑ prowle<br>Ⓒ prowel<br>Ⓓ prowl                 |
| 3. Ⓐ emploiee<br>Ⓑ employee<br>Ⓒ emplouee<br>Ⓓ employee | 8. Ⓔ broyll<br>Ⓕ browll<br>Ⓖ broill<br>Ⓗ broull     | 13. Ⓐ loyaltty<br>Ⓑ loialty<br>Ⓒ lowalty<br>Ⓓ loualty | 18. Ⓔ souwrr<br>Ⓕ sowrr<br>Ⓖ sourr<br>Ⓗ soure                   |
| 4. Ⓔ coich<br>Ⓕ cowch<br>Ⓖ coych<br>Ⓗ couch             | 9. Ⓐ mownt<br>Ⓑ mount<br>Ⓒ moimt<br>Ⓓ moynt         | 14. Ⓔ shouer<br>Ⓕ shower<br>Ⓖ shoier<br>Ⓗ shoyer      | 19. Ⓐ turcoise<br>Ⓑ turquoyse<br>Ⓒ tourquoise<br>Ⓓ turquoise    |
| 5. Ⓐ eyebrow<br>Ⓑ eyebrou<br>Ⓒ eyebroy<br>Ⓓ eyebroi     | 10. Ⓔ hoist<br>Ⓕ houist<br>Ⓖ howst<br>Ⓗ hoyst       | 15. Ⓐ drousy<br>Ⓑ drowsy<br>Ⓒ drowzy<br>Ⓓ drowsey     | 20. Ⓔ trousers<br>Ⓕ trowsers<br>Ⓖ trouzers<br>Ⓗ trousirs        |

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

## Words with /ù/ and /yù/

### Pretest Directions

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

### To Parents

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

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

1. _____	1. looked
2. _____	2. bureau
3. _____	3. surely
4. _____	4. poor
5. _____	5. cushion
6. _____	6. understood
7. _____	7. tourist
8. _____	8. mural
9. _____	9. assure
10. _____	10. childhood
11. _____	11. lure
12. _____	12. barefoot
13. _____	13. gourmet
14. _____	14. bulletin
15. _____	15. textbook
16. _____	16. rural
17. _____	17. fishhook
18. _____	18. tournament
19. _____	19. jury
20. _____	20. purify
<b>Challenge Words</b>	
_____	billowed
_____	devour
_____	heroic
_____	quench
_____	scorched

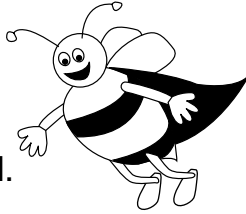


Name \_\_\_\_\_ Date \_\_\_\_\_

## Words with /ü/ and /yü/

### Using the Word Study Steps

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



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

### Spelling Tip

When spelling large or compound words, divide them into smaller words or parts.

For example:

**barefoot** = bare + foot,

**tournament** = tour + na + ment

### Word Scramble

Unscramble each set of letters to make a spelling word.

- |               |       |                |       |
|---------------|-------|----------------|-------|
| 1. edkloo     | _____ | 11. reul       | _____ |
| 2. ureabu     | _____ | 12. fotbreao   | _____ |
| 3. lyseur     | _____ | 13. megoutr    | _____ |
| 4. ropo       | _____ | 14. tubilenl   | _____ |
| 5. choinus    | _____ | 15. oxeboktt   | _____ |
| 6. detoodrsun | _____ | 16. lurra      | _____ |
| 7. isttoru    | _____ | 17. kofhihos   | _____ |
| 8. ralmu      | _____ | 18. tearotunmn | _____ |
| 9. sruase     | _____ | 19. yruj       | _____ |
| 10. doochhldi | _____ | 20. firupy     | _____ |

### To Parents or Helpers

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

Go over the Spelling Tip with your child. Help your child break large words down into smaller parts.

Help your child complete the spelling activity by unscrambling the letters to make the spelling words.

**Words with /ù/ and /yù/**

looked	cushion	assure	gourmet	fishhook
bureau	understood	childhood	bulletin	tournament
surely	tourist	lure	textbook	jury
poor	mural	barefoot	rural	purify

This week's spelling words contain /ù/ and /yù/. Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the word and circle the letter or letters that sound like /ù/ spelled:

**u**

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

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

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

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

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

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

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

**ou**

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

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

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

**oo**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

Write the words and circle the letter that sounds like /yù/ spelled:

**u**

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Words with /ù/ and /yù/**

looked	cushion	assure	gourmet	fishhook
bureau	understood	childhood	bulletin	tournament
surely	tourist	lure	textbook	jury
poor	mural	barefoot	rural	purify

**Sentence Completions**

Complete each sentence with a spelling word.

- The winner will \_\_\_\_\_ be Pam.
- We took off our shoes and walked \_\_\_\_\_.
- My father is a \_\_\_\_\_ chef.
- The practice exercises are in your \_\_\_\_\_.
- The \_\_\_\_\_ announced their verdict.
- Raul painted a beautiful \_\_\_\_\_ on the wall.
- It is very \_\_\_\_\_ in the countryside.
- Sam put a worm on his \_\_\_\_\_.

**Similar Meanings**

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

- |                    |                     |
|--------------------|---------------------|
| 9. watched _____   | 15. guarantee _____ |
| 10. dresser _____  | 16. youth _____     |
| 11. needy _____    | 17. attract _____   |
| 12. pillow _____   | 18. notice _____    |
| 13. knew _____     | 19. contest _____   |
| 14. traveler _____ | 20. clean _____     |

**Challenge Extension:** Have students make a poster using the Challenge Words. Next to each word, have students write a clue to help them remember its spelling.

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

## Words with /ù/ and /yù/

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### Proofreading Activity

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

Dear Mi Fei,

Thank you for saving our lives. You soorely are a brave man. Roural life can be dangerous, but who would have louked for trouble from a dragon? We have painted a moural in your honor and put your name in the history textbok. We can assoure you that you will always be remembered.

With thanks,

The villagers

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

### Writing Activity

Describe your design for an award to celebrate Mi Fei's victory over the dragon. Use four spelling words in your description.

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**Words with /ù/ and /yù/**

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

**Sample A:**

- Ⓐ security  
 Ⓑ security  
 Ⓒ security  
 Ⓓ security

**Sample B:**

- Ⓐ fyuri  
 Ⓑ fury  
 Ⓒ furee  
 Ⓓ foury

1. Ⓐ gurmet  
 Ⓑ gourmet  
 Ⓒ goormet  
 Ⓓ gormet

6. Ⓔ por  
 Ⓕ pur  
 Ⓖ puor  
 Ⓗ poor

11. Ⓐ suorely  
 Ⓑ surely  
 Ⓒ soorely  
 Ⓓ sourely

16. Ⓔ rural  
 Ⓕ rureal  
 Ⓖ rurael  
 Ⓗ roural

2. Ⓔ tourist  
 Ⓕ torist  
 Ⓖ toorist  
 Ⓗ turist

7. Ⓐ boreau  
 Ⓑ boureau  
 Ⓒ bureau  
 Ⓓ booreau

12. Ⓔ boolletin  
 Ⓕ bulletin  
 Ⓖ boulletin  
 Ⓗ bolletin

17. Ⓐ fishhuk  
 Ⓑ fishhook  
 Ⓒ fishhouk  
 Ⓓ fishhook

3. Ⓐ barefoot  
 Ⓑ barefot  
 Ⓒ barefut  
 Ⓓ barefowt

8. Ⓔ coushion  
 Ⓕ cooshion  
 Ⓖ cushion  
 Ⓗ coshion

13. Ⓐ loor  
 Ⓑ loure  
 Ⓒ loore  
 Ⓓ lure

18. Ⓔ turnament  
 Ⓕ tournament  
 Ⓖ toornament  
 Ⓗ turenament

4. Ⓔ assore  
 Ⓕ assure  
 Ⓖ assoure  
 Ⓗ assoore

9. Ⓐ mural  
 Ⓑ moural  
 Ⓒ meural  
 Ⓓ mooral

14. Ⓔ childhood  
 Ⓕ childhoud  
 Ⓖ childhod  
 Ⓗ childhud

19. Ⓐ joory  
 Ⓑ jurey  
 Ⓒ jury  
 Ⓓ jurie

5. Ⓐ loked  
 Ⓑ luked  
 Ⓒ louked  
 Ⓓ looked

10. Ⓔ understod  
 Ⓕ understud  
 Ⓖ understoud  
 Ⓗ understood

15. Ⓐ textbouk  
 Ⓑ teztbook  
 Ⓒ textboke  
 Ⓓ textbook

20. Ⓔ purify  
 Ⓕ pyurify  
 Ⓖ pourify  
 Ⓗ poorify

## Words with /sh/ and /ch/

### Pretest Directions

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

### To Parents

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

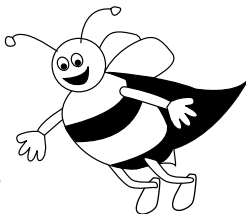
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. sheets
2. _____	2. especially
3. _____	3. chopped
4. _____	4. kitchen
5. _____	5. patient
6. _____	6. polish
7. _____	7. ancient
8. _____	8. cheap
9. _____	9. clutch
10. _____	10. caution
11. _____	11. vanish
12. _____	12. commercial
13. _____	13. orchard
14. _____	14. latch
15. _____	15. nation
16. _____	16. publish
17. _____	17. gracious
18. _____	18. arch
19. _____	19. hitch
20. _____	20. function
<b>Challenge Words</b>	
_____	canvas
_____	cemetery
_____	granite
_____	orphanage
_____	tornado

## Words with /sh/ and /ch/

### Using the Word Study Steps

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



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

### Spelling Tip

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

~~waggon~~

~~wageon~~

wagon

### Fill-Ins

Fill in the missing letters of each word to form a spelling word.

- |                   |                    |
|-------------------|--------------------|
| 1. ____ eets      | 11. vani ____      |
| 2. espe ____ ally | 12. commer ____ al |
| 3. ____ opped     | 13. or ____ ard    |
| 4. ki ____ en     | 14. la ____        |
| 5. pa ____ ent    | 15. na ____ on     |
| 6. poli ____      | 16. publi ____     |
| 7. an ____ ent    | 17. gra ____ ous   |
| 8. ____ eap       | 18. ar ____        |
| 9. clu ____       | 19. hi ____        |
| 10. cau ____ on   | 20. func ____ on   |

### To Parents or Helpers:

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

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

Help your child complete the spelling activity by filling in the missing letters of each spelling word.

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

**Words with /sh/ and /ch/**

sheets	patient	clutch	orchard	gracious
especially	polish	caution	latch	arch
chopped	ancient	vanish	nation	hitch
kitchen	cheap	commercial	publish	function

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the word and circle the letters with the sound /sh/ spelled:

**sh**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**ti**

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**ci**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Write the words and circle the letters with the sound /ch/ spelled:

**ch**

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**tch**

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



## Words with /sh/ and /ch/

sheets	patient	clutch	orchard	gracious
especially	polish	caution	latch	arch
chopped	ancient	vanish	nation	hitch
kitchen	cheap	commercial	publish	function

### Meaning Match

Write the spelling word that matches each clue below.

1. bedding \_\_\_\_\_
2. particularly \_\_\_\_\_
3. cut into pieces \_\_\_\_\_
4. room where food is prepared \_\_\_\_\_
5. able to wait calmly \_\_\_\_\_
6. make shiny \_\_\_\_\_
7. very old \_\_\_\_\_
8. low in price \_\_\_\_\_
9. grasp \_\_\_\_\_
10. warning \_\_\_\_\_
11. disappear \_\_\_\_\_
12. relating to business \_\_\_\_\_
13. grove of fruit trees \_\_\_\_\_
14. fasten \_\_\_\_\_
15. country \_\_\_\_\_

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

## Words with /sh/ and /ch/

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### Proofreading Activity

There are six spelling mistakes in this entry from a history book. Circle the misspelled words. Write the words correctly on the lines below.

The Homestead Act of 1862 allowed a settler to acquire land by living on it for five years. Pashient men and women, attracted to cieap land, moved with caushion west across the nashion. Homesteaders faced many hardships, espetially the rough weather and unfamiliar terrain. For some, hope would vanich. Others, however, flourished on the prairie.

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

### Writing Activity

Pretend you were homesteading in Grandma Essie's covered wagon. Write a brief description about your travels. Use four spelling words.

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**Words with /sh/ and /ch/**

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

**Sample A:**

- (A) matsh  
 (B) match  
 (C) matsh  
 (D) match

**Sample B:**

- (A) purshase  
 (B) purchase  
 (C) purciase  
 (D) purtiase

- |                                      |  |  |  |
|--------------------------------------|--|--|--|
| 1. <input type="radio"/> (A) ceap    | 6. <input type="radio"/> (E) orchard     | 11. <input type="radio"/> (A) kichen     | 16. <input type="radio"/> (E) publish  |
| <input type="radio"/> (B) tcheap     | <input type="radio"/> (F) ortchard       | <input type="radio"/> (B) kithen         | <input type="radio"/> (F) publitch     |
| <input type="radio"/> (C) scheap     | <input type="radio"/> (G) orhard         | <input type="radio"/> (C) kitcen         | <input type="radio"/> (G) publich      |
| <input type="radio"/> (D) cheap      | <input type="radio"/> (H) orcherd        | <input type="radio"/> (D) kitchen        | <input type="radio"/> (H) publiti      |
| 2. <input type="radio"/> (E) lach    | 7. <input type="radio"/> (A) vanish      | 12. <input type="radio"/> (E) espetially | 17. <input type="radio"/> (A) gratious |
| <input type="radio"/> (F) lattch     | <input type="radio"/> (B) vanich         | <input type="radio"/> (F) espeshially    | <input type="radio"/> (B) grashious    |
| <input type="radio"/> (G) latsh      | <input type="radio"/> (C) vantish        | <input type="radio"/> (G) especially     | <input type="radio"/> (C) gracious     |
| <input type="radio"/> (H) latch      | <input type="radio"/> (D) vanitch        | <input type="radio"/> (H) espesially     | <input type="radio"/> (D) gracous      |
| 3. <input type="radio"/> (A) pacient | 8. <input type="radio"/> (E) commeritial | 13. <input type="radio"/> (A) sheets     | 18. <input type="radio"/> (E) artch    |
| <input type="radio"/> (B) pashient   | <input type="radio"/> (F) commerishial   | <input type="radio"/> (B) shets          | <input type="radio"/> (F) arch         |
| <input type="radio"/> (C) patient    | <input type="radio"/> (G) commercial     | <input type="radio"/> (C) sheats         | <input type="radio"/> (G) arche        |
| <input type="radio"/> (D) pashent    | <input type="radio"/> (H) commershal     | <input type="radio"/> (D) ciets          | <input type="radio"/> (H) arrch        |
| 4. <input type="radio"/> (E) polash  | 9. <input type="radio"/> (A) tchopped    | 14. <input type="radio"/> (E) caucion    | 19. <input type="radio"/> (A) hitsh    |
| <input type="radio"/> (F) policih    | <input type="radio"/> (B) chopped        | <input type="radio"/> (F) caution        | <input type="radio"/> (B) hitch        |
| <input type="radio"/> (G) polish     | <input type="radio"/> (C) choped         | <input type="radio"/> (G) caushion       | <input type="radio"/> (C) hiche        |
| <input type="radio"/> (H) poltish    | <input type="radio"/> (D) cioped         | <input type="radio"/> (H) caushon        | <input type="radio"/> (D) hich         |
| 5. <input type="radio"/> (A) anshent | 10. <input type="radio"/> (E) cluch      | 15. <input type="radio"/> (A) nashion    | 20. <input type="radio"/> (E) funcshun |
| <input type="radio"/> (B) ancient    | <input type="radio"/> (F) clutch         | <input type="radio"/> (B) nachion        | <input type="radio"/> (F) functien     |
| <input type="radio"/> (C) antient    | <input type="radio"/> (G) clutsh         | <input type="radio"/> (C) nacion         | <input type="radio"/> (G) funcshin     |
| <input type="radio"/> (D) ancent     | <input type="radio"/> (H) clush          | <input type="radio"/> (D) nation         | <input type="radio"/> (H) function     |

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

## Adding *-ed* and *-ing*

### Pretest Directions

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

### To Parents

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

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

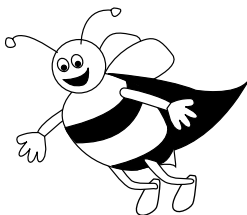
1. _____	1. slammed
2. _____	2. exploring
3. _____	3. copied
4. _____	4. jogging
5. _____	5. amusing
6. _____	6. pitied
7. _____	7. skimmed
8. _____	8. deserved
9. _____	9. applied
10. _____	10. dripping
11. _____	11. fascinated
12. _____	12. envied
13. _____	13. referring
14. _____	14. collapsed
15. _____	15. relied
16. _____	16. regretted
17. _____	17. easing
18. _____	18. qualified
19. _____	19. forbidding
20. _____	20. complicated
<b>Challenge Words</b>	
_____	heritage
_____	influenced
_____	livestock
_____	survival
_____	tiresome

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

## Adding *-ed* and *-ing*

### Using the Word Study Steps

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



### Spelling Tip

When a word ends with a consonant followed by a **y**, change the **y** to **i** before adding **-ed** or **-ing**.

copy + ed = copied

pity + ed = pitied

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

### Related Words

Write the spelling word that is related to each word below.

- |                  |                      |
|------------------|----------------------|
| 1. slam _____    | 11. fascinate _____  |
| 2. explore _____ | 12. envy _____       |
| 3. copy _____    | 13. refer _____      |
| 4. jog _____     | 14. collapse _____   |
| 5. amuse _____   | 15. rely _____       |
| 6. pity _____    | 16. regret _____     |
| 7. skim _____    | 17. ease _____       |
| 8. deserve _____ | 18. qualify _____    |
| 9. apply _____   | 19. forbid _____     |
| 10. drip _____   | 20. complicate _____ |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help your child find other words which end with a consonant followed by a **y**.

Help your child complete the spelling activity by finding the Spelling Word related to each word listed.

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

**Adding *-ed* and *-ing***

slammed	amusing	applied	referring	easing
exploring	pitied	dripping	collapsed	qualified
copied	skimmed	fascinated	relied	forbidding
jogging	deserved	envied	regretted	complicated

Sort the spelling words according to their spelling changes before adding *-ed* or *-ing*.**Drop Final e**

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

**Double Consonant**

- |           |           |
|-----------|-----------|
| 8. _____  | 12. _____ |
| 9. _____  | 13. _____ |
| 10. _____ | 14. _____ |
| 11. _____ |           |

**Change y to i**

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

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

**Adding -ed and -ing**

slammed	amusing	applied	referring	easing
exploring	pitied	dripping	collapsed	qualified
copied	skimmed	fascinated	relied	forbidding
jogging	deserved	envied	regretted	complicated

Complete each sentence below with a spelling word.

- Maria \_\_\_\_\_ another coat of paint.
- The judges thought he \_\_\_\_\_ first prize.
- The water is \_\_\_\_\_ from the faucet.
- Nell \_\_\_\_\_ her decision.
- Andy went \_\_\_\_\_ around the track.
- We were \_\_\_\_\_ by the magician's tricks.
- The kittens \_\_\_\_\_ on their mother for milk.
- Phil is \_\_\_\_\_ for the job at the museum.
- The scientists were \_\_\_\_\_ the caves.
- The problem on the test was very \_\_\_\_\_.

**Write On!**

Use each spelling word in a sentence.

- pitied \_\_\_\_\_
- slammed \_\_\_\_\_
- amusing \_\_\_\_\_
- envied \_\_\_\_\_
- copied \_\_\_\_\_

**Challenge Extension:** Students can create riddles with each Challenge Word. Have students exchange papers to see if they can solve each other's riddles.

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

## Adding *-ed* and *-ing*

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### Proofreading Activity

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

When you were a child, you always copyed your big sister. If she went jogging, so did you. If she went exploring in the neighborhood, so did you. You were so fascinateed by your big sister! You envyed her, which she found amuseing. I'm glad you're still close friends.

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

### Writing Activity

Think about an event or holiday that is special to your family. Then write a paragraph describing the event or holiday using four spelling words.

---



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---



---



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**Adding -ed and -ing**

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

**Sample A:**

- (A) hurried  
 (B) hurried  
 (C) hurried  
 (D) hurreyed

**Sample B:**

- (A) separateed  
 (B) separatyed  
 (C) seperated  
 (D) separated

- |   |  |  |  |
|---|--|--|--|
| 1. <input type="radio"/> (A) collapsed<br><input type="radio"/> (B) collapseed<br><input type="radio"/> (C) collapsd<br><input type="radio"/> (D) collapsed       | 6. <input type="radio"/> (E) deserveed<br><input type="radio"/> (F) deserved<br><input type="radio"/> (G) deservved<br><input type="radio"/> (H) desereved | 11. <input type="radio"/> (A) slamed<br><input type="radio"/> (B) slammeed<br><input type="radio"/> (C) sllammed<br><input type="radio"/> (D) slammed            | 16. <input type="radio"/> (E) regreted<br><input type="radio"/> (F) regretied<br><input type="radio"/> (G) regretted<br><input type="radio"/> (H) regretted              |
| 2. <input type="radio"/> (E) dripping<br><input type="radio"/> (F) dripying<br><input type="radio"/> (G) dripping<br><input type="radio"/> (H) dripping           | 7. <input type="radio"/> (A) copied<br><input type="radio"/> (B) copyied<br><input type="radio"/> (C) copyed<br><input type="radio"/> (D) copyid           | 12. <input type="radio"/> (E) joging<br><input type="radio"/> (F) jogging<br><input type="radio"/> (G) joggying<br><input type="radio"/> (H) jogying             | 17. <input type="radio"/> (A) eassing<br><input type="radio"/> (B) easeing<br><input type="radio"/> (C) easing<br><input type="radio"/> (D) easieng                      |
| 3. <input type="radio"/> (A) fascinateed<br><input type="radio"/> (B) fascinated<br><input type="radio"/> (C) fascinatted<br><input type="radio"/> (D) fascinattd | 8. <input type="radio"/> (E) amuseing<br><input type="radio"/> (F) amusing<br><input type="radio"/> (G) amuseng<br><input type="radio"/> (H) amusing       | 13. <input type="radio"/> (A) exploreing<br><input type="radio"/> (B) explorreing<br><input type="radio"/> (C) exploring<br><input type="radio"/> (D) explorring | 18. <input type="radio"/> (E) qualifyied<br><input type="radio"/> (F) qualified<br><input type="radio"/> (G) qualifeyed<br><input type="radio"/> (H) qualiffied          |
| 4. <input type="radio"/> (E) envyied<br><input type="radio"/> (F) envyed<br><input type="radio"/> (G) envyid<br><input type="radio"/> (H) envied                  | 9. <input type="radio"/> (A) pityied<br><input type="radio"/> (B) pityed<br><input type="radio"/> (C) pitied<br><input type="radio"/> (D) pityid           | 14. <input type="radio"/> (E) relyed<br><input type="radio"/> (F) relied<br><input type="radio"/> (G) rellied<br><input type="radio"/> (H) relyied               | 19. <input type="radio"/> (A) forbiding<br><input type="radio"/> (B) forbidding<br><input type="radio"/> (C) forbidding<br><input type="radio"/> (D) forbideing          |
| 5. <input type="radio"/> (A) skimed<br><input type="radio"/> (B) skiimed<br><input type="radio"/> (C) skimeed<br><input type="radio"/> (D) skimmed                | 10. <input type="radio"/> (E) applied<br><input type="radio"/> (F) applyed<br><input type="radio"/> (G) applyid<br><input type="radio"/> (H) appleid       | 15. <input type="radio"/> (A) collapsed<br><input type="radio"/> (B) collappsed<br><input type="radio"/> (C) collapsied<br><input type="radio"/> (D) colapsed    | 20. <input type="radio"/> (E) complicated<br><input type="radio"/> (F) complicatyed<br><input type="radio"/> (G) complicatyied<br><input type="radio"/> (H) complicatted |

## Words from the Arts

### Pretest Directions

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

### To Parents

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

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

<ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> <li>11. _____</li> <li>12. _____</li> <li>13. _____</li> <li>14. _____</li> <li>15. _____</li> <li>16. _____</li> <li>17. _____</li> <li>18. _____</li> <li>19. _____</li> <li>20. _____</li> </ol>	<ol style="list-style-type: none"> <li>1. carving</li> <li>2. monument</li> <li>3. memorial</li> <li>4. displays</li> <li>5. process</li> <li>6. gallery</li> <li>7. portrait</li> <li>8. impression</li> <li>9. style</li> <li>10. decoration</li> <li>11. quality</li> <li>12. technique</li> <li>13. original</li> <li>14. fabric</li> <li>15. medium</li> <li>16. texture</li> <li>17. jewelry</li> <li>18. charcoal</li> <li>19. glaze</li> <li>20. creative</li> </ol>
<h3 style="margin: 0;">Challenge Words</h3>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>awesome</p> <p>dedicate</p> <p>explosives</p> <p>nostril</p> <p>sculpture</p>

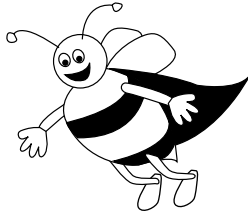
Name \_\_\_\_\_ Date \_\_\_\_\_

## Words from the Arts

### Using the Word Study Steps

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

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



### Spelling Tip

When the letter **g** is followed by **a**, **o**, or **u**, it has the sound /g/.

gallery, golden, gum

When **g** stands for the sound /j/, **g** is always followed by **e**, **i**, or **y**.

dungeon, origginal, gym

### Finish the Word

Fill in the blanks to form a spelling word.

- |                  |                      |
|------------------|----------------------|
| 1. carv _____    | 11. qual _____       |
| 2. monu _____    | 12. techni _____     |
| 3. memor _____   | 13. origin _____     |
| 4. _____ plays   | 14. fabr _____       |
| 5. _____ cess    | 15. med _____        |
| 6. g _____ ery   | 16. text _____       |
| 7. _____ trait   | 17. jewel _____      |
| 8. impress _____ | 18. ch _____ oal     |
| 9. st _____      | 19. gl _____ z _____ |
| 10. decora _____ | 20. creat _____      |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child.

Help your child complete the spelling activity.

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

**Words from the Arts**

carving	process	style	original	jewelry
monument	gallery	decoration	fabric	charcoal
memorial	portrait	quality	medium	glaze
displays	impression	technique	texture	creative

Write the spelling words in alphabetical order.

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

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

## Words from the Arts

carving	process	style	original	jewelry
monument	gallery	decoration	fabric	charcoal
memorial	portrait	quality	medium	glaze
displays	impression	technique	texture	creative

### Related Words

Write the spelling word that is related to the sets of words below.

- necklace, earring, \_\_\_\_\_
- pencil, crayon, \_\_\_\_\_
- coat, gloss, \_\_\_\_\_
- building, statue, \_\_\_\_\_
- shows, exhibits, \_\_\_\_\_
- new, unusual, \_\_\_\_\_
- painting, photograph, \_\_\_\_\_
- mark, design, \_\_\_\_\_
- ornament, adornment, \_\_\_\_\_
- excellence, superiority, \_\_\_\_\_
- cloth, material, \_\_\_\_\_
- touch, feel, \_\_\_\_\_

Complete each sentence below with a word from the spelling list.

- The new exhibit will be at the \_\_\_\_\_ downtown.
- I made a \_\_\_\_\_ of a wooden animal with a penknife.
- The city built a \_\_\_\_\_ to honor the mayor.
- What \_\_\_\_\_ dress are you going to wear to the prom?
- The artist showed us the \_\_\_\_\_ used to achieve this effect.
- Her favorite \_\_\_\_\_ to work in is clay.
- We learned how to \_\_\_\_\_ film in our photography class.
- Our art teacher has a lot of \_\_\_\_\_ ideas.

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

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

## Words from the Arts

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### Proofreading Activity

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

Attention! Come visit the recently finished memmorial to Crazy Horse in lovely South Dakota! This gigantic and intricate carveing is the largest sculpture in the world! Learn about the techniqe used to carve this great statue and see the qualitey of the craftsmanship. Then visit the numerous displays for more information. We're sure that visiting the Crazy Horse Memorial will make a great imprestion.

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

### Writing Activity

Write about an art project you have made or seen displayed. Use four spelling words.

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**Words from the Arts**

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

**Sample A:**

- Ⓐ collecktion  
 Ⓑ colection  
 Ⓒ collection  
 Ⓓ kollektion

**Sample B:**

- Ⓐ artistick  
 Ⓑ artistec  
 Ⓒ artistik  
 Ⓓ artistic

- |                |                 |                 |                 |
|----------------|-----------------|-----------------|-----------------|
| 1. Ⓐ jewelry   | 6. Ⓔ carving    | 11. Ⓐ monument  | 16. Ⓔ technique |
| Ⓑ jewilrey     | Ⓕ carfing       | Ⓑ momament      | Ⓕ teknike       |
| Ⓒ jiwaly       | Ⓖ carveing      | Ⓒ monimant      | Ⓖ technicke     |
| Ⓓ julrey       | Ⓗ carrving      | Ⓓ monuemint     | Ⓗ technique     |
| 2. Ⓔ impreshun | 7. Ⓐ galaze     | 12. Ⓔ pourtrate | 17. Ⓐ ariginal  |
| Ⓕ impression   | Ⓑ glaze         | Ⓕ poortrait     | Ⓑ original      |
| Ⓖ empresion    | Ⓒ glase         | Ⓖ portrait      | Ⓒ originelle    |
| Ⓗ emprethion   | Ⓓ gulase        | Ⓗ portrate      | Ⓓ eriginal      |
| 3. Ⓐ galeray   | 8. Ⓔ dekaration | 13. Ⓐ sharcoal  | 18. Ⓔ tecksture |
| Ⓑ gellary      | Ⓕ dacerashun    | Ⓑ charcole      | Ⓕ texstire      |
| Ⓒ gilerey      | Ⓖ decoration    | Ⓒ charcoal      | Ⓖ texture       |
| Ⓓ gallery      | Ⓗ dikorashion   | Ⓓ sharkole      | Ⓗ tecstuer      |
| 4. Ⓔ mamerial  | 9. Ⓐ vabric     | 14. Ⓔ puhrocess | 19. Ⓐ meedium   |
| Ⓕ mumoreal     | Ⓑ fabaric       | Ⓕ process       | Ⓑ medeume       |
| Ⓖ mimmorele    | Ⓒ fabric        | Ⓖ parocces      | Ⓒ medium        |
| Ⓗ memorial     | Ⓓ fabreck       | Ⓗ praciss       | Ⓓ medeumm       |
| 5. Ⓐ creatife  | 10. Ⓔ stille    | 15. Ⓐ kwality   | 20. Ⓔ desplays  |
| Ⓑ creative     | Ⓕ steyel        | Ⓑ qualete       | Ⓕ daspalays     |
| Ⓒ kuhreative   | Ⓖ styall        | Ⓒ cuwalaty      | Ⓖ displasce     |
| Ⓓ crereative   | Ⓗ style         | Ⓓ quality       | Ⓗ displays      |

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

**Grade 5/Unit 3 Review Test**

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

Read Sample A and do Sample B.

- |  |                          |
|--|--------------------------|
| A. The <u>stories</u> you <u>heard</u> are just <u>rumors</u> .<br>A                    B                    C                       | A. (A) (B) (C) (D) NONE  |
| B. She asked for <u>contributions</u> for the high <u>school</u> <u>reeunion</u> .<br>E                    F                    G    | B. (E) (F) (G) (H) NONE  |
| 1. The <u>charcaol</u> drawings in the <u>gallery</u> made a good <u>impression</u> .<br>A                    B                    C | 1. (A) (B) (C) (D) NONE  |
| 2. Tales of his <u>rural</u> <u>childhood</u> <u>fassanated</u> me.<br>E                    F                    G                   | 2. (E) (F) (G) (H) NONE  |
| 3. Joe <u>envnyed</u> my <u>gracious</u> and <u>patient</u> manner.<br>A                    B                    C                   | 3. (A) (B) (C) (D) NONE  |
| 4. He brought <u>gourmet</u> <u>ortcherd</u> peaches into the <u>kitchen</u> .<br>E                    F                    G        | 4. (E) (F) (G) (H) NONE  |
| 5. Put the <u>turquoise</u> <u>trowsers</u> on the <u>bureau</u> .<br>A                    B                    C                    | 5. (A) (B) (C) (D) NONE  |
| 6. I'll <u>mount</u> the <u>charcoal</u> drawings on the <u>galary</u> walls.<br>E                    F                    G         | 6. (E) (F) (G) (H) NONE  |
| 7. The <u>patient</u> <u>relyed</u> on the medication for <u>easing</u> his pain.<br>A                    B                    C     | 7. (A) (B) (C) (D) NONE  |
| 8. I remember the <u>howl</u> of the <u>rurrel</u> dogs from my <u>childhood</u> .<br>E                    F                    G    | 8. (E) (F) (G) (H) NONE  |
| 9. He gave the <u>impression</u> of being <u>fascinated</u> in the <u>kitchen</u> .<br>A                    B                    C   | 9. (A) (B) (C) (D) NONE  |
| 10. The <u>gormay</u> will <u>purify</u> the water to <u>destroy</u> any germs.<br>E                    F                    G       | 10. (E) (F) (G) (H) NONE |



**Grade 5/Unit 3 Review Test**

- |  |                          |
|--|--------------------------|
| 11. The <u>turquoise</u> ring on the <u>buerow</u> has a nice <u>texture</u> .<br>A B C      | 11. (A) (B) (C) (D) NONE |
| 12. We were <u>fascinated</u> by the <u>technike</u> of the <u>gourmet</u> .<br>E F G        | 12. (E) (F) (G) (H) NONE |
| 13. I <u>relied</u> on you to be <u>grashus</u> and <u>patient</u> .<br>A B C                | 13. (A) (B) (C) (D) NONE |
| 14. We <u>envied</u> her <u>technique</u> of <u>eazing</u> her mind.<br>E F G                | 14. (E) (F) (G) (H) NONE |
| 15. The <u>textiur</u> of those <u>trousers</u> reminds me of my <u>childhood</u> .<br>A B C | 15. (A) (B) (C) (D) NONE |
| 16. The <u>drieping</u> sewage will <u>destroy</u> , not <u>purify</u> , the lake.<br>E F G  | 16. (E) (F) (G) (H) NONE |
| 17. The loud <u>houl</u> was <u>easing</u> down near the <u>orchard</u> .<br>A B C           | 17. (A) (B) (C) (D) NONE |
| 18. His wet <u>trousers</u> were <u>dripping</u> in the <u>kishin</u> .<br>E F G             | 18. (E) (F) (G) (H) NONE |
| 19. Be <u>patient</u> while you <u>mownt</u> them in the <u>gallery</u> .<br>A B C           | 19. (A) (B) (C) (D) NONE |
| 20. Did the <u>turkoise</u> <u>bureau</u> <u>vanish</u> ?<br>E F G                           | 20. (E) (F) (G) (H) NONE |
| 21. The <u>dripping</u> <u>charcoal</u> may <u>distroy</u> the prints.<br>A B C              | 21. (A) (B) (C) (D) NONE |
| 22. To <u>mount</u> a horse, I <u>relied</u> on my <u>technique</u> .<br>E F G               | 22. (E) (F) (G) (H) NONE |
| 23. We heard a strange <u>howl</u> in the <u>rurral</u> <u>orchard</u> .<br>A B C            | 23. (A) (B) (C) (D) NONE |
| 24. I <u>envied</u> the <u>gracious</u> <u>gallery</u> owner.<br>E F G                       | 24. (E) (F) (G) (H) NONE |
| 25. The <u>impression</u> will <u>vanish</u> when we <u>destroy</u> it.<br>A B C             | 25. (A) (B) (C) (D) NONE |

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

**Words with /ô/ and /ôr/**

**Pretest Directions**

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

**To Parents**

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

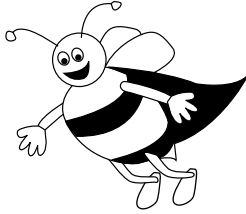
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. forward
2. _____	2. course
3. _____	3. audience
4. _____	4. aboard
5. _____	5. bore
6. _____	6. fawn
7. _____	7. install
8. _____	8. longing
9. _____	9. performing
10. _____	10. astronaut
11. _____	11. soar
12. _____	12. chore
13. _____	13. withdraw
14. _____	14. wallpaper
15. _____	15. coffee
16. _____	16. border
17. _____	17. source
18. _____	18. applaud
19. _____	19. coarse
20. _____	20. forecast
<b>Challenge Words</b>	
_____	nestled
_____	peculiar
_____	stunned
_____	unbearable
_____	unpleasant

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

**Words with /ô/ and /ôr/****Using the Word Study Steps**

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



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

**Spelling Tip**

Homophones are words that sound alike but are spelled differently and have different meanings. Learn the meanings of common homophones to help you choose the ones you want. For example:

**course** (route) **coarse** (rough)  
**sore** (painful) **soar** (fly)

**Hidden in Plain Sight**

Circle each of the spelling words in this puzzle.

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

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child list and define other homophones, such as **bore** and **boar**.

Help your child complete the spelling activity by finding the spelling words in the puzzle.

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

**Words with /ô/ and /ôr/**

forward	bore	performing	withdraw	source
course	fawn	astronaut	wallpaper	applaud
audience	install	soar	coffee	coarse
aboard	longing	chore	border	forecast

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the spelling words with the /ô/ sound spelled:

***au***

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

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

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

***aw***

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

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

***a***

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

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

***o***

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

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

Write the spelling words with the /ôr/ sound spelled:

***or***

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

11. \_\_\_\_\_

12. \_\_\_\_\_

***our***

13. \_\_\_\_\_

14. \_\_\_\_\_

***oar***

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

***ore***

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Words with /ô/ and /ôr/**

forward	bore	performing	withdraw	source
course	fawn	astronaut	wallpaper	applaud
audience	install	soar	coffee	coarse
aboard	longing	chore	border	forecast

**We Go Together**

Write the spelling word that matches each clue below.

- |              |       |                 |       |
|--------------|-------|-----------------|-------|
| 1. clap      | _____ | 8. rough        | _____ |
| 2. put in    | _____ | 9. edge or rim  | _____ |
| 3. predict   | _____ | 10. make a hole | _____ |
| 4. listeners | _____ | 11. deer        | _____ |
| 5. task      | _____ | 12. acting      | _____ |
| 6. draw back | _____ | 13. craving     | _____ |
| 7. fly high  | _____ | 14. onward      | _____ |

Write a sentence using each of the spelling words below.

- |               |       |
|---------------|-------|
| 15. aboard    | _____ |
| 16. course    | _____ |
| 17. astronaut | _____ |
| 18. wallpaper | _____ |
| 19. coffee    | _____ |
| 20. source    | _____ |

**Words with /ô/ and /ôr/**

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**Proofreading Activity**

Find the six spelling errors in the diary entry below. Circle each incorrectly spelled word. Write the words correctly on the lines below.

Gloria and I had a great time at the pet show. We saw a preforming dog named Pepe. Pepe walked foreward on his hind legs. Then he climbed abored a toy rocket. You should have seen that rocket sore! The audiense loved Pepe. His dancing made everyone aplaud.

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

**Writing Activity**

Imagine having Pepe for a pet. Write a paragraph about what you and Pepe might do together. Use four words from the spelling list.

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**Words with /ô/ and /ôr/**

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

**Sample A:**

- (A) exploar
- (B) exploir
- (C) explor
- (D) explore

**Sample B:**

- (A) craul
- (B) cruai
- (C) crawl
- (D) crall

- |  |   |   |  |
|--|---|---|--|
| 1. <input type="radio"/> (A) fourecast | 6. <input type="radio"/> (E) bourder    | 11. <input type="radio"/> (A) astronawt   | 16. <input type="radio"/> (E) bore     |
| <input type="radio"/> (B) foarecast    | <input type="radio"/> (F) bauder        | <input type="radio"/> (B) astronat        | <input type="radio"/> (F) bor          |
| <input type="radio"/> (C) forcast      | <input type="radio"/> (G) border        | <input type="radio"/> (C) astronaut       | <input type="radio"/> (G) boure        |
| <input type="radio"/> (D) forecast     | <input type="radio"/> (H) boreder       | <input type="radio"/> (D) astronot        | <input type="radio"/> (H) boare        |
| 2. <input type="radio"/> (E) applawd   | 7. <input type="radio"/> (A) wauilpaper | 12. <input type="radio"/> (E) longing     | 17. <input type="radio"/> (A) aboard   |
| <input type="radio"/> (F) applad       | <input type="radio"/> (B) wallpaper     | <input type="radio"/> (F) lawnging        | <input type="radio"/> (B) aboard       |
| <input type="radio"/> (G) applaud      | <input type="radio"/> (C) wawilpaper    | <input type="radio"/> (G) launging        | <input type="radio"/> (C) abourd       |
| <input type="radio"/> (H) applod       | <input type="radio"/> (D) wollpaper     | <input type="radio"/> (H) langing         | <input type="radio"/> (D) abored       |
| 3. <input type="radio"/> (A) coarse    | 8. <input type="radio"/> (E) withdraww  | 13. <input type="radio"/> (A) faun        | 18. <input type="radio"/> (E) awdience |
| <input type="radio"/> (B) corse        | <input type="radio"/> (F) withdraw      | <input type="radio"/> (B) fawn            | <input type="radio"/> (F) adience      |
| <input type="radio"/> (C) corse        | <input type="radio"/> (G) withdra       | <input type="radio"/> (C) fon             | <input type="radio"/> (G) audience     |
| <input type="radio"/> (D) corese       | <input type="radio"/> (H) withdraw      | <input type="radio"/> (D) fawne           | <input type="radio"/> (H) oudience     |
| 4. <input type="radio"/> (E) caffee    | 9. <input type="radio"/> (A) choare     | 14. <input type="radio"/> (E) instauil    | 19. <input type="radio"/> (A) course   |
| <input type="radio"/> (F) coffee       | <input type="radio"/> (B) chore         | <input type="radio"/> (F) instawil        | <input type="radio"/> (B) corse        |
| <input type="radio"/> (G) cauffee      | <input type="radio"/> (C) choure        | <input type="radio"/> (G) install         | <input type="radio"/> (C) corse        |
| <input type="radio"/> (H) cawffee      | <input type="radio"/> (D) chor          | <input type="radio"/> (H) instoll         | <input type="radio"/> (D) corese       |
| 5. <input type="radio"/> (A) source    | 10. <input type="radio"/> (E) sor       | 15. <input type="radio"/> (A) perfourance | 20. <input type="radio"/> (E) fourward |
| <input type="radio"/> (B) sorce        | <input type="radio"/> (F) sawr          | <input type="radio"/> (B) perfoarance     | <input type="radio"/> (F) foarward     |
| <input type="radio"/> (C) soarce       | <input type="radio"/> (G) soar          | <input type="radio"/> (C) perforeance     | <input type="radio"/> (G) foreward     |
| <input type="radio"/> (D) sorece       | <input type="radio"/> (H) saor          | <input type="radio"/> (D) performance     | <input type="radio"/> (H) forward      |

**Words with /är/ and /âr/****Pretest Directions**

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

**To Parents**

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

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

- |           |               |
|-----------|---------------|
| 1. _____  | 1. cards      |
| 2. _____  | 2. carve      |
| 3. _____  | 3. barely     |
| 4. _____  | 4. stairway   |
| 5. _____  | 5. remark     |
| 6. _____  | 6. vary       |
| 7. _____  | 7. rare       |
| 8. _____  | 8. airline    |
| 9. _____  | 9. scar       |
| 10. _____ | 10. scarce    |
| 11. _____ | 11. chart     |
| 12. _____ | 12. square    |
| 13. _____ | 13. repairman |
| 14. _____ | 14. target    |
| 15. _____ | 15. aquarium  |
| 16. _____ | 16. barge     |
| 17. _____ | 17. beware    |
| 18. _____ | 18. lair      |
| 19. _____ | 19. artistic  |
| 20. _____ | 20. regard    |

**Challenge Words**

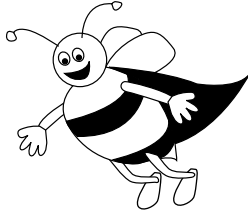
- |       |               |
|-------|---------------|
| _____ | assignments   |
| _____ | automatically |
| _____ | normally      |
| _____ | observations  |
| _____ | swerved       |



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

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

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

**Spelling Tip**

Make up clues to help you remember how a word is spelled. For example, there's a **scar** in **scarce**.

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

**What Does It Mean?**

Match each clue below with a word from the spelling list.

- |                            |                          |
|----------------------------|--------------------------|
| 1. ferry boat _____        | 11. scarcely _____       |
| 2. fix-it man _____        | 12. warning _____        |
| 3. graph _____             | 13. extraordinary _____  |
| 4. plane company _____     | 14. limited amount _____ |
| 5. look at _____           | 15. change _____         |
| 6. four-sided figure _____ | 16. den _____            |
| 7. good at art _____       | 17. bull's-eye _____     |
| 8. home for fish _____     | 18. cut _____            |
| 9. comment _____           | 19. healed injury _____  |
| 10. game _____             | 20. passageway _____     |

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child create clues for the spelling words, based on each word's sound or letters.

Help your child complete the spelling activity by matching the clues with a word from the spelling list.

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

**Words with /är/ and /âr/**

cards	remark	scar	repairman	beware
carve	vary	scarce	target	lair
barely	rare	chart	aquarium	artistic
stairway	airline	square	barge	regard

This week's spelling words contain /är/ and /âr/. Write each spelling word under the matching spelling. Write the spelling words with the sound /är/ spelled:

**ar**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Write the spelling words with the /âr/ sound spelled:

**are**

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

**air**

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**ar**

18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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

**Words with /är/ and /âr/**

cards	remark	scar	repairman	beware
carve	vary	scarce	target	lair
barely	rare	chart	aquarium	artistic
stairway	airline	square	barge	regard

**Complete the Sentences**

Complete each sentence with a spelling word.

1. Can you fit a \_\_\_\_\_ peg in a round hole?
2. We called the \_\_\_\_\_ to fix the broken oven.
3. I send birthday \_\_\_\_\_ to my friends.
4. There are many fish swimming in the \_\_\_\_\_.
5. The sign said, "\_\_\_\_\_ of the tiger."
6. Thank you for the kind \_\_\_\_\_.
7. The \_\_\_\_\_ flies around the world.
8. My sister is very \_\_\_\_\_; she can paint and draw well.

**Similar Meanings**

Write the spelling word which has the same, or a similar, meaning as the following word or words.

- |               |       |                  |       |
|---------------|-------|------------------|-------|
| 9. cut        | _____ | 15. goal         | _____ |
| 10. hardly    | _____ | 16. boat         | _____ |
| 11. staircase | _____ | 17. den          | _____ |
| 12. change    | _____ | 18. consider     | _____ |
| 13. unusual   | _____ | 19. mark         | _____ |
| 14. graph     | _____ | 20. hard to find | _____ |

**Challenge Extension:** Have students scramble the letters in each Challenge Word. Then have students exchange papers with a partner to solve.

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

## Words with /är/ and /âr/

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### Proofreading Activity

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

1. Which fish are in the aquairium?
2. What does the squair on the chart mean?
3. Which animal is living in the lare?
4. What minerals are rare and scairce?
5. How can I hit the tareget?
6. Which stareway leads to the airline?

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

### Writing Activity

You solve problems by asking questions and getting answers. Invent answers to two or more of the questions in the proofreading activity above using four spelling words.

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**Words with /är/ and /âr/**

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

**Sample A:**

- (A) darey  
 (B) dairey  
 (C) darry  
 (D) dairy

**Sample B:**

- (A) laurge  
 (B) larje  
 (C) large  
 (D) larrge

- |  |                                       |                                       |   |
|--|---------------------------------------|---------------------------------------|---|
| 1. <input type="radio"/> (A) repairman | 6. <input type="radio"/> (E) aquarium | 11. <input type="radio"/> (A) lare    | 16. <input type="radio"/> (E) aretistic |
| <input type="radio"/> (B) repareman    | <input type="radio"/> (F) aquarum     | <input type="radio"/> (B) lair        | <input type="radio"/> (F) airtistic     |
| <input type="radio"/> (C) reparman     | <input type="radio"/> (G) aquairium   | <input type="radio"/> (C) lar         | <input type="radio"/> (G) arrtistic     |
| <input type="radio"/> (D) reparrman    | <input type="radio"/> (H) aquareum    | <input type="radio"/> (D) laire       | <input type="radio"/> (H) artistic      |
| 2. <input type="radio"/> (E) tareget   | 7. <input type="radio"/> (A) scair    | 12. <input type="radio"/> (E) varie   | 17. <input type="radio"/> (A) stareway  |
| <input type="radio"/> (F) tairget      | <input type="radio"/> (B) scar        | <input type="radio"/> (F) vairy       | <input type="radio"/> (B) stairway      |
| <input type="radio"/> (G) target       | <input type="radio"/> (C) scarr       | <input type="radio"/> (G) vare        | <input type="radio"/> (C) starrway      |
| <input type="radio"/> (H) tarrget      | <input type="radio"/> (D) scarre      | <input type="radio"/> (H) vary        | <input type="radio"/> (D) starway       |
| 3. <input type="radio"/> (A) barege    | 8. <input type="radio"/> (E) scarece  | 13. <input type="radio"/> (A) airline | 18. <input type="radio"/> (E) barly     |
| <input type="radio"/> (B) barge        | <input type="radio"/> (F) scairce     | <input type="radio"/> (B) areline     | <input type="radio"/> (F) bairely       |
| <input type="radio"/> (C) bairge       | <input type="radio"/> (G) scarce      | <input type="radio"/> (C) arline      | <input type="radio"/> (G) barely        |
| <input type="radio"/> (D) barrge       | <input type="radio"/> (H) scarrce     | <input type="radio"/> (D) arrline     | <input type="radio"/> (H) bairly        |
| 4. <input type="radio"/> (E) bewaire   | 9. <input type="radio"/> (A) charet   | 14. <input type="radio"/> (E) raire   | 19. <input type="radio"/> (A) cairve    |
| <input type="radio"/> (F) beware       | <input type="radio"/> (B) chairt      | <input type="radio"/> (F) rare        | <input type="radio"/> (B) carve         |
| <input type="radio"/> (G) bewar        | <input type="radio"/> (C) chart       | <input type="radio"/> (G) rar         | <input type="radio"/> (C) careve        |
| <input type="radio"/> (H) bewarre      | <input type="radio"/> (D) charte      | <input type="radio"/> (H) rarre       | <input type="radio"/> (D) carrve        |
| 5. <input type="radio"/> (A) regared   | 10. <input type="radio"/> (E) square  | 15. <input type="radio"/> (A) remairk | 20. <input type="radio"/> (E) careds    |
| <input type="radio"/> (B) regaird      | <input type="radio"/> (F) squair      | <input type="radio"/> (B) remarek     | <input type="radio"/> (F) cairds        |
| <input type="radio"/> (C) regarrd      | <input type="radio"/> (G) squar       | <input type="radio"/> (C) remarke     | <input type="radio"/> (G) carrds        |
| <input type="radio"/> (D) regard       | <input type="radio"/> (H) squaire     | <input type="radio"/> (D) remark      | <input type="radio"/> (H) cards         |

**Words with /îr/ and /ûr/****Pretest Directions**

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

**To Parents**

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

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

- |           |                |
|-----------|----------------|
| 1. _____  | 1. steer       |
| 2. _____  | 2. return      |
| 3. _____  | 3. appear      |
| 4. _____  | 4. nerve       |
| 5. _____  | 5. frontier    |
| 6. _____  | 6. fir         |
| 7. _____  | 7. mysterious  |
| 8. _____  | 8. career      |
| 9. _____  | 9. surface     |
| 10. _____ | 10. fearsome   |
| 11. _____ | 11. term       |
| 12. _____ | 12. cashier    |
| 13. _____ | 13. squirm     |
| 14. _____ | 14. experience |
| 15. _____ | 15. eerie      |
| 16. _____ | 16. purse      |
| 17. _____ | 17. dreary     |
| 18. _____ | 18. alert      |
| 19. _____ | 19. squirt     |
| 20. _____ | 20. material   |

**Challenge Words**

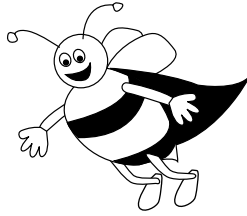
- |       |            |
|-------|------------|
| _____ | barrier    |
| _____ | emerge     |
| _____ | naturalist |
| _____ | parallel   |
| _____ | teeming    |

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

**Words with /îr/ and /ûr/**

**Using the Word Study Steps**

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



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

**Spelling Tip**

If you're not sure how to spell a word, try to remember how it looks. Have you seen the word in signs, ads, or other things you've read? Write the word in different ways to see which one looks correct.

~~carear~~      ~~carreer~~  
career

**All Mixed Up**

Unscramble each set of letters to make a spelling word.

- |               |       |                |       |
|---------------|-------|----------------|-------|
| 1. eerst      | _____ | 11. etrm       | _____ |
| 2. rurnet     | _____ | 12. aerhisc    | _____ |
| 3. arapep     | _____ | 13. sirmqu     | _____ |
| 4. rnvee      | _____ | 14. eceerienxp | _____ |
| 5. fierntro   | _____ | 15. rieee      | _____ |
| 6. irf        | _____ | 16. userp      | _____ |
| 7. eiousrstmy | _____ | 17. eaydr      | _____ |
| 8. eearrc     | _____ | 18. ertal      | _____ |
| 9. sacefur    | _____ | 19. stqru      | _____ |
| 10. eesomarf  | _____ | 20. eialrtma   | _____ |

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Encourage your child to write some of the spelling words in different ways and see which one looks correct.

Help your child complete the spelling activity by unscrambling the words.

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

**Words with /îr/ and /ûr/**

steer	frontier	surface	squirm	dreary
return	fir	fearsome	experience	alert
appear	mysterious	term	eerie	squirt
nerve	career	cashier	purse	material

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

Write the spelling words with the sound /îr/ spelled:

**eer**

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

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

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

**ier**

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

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

**ear**

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

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

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

**er**

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

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

11. \_\_\_\_\_

Write the spelling words with the sound /ûr/ spelled:

**er**

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**ur**

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**ir**

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_



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

**Words with /îr/ and /ûr/**

steer	frontier	surface	squirm	dreary
return	fir	fearsome	experience	alert
appear	mysterious	term	eerie	squirt
nerve	career	cashier	purse	material

**Opposites**

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

1. sit still \_\_\_\_\_
2. vanish \_\_\_\_\_
3. drowsy \_\_\_\_\_
4. depart \_\_\_\_\_
5. thrilling \_\_\_\_\_
6. innocence \_\_\_\_\_

**Meaning Match**

Write the spelling word that means the same as each clue below.

- |                |       |                 |       |
|----------------|-------|-----------------|-------|
| 7. courage     | _____ | 14. guide       | _____ |
| 8. job         | _____ | 15. spray       | _____ |
| 9. semester    | _____ | 16. border      | _____ |
| 10. evergreen  | _____ | 17. puzzling    | _____ |
| 11. pocketbook | _____ | 18. outer part  | _____ |
| 12. fabric     | _____ | 19. frightening | _____ |
| 13. checker    | _____ | 20. weird       | _____ |

**Words with /îr/ and /ûr/**

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**Proofreading Activity**

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

Dear Journal,

Today was our last day at the seashore before we return home. We had such a great experience at the beach. I saw some colorful fish under the surface of the water. We saw a small crab squerm out of a shell. The seashore is full of misterious creatures! I think I want a careerr working at the beach.

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

**Writing Activity**

Write about a time you spent at the beach or on vacation. Use four spelling words.

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**Words with /îr/ and /ûr/**

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

**Sample A:**

- (A) clerk  
 (B) clurk  
 (C) clerck  
 (D) clerik

**Sample B:**

- (A) distirb  
 (B) disterb  
 (C) disturb  
 (D) distrub

- |   |   |  |  |
|---|---|--|--|
| 1. <input checked="" type="radio"/> (A) squrm | 6. <input type="radio"/> (E) turm       | 11. <input type="radio"/> (A) earie      | 16. <input type="radio"/> (E) carear   |
| <input type="radio"/> (B) squirm              | <input type="radio"/> (F) tirm          | <input type="radio"/> (B) eerie          | <input type="radio"/> (F) career       |
| <input type="radio"/> (C) squerm              | <input type="radio"/> (G) teerm         | <input type="radio"/> (C) ierie          | <input type="radio"/> (G) carier       |
| <input type="radio"/> (D) sqirm               | <input type="radio"/> (H) term          | <input type="radio"/> (D) erie           | <input type="radio"/> (H) carer        |
| 2. <input type="radio"/> (E) nurve            | 7. <input type="radio"/> (A) matierial  | 12. <input type="radio"/> (E) fronteer   | 17. <input type="radio"/> (A) appeer   |
| <input type="radio"/> (F) nirve               | <input type="radio"/> (B) matearial     | <input type="radio"/> (F) fronter        | <input type="radio"/> (B) apper        |
| <input type="radio"/> (G) nerve               | <input type="radio"/> (C) material      | <input type="radio"/> (G) frontier       | <input type="radio"/> (C) appear       |
| <input type="radio"/> (H) narve               | <input type="radio"/> (D) mateerial     | <input type="radio"/> (H) frontear       | <input type="radio"/> (D) appier       |
| 3. <input type="radio"/> (A) retern           | 8. <input type="radio"/> (E) experience | 13. <input type="radio"/> (A) purse      | 18. <input type="radio"/> (E) feersome |
| <input type="radio"/> (B) rurn                | <input type="radio"/> (F) expierience   | <input type="radio"/> (B) pirse          | <input type="radio"/> (F) fearsome     |
| <input type="radio"/> (C) riturn              | <input type="radio"/> (G) expeerience   | <input type="radio"/> (C) perse          | <input type="radio"/> (G) fiersome     |
| <input type="radio"/> (D) return              | <input type="radio"/> (H) expearience   | <input type="radio"/> (D) peerse         | <input type="radio"/> (H) fersome      |
| 4. <input type="radio"/> (E) cachier          | 9. <input type="radio"/> (A) squirt     | 14. <input type="radio"/> (E) mysterious | 19. <input type="radio"/> (A) steer    |
| <input type="radio"/> (F) cashier             | <input type="radio"/> (B) squrt         | <input type="radio"/> (F) mysteerious    | <input type="radio"/> (B) stear        |
| <input type="radio"/> (G) cashear             | <input type="radio"/> (C) sqirt         | <input type="radio"/> (G) mystearious    | <input type="radio"/> (C) stier        |
| <input type="radio"/> (H) casheer             | <input type="radio"/> (D) sqiurt        | <input type="radio"/> (H) mysterious     | <input type="radio"/> (D) ster         |
| 5. <input type="radio"/> (A) alert            | 10. <input type="radio"/> (E) dreary    | 15. <input type="radio"/> (A) surface    | 20. <input type="radio"/> (E) fer      |
| <input type="radio"/> (B) alurt               | <input type="radio"/> (F) dreery        | <input type="radio"/> (B) serface        | <input type="radio"/> (F) feer         |
| <input type="radio"/> (C) alirt               | <input type="radio"/> (G) driery        | <input type="radio"/> (C) sirface        | <input type="radio"/> (G) fier         |
| <input type="radio"/> (D) alart               | <input type="radio"/> (H) drery         | <input type="radio"/> (D) sarface        | <input type="radio"/> (H) fir          |

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

## Compound Words

### Pretest Directions

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

### To Parents

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

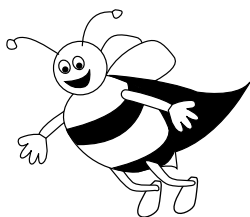
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

<ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> <li>11. _____</li> <li>12. _____</li> <li>13. _____</li> <li>14. _____</li> <li>15. _____</li> <li>16. _____</li> <li>17. _____</li> <li>18. _____</li> <li>19. _____</li> <li>20. _____</li> </ol>	<ol style="list-style-type: none"> <li>1. mailbox</li> <li>2. all right</li> <li>3. goldfish</li> <li>4. no one</li> <li>5. ice-skating</li> <li>6. homesick</li> <li>7. post office</li> <li>8. twenty-five</li> <li>9. somebody</li> <li>10. peanut butter</li> <li>11. raindrop</li> <li>12. cold front</li> <li>13. merry-go-round</li> <li>14. teaspoon</li> <li>15. parking lot</li> <li>16. thirty-third</li> <li>17. snowstorms</li> <li>18. mountaintops</li> <li>19. sister-in-law</li> <li>20. northeast</li> </ol>
<h3 style="margin: 0;">Challenge Words</h3>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>atmosphere</p> <p>collision</p> <p>cycle</p> <p>injured</p> <p>uneven</p>

## Compound Words

### Using the Word Study Steps

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



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

### Spelling Tip

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

For example:

mail + box = mailbox

north + east = northeast

### Bits and Pieces

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

- |                  |          |                    |           |
|------------------|----------|--------------------|-----------|
| 1. mail _____    | butter   | 11. rain _____     | -in-law   |
| 2. all _____     | -skating | 12. cold _____     | spoon     |
| 3. gold _____    | body     | 13. merry _____    | east      |
| 4. no _____      | box      | 14. tea _____      | storms    |
| 5. ice _____     | fish     | 15. parking _____  | -go-round |
| 6. home _____    | -five    | 16. thirty _____   | tops      |
| 7. post _____    | right    | 17. snow _____     | -third    |
| 8. twenty _____  | office   | 18. mountain _____ | drop      |
| 9. some _____    | sick     | 19. sister _____   | front     |
| 10. peanut _____ | one      | 20. north _____    | lot       |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help your child find the two smaller words in each of the compound words on the list.

Help your child complete the spelling activity.

**Compound Words**

mailbox	ice-skating	somebody	merry-go-round	snowstorms
all right	homesick	peanut butter	teaspoon	mountaintops
goldfish	post office	raindrop	parking lot	sister-in-law
no one	twenty-five	cold front	thirty-third	northeast

**Open or Closed?**

Sort the spelling words according to the pattern by which they form compound words.

**One Word**

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

**Two Words**

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

**Hyphenated**

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

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

## Compound Words

mailbox	ice-skating	somebody	merry-go-round	snowstorms
all right	homesick	peanut butter	teaspoon	mountaintops
goldfish	post office	raindrop	parking lot	sister-in-law
no one	twenty-five	cold front	thirty-third	northeast

### Meaning Match

Write the spelling word that matches each clue below.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. nobody _____          | 9. carousel _____           |
| 2. $10 + 10 + 5$ _____   | 10. missing home _____      |
| 3. acceptable _____      | 11. blizzards _____         |
| 4. brother's wife _____  | 12. place to put cars _____ |
| 5. after 32nd _____      | 13. kitchen utensil _____   |
| 6. goes with jelly _____ | 14. opposite of _____       |
| 7. someone _____         | southwest _____             |
| 8. gliding on ice _____  | 15. chilly weather _____    |

### Sentence Derby

Fill in the sentences below with the correct spelling word.

- She dropped the letter into the \_\_\_\_\_ on the corner.
- I felt the splash of a \_\_\_\_\_ on my head.
- You need to drive to the \_\_\_\_\_ to mail that package.
- In the distance, we saw the \_\_\_\_\_ covered with snow.
- Neil bought a new tank for his \_\_\_\_\_.

**Challenge Extension:** Students can create riddles with each Challenge Word. Have students exchange papers to see if they can solve each other's riddles.

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

## Compound Words

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### Proofreading Activity

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

The cold-front is moving in from the northeast tonight. Expect snow storms by mid-morning. Be careful of ice when you drive into any outdoor parkinglot. Noone is traveling more than twenty-five miles per hour. Everything will be allright. If this weather continues, you'll be able to go iceskating soon!

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

### Writing Activity

Think about the last big storm you saw in person, on TV, or in the movies. What happened during the storm? What did you see and hear? Write a report about the storm. Use four spelling words.

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**Compound Words**

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

**Sample A:**

- Ⓐ patch work  
 Ⓑ patchwork  
 Ⓒ patch-work  
 Ⓓ patchwark

**Sample B:**

- Ⓐ foot-ball  
 Ⓑ foot ball  
 Ⓒ footeball  
 Ⓓ football

- |  |  |   |  |
|--|--|---|--|
| 1. Ⓐ snowstorms<br>Ⓑ snow storms<br>Ⓒ snow-storms<br>Ⓓ snowstorms          | 6. Ⓔ parking lot<br>Ⓕ parkinglot<br>Ⓖ parking-lot<br>Ⓗ park ing lot      | 11. Ⓐ cold front<br>Ⓑ coldfront<br>Ⓒ cold-front<br>Ⓓ colfront     | 16. Ⓔ post office<br>Ⓕ postoffice<br>Ⓖ post-office<br>Ⓗ postofice    |
| 2. Ⓔ sisterinlaw<br>Ⓕ sister in law<br>Ⓖ sister-inlaw<br>Ⓗ sister-in-law   | 7. Ⓐ teas poon<br>Ⓑ tea spoon<br>Ⓒ teaspoon<br>Ⓓ teas-poon               | 12. Ⓔ twentyfive<br>Ⓕ twenty five<br>Ⓖ twenty-five<br>Ⓗ twenyfive | 17. Ⓐ gold fish<br>Ⓑ goldfish<br>Ⓒ gold-fish<br>Ⓓ golfish            |
| 3. Ⓐ mountain tops<br>Ⓑ mountaintops<br>Ⓒ mountain-tops<br>Ⓓ mountantops   | 8. Ⓔ rain drop<br>Ⓕ raind-rop<br>Ⓖ rain-drop<br>Ⓗ raindrop               | 13. Ⓐ ice-skating<br>Ⓑ iceskating<br>Ⓒ ice skating<br>Ⓓ icskating | 18. Ⓔ allright<br>Ⓕ all right<br>Ⓖ all-right<br>Ⓗ al-right           |
| 4. Ⓔ peanutbutter<br>Ⓕ peanut butter<br>Ⓖ peanut-butter<br>Ⓗ peanuttbutter | 9. Ⓐ merygoround<br>Ⓑ merrygoround<br>Ⓒ merry goround<br>Ⓓ mery-go-round | 14. Ⓔ noone<br>Ⓕ no-one<br>Ⓖ nonne<br>Ⓗ no one                    | 19. Ⓐ thirtythird<br>Ⓑ thirty third<br>Ⓒ thirty-third<br>Ⓓ thirthird |
| 5. Ⓐ north-east<br>Ⓑ north east<br>Ⓒ northeast<br>Ⓓ northest               | 10. Ⓔ some body<br>Ⓕ somebody<br>Ⓖ some-body<br>Ⓗ sombody                | 15. Ⓐ home sick<br>Ⓑ home-sick<br>Ⓒ homesick<br>Ⓓ homesik         | 20. Ⓔ mail box<br>Ⓕ mailbox<br>Ⓖ mail-box<br>Ⓗ malbox                |

## Words from Social Studies

### Pretest Directions

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

### To Parents

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

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

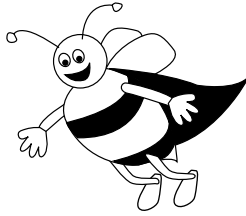
1. _____	1. journey
2. _____	2. canoes
3. _____	3. traveled
4. _____	4. route
5. _____	5. service
6. _____	6. hardships
7. _____	7. trail
8. _____	8. explorer
9. _____	9. communicate
10. _____	10. agency
11. _____	11. canal
12. _____	12. fort
13. _____	13. native
14. _____	14. caravan
15. _____	15. agreement
16. _____	16. expedition
17. _____	17. elevation
18. _____	18. canyon
19. _____	19. dwell
20. _____	20. campsite
<b>Challenge Words</b>	
_____	bison
_____	diaries
_____	former
_____	journal
_____	superb

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

## Words from Social Studies

### Using the Word Study Steps

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



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

### Spelling Tip

Say the word to yourself  
one syllable at a time.  
Then write the word the  
same way.

For example:

jour + ney = journey

hard + ships = hardships

### X the Word

Put an X on the word in each row that has the same number of syllables as the spelling word on the left.

- |                       |              |         |              |
|-----------------------|--------------|---------|--------------|
| 1. <b>journey</b>     | hello        | smart   | jail         |
| 2. <b>caravan</b>     | construction | carton  | crayon       |
| 3. <b>dwel</b>        | yellow       | fine    | weather      |
| 4. <b>canal</b>       | can't        | clip    | cannot       |
| 5. <b>agency</b>      | agreement    | against | always       |
| 6. <b>service</b>     | serve        | notice  | enemy        |
| 7. <b>communicate</b> | compete      | commune | disagreement |
| 8. <b>route</b>       | tough        | ruin    | riddle       |
| 9. <b>campsite</b>    | clamp        | camper  | sight        |
| 10. <b>expedition</b> | situation    | explore | perhaps      |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child.

Help your child complete the spelling activity.

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

## Words from Social Studies

journey	service	communicate	native	elevation
canoes	hardships	agency	caravan	canyon
traveled	trail	canal	agreement	dwell
route	explorer	fort	expedition	campsite

Sort each spelling word according to the number of syllables. Then write the words on the lines below.

### one syllable

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

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

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

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

### two syllables

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

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

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

11. \_\_\_\_\_

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

12. \_\_\_\_\_

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

13. \_\_\_\_\_

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

### three syllables

14. \_\_\_\_\_

16. \_\_\_\_\_

15. \_\_\_\_\_

17. \_\_\_\_\_

### four syllables

18. \_\_\_\_\_

20. \_\_\_\_\_

19. \_\_\_\_\_

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

**Words from Social Studies**

journey	service	communicate	native	elevation
canoes	hardships	agency	caravan	canyon
traveled	trail	canal	agreement	dwell
route	explorer	fort	expedition	campsite

**Word Meaning: Synonyms**

Write the spelling word that has the same meaning as the word or phrase below.

- |                       |                         |
|-----------------------|-------------------------|
| 1. trip _____         | 9. company _____        |
| 2. way to go _____    | 10. waterway _____      |
| 3. difficulties _____ | 11. group of _____      |
| 4. deep valley _____  | vehicles _____          |
| 5. to live in _____   | 12. understanding _____ |
| 6. visited _____      | 13. voyage _____        |
| 7. path _____         | 14. height _____        |
| 8. make known _____   |                         |

Complete each sentence below with a spelling word.

- The soldiers built a \_\_\_\_\_ to protect themselves.
- She is a \_\_\_\_\_ of Texas because she was born there.
- Robert Byrd was an \_\_\_\_\_ who found the North Pole.
- The four friends paddled two \_\_\_\_\_ along the river.
- That night they slept at their \_\_\_\_\_ on the banks of the river.
- The salesclerk asked the customer if he could be of \_\_\_\_\_.

**Challenge Extension:** Think about a new and exciting place you would like to explore. Write a journal entry that tells about what happens on one day of your trip, using the Challenge Words.

Grade 5/Unit 4  
Catching Up with Lewis and Clark

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

## Words from Social Studies

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### Proofreading Activity

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

Lewis and Clark could not find the words to communicate the beauty of the land. But one member of their expidition was an artist. He traveld with the explorers and drew all the wonders he saw. Often, he would climb a mountain for the view. From this elvation he could draw the beauty of the land for miles around. He also drew pictures of the natife people they met along the way. The artist's work is the only picture record of Lewis and Clark's jurny.

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

### Writing Activity

Suppose that you were with Lewis and Clark as they went across the country. Write about what you would see. Use four spelling words in your writing.

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**Words from Social Studies**

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

**Sample A:**

- (A) soldjer
- (B) soldjur
- (C) soltier
- (D) soldier

**Sample B:**

- (A) gide
- (B) guide
- (C) gyde
- (D) guid

- |   |  |  |  |
|---|--|--|--|
| 1. <input checked="" type="radio"/> (A) journey | 6. <input type="radio"/> (E) hardshps    | 11. <input type="radio"/> (A) canel    | 16. <input type="radio"/> (E) expedition |
| <input type="radio"/> (B) journey               | <input type="radio"/> (F) hardships      | <input type="radio"/> (B) canal        | <input type="radio"/> (F) expedition     |
| <input type="radio"/> (C) jurnny                | <input type="radio"/> (G) hodships       | <input type="radio"/> (C) cannal       | <input type="radio"/> (G) expudition     |
| <input type="radio"/> (D) journey               | <input type="radio"/> (H) hardsheps      | <input type="radio"/> (D) conal        | <input type="radio"/> (H) expidision     |
| 2. <input type="radio"/> (E) canoes             | 7. <input type="radio"/> (A) trale       | 12. <input type="radio"/> (E) fourt    | 17. <input type="radio"/> (A) elivation  |
| <input type="radio"/> (F) canoos                | <input type="radio"/> (B) traile         | <input type="radio"/> (F) fawt         | <input type="radio"/> (B) elivasion      |
| <input type="radio"/> (G) canus                 | <input type="radio"/> (C) treal          | <input type="radio"/> (G) fert         | <input type="radio"/> (C) elevation      |
| <input type="radio"/> (H) canooz                | <input type="radio"/> (D) trail          | <input type="radio"/> (H) fort         | <input type="radio"/> (D) elevasion      |
| 3. <input type="radio"/> (A) traveld            | 8. <input type="radio"/> (E) explawrer   | 13. <input type="radio"/> (A) natife   | 18. <input type="radio"/> (E) canyon     |
| <input type="radio"/> (B) travveled             | <input type="radio"/> (F) explorer       | <input type="radio"/> (B) naytiv       | <input type="radio"/> (F) canyin         |
| <input type="radio"/> (C) travalled             | <input type="radio"/> (G) exploror       | <input type="radio"/> (C) native       | <input type="radio"/> (G) canyen         |
| <input type="radio"/> (D) traveled              | <input type="radio"/> (H) explaurer      | <input type="radio"/> (D) naitive      | <input type="radio"/> (H) canion         |
| 4. <input type="radio"/> (E) rute               | 9. <input type="radio"/> (A) communicate | 14. <input type="radio"/> (E) caravan  | 19. <input type="radio"/> (A) duell      |
| <input type="radio"/> (F) roote                 | <input type="radio"/> (B) comunicate     | <input type="radio"/> (F) carevan      | <input type="radio"/> (B) dwill          |
| <input type="radio"/> (G) route                 | <input type="radio"/> (C) comyunicate    | <input type="radio"/> (G) carravan     | <input type="radio"/> (C) dwell          |
| <input type="radio"/> (H) rout                  | <input type="radio"/> (D) communicat     | <input type="radio"/> (H) carivan      | <input type="radio"/> (D) dewell         |
| 5. <input type="radio"/> (A) service            | 10. <input type="radio"/> (E) ajency     | 15. <input type="radio"/> (A) agrement | 20. <input type="radio"/> (E) campsight  |
| <input type="radio"/> (B) survice               | <input type="radio"/> (F) agencee        | <input type="radio"/> (B) agreemint    | <input type="radio"/> (F) campsite       |
| <input type="radio"/> (C) survise               | <input type="radio"/> (G) agency         | <input type="radio"/> (C) agriement    | <input type="radio"/> (G) campsit        |
| <input type="radio"/> (D) servise               | <input type="radio"/> (H) adjency        | <input type="radio"/> (D) agreement    | <input type="radio"/> (H) campsitte      |

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

**Grade 5/Unit 4 Review Test**

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

Read Sample A and do Sample B.

- |  |  |
|--|--|
| <p>A. The <u>sailur</u> is <u>home</u> from the <u>sea</u>.</p> <p style="text-align: center;">A                  B                  C</p>                               | <p style="text-align: right;">NONE</p> <p>A. <input checked="" type="radio"/> A    <input type="radio"/> B    <input type="radio"/> C    <input type="radio"/> D</p> |
| <p>B. His <u>handshak</u> was <u>strong</u> and <u>firm</u>.</p> <p style="text-align: center;">E                  F                  G</p>                              | <p style="text-align: right;">NONE</p> <p>B. <input type="radio"/> E    <input type="radio"/> F    <input type="radio"/> G    <input type="radio"/> H</p>            |
| <p>1. They will <u>applawd</u> the <u>artistic</u> paintings of the <u>native</u> people.</p> <p style="text-align: center;">A                  B                  C</p> | <p style="text-align: right;">NONE</p> <p>1. <input type="radio"/> A    <input type="radio"/> B    <input type="radio"/> C    <input type="radio"/> D</p>            |
| <p>2. The <u>canos</u> traveled in a <u>caravan</u> around the <u>frontier</u>.</p> <p style="text-align: center;">E                  F                  G</p>           | <p style="text-align: right;">NONE</p> <p>2. <input type="radio"/> E    <input type="radio"/> F    <input type="radio"/> G    <input type="radio"/> H</p>            |
| <p>3. The <u>dreary</u> <u>akwarium</u> lacked a light <u>source</u>.</p> <p style="text-align: center;">A                  B                  C</p>                     | <p style="text-align: right;">NONE</p> <p>3. <input type="radio"/> A    <input type="radio"/> B    <input type="radio"/> C    <input type="radio"/> D</p>            |
| <p>4. The <u>mysterious</u> <u>snoestorms</u> blocked our <u>route</u>.</p> <p style="text-align: center;">E                  F                  G</p>                   | <p style="text-align: right;">NONE</p> <p>4. <input type="radio"/> E    <input type="radio"/> F    <input type="radio"/> G    <input type="radio"/> H</p>            |
| <p>5. On the <u>route</u>, he had the <u>choor</u> of painting the <u>barge</u>.</p> <p style="text-align: center;">A                  B                  C</p>          | <p style="text-align: right;">NONE</p> <p>5. <input type="radio"/> A    <input type="radio"/> B    <input type="radio"/> C    <input type="radio"/> D</p>            |
| <p>6. The <u>expedision</u> <u>barely</u> reached the <u>mountaintops</u>.</p> <p style="text-align: center;">E                  F                  G</p>                | <p style="text-align: right;">NONE</p> <p>6. <input type="radio"/> E    <input type="radio"/> F    <input type="radio"/> G    <input type="radio"/> H</p>            |
| <p>7. He had the <u>nerve</u> to <u>squirt</u> paint into the <u>aquarium</u>.</p> <p style="text-align: center;">A                  B                  C</p>            | <p style="text-align: right;">NONE</p> <p>7. <input type="radio"/> A    <input type="radio"/> B    <input type="radio"/> C    <input type="radio"/> D</p>            |
| <p>8. The <u>mysteerious</u> <u>native</u> lived on the <u>frontier</u>.</p> <p style="text-align: center;">E                  F                  G</p>                  | <p style="text-align: right;">NONE</p> <p>8. <input type="radio"/> E    <input type="radio"/> F    <input type="radio"/> G    <input type="radio"/> H</p>            |
| <p>9. The <u>dreary</u> <u>snowstorms</u> sank our <u>canoos</u>.</p> <p style="text-align: center;">A                  B                  C</p>                         | <p style="text-align: right;">NONE</p> <p>9. <input type="radio"/> A    <input type="radio"/> B    <input type="radio"/> C    <input type="radio"/> D</p>            |
| <p>10. It was <u>longeing</u> to <u>soar</u> above the <u>mountaintops</u>.</p> <p style="text-align: center;">E                  F                  G</p>               | <p style="text-align: right;">NONE</p> <p>10. <input type="radio"/> E    <input type="radio"/> F    <input type="radio"/> G    <input type="radio"/> H</p>           |





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

**Words with /ər/, /əl/, /ən/**

**Pretest Directions**

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

**To Parents**

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

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

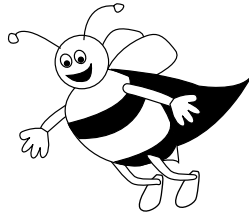
<ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> <li>11. _____</li> <li>12. _____</li> <li>13. _____</li> <li>14. _____</li> <li>15. _____</li> <li>16. _____</li> <li>17. _____</li> <li>18. _____</li> <li>19. _____</li> <li>20. _____</li> </ol>	<ol style="list-style-type: none"> <li>1. labor</li> <li>2. legal</li> <li>3. captain</li> <li>4. fasten</li> <li>5. tunnel</li> <li>6. answer</li> <li>7. regular</li> <li>8. single</li> <li>9. camel</li> <li>10. pardon</li> <li>11. chosen</li> <li>12. castle</li> <li>13. clever</li> <li>14. apron</li> <li>15. terror</li> <li>16. twinkle</li> <li>17. central</li> <li>18. sweater</li> <li>19. grammar</li> <li>20. riddle</li> </ol>
<p><b>Challenge Words</b></p>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>apologized</p> <p>hasty</p> <p>inquired</p> <p>lamented</p> <p>refreshment</p>

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

**Words with /ər/, /əl/, /ən/**

**Using the Word Study Steps**

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



**Spelling Tip**

Use a secret pronunciation of your own to help you spell some hard words. For example:  
answer = /an´swèr/

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

-er	-or	-ar	-le	-el	-al	-en	-on	-ain
-----	-----	-----	-----	-----	-----	-----	-----	------

Add one of the endings in the box above to the beginning letters below to form spelling words.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. lab _____</li> <li>2. leg _____</li> <li>3. capt _____</li> <li>4. fast _____</li> <li>5. tunn _____</li> <li>6. answ _____</li> <li>7. regul _____</li> <li>8. sing _____</li> <li>9. cam _____</li> <li>10. pard _____</li> </ol> | <ol style="list-style-type: none"> <li>11. chos _____</li> <li>12. cast _____</li> <li>13. clev _____</li> <li>14. apr _____</li> <li>15. terr _____</li> <li>16. twink _____</li> <li>17. centr _____</li> <li>18. sweat _____</li> <li>19. gramm _____</li> <li>20. ridd _____</li> </ol> |
|---|---|

**To Parents or Helpers:**

Using the Word Study Steps above as your child comes across any new words will help him or her spell words effectively. Review the steps as you both go over this week's spelling words.  
Go over the Spelling Tip with your child. Help your child come up with his or her own pronunciations for troublesome words.  
Help your child complete the spelling activity.

**Words with /ər/, /əl/, /ən/**

labor	tunnel	camel	clever	central
legal	answer	pardon	apron	sweater
captain	regular	chosen	terror	grammar
fasten	single	castle	twinkle	riddle

**Spelling Patterns**

Sort each word by finding the sound and spelling pattern to which it belongs.

Write the words with /ər/ spelled:

*or*

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

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

*ar*

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

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

*er*

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

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

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

Write the words with /əl/ spelled:

*el*

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

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

*al*

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

11. \_\_\_\_\_

*le*

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

Write the words with /ən/ spelled:

*en*

16. \_\_\_\_\_

17. \_\_\_\_\_

*ain*

18. \_\_\_\_\_

*on*

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Words with /ər/, /əl/, /ən/**

labor	tunnel	camel	clever	central
legal	answer	pardon	apron	sweater
captain	regular	chosen	terror	grammar
fasten	single	castle	twinkle	riddle

**What's the Word?**

Complete each sentence with a spelling word.

1. It is a bit cold outside, so I will wear a \_\_\_\_\_ under my jacket.
2. The ship's \_\_\_\_\_ gave the orders to set sail.
3. Do you know the answer to the \_\_\_\_\_ ?
4. If you bump into someone, you should say, "I beg your \_\_\_\_\_."
5. Learning \_\_\_\_\_ helps you to be a better writer.
6. The hump on the back of a \_\_\_\_\_ stores extra fat.
7. The king's army fought bravely to defend the \_\_\_\_\_ .
8. We drove through the \_\_\_\_\_ that went through the mountain.
9. When you cook, wear this \_\_\_\_\_ to keep your clothes clean.
10. We went to the lawyer to get some \_\_\_\_\_ advice.

**Synonyms**

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

- |              |       |              |       |
|--------------|-------|--------------|-------|
| 11. smart    | _____ | 16. work     | _____ |
| 12. attach   | _____ | 17. usual    | _____ |
| 13. response | _____ | 18. selected | _____ |
| 14. fear     | _____ | 19. sparkle  | _____ |
| 15. one      | _____ | 20. middle   | _____ |

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

**Words with /ər/, /əl/, /ən/****Proofreading Activity**

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

The clevur charcoal maker was very happy. He had been filled with teror when he was called to the cassle. He begged the king to pardun his shabby appearance. Surprisingly, the king rewarded him! He had been given not a singel bag of gold, but three bags of gold! It seemed to the charcoal maker that all of his hard laborr had paid off.

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

**Writing Activity**

What would be a gift that you would like to receive? Write about it, using four spelling words.

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**Words with /ər/, /əl/, /ən/**

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

**Sample A:**

- (A) listin  
 (B) liston  
 (C) listan  
 (D) listen

**Sample B:**

- (A) pickel  
 (B) pickle  
 (C) pickil  
 (D) pikel

- |   |                                      |                                       |                                       |
|---|--------------------------------------|---------------------------------------|---------------------------------------|
| 1. <input checked="" type="radio"/> (A) ansur | 6. <input type="radio"/> (E) tunnle  | 11. <input type="radio"/> (A) captin  | 16. <input type="radio"/> (E) ridle   |
| <input type="radio"/> (B) anwsar              | <input type="radio"/> (F) tunel      | <input type="radio"/> (B) capton      | <input type="radio"/> (F) ridel       |
| <input type="radio"/> (C) ansar               | <input type="radio"/> (G) tunle      | <input type="radio"/> (C) captain     | <input type="radio"/> (G) riddle      |
| <input type="radio"/> (D) answer              | <input type="radio"/> (H) tunnel     | <input type="radio"/> (D) captan      | <input type="radio"/> (H) riddel      |
| 2. <input type="radio"/> (E) labur            | 7. <input type="radio"/> (A) camel   | 12. <input type="radio"/> (E) clever  | 17. <input type="radio"/> (A) central |
| <input type="radio"/> (F) labor               | <input type="radio"/> (B) camle      | <input type="radio"/> (F) clevor      | <input type="radio"/> (B) centrul     |
| <input type="radio"/> (G) laber               | <input type="radio"/> (C) cammel     | <input type="radio"/> (G) clevur      | <input type="radio"/> (C) centrle     |
| <input type="radio"/> (H) labbor              | <input type="radio"/> (D) camul      | <input type="radio"/> (H) clevr       | <input type="radio"/> (D) centrale    |
| 3. <input type="radio"/> (A) regular          | 8. <input type="radio"/> (E) leegle  | 13. <input type="radio"/> (A) terrur  | 18. <input type="radio"/> (E) chozen  |
| <input type="radio"/> (B) regyular            | <input type="radio"/> (F) leegal     | <input type="radio"/> (B) terror      | <input type="radio"/> (F) chosin      |
| <input type="radio"/> (C) reguler             | <input type="radio"/> (G) legal      | <input type="radio"/> (C) terror      | <input type="radio"/> (G) chosen      |
| <input type="radio"/> (D) regullar            | <input type="radio"/> (H) legle      | <input type="radio"/> (D) teror       | <input type="radio"/> (H) choosen     |
| 4. <input type="radio"/> (E) singul           | 9. <input type="radio"/> (A) fassen  | 14. <input type="radio"/> (E) grammar | 19. <input type="radio"/> (A) aprin   |
| <input type="radio"/> (F) single              | <input type="radio"/> (B) fasten     | <input type="radio"/> (F) gramar      | <input type="radio"/> (B) apron       |
| <input type="radio"/> (G) singl               | <input type="radio"/> (C) fassin     | <input type="radio"/> (G) grammer     | <input type="radio"/> (C) apren       |
| <input type="radio"/> (H) singel              | <input type="radio"/> (D) fastin     | <input type="radio"/> (H) grammor     | <input type="radio"/> (D) apron       |
| 5. <input type="radio"/> (A) cassel           | 10. <input type="radio"/> (E) pardin | 15. <input type="radio"/> (A) twinkl  | 20. <input type="radio"/> (E) sweter  |
| <input type="radio"/> (B) castel              | <input type="radio"/> (F) parden     | <input type="radio"/> (B) twinkle     | <input type="radio"/> (F) sweatre     |
| <input type="radio"/> (C) castle              | <input type="radio"/> (G) pardun     | <input type="radio"/> (C) twinkel     | <input type="radio"/> (G) sweatar     |
| <input type="radio"/> (D) cassle              | <input type="radio"/> (H) pardon     | <input type="radio"/> (D) twinkal     | <input type="radio"/> (H) sweater     |

## Spelling Unstressed Syllables

### Pretest Directions

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

### To Parents

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

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

- |           |              |
|-----------|--------------|
| 1. _____  | 1. constant  |
| 2. _____  | 2. consult   |
| 3. _____  | 3. neglect   |
| 4. _____  | 4. patrol    |
| 5. _____  | 5. accuse    |
| 6. _____  | 6. distance  |
| 7. _____  | 7. compose   |
| 8. _____  | 8. dozen     |
| 9. _____  | 9. collage   |
| 10. _____ | 10. compass  |
| 11. _____ | 11. torrent  |
| 12. _____ | 12. focus    |
| 13. _____ | 13. purchase |
| 14. _____ | 14. payment  |
| 15. _____ | 15. possess  |
| 16. _____ | 16. ransom   |
| 17. _____ | 17. method   |
| 18. _____ | 18. emblem   |
| 19. _____ | 19. hammock  |
| 20. _____ | 20. support  |

### Challenge Words

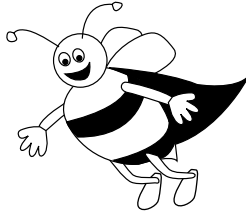
- |       |               |
|-------|---------------|
| _____ | dimensions    |
| _____ | distinguished |
| _____ | landscape     |
| _____ | thickness     |
| _____ | unique        |



## Spelling Unstressed Syllables

### Using the Word Study Steps

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



### Spelling Tip

Think of a word you know that has the same spelling pattern, such as a rhyming word. For example:

problem (emblem)

control (patrol)

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

### Find and Circle

Where are the spelling words?

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

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Ask him or her to think of other words that rhyme and have the same pattern as other words on the list.

Help your child complete the spelling activity by finding the spelling words.

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

## Spelling Unstressed Syllables

constant	accuse	collage	purchase	method
consult	distance	compass	payment	emblem
open	compose	torrent	possess	hammock
patrol	dozen	focus	ransom	support

### Sort and Spell

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words with the sound /ə/ spelled:

**a**

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

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

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

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

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

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

**e**

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

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

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

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

11. \_\_\_\_\_

**o**

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**u**

19. \_\_\_\_\_

20. \_\_\_\_\_

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

## Spelling Unstressed Syllables

constant	accuse	collage	purchase	method
consult	distance	compass	payment	emblem
neglect	compose	torrent	possess	hammock
patrol	dozen	focus	ransom	support

### Complete the Sentences

Complete each sentence with a spelling word.

- The kidnappers said they were holding him for \_\_\_\_\_.
- He used a \_\_\_\_\_ to help him find his way out of the woods.
- The company said they had not received the \_\_\_\_\_ on time.
- If you \_\_\_\_\_ your garden, the weeds will continue to grow.
- I bought a \_\_\_\_\_ cookies; one for each of my twelve friends.
- The flood sent a \_\_\_\_\_ of water through the streets of the town.
- We traveled a long \_\_\_\_\_ in the car.
- The art teacher showed the students how to make a \_\_\_\_\_.

### Synonym Alert

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

- |                      |                        |
|----------------------|------------------------|
| 9. unchanging _____  | 15. concentrate _____  |
| 10. symbol _____     | 16. buy _____          |
| 11. ask advice _____ | 17. way _____          |
| 12. blame _____      | 18. swinging bed _____ |
| 13. make up _____    | 19. own _____          |
| 14. inspect _____    | 20. uphold _____       |

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

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

## Spelling Unstressed Syllables

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### Proofreading Activity

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

In Flatland, I always carry a compase. That way, when it is not raining turrints, I know which way I am going. Still, sometimes I neglecte to use it. Then I may bump into some soldiers on patroll. Ouch! They're pointy! In Flatland, you must be on constunt lookout for pointy people. The best method to avoid getting stuck is to look for sharp angles coming through the Fog.

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

### Writing Activity

Suppose you are a two-dimensional shape living in Flatland. Write about something that happens to you in Flatland. Use four spelling words in your writing.

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## Spelling Unstressed Syllables

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

**Sample A:**

- (A) cunvinse
- (B) cunvince
- (C) cinvince
- (D) convince

**Sample B:**

- (A) rottin
- (B) roten
- (C) rotten
- (D) rottun

- 1.  (A) constint
- (B) constant
- (C) constunt
- (D) constante

- 6.  (E) dozen
- (F) dozin
- (G) dosen
- (H) duzen

- 11.  (A) colluge
- (B) collag
- (C) collage
- (D) collagh

- 16.  (E) fokus
- (F) foccus
- (G) fockis
- (H) focus

- 2.  (E) neglict
- (F) nuglect
- (G) negleck
- (H) neglect

- 7.  (A) compos
- (B) compoz
- (C) cumpoze
- (D) compose

- 12.  (E) pussess
- (F) poses
- (G) possess
- (H) possess

- 17.  (A) compas
- (B) compiss
- (C) compass
- (D) compes

- 3.  (A) constult
- (B) consult
- (C) consulte
- (D) conselt

- 8.  (E) ransum
- (F) ransom
- (G) ransome
- (H) ransim

- 13.  (A) distuns
- (B) distans
- (C) distance
- (D) distanse

- 18.  (E) purchase
- (F) purchise
- (G) purchuss
- (H) perchess

- 4.  (E) hammock
- (F) hammuck
- (G) hemmock
- (H) hammoke

- 9.  (A) akuse
- (B) accuse
- (C) ackuse
- (D) acuse

- 14.  (E) payment
- (F) payment
- (G) paymint
- (H) paymant

- 19.  (A) suport
- (B) support
- (C) supporte
- (D) suppaurt

- 5.  (A) putroll
- (B) patroll
- (C) patrol
- (D) patrole

- 10.  (E) torrent
- (F) torrunt
- (G) torint
- (H) torrirt

- 15.  (A) methid
- (B) method
- (C) methud
- (D) methyd

- 20.  (E) emblim
- (F) emblum
- (G) emblam
- (H) emblem

## Words with Silent Letters

### Pretest Directions

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

### To Parents

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

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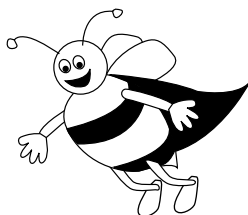
1. _____	1. sign
2. _____	2. wrist
3. _____	3. knit
4. _____	4. lightning
5. _____	5. gnaw
6. _____	6. autumn
7. _____	7. knuckle
8. _____	8. wring
9. _____	9. naughty
10. _____	10. gnat
11. _____	11. column
12. _____	12. knowledge
13. _____	13. wrench
14. _____	14. brighten
15. _____	15. dough
16. _____	16. campaign
17. _____	17. handwriting
18. _____	18. bough
19. _____	19. solemn
20. _____	20. gnarled
<b>Challenge Words</b>	
_____	consented
_____	defiantly
_____	gratitude
_____	sacred
_____	tribute

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

## Words with Silent Letters

### Using the Word Study Steps

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



### Spelling Tip

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

**write + list = wrist**

**know + sit = knit**

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

### Find Rhyming Words

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

- |                 |       |       |                 |       |      |
|-----------------|-------|-------|-----------------|-------|------|
| 1. <b>wrist</b> | best  | list  | 4. <b>gnat</b>  | sat   | gone |
| 2. <b>sign</b>  | mine  | sing  | 5. <b>bough</b> | blown | plow |
| 3. <b>knit</b>  | split | knock | 6. <b>gnaw</b>  | girl  | saw  |

### Word Scramble

Unscramble each set of letters to make a spelling word.

- |                |       |              |       |
|----------------|-------|--------------|-------|
| 7. monluc      | _____ | 14. riwng    | _____ |
| 8. whindtangir | _____ | 15. ckelnuk  | _____ |
| 9. slemon      | _____ | 16. rchenw   | _____ |
| 10. welkedong  | _____ | 17. goduh    | _____ |
| 11. taumun     | _____ | 18. gincapma | _____ |
| 12. thingilgn  | _____ | 19. nagdler  | _____ |
| 13. ganthyu    | _____ | 20. heirbtng | _____ |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help him or her spell new words with the help of other words your child already knows.

Help your child complete the spelling activities.

**Words with Silent Letters**

sign	gnaw	naughty	wrench	handwriting
wrist	autumn	gnat	brighten	bough
knit	knuckle	column	dough	solemn
lightning	wring	knowledge	campaign	gnarled

**Sort and Spell**

Sort each spelling word by finding the sound and spelling pattern to which it belongs. Write the words with the following silent letters:

**w**

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

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

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

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

**k**

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

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

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

**n**

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

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

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

**gh**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**g**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



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

## Words with Silent Letters

sign	gnaw	naughty	wrench	handwriting
wrist	autumn	gnat	brighten	bough
knit	knuckle	column	dough	solemn
lightning	wring	knowledge	campaign	gnarled

### Analogies

An analogy compares the relationship between two pairs of words. For example, *teacher* is to *school* as *doctor* is to *hospital*.

Use spelling words to complete these analogies.

- Cursive* is to *script* as *penmanship* is to \_\_\_\_\_.
- Ankle* is to *foot* as \_\_\_\_\_ is to *hand*.
- Whale* is to *mammal* as \_\_\_\_\_ is to *insect*.
- Sew* is to *skirt* as \_\_\_\_\_ is to *sweater*.
- Clap* is to *thunder* as *flash* is to \_\_\_\_\_.
- Praise* is to *well-behaved* as *punish* is to \_\_\_\_\_.
- Batter* is to *pancakes* as \_\_\_\_\_ is to *bread*.
- Walk* is to *step* as \_\_\_\_\_ is to *bite*.

### Similar Meanings

Write the spelling word that is closest in meaning to the following words.

- |                     |       |                    |       |
|---------------------|-------|--------------------|-------|
| 9. twist            | _____ | 15. pillar         | _____ |
| 10. serious         | _____ | 16. wisdom         | _____ |
| 11. lighten         | _____ | 17. tool           | _____ |
| 12. knotty          | _____ | 18. planned action | _____ |
| 13. symbol          | _____ | 19. branch         | _____ |
| 14. joint of finger | _____ | 20. fall           | _____ |

## Words with Silent Letters

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### Proofreading Activity

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

One day when Chano was out walking, there came a great storm.

Thunder boomed and litening flashed in the sky. It grew so dark, Chano lost his way. As he stumbled along, he fell over the narled roots of a huge tree. In his fall, he broke both his leg and his rist. Though Chano had nowlege of the forest, he was hurt too badly to move. At dawn, Chano said a solem prayer that his guiding spirit, the eagle, would help him. As the sun rose in the sky, Chano looked up. An eagle with red-tipped wings looked at him from the bowe of a tree. Chano held onto the eagle's back, and the eagle carried him home safely.

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

### Writing Activity

Imagine an animal that might be special for you in the way that the eagle is special for Chano. Write about this animal, using four spelling words.

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**Words with Silent Letters**

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

**Sample A:**

- A** rong  
 **B** wronge  
 **C** wrongh  
 **D** wrong

**Sample B:**

- A** tho  
 **B** thouh  
 **C** though  
 **D** thoe

- |  |   |  |   |
|--|---|--|---|
| 1. <input checked="" type="radio"/> <b>A</b> rist<br><input type="radio"/> <b>B</b> wrist<br><input type="radio"/> <b>C</b> riste<br><input type="radio"/> <b>D</b> wriste   | 6. <input type="radio"/> <b>E</b> wrin<br><input type="radio"/> <b>F</b> wring<br><input type="radio"/> <b>G</b> rinn<br><input type="radio"/> <b>H</b> wringe      | 11. <input type="radio"/> <b>A</b> wrench<br><input type="radio"/> <b>B</b> rench<br><input type="radio"/> <b>C</b> wrich<br><input type="radio"/> <b>D</b> wrentch          | 16. <input type="radio"/> <b>E</b> handwriting<br><input type="radio"/> <b>F</b> handriting<br><input type="radio"/> <b>G</b> handwriteing<br><input type="radio"/> <b>H</b> handrighting |
| 2. <input type="radio"/> <b>E</b> nit<br><input type="radio"/> <b>F</b> nitt<br><input type="radio"/> <b>G</b> knit<br><input type="radio"/> <b>H</b> knite                  | 7. <input type="radio"/> <b>A</b> nukle<br><input type="radio"/> <b>B</b> nukkle<br><input type="radio"/> <b>C</b> knuckle<br><input type="radio"/> <b>D</b> knukle | 12. <input type="radio"/> <b>E</b> knowldge<br><input type="radio"/> <b>F</b> nolegdge<br><input type="radio"/> <b>G</b> knowledge<br><input type="radio"/> <b>H</b> knowleg | 17. <input type="radio"/> <b>A</b> dow<br><input type="radio"/> <b>B</b> douh<br><input type="radio"/> <b>C</b> douwh<br><input type="radio"/> <b>D</b> dough                             |
| 3. <input type="radio"/> <b>A</b> litning<br><input type="radio"/> <b>B</b> litening<br><input type="radio"/> <b>C</b> lightling<br><input type="radio"/> <b>D</b> lightning | 8. <input type="radio"/> <b>E</b> naughty<br><input type="radio"/> <b>F</b> nauty<br><input type="radio"/> <b>G</b> nawgty<br><input type="radio"/> <b>H</b> nauhty | 13. <input type="radio"/> <b>A</b> briten<br><input type="radio"/> <b>B</b> brighten<br><input type="radio"/> <b>C</b> brightin<br><input type="radio"/> <b>D</b> britten    | 18. <input type="radio"/> <b>E</b> campane<br><input type="radio"/> <b>F</b> campain<br><input type="radio"/> <b>G</b> campaign<br><input type="radio"/> <b>H</b> campan                  |
| 4. <input type="radio"/> <b>E</b> syne<br><input type="radio"/> <b>F</b> sign<br><input type="radio"/> <b>G</b> sinn<br><input type="radio"/> <b>H</b> sgin                  | 9. <input type="radio"/> <b>A</b> nawe<br><input type="radio"/> <b>B</b> gnau<br><input type="radio"/> <b>C</b> gnaw<br><input type="radio"/> <b>D</b> knaw         | 14. <input type="radio"/> <b>E</b> nat<br><input type="radio"/> <b>F</b> gnet<br><input type="radio"/> <b>G</b> knat<br><input type="radio"/> <b>H</b> gnat                  | 19. <input type="radio"/> <b>A</b> boug<br><input type="radio"/> <b>B</b> bough<br><input type="radio"/> <b>C</b> bogh<br><input type="radio"/> <b>D</b> bowe                             |
| 5. <input type="radio"/> <b>A</b> autum<br><input type="radio"/> <b>B</b> awtum<br><input type="radio"/> <b>C</b> autoum<br><input type="radio"/> <b>D</b> autumn            | 10. <input type="radio"/> <b>E</b> colum<br><input type="radio"/> <b>F</b> column<br><input type="radio"/> <b>G</b> collum<br><input type="radio"/> <b>H</b> coloom | 15. <input type="radio"/> <b>A</b> sollim<br><input type="radio"/> <b>B</b> solemn<br><input type="radio"/> <b>C</b> solemm<br><input type="radio"/> <b>D</b> solumm         | 20. <input type="radio"/> <b>E</b> gnarled<br><input type="radio"/> <b>F</b> narled<br><input type="radio"/> <b>G</b> knarled<br><input type="radio"/> <b>H</b> wnarled                   |

## Contractions

### Pretest Directions

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

### To Parents

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

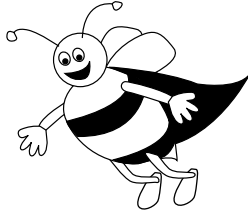
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. aren't
2. _____	2. we'd
3. _____	3. would've
4. _____	4. we'll
5. _____	5. you've
6. _____	6. hasn't
7. _____	7. you'd
8. _____	8. haven't
9. _____	9. where'd
10. _____	10. what'll
11. _____	11. they're
12. _____	12. how's
13. _____	13. needn't
14. _____	14. she's
15. _____	15. mustn't
16. _____	16. there'll
17. _____	17. must've
18. _____	18. who'd
19. _____	19. who'll
20. _____	20. should've
<b>Challenge Words</b>	
_____	dismay
_____	immortals
_____	murky
_____	piers
_____	scheme

## Contractions

### Using the Word Study Steps

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



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

### Spelling Tip

In a contraction, the apostrophe (') takes the place of the letters that are left out.

she **is** = she's

has **not** = hasn't

must **have** = must've

### Circle the Word

Circle the two spelling words in each line that are correctly formed contractions.

- |             |           |           |          |
|-------------|-----------|-----------|----------|
| 1. aren't   | have'nt   | hasn't    | neednt'  |
| 2. we'd     | who'd     | who'ed    | sh'ed    |
| 3. wouldv'e | shouldv'e | should've | would've |
| 4. we'll    | what'll   | what'ill  | wel'l    |
| 5. you've   | mustv'e   | youve'    | must've  |
| 6. hows'    | how's     | need'nt   | needn't  |
| 7. you'd    | wh'od     | you'd     | who'll   |
| 8. haven't  | mustn'et  | have'nt   | mustn't  |
| 9. where'ed | she's     | where'd   | shel'il  |
| 10. they're | ther'll   | they're   | there'll |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help your child find the letters left out of other contractions. Help your child find and circle the words in the activity that are correctly formed contractions.

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

**Contractions**

aren't	you've	where'd	needn't	must've
we'd	hasn't	what'll	she's	who'd
would've	you'd	they're	mustn't	who'll
we'll	haven't	how's	there'll	should've

Sort each spelling word by finding the spelling pattern to which it belongs.

***n't***

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

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

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

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

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

***'ll***

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

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

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

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

***'re***

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

***'d***

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

***'ve***

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

***'s***

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Contractions**

aren't	you've	where'd	needn't	must've
we'd	hasn't	what'll	she's	who'd
would've	you'd	they're	mustn't	who'll
we'll	haven't	how's	there'll	should've

**What Does It Mean?**

Write the spelling word that has the same meaning as the word or phrase below.

- |                        |                       |
|------------------------|-----------------------|
| 1. does not have _____ | 11. we would _____    |
| 2. you would _____     | 12. we will _____     |
| 3. there will _____    | 13. who would _____   |
| 4. must not _____      | 14. you have _____    |
| 5. should have _____   | 15. what will _____   |
| 6. are not _____       | 16. she is _____      |
| 7. where would _____   | 17. who will _____    |
| 8. don't need to _____ | 18. must have _____   |
| 9. how is _____        | 19. would have _____  |
| 10. they are _____     | 20. do not have _____ |

**Challenge Extension:** Write a definition for each Challenge Word. Exchange your definitions with a partner. Match each definition with the correct Challenge Word.

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

## Contractions

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### Proofreading Activity

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

Breaker looked at his bridge builders. "Thei'r working very hard," he thought. "I hope weel finish the bridge in time." Breaker hasn't been able to stop worrying about the emperor. He wonders whatll happen to him if the bridge is not finished in time. Breaker mussnt delay. "I wouldiv told the emperor that this river cannot be bridged," Breaker thought, "but then he might've beheaded me."

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

### Writing Activity

Think of a time that you thought you couldn't do something, but then you succeeded in doing it. Write a brief paragraph using four spelling words.

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**Contractions**

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

**Sample A:**

- (A) cant
- (B) ca'nt
- (C) cant'
- (D) can't

**Sample B:**

- (A) wher'es
- (B) where's
- (C) whare's
- (D) wheres'

- |                                     |                                       |  |                                       |
|-------------------------------------|---------------------------------------|--|---------------------------------------|
| 1. <input type="radio"/> (A) arent  | 6. <input type="radio"/> (E) hazn't   | 11. <input type="radio"/> (A) ther'    | 16. <input type="radio"/> (E) therll  |
| <input type="radio"/> (B) aren't    | <input type="radio"/> (F) hasent      | <input type="radio"/> (B) ther'yre     | <input type="radio"/> (F) there'll    |
| <input type="radio"/> (C) arnt      | <input type="radio"/> (G) hasen't     | <input type="radio"/> (C) they're      | <input type="radio"/> (G) there'll    |
| <input type="radio"/> (D) arenot    | <input type="radio"/> (H) hasn't      | <input type="radio"/> (D) theyr        | <input type="radio"/> (H) ther'ell    |
| 2. <input type="radio"/> (E) we'ed  | 7. <input type="radio"/> (A) you'lde  | 12. <input type="radio"/> (E) how's    | 17. <input type="radio"/> (A) must've |
| <input type="radio"/> (F) wead      | <input type="radio"/> (B) you'd       | <input type="radio"/> (F) hows         | <input type="radio"/> (B) must'ave    |
| <input type="radio"/> (G) wede      | <input type="radio"/> (C) yould       | <input type="radio"/> (G) how'z        | <input type="radio"/> (C) mus'tv      |
| <input type="radio"/> (H) we'd      | <input type="radio"/> (D) you'wld     | <input type="radio"/> (H) ho'ws        | <input type="radio"/> (D) mustev      |
| 3. <input type="radio"/> (A) woodve | 8. <input type="radio"/> (E) haven't  | 13. <input type="radio"/> (A) nee'dnt  | 18. <input type="radio"/> (E) whood   |
| <input type="radio"/> (B) would've  | <input type="radio"/> (F) hav'nt      | <input type="radio"/> (B) needn't      | <input type="radio"/> (F) who'ld      |
| <input type="radio"/> (C) wood'v    | <input type="radio"/> (G) havunt      | <input type="radio"/> (C) needn'ot     | <input type="radio"/> (G) who'wd      |
| <input type="radio"/> (D) wouldave  | <input type="radio"/> (H) hav'not     | <input type="radio"/> (D) needint      | <input type="radio"/> (H) who'd       |
| 4. <input type="radio"/> (E) we'll  | 9. <input type="radio"/> (A) wear'd   | 14. <input type="radio"/> (E) shees    | 19. <input type="radio"/> (A) whul    |
| <input type="radio"/> (F) wel'l     | <input type="radio"/> (B) wher'ed     | <input type="radio"/> (F) sh'ees       | <input type="radio"/> (B) who'wll     |
| <input type="radio"/> (G) weel      | <input type="radio"/> (C) where'd     | <input type="radio"/> (G) she'es       | <input type="radio"/> (C) who'll      |
| <input type="radio"/> (H) we'le     | <input type="radio"/> (D) whered      | <input type="radio"/> (H) she's        | <input type="radio"/> (D) whoo'l      |
| 5. <input type="radio"/> (A) yuve   | 10. <input type="radio"/> (E) what'll | 15. <input type="radio"/> (A) must'not | 20. <input type="radio"/> (E) shuld'v |
| <input type="radio"/> (B) you'v     | <input type="radio"/> (F) whattle     | <input type="radio"/> (B) mus'tnt      | <input type="radio"/> (F) should've   |
| <input type="radio"/> (C) yu've     | <input type="radio"/> (G) wha'tl      | <input type="radio"/> (C) mustn't      | <input type="radio"/> (G) shoul'dv    |
| <input type="radio"/> (D) you've    | <input type="radio"/> (H) what'til    | <input type="radio"/> (D) mustnt       | <input type="radio"/> (H) should'hve  |

## Words from Health

### Pretest Directions

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

### To Parents

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

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

1. _____	1. illness
2. _____	2. breathing
3. _____	3. oxygen
4. _____	4. health
5. _____	5. heart
6. _____	6. kidneys
7. _____	7. safety
8. _____	8. organ
9. _____	9. lungs
10. _____	10. reaction
11. _____	11. headaches
12. _____	12. vitamin
13. _____	13. hazard
14. _____	14. substance
15. _____	15. particle
16. _____	16. smog
17. _____	17. artery
18. _____	18. ozone
19. _____	19. symptom
20. _____	20. allergy
<b>Challenge Words</b>	
_____	fumes
_____	protective
_____	regulations
_____	standards
_____	width

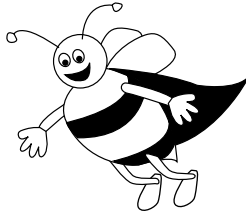
Name \_\_\_\_\_ Date \_\_\_\_\_

## Words from Health

### Using the Word Study Steps

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

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



### Spelling Tip

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

illness = ill + ness  
safety = safe + ty  
kidneys = kid + neys  
particle = part + icle

### Word Scramble

Unscramble each set of letters to make a spelling word.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. goms      | _____ | 11. trainoce  | _____ |
| 2. gluns     | _____ | 12. stefay    | _____ |
| 3. gexony    | _____ | 13. plectare  | _____ |
| 4. hathel    | _____ | 14. drazha    | _____ |
| 5. maitniv   | _____ | 15. slisen    | _____ |
| 6. grinthabe | _____ | 16. spytmom   | _____ |
| 7. snikyed   | _____ | 17. grona     | _____ |
| 8. largeyl   | _____ | 18. shachadee | _____ |
| 9. trahe     | _____ | 19. tearry    | _____ |
| 10. nooze    | _____ | 20. staubencs | _____ |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Have him or her find other words that contain familiar word chunks or small words.

Help your child complete the spelling activity by unscrambling each set of letters to form the spelling words.

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

**Words from Health**

illness	heart	lungs	hazard	artery
breathing	kidneys	reaction	substance	ozone
oxygen	safety	headaches	particle	symptom
health	organ	vitamin	smog	allergy

Say each word to yourself. Listen to the vowel sound in the first syllable. Write the words according to the kind of vowel sound in the first syllable.

**Short vowel sound**

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

**Long vowel sound**

12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**R-Controlled vowel sound**

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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

**Words from Health**

illness	heart	lungs	hazard	artery
breathing	kidneys	reaction	substance	ozone
oxygen	safety	headaches	particle	symptom
health	organ	vitamin	smog	allergy

**Word Meanings**

Write the spelling word which comes closest in meaning to the word or phrase below.

- sickness \_\_\_\_\_
- respiration \_\_\_\_\_
- physical condition \_\_\_\_\_
- organ which pumps blood  
\_\_\_\_\_
- organs which filter blood  
\_\_\_\_\_
- freedom from harm \_\_\_\_\_
- response \_\_\_\_\_
- pains in the head  
\_\_\_\_\_
- risk \_\_\_\_\_
- material or matter  
\_\_\_\_\_
- speck \_\_\_\_\_
- smoke and fog \_\_\_\_\_

Complete each sentence with a spelling word.

- Your stomach is a body \_\_\_\_\_ that helps you digest food.
- I take a \_\_\_\_\_ pill every day.
- A runny nose is one \_\_\_\_\_ of a cold.
- Because of his \_\_\_\_\_, he should not eat strawberries.
- The \_\_\_\_\_ supply the blood with oxygen.
- The \_\_\_\_\_ layer protects the Earth's atmosphere.
- An \_\_\_\_\_ carries blood away from the heart.
- \_\_\_\_\_ makes up about one-fifth of the air we breathe.

**Challenge Extension:** Create a word search puzzle containing the Challenge Words. Exchange puzzles with a partner and solve the puzzle.

## Words from Health

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### Proofreading Activity

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

Sometimes, you can taste and smell bad air. It may taste sharp and may sting your nose and mouth when you breathe. This is true of smogg, which harms the ozon layer. This layer is important because it prevents the damaging rays of the sun from reaching Earth. Gases released by cars and factories mix during a chemical reacshun in the air. The substans produced is bad for your helth. If Americans clean the air, we'll all be breathing easier.

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

### Writing Activity

Is the air in your town clean or dirty? Write a letter to the editor of your local newspaper telling what you think about air quality where you live. Use four spelling words in your writing.

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**Words from Health**

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

**Sample A:**

- (A) pollushion
- (B) polution
- (C) pollutien
- (D) pollution

**Sample B:**

- (E) harmmful
- (F) harmfull
- (G) harmful
- (H) harmfil

- |  |  |   |                                       |
|--|--|---|---------------------------------------|
| 1. <input type="radio"/> (A) illness   | 6. <input type="radio"/> (E) kineys    | 11. <input type="radio"/> (A) hedaches  | 16. <input type="radio"/> (E) smoge   |
| <input type="radio"/> (B) illness      | <input type="radio"/> (F) kidnies      | <input type="radio"/> (B) headakes      | <input type="radio"/> (F) smoag       |
| <input type="radio"/> (C) illnes       | <input type="radio"/> (G) kidneys      | <input type="radio"/> (C) headaches     | <input type="radio"/> (G) smog        |
| <input type="radio"/> (D) ilnes        | <input type="radio"/> (H) kidknees     | <input type="radio"/> (D) headaces      | <input type="radio"/> (H) smok        |
| 2. <input type="radio"/> (E) breathing | 7. <input type="radio"/> (A) safty     | 12. <input type="radio"/> (E) vytamin   | 17. <input type="radio"/> (A) artery  |
| <input type="radio"/> (F) breithing    | <input type="radio"/> (B) safety       | <input type="radio"/> (F) vitamin       | <input type="radio"/> (B) artury      |
| <input type="radio"/> (G) brathing     | <input type="radio"/> (C) saffety      | <input type="radio"/> (G) vitimin       | <input type="radio"/> (C) arture      |
| <input type="radio"/> (H) breathing    | <input type="radio"/> (D) safedy       | <input type="radio"/> (H) vietamin      | <input type="radio"/> (D) artary      |
| 3. <input type="radio"/> (A) oxygen    | 8. <input type="radio"/> (E) orgin     | 13. <input type="radio"/> (A) hazard    | 18. <input type="radio"/> (E) ozon    |
| <input type="radio"/> (B) oxigen       | <input type="radio"/> (F) orgen        | <input type="radio"/> (B) hazurd        | <input type="radio"/> (F) ozone       |
| <input type="radio"/> (C) oxygin       | <input type="radio"/> (G) orrgan       | <input type="radio"/> (C) hazerd        | <input type="radio"/> (G) oxone       |
| <input type="radio"/> (D) oksygen      | <input type="radio"/> (H) organ        | <input type="radio"/> (D) haserd        | <input type="radio"/> (H) ozzone      |
| 4. <input type="radio"/> (E) heath     | 9. <input type="radio"/> (A) lunges    | 14. <input type="radio"/> (E) substince | 19. <input type="radio"/> (A) simptim |
| <input type="radio"/> (F) health       | <input type="radio"/> (B) lunghs       | <input type="radio"/> (F) substance     | <input type="radio"/> (B) simptom     |
| <input type="radio"/> (G) healthe      | <input type="radio"/> (C) lungz        | <input type="radio"/> (G) substence     | <input type="radio"/> (C) symptom     |
| <input type="radio"/> (H) helthe       | <input type="radio"/> (D) lungs        | <input type="radio"/> (H) substanse     | <input type="radio"/> (D) symptem     |
| 5. <input type="radio"/> (A) haret     | 10. <input type="radio"/> (E) reaction | 15. <input type="radio"/> (A) particul  | 20. <input type="radio"/> (E) allugy  |
| <input type="radio"/> (B) harte        | <input type="radio"/> (F) reaktion     | <input type="radio"/> (B) particall     | <input type="radio"/> (F) alergy      |
| <input type="radio"/> (C) harght       | <input type="radio"/> (G) reeaction    | <input type="radio"/> (C) particell     | <input type="radio"/> (G) alurgy      |
| <input type="radio"/> (D) heart        | <input type="radio"/> (H) reacshun     | <input type="radio"/> (D) particle      | <input type="radio"/> (H) allergy     |

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

**Grade 5/Unit 5 Review Test**

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

Read Sample A and do Sample B.

- A. The puzle was too difficult to solve.  
                   A                                    B                                    C                                    NONE  
 A.  (A)     (B)     (C)     (D)
- B. They didn't have an undrstanding of the subject.  
                   E                                    F                                    G                                    NONE  
 B.  (E)     (F)     (G)     (H)
1. The regular cook had the restaurant's emblem on his apron.  
                   A                                    B                                    C                                    NONE  
 1.  (A)     (B)     (C)     (D)
2. "We mustn't purchase narled wood," said Jo.  
                   E                                    F                                    G                                    NONE  
 2.  (E)     (F)     (G)     (H)
3. They're legal experts who analyze handrighing.  
                   A                                    B                                    C                                    NONE  
 3.  (A)     (B)     (C)     (D)
4. Who'll stop the constint destruction of the ozone layer?  
                   E                                    F                                    G                                    NONE  
 4.  (E)     (F)     (G)     (H)
5. Oxygen is in constant movement in the artary.  
                   A                                    B                                    C                                    NONE  
 5.  (A)     (B)     (C)     (D)
6. Let's fasten the hammick to the gnarled tree branch.  
                   E                                    F                                    G                                    NONE  
 6.  (E)     (F)     (G)     (H)
7. You've taken a solem oath not to be naughty.  
                   A                                    B                                    C                                    NONE  
 7.  (A)     (B)     (C)     (D)
8. Who'll have a good reaktion to the terror?  
                   E                                    F                                    G                                    NONE  
 8.  (E)     (F)     (G)     (H)
9. What is the regular reaction of the kidneys to stress?  
                   A                                    B                                    C                                    NONE  
 9.  (A)     (B)     (C)     (D)
10. The nauty child's family had constant legal trouble.  
                   E                                    F                                    G                                    NONE  
 10.  (E)     (F)     (G)     (H)



**Grade 5/Unit 5 Review Test**

11. Who'll fassen the emblem to the jacket? 11. (A) (B) (C) (D) NONE  
A B C
12. We'd like more knowledge of the terror overseas. 12. (E) (F) (G) (H) NONE  
E F G
13. Musn't we focus on the legal questions involved? 13. (A) (B) (C) (D) NONE  
A B C
14. We'd like to perchase an apron. 14. (E) (F) (G) (H) NONE  
E F G
15. You've got to focus to have good handwriting. 15. (A) (B) (C) (D) NONE  
A B C
16. You musn't have a bad reaction to oxygen. 16. (E) (F) (G) (H) NONE  
E F G
17. Theiyr living in constant terror. 17. (A) (B) (C) (D) NONE  
A B C
18. Blood in the artery flows in a regular pattern to the kidneys. 18. (E) (F) (G) (H) NONE  
E F G
19. The gnarled emblem represents healthy kidnees. 19. (A) (B) (C) (D) NONE  
A B C
20. He will fasten his regular apron before he cooks. 20. (E) (F) (G) (H) NONE  
E F G
21. Musnt'nt I have legal knowledge to argue a case? 21. (A) (B) (C) (D) NONE  
A B C
22. They're keeping the hammock in constint motion. 22. (E) (F) (G) (H) NONE  
E F G
23. What knowlege will prove you've been naughty? 23. (A) (B) (C) (D) NONE  
A B C
24. They're going to purchase that hammock. 24. (E) (F) (G) (H) NONE  
E F G
25. My kidneys had a reakction to the impure oxygen. 25. (A) (B) (C) (D) NONE  
A B C

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

# Homophones and Homographs

## Pretest Directions

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

## To Parents

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

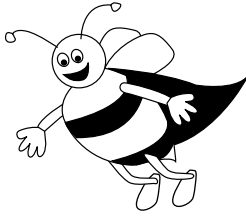
1. Read the word to your child.
2. Have your child write the word, saying each letter as it is written.
3. Say each letter of the word as your child checks the spelling.
4. If a mistake has been made, have your child read each letter of the correctly spelled word aloud, and then repeat steps 1–3.

1. _____	1. died
2. _____	2. stable
3. _____	3. pain
4. _____	4. wound
5. _____	5. waste
6. _____	6. bound
7. _____	7. pane
8. _____	8. waist
9. _____	9. vault
10. _____	10. dyed
11. _____	11. main
12. _____	12. sole
13. _____	13. haul
14. _____	14. current
15. _____	15. idle
16. _____	16. hall
17. _____	17. currant
18. _____	18. soul
19. _____	19. mane
20. _____	20. idol
<b>Challenge Words</b>	
_____	coax
_____	escorted
_____	navigate
_____	perished
_____	ushered

## Homophones and Homographs

### Using the Word Study Steps

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



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

### Spelling Tip

Learn the meanings of common homophones to help you use the right one in your writing.

The belt fits nicely around my **waist**.

If you leave the faucet on, you will **waste** the water.

### Find Words That Sound the Same

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

- |                   |       |         |         |
|-------------------|-------|---------|---------|
| 1. <b>hall</b>    | haul  | hail    | hill    |
| 2. <b>main</b>    | mine  | mane    | moan    |
| 3. <b>died</b>    | did   | dirt    | dyed    |
| 4. <b>waste</b>   | waist | wasn't  | washed  |
| 5. <b>idle</b>    | eyed  | idol    | ideal   |
| 6. <b>pain</b>    | pine  | paste   | pane    |
| 7. <b>soul</b>    | sour  | sole    | sill    |
| 8. <b>currant</b> | hurry | courage | current |

### Word Unscramble

Unscramble each set of letters below to make a spelling word.

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 9. bleast | _____ | 11. tavul | _____ |
| 10. dubon | _____ | 12. dwonu | _____ |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Ask him or her to think of other words that sound the same. Help your child complete the spelling activity.

**Homophones and Homographs**

died	waste	vault	haul	currant
stable	bound	dyed	current	soul
pain	pane	main	idle	mane
wound	waist	sole	hall	idol

**Pair Up!**

Look at the words in the box above. On the lines below, write each pair of spelling words that are spelled differently but that sound the same.

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

**Double Meaning**

Each of the spelling words below has two meanings. Using a dictionary, write the two meanings next to each spelling word.

- |                 |       |                 |       |
|-----------------|-------|-----------------|-------|
| 9. stable _____ | _____ | 11. vault _____ | _____ |
| _____           | _____ | _____           | _____ |
| 10. wound _____ | _____ | 12. bound _____ | _____ |
| _____           | _____ | _____           | _____ |

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

## Homophones and Homographs

died	waste	vault	haul	currant
stable	bound	dyed	current	soul
pain	pane	main	idle	mane
wound	waist	sole	hall	idol

Complete each sentence below with a spelling word.

1. Wear the belt around your \_\_\_\_\_ to hold the pants up.
2. My sister \_\_\_\_\_ her hair red.
3. The male lion has a \_\_\_\_\_.
4. The river's \_\_\_\_\_ carried the boat downstream.
5. The old dog \_\_\_\_\_ after becoming very sick.
6. I had a \_\_\_\_\_ muffin for breakfast.
7. When I hurt my arm, the \_\_\_\_\_ was very bad.
8. The coat closet is in the \_\_\_\_\_ next to the door.

### Similar Meanings

Write the spelling word which comes closest to the word or phrase below.

- |             |       |              |       |
|-------------|-------|--------------|-------|
| 9. firm     | _____ | 15. chief    | _____ |
| 10. injury  | _____ | 16. only     | _____ |
| 11. useless | _____ | 17. inactive | _____ |
| 12. tied    | _____ | 18. spirit   | _____ |
| 13. glass   | _____ | 19. carry    | _____ |
| 14. safe    | _____ | 20. image    | _____ |

**Challenge Extension:** Imagine you went on a boat trip during your vacation. Write sentences for each of the Challenge Words describing what happened on the trip.

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

## Homophones and Homographs

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### Proofreading Activity

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

To my dear wife,

My sool has longed for you and for Africa. The ship is ready, and I will be bowned for home tomorrow. Do not worry or think about the pane I have suffered. Every woond is healed. The chains that were on my ankles and around my wayst are gone forever. The fair wind and ocean currint will bring me back to you soon.

With love,

Singbe

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

### Writing Activity

In the story "Amistad Rising," the author wrote, "There is not a drop of sea water that doesn't have a secret; not a river or lake that doesn't whisper someone's name." Supposing that the water was alive, what secret might it have? Use four spelling words in your writing.

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## Homophones and Homographs

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

**Sample A:**

- (A) fownd
- (B) faund
- (C) found
- (D) founed

**Sample B:**

- (A) whind
- (B) wynde
- (C) winde
- (D) wind

- |                                     |                                     |                                      |                                      |
|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| 1. <input type="radio"/> (A) died   | 6. <input type="radio"/> (E) bownd  | 11. <input type="radio"/> (A) maine  | 16. <input type="radio"/> (E) hawle  |
| <input type="radio"/> (B) dyd       | <input type="radio"/> (F) bounde    | <input type="radio"/> (B) mayne      | <input type="radio"/> (F) hawl       |
| <input type="radio"/> (C) dide      | <input type="radio"/> (G) baund     | <input type="radio"/> (C) maiyn      | <input type="radio"/> (G) halle      |
| <input type="radio"/> (D) deid      | <input type="radio"/> (H) bound     | <input type="radio"/> (D) main       | <input type="radio"/> (H) hall       |
| 2. <input type="radio"/> (E) stabul | 7. <input type="radio"/> (A) paine  | 12. <input type="radio"/> (E) sool   | 17. <input type="radio"/> (A) curant |
| <input type="radio"/> (F) stabell   | <input type="radio"/> (B) pane      | <input type="radio"/> (F) sole       | <input type="radio"/> (B) cureant    |
| <input type="radio"/> (G) stayble   | <input type="radio"/> (C) payen     | <input type="radio"/> (G) soel       | <input type="radio"/> (C) currant    |
| <input type="radio"/> (H) stable    | <input type="radio"/> (D) payn      | <input type="radio"/> (H) sol        | <input type="radio"/> (D) currante   |
| 3. <input type="radio"/> (A) pian   | 8. <input type="radio"/> (E) wayst  | 13. <input type="radio"/> (A) haul   | 18. <input type="radio"/> (E) soole  |
| <input type="radio"/> (B) pain      | <input type="radio"/> (F) wast      | <input type="radio"/> (B) haile      | <input type="radio"/> (F) soul       |
| <input type="radio"/> (C) payne     | <input type="radio"/> (G) waist     | <input type="radio"/> (C) hawl       | <input type="radio"/> (G) coul       |
| <input type="radio"/> (D) paine     | <input type="radio"/> (H) wayest    | <input type="radio"/> (D) hawle      | <input type="radio"/> (H) soll       |
| 4. <input type="radio"/> (E) wound  | 9. <input type="radio"/> (A) vault  | 14. <input type="radio"/> (E) curint | 19. <input type="radio"/> (A) mane   |
| <input type="radio"/> (F) wunde     | <input type="radio"/> (B) vawlt     | <input type="radio"/> (F) currint    | <input type="radio"/> (B) mayn       |
| <input type="radio"/> (G) wownd     | <input type="radio"/> (C) vaulet    | <input type="radio"/> (G) current    | <input type="radio"/> (C) maene      |
| <input type="radio"/> (H) wouwened  | <input type="radio"/> (D) vawld     | <input type="radio"/> (H) currunt    | <input type="radio"/> (D) meane      |
| 5. <input type="radio"/> (A) wayste | 10. <input type="radio"/> (E) diyed | 15. <input type="radio"/> (A) iddle  | 20. <input type="radio"/> (E) idyl   |
| <input type="radio"/> (B) waiste    | <input type="radio"/> (F) deyed     | <input type="radio"/> (B) idle       | <input type="radio"/> (F) iddel      |
| <input type="radio"/> (C) waste     | <input type="radio"/> (G) dyed      | <input type="radio"/> (C) idel       | <input type="radio"/> (G) idol       |
| <input type="radio"/> (D) wast      | <input type="radio"/> (H) dieed     | <input type="radio"/> (D) iddel      | <input type="radio"/> (H) iddol      |

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

## Words with Prefixes

### Pretest Directions

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

### To Parents

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

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

<ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> <li>11. _____</li> <li>12. _____</li> <li>13. _____</li> <li>14. _____</li> <li>15. _____</li> <li>16. _____</li> <li>17. _____</li> <li>18. _____</li> <li>19. _____</li> <li>20. _____</li> </ol>	<ol style="list-style-type: none"> <li>1. preschool</li> <li>2. replaced</li> <li>3. unknown</li> <li>4. disobey</li> <li>5. invisible</li> <li>6. preview</li> <li>7. regain</li> <li>8. unseen</li> <li>9. discomfort</li> <li>10. incorrect</li> <li>11. precook</li> <li>12. recall</li> <li>13. unable</li> <li>14. dishonest</li> <li>15. inexpensive</li> <li>16. prearrange</li> <li>17. revisit</li> <li>18. unaware</li> <li>19. disapprove</li> <li>20. incredible</li> </ol>
<h3 style="margin: 0;">Challenge Words</h3>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>husking</p> <p>landlord</p> <p>oblige</p> <p>rascals</p> <p>sprawled</p>

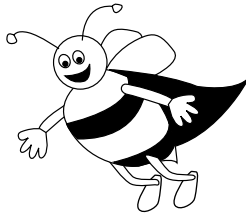


Name \_\_\_\_\_ Date \_\_\_\_\_

**Words with Prefixes**

**Using the Word Study Steps**

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



**Spelling Tip**

Learn how to spell prefixes you use often in writing.

**re- in- dis-**

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

**Related Words**

Write the spelling word which contains the smaller word below.

- |             |       |               |       |
|-------------|-------|---------------|-------|
| 1. school   | _____ | 11. cook      | _____ |
| 2. placed   | _____ | 12. call      | _____ |
| 3. known    | _____ | 13. able      | _____ |
| 4. obey     | _____ | 14. honest    | _____ |
| 5. visible  | _____ | 15. expensive | _____ |
| 6. view     | _____ | 16. arrange   | _____ |
| 7. gain     | _____ | 17. visit     | _____ |
| 8. seen     | _____ | 18. aware     | _____ |
| 9. comfort  | _____ | 19. approve   | _____ |
| 10. correct | _____ | 20. credible  | _____ |

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child think of and spell other prefixes.

Help your child complete the spelling activity.

**Words with Prefixes**

preschool	invisible	discomfort	unable	revisit
replaced	preview	incorrect	dishonest	unaware
unknown	regain	precook	inexpensive	disapprove
disobey	unseen	recall	prearrange	incredible

Sort each spelling word according to its prefix.

**re-**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**dis-**

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**un-**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**in-**

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**pre-**

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

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

**Words with Prefixes**

preschool	invisible	discomfort	unable	revisit
replaced	preview	incorrect	dishonest	unaware
unknown	regain	precook	inexpensive	disapprove
disobey	unseen	recall	prearrange	incredible

Complete each sentence below with a spelling word.

1. My dog ran so fast, I was \_\_\_\_\_ to catch up to him.
2. I \_\_\_\_\_ my blue shirt with a white one.
3. The location of her lost glove is \_\_\_\_\_.
4. The three-year-old boy spends each morning at \_\_\_\_\_.
5. Do not \_\_\_\_\_ your parents.
6. The insect was so tiny it was nearly \_\_\_\_\_.
7. If we score this goal, we will \_\_\_\_\_ the lead in the game.
8. I don't \_\_\_\_\_ your name, although I met you last night.

Write the spelling word that matches each meaning below.

- |                              |                             |
|------------------------------|-----------------------------|
| 9. to cook beforehand _____  | 15. not honest _____        |
| 10. lack of comfort _____    | 16. to arrange before _____ |
| 11. not correct _____        | 17. not expensive _____     |
| 12. to visit again _____     | 18. not aware _____         |
| 13. not seen _____           | 19. to not approve _____    |
| 14. to view in advance _____ | 20. not credible _____      |

**Challenge Extension:** Write one fill-in sentence for each Challenge Word. Exchange your sentences with a partner and fill in the blank in each sentence.

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

## Words with Prefixes

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### Proofreading Activity

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

Rip Van Winkle didn't mean to disobay his wife, but she continued to disapprove of his behavior. Dame Van Winkle wanted the wood to be fetched and the roof to be replaced. When Rip goes to the mountains to get wood, he hears an unsceen person calling his name. He meets Henrik Hudson and his crew and plays a game of ninepins and then falls asleep. When Rip Van Winkle wakes up, he is unawear that twenty years have passed. His daughter Judith finds it incredible that he has finally returned!

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

### Writing Activity

Make believe that you have fallen asleep for twenty years. Write about what you find when you wake up. Use four spelling words in your writing.

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**Word with Prefixes**

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

**Sample A:**

- (A) retirn  
 (B) retern  
 (C) ratur  
 (D) return

**Sample B:**

- (A) untye  
 (B) unntie  
 (C) untie  
 (D) untai

- |   |   |  |  |
|---|---|--|--|
| 1. <input checked="" type="radio"/> (A) preskul | 6. <input type="radio"/> (E) preevew    | 11. <input type="radio"/> (A) precook      | 16. <input type="radio"/> (E) prearrange |
| <input type="radio"/> (B) preschool             | <input type="radio"/> (F) preview       | <input type="radio"/> (B) preecook         | <input type="radio"/> (F) preearange     |
| <input type="radio"/> (C) prischool             | <input type="radio"/> (G) prevewe       | <input type="radio"/> (C) pricook          | <input type="radio"/> (G) priarrange     |
| <input type="radio"/> (D) preeschool            | <input type="radio"/> (H) priview       | <input type="radio"/> (D) precuk           | <input type="radio"/> (H) preirange      |
| 2. <input type="radio"/> (E) replacd            | 7. <input type="radio"/> (A) reegane    | 12. <input type="radio"/> (E) recaul       | 17. <input type="radio"/> (A) reevisit   |
| <input type="radio"/> (F) replaiced             | <input type="radio"/> (B) regane        | <input type="radio"/> (F) recall           | <input type="radio"/> (B) revesit        |
| <input type="radio"/> (G) ryplacd               | <input type="radio"/> (C) regain        | <input type="radio"/> (G) recal            | <input type="radio"/> (C) revisit        |
| <input type="radio"/> (H) replaced              | <input type="radio"/> (D) rigain        | <input type="radio"/> (H) ricall           | <input type="radio"/> (D) rivisit        |
| 3. <input type="radio"/> (A) unknown            | 8. <input type="radio"/> (E) unseen     | 13. <input type="radio"/> (A) inable       | 18. <input type="radio"/> (E) unaware    |
| <input type="radio"/> (B) unnown                | <input type="radio"/> (F) unsene        | <input type="radio"/> (B) unible           | <input type="radio"/> (F) inaware        |
| <input type="radio"/> (C) unknowne              | <input type="radio"/> (G) enseen        | <input type="radio"/> (C) unble            | <input type="radio"/> (G) uneware        |
| <input type="radio"/> (D) unknowen              | <input type="radio"/> (H) umseen        | <input type="radio"/> (D) unable           | <input type="radio"/> (H) unawere        |
| 4. <input type="radio"/> (E) desobey            | 9. <input type="radio"/> (A) descomfit  | 14. <input type="radio"/> (E) deshonest    | 19. <input type="radio"/> (A) disapprove |
| <input type="radio"/> (F) disobey               | <input type="radio"/> (B) discomfit     | <input type="radio"/> (F) dishonst         | <input type="radio"/> (B) desapprove     |
| <input type="radio"/> (G) disobay               | <input type="radio"/> (C) descomfort    | <input type="radio"/> (G) dishonest        | <input type="radio"/> (C) disaprove      |
| <input type="radio"/> (H) desobay               | <input type="radio"/> (D) discomfort    | <input type="radio"/> (H) deshonest        | <input type="radio"/> (D) disaprov       |
| 5. <input type="radio"/> (A) unvisable          | 10. <input type="radio"/> (E) encorrekt | 15. <input type="radio"/> (A) inekspensive | 20. <input type="radio"/> (E) incretable |
| <input type="radio"/> (B) invisble              | <input type="radio"/> (F) incorect      | <input type="radio"/> (B) inexpensive      | <input type="radio"/> (F) incredible     |
| <input type="radio"/> (C) invisible             | <input type="radio"/> (G) incorrect     | <input type="radio"/> (C) inexpinsive      | <input type="radio"/> (G) incretible     |
| <input type="radio"/> (D) infissable            | <input type="radio"/> (H) incorriect    | <input type="radio"/> (D) unexpensive      | <input type="radio"/> (H) encredible     |

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

## Words with Suffixes

### Pretest Directions

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

### To Parents

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

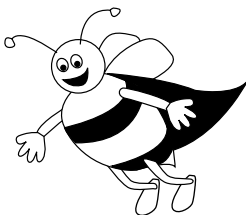
1. _____	1. remarkable
2. _____	2. peaceful
3. _____	3. countless
4. _____	4. foolishness
5. _____	5. excitement
6. _____	6. reasonable
7. _____	7. graceful
8. _____	8. painless
9. _____	9. weakness
10. _____	10. amusement
11. _____	11. respectable
12. _____	12. harmful
13. _____	13. meaningless
14. _____	14. softness
15. _____	15. treatment
16. _____	16. honorable
17. _____	17. flavorful
18. _____	18. defenseless
19. _____	19. nervousness
20. _____	20. announcement
<b>Challenge Words</b>	
_____	disgrace
_____	driftwood
_____	flails
_____	host
_____	sizzle

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

## Words with Suffixes

### Using the Word Study Steps

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



### Spelling Tip

Learn how to spell suffixes you use often in writing.

**-able -ness**

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

### Word Scramble

Unscramble each set of letters to make a spelling word.

- |                       |                        |
|-----------------------|------------------------|
| 1. kremearlab _____   | 11. flaupece _____     |
| 2. slocenuts _____    | 12. slipanes _____     |
| 3. flurham _____      | 13. snooflsheshi _____ |
| 4. lamissengen _____  | 14. eunnanotcmen _____ |
| 5. swaknees _____     | 15. horobalen _____    |
| 6. glafrecu _____     | 16. mextenteci _____   |
| 7. tetarntem _____    | 17. plebearsect _____  |
| 8. frouvlafI _____    | 18. bronealase _____   |
| 9. smeentaum _____    | 19. fonstess _____     |
| 10. ossrenevsnu _____ | 20. slefdensees _____  |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help him or her learn to spell other suffixes.

Help your child complete the spelling activity.

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

## Words with Suffixes

remarkable	excitement	weakness	meaningless	flavorful
peaceful	reasonable	amusement	softness	defenseless
countless	graceful	respectable	treatment	nervousness
foolishness	painless	harmful	honorable	announcement

Sort each spelling word by finding its suffix below.

**-less**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**-ful**

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**-ness**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**-ment**

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**-able**

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



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

**Words with Suffixes**

remarkable	excitement	weakness	meaningless	flavorful
peaceful	reasonable	amusement	softness	defenseless
countless	graceful	respectable	treatment	nervousness
foolishness	painless	harmful	honorable	announcement

Complete each sentence below with a spelling word.

- The president's visit caused \_\_\_\_\_ among the townspeople.
- The soldier received an \_\_\_\_\_ discharge.
- The captain will make an important \_\_\_\_\_ tonight.
- Her determination to win the medal was \_\_\_\_\_.
- The car accident caused a \_\_\_\_\_ in her leg.
- I felt quiet and \_\_\_\_\_ sitting alone by the lake.
- The poor mouse was \_\_\_\_\_ against the hungry owl.
- Overeating is \_\_\_\_\_ to your health.

**Word Meanings: Suffixes**

Write the spelling word for each meaning given below.

- |   |                                      |
|---|--------------------------------------|
| 9. the state of being foolish<br>_____  | 15. without meaning _____            |
| 10. something that amuses<br>_____      | 16. full of grace _____              |
| 11. full of flavor _____                | 17. worthy of respect<br>_____       |
| 12. the state of being nervous<br>_____ | 18. the state of being soft<br>_____ |
| 13. without pain _____                  | 19. too many to be counted<br>_____  |
| 14. the act of treating _____           | 20. showing reason _____             |

## Words with Suffixes

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### Proofreading Activity

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

Dear Sister,

As I write this to you, I am filled with excitment. Mother took me to see the turtles hatch. It was night, and the beach was very peacefull. Then a remarkable thing happened. The countliss turtle babies hatched! Hundreds of tiny, defenceless turtles crawled awkwardly across the sand. Once they started to swim in the ocean, they were very grayceful. I made friends with one turtle. I hope to see her again next year.

See you soon,

Kiyomi

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

### Writing Activity

Have you ever had to overcome your fear of something? Write a brief paragraph about your experience, using four spelling words.

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**Words with Suffixes**

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

**Sample A:**

- (A) pointles  
 (B) poyntless  
 (C) pointliss  
 (D) pointless

**Sample B:**

- (A) usefull  
 (B) usefule  
 (C) useful  
 (D) usseful

- |   |  |   |  |
|---|--|---|--|
| 1. (A) remarcible<br>(B) remarkable<br>(C) remarkible<br>(D) remarcable   | 6. (E) resonable<br>(F) reasonable<br>(G) reasinible<br>(H) reasonable | 11. (A) respectable<br>(B) respectibble<br>(C) respectable<br>(D) respectuble | 16. (E) honorable<br>(F) honirable<br>(G) honarible<br>(H) honorable           |
| 2. (E) peceful<br>(F) peacful<br>(G) peacefull<br>(H) peaceful            | 7. (A) graceful<br>(B) gracefull<br>(C) gracful<br>(D) graseful        | 12. (E) harmfull<br>(F) hurmful<br>(G) harmfell<br>(H) harmful                | 17. (A) flavrful<br>(B) flavorfull<br>(C) flavorful<br>(D) flavurfull          |
| 3. (A) countlis<br>(B) countles<br>(C) countless<br>(D) countells         | 8. (E) paneless<br>(F) painliss<br>(G) painless<br>(H) painles         | 13. (A) meaningliss<br>(B) meaningless<br>(C) meaningles<br>(D) meanigless    | 18. (E) defensliss<br>(F) defenseless<br>(G) defenceles<br>(H) defenseluss     |
| 4. (E) foolishness<br>(F) fulishness<br>(G) foolishniss<br>(H) foolishnes | 9. (A) weekness<br>(B) weakness<br>(C) weakniss<br>(D) wekeness        | 14. (E) sawfness<br>(F) sofness<br>(G) softness<br>(H) softniss               | 19. (A) nervusniss<br>(B) nervisness<br>(C) nervousness<br>(D) nervousnous     |
| 5. (A) eksitement<br>(B) exitment<br>(C) exsitemint<br>(D) excitement     | 10. (E) amusement<br>(F) amuzement<br>(G) amusemint<br>(H) amusemunt   | 15. (A) treetment<br>(B) tretement<br>(C) treatment<br>(D) treatmant          | 20. (E) annownsmnt<br>(F) announsement<br>(G) announcemint<br>(H) announcement |

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

## Words with Suffixes

### Pretest Directions

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

### To Parents

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

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

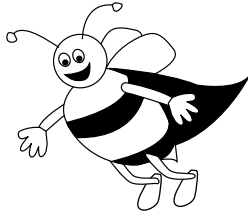
1. _____	1. instruction
2. _____	2. suggestion
3. _____	3. information
4. _____	4. education
5. _____	5. imagination
6. _____	6. selection
7. _____	7. confusion
8. _____	8. invitation
9. _____	9. attraction
10. _____	10. reservation
11. _____	11. election
12. _____	12. perfection
13. _____	13. conversation
14. _____	14. location
15. _____	15. population
16. _____	16. concentration
17. _____	17. consideration
18. _____	18. demonstration
19. _____	19. constitution
20. _____	20. correction
<b>Challenge Words</b>	
_____	interpret
_____	persuade
_____	register
_____	shabby
_____	soothing

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

## Words with Suffixes

### Using the Word Study Steps

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



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

### Spelling Tip

Say the word to yourself  
one syllable at a time.  
Then write the word the  
same way.

ed + u + cate = educate  
de + mon + strate =  
demonstrate

### Word Scramble

Unscramble each set of letters to make a spelling word.

- |                       |                         |
|-----------------------|-------------------------|
| 1. niotsructin _____  | 11. leetnioc _____      |
| 2. gestsugnio _____   | 12. frenopicte _____    |
| 3. frmointiaon _____  | 13. vernnosactio _____  |
| 4. cudaenoit _____    | 14. coinatol _____      |
| 5. gaminatiino _____  | 15. tapulopino _____    |
| 6. leestconi _____    | 16. trancnoceiton _____ |
| 7. funcsonoi _____    | 17. sniderinatoco _____ |
| 8. vintanoit _____    | 18. strandtimeono _____ |
| 9. crattnaito _____   | 19. tsiconnioutt _____  |
| 10. trainvreeos _____ | 20. rectorconi _____    |

### To Parents or Helpers:

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

Go over the Spelling Tip with your child. Help him or her spell longer words by breaking them down into syllables.

Help your child unscramble the sets of letters to form the spelling words.

**Words with Suffixes**

instruction	imagination	attraction	conversation	consideration
suggestion	selection	reservation	location	demonstration
information	confusion	election	population	constitution
education	invitation	perfection	concentration	correction

Sort each spelling word according to the suffix which it contains. Write the words which contain the following suffixes:

***-ion******-ation***

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

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

**Words with Suffixes**

instruction	imagination	attraction	conversation	consideration
suggestion	selection	reservation	location	demonstration
information	confusion	election	population	constitution
education	invitation	perfection	concentration	correction

Complete each sentence below with a spelling word.

- Getting a good \_\_\_\_\_ will help you get a good job.
- The clothing store had a large \_\_\_\_\_ of suits.
- I sent my best friend the first \_\_\_\_\_ to my party.
- I called the restaurant and made a \_\_\_\_\_ for dinner.
- He ran for mayor during the November \_\_\_\_\_.
- Cities have a larger \_\_\_\_\_ than towns.

**Similar Words**

Write the spelling word which is closest in meaning to each word or phrase.

- |                           |                           |
|---------------------------|---------------------------|
| 7. teaching _____         | 14. display _____         |
| 8. idea _____             | 15. body of laws _____    |
| 9. chaos _____            | 16. revision _____        |
| 10. appeal _____          | 17. data _____            |
| 11. excellence _____      | 18. fantasy _____         |
| 12. place _____           | 19. talk _____            |
| 13. close attention _____ | 20. careful thought _____ |

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

## Words with Suffixes

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### Proofreading Activity

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

Dear Congressman Hawkins,

I want to thank you for supporting our cause during our visit to Washington. There was so much confusin in that tunnel before you stopped and had a converzashun with my father. My mother thought this kind of demonstraton wouldn't do any good. But thanks to you and other members of Congress, the whole American adult populetion can vote. I hope you win your next elektion. Thank you again for your help and your considderation.

Sincerely,

Craig

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

### Writing Activity

Think of something you would like to see the government do for you or for your community. Write a letter to your representative in Congress describing what you would like done. Use four spelling words in your writing.

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**Words with Suffixes**

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

**Sample A:**

- Ⓐ stashion  
Ⓑ stashun  
Ⓒ staytion  
Ⓓ station

**Sample B:**

- Ⓐ invension  
Ⓑ invention  
Ⓒ invendion  
Ⓓ invenntion

- |   |   |   |   |
|---|---|---|---|
| 1. Ⓐ instiction<br>Ⓑ instruction<br>Ⓒ instrouction<br>Ⓓ instrection | 6. Ⓔ seelection<br>Ⓕ selection<br>Ⓖ silection<br>Ⓗ seliction        | 11. Ⓐ election<br>Ⓑ eliction<br>Ⓒ elektion<br>Ⓓ electon                 | 16. Ⓔ consentration<br>Ⓕ concintraton<br>Ⓖ concentration<br>Ⓗ consintration |
| 2. Ⓔ sujestion<br>Ⓕ sugestion<br>Ⓖ suggestion<br>Ⓗ sudjestion       | 7. Ⓐ confusion<br>Ⓑ confyusion<br>Ⓒ confoosion<br>Ⓓ confyusin       | 12. Ⓔ prefecion<br>Ⓕ perfection<br>Ⓖ pifrection<br>Ⓗ perfektion         | 17. Ⓐ considuration<br>Ⓑ considration<br>Ⓒ consideraton<br>Ⓓ consideration  |
| 3. Ⓐ information<br>Ⓑ infirmation<br>Ⓒ infomation<br>Ⓓ infirmaton   | 8. Ⓔ invitashun<br>Ⓕ invitation<br>Ⓖ invetation<br>Ⓗ invitaton      | 13. Ⓐ conversition<br>Ⓑ confersation<br>Ⓒ conversation<br>Ⓓ convisation | 18. Ⓔ deminstration<br>Ⓕ demonstration<br>Ⓖ deminstraytin<br>Ⓗ deminstraton |
| 4. Ⓔ edoocation<br>Ⓕ edyucation<br>Ⓖ educatin<br>Ⓗ education        | 9. Ⓐ atraction<br>Ⓑ attracion<br>Ⓒ attraction<br>Ⓓ attrection       | 14. Ⓔ lokation<br>Ⓕ location<br>Ⓖ locatin<br>Ⓗ locashun                 | 19. Ⓐ constitutin<br>Ⓑ constiution<br>Ⓒ constitution<br>Ⓓ constituton       |
| 5. Ⓐ imajination<br>Ⓑ imadjination<br>Ⓒ imagination<br>Ⓓ imaginaton | 10. Ⓔ reservition<br>Ⓕ riservation<br>Ⓖ resivation<br>Ⓗ reservation | 15. Ⓐ population<br>Ⓑ popyulation<br>Ⓒ popolatin<br>Ⓓ populaton         | 20. Ⓔ currection<br>Ⓕ correction<br>Ⓖ corection<br>Ⓗ correcton              |

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

## Words from Math

### Pretest Directions

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

### To Parents

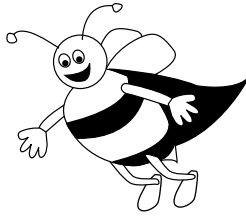
Here are the results of your child's weekly spelling Pretest. You can help your child study for the Posttest by following these simple steps for each word on the word list:

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

1. _____	1. ordered
2. _____	2. equal
3. _____	3. range
4. _____	4. difference
5. _____	5. volume
6. _____	6. multiply
7. _____	7. frequency
8. _____	8. mathematics
9. _____	9. centimeter
10. _____	10. formula
11. _____	11. product
12. _____	12. liter
13. _____	13. ratio
14. _____	14. bar graph
15. _____	15. millimeter
16. _____	16. estimated
17. _____	17. angle
18. _____	18. portion
19. _____	19. one-eighth
20. _____	20. quotient
<b>Challenge Words</b>	
_____	confirmed
_____	isolated
_____	lush
_____	tropical
_____	variety

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

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

**Spelling Tip**

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

mathematics =  
**math e mat ics**

formula = **form u la**

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

**Word Scramble**

Unscramble each set of letters to make a spelling word.

- |               |       |                 |       |
|---------------|-------|-----------------|-------|
| 1. laque      | _____ | 11. typillum    | _____ |
| 2. treimceent | _____ | 12. grean       | _____ |
| 3. proniot    | _____ | 13. ertil       | _____ |
| 4. efferdinec | _____ | 14. flouram     | _____ |
| 5. orati      | _____ | 15. equitton    | _____ |
| 6. drodeer    | _____ | 16. ruencyfqe   | _____ |
| 7. litimmerle | _____ | 17. tammehtasic | _____ |
| 8. glena      | _____ | 18. porcudt     | _____ |
| 9. disteamet  | _____ | 19. abr rahpg   | _____ |
| 10. ovulme    | _____ | 20. eon-tieghh  | _____ |

**To Parents or Helpers:**

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

Go over the Spelling Tip with your child. Help your child find word chunks or smaller words in other spelling words.

Help your child complete the spelling activity by unscrambling the letters to form spelling words.

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

**Words from Math**

ordered	volume	centimeter	ratio	angle
equal	multiply	formula	bar graph	portion
range	frequency	product	millimeter	one-eighth
difference	mathematics	liter	estimated	quotient

Say the spelling word to yourself. Then sort the word according to the vowel sound you hear in its first syllable. Write the words on the lines below.

**Long vowel sound**

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

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

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

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

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

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

**R-controlled vowel sound**

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

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

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

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

**Short vowel sound**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

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

**Words from Math**

ordered	volume	centimeter	ratio	angle
equal	multiply	formula	bar graph	portion
range	frequency	product	millimeter	one-eighth
difference	mathematics	liter	estimated	quotient

**Definitions**

Write the spelling word that matches the definition.

1. the same as \_\_\_\_\_
2. how often something happens \_\_\_\_\_
3. a chart that shows math results \_\_\_\_\_
4. arithmetic \_\_\_\_\_
5. 1/100 meter \_\_\_\_\_
6. 1/1,000 meter \_\_\_\_\_
7. proportion \_\_\_\_\_
8. scope \_\_\_\_\_
9. fixed rule or method \_\_\_\_\_
10. arranged \_\_\_\_\_
11. remainder after subtracting \_\_\_\_\_
12. amount of space occupied \_\_\_\_\_
13. result of multiplication \_\_\_\_\_
14. roughly calculated \_\_\_\_\_
15. segment of something \_\_\_\_\_

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

## Words from Math

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### Proofreading Activity

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

In mathematiks, it helps to remember each formmula you learn in order to solve new problems. For example, in order to find the volume of a cube, one must multiplay the length, width, and height. The resulting productt represents the space occupied by the cube. When dealing with large numbers, an answer can be estimayted in order to first find the ranje to which the number belongs, and then locate the exact answer.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

### Writing Activity

Pretend you take a trip to the Amazon rain forest. Write about what you might see or do there. Use four spelling words in your writing.

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**Words from Math**

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

**Sample A:**

- Ⓐ diveide  
 Ⓑ diveyde  
 Ⓒ devide  
 Ⓓ **divide**

**Sample B:**

- Ⓐ numer  
 Ⓑ nomber  
 Ⓒ number  
 Ⓓ nummber

- |   |   |   |  |
|---|---|---|--|
| 1. Ⓐ ordured<br>Ⓑ ordered<br>Ⓒ ordred<br>Ⓓ orderd             | 6. Ⓔ multipli<br>Ⓕ multiply<br>Ⓖ multiply<br>Ⓗ multiplie              | 11. Ⓐ productt<br>Ⓑ product<br>Ⓒ produkt<br>Ⓓ product           | 16. Ⓔ estimated<br>Ⓕ ectimated<br>Ⓖ estimateed<br>Ⓗ estimated  |
| 2. Ⓔ eequal<br>Ⓕ ekwal<br>Ⓖ equel<br>Ⓗ equal                  | 7. Ⓐ freequensy<br>Ⓑ freequency<br>Ⓒ frequency<br>Ⓓ frequensy         | 12. Ⓔ liter<br>Ⓕ leeter<br>Ⓖ leter<br>Ⓗ litur                   | 17. Ⓐ angele<br>Ⓑ angle<br>Ⓒ angul<br>Ⓓ angil                  |
| 3. Ⓐ range<br>Ⓑ raing<br>Ⓒ reang<br>Ⓓ ranghe                  | 8. Ⓔ mathematics<br>Ⓕ mathamatics<br>Ⓖ mathamathics<br>Ⓗ mathimathics | 13. Ⓐ rateo<br>Ⓑ ratio<br>Ⓒ ratioh<br>Ⓓ rashio                  | 18. Ⓔ porshun<br>Ⓕ portun<br>Ⓖ portion<br>Ⓗ porton             |
| 4. Ⓔ diference<br>Ⓕ diffurence<br>Ⓖ difference<br>Ⓗ diffrence | 9. Ⓐ centumetre<br>Ⓑ centimeter<br>Ⓒ centemeeter<br>Ⓓ centimetr       | 14. Ⓔ barr graf<br>Ⓕ bar graf<br>Ⓖ bar graph<br>Ⓗ barr graph    | 19. Ⓐ one-eighth<br>Ⓑ one-eigth<br>Ⓒ one-eithgh<br>Ⓓ one-eaght |
| 5. Ⓐ volume<br>Ⓑ valume<br>Ⓒ voloome<br>Ⓓ volyume             | 10. Ⓔ formoola<br>Ⓕ fourmula<br>Ⓖ formula<br>Ⓗ formyula               | 15. Ⓐ milimeeter<br>Ⓑ millimeter<br>Ⓒ milimiter<br>Ⓓ millimiter | 20. Ⓔ qwotient<br>Ⓕ quotent<br>Ⓖ quotient<br>Ⓗ qotient         |

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

## Grade 5/Unit 6 Review Test

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

Read Sample A and do Sample B.

- |   |   |
|---|---|
| <p>A. The <u>loud</u> <u>soond</u> came from a high <u>tower</u>.</p> <p style="text-align: center;">A      B                                      C</p>  | <p>A. (A) (B) (C) (D)</p> <p style="text-align: right;">NONE</p>  |
| <p>B. The <u>grate</u> big <u>balloon</u> <u>burst</u> with a bang.</p> <p style="text-align: center;">E                      F                      G</p>  | <p>B. (E) (F) (G) (H)</p> <p style="text-align: right;">NONE</p>  |
| <p>1. I was <u>unaware</u> that he <u>dyid</u> from his <u>wound</u>.</p> <p style="text-align: center;">A                                      B                                      C</p>                    | <p>1. (A) (B) (C) (D)</p> <p style="text-align: right;">NONE</p>  |
| <p>2. Do you <u>recall</u> with what <u>frequensy</u> he attends <u>school</u>?</p> <p style="text-align: center;">E                                      F                                      G</p>          | <p>2. (E) (F) (G) (H)</p> <p style="text-align: right;">NONE</p>  |
| <p>3. The <u>graceful</u> and <u>honorable</u> lawyer upheld the <u>constitution</u>.</p> <p style="text-align: center;">A                                      B                                      C</p>    | <p>3. (A) (B) (C) (D)</p> <p style="text-align: right;">NONE</p>  |
| <p>4. The <u>current</u> <u>preschool</u> program is <u>meeningless</u>.</p> <p style="text-align: center;">E                                      F                                      G</p>                 | <p>4. (E) (F) (G) (H)</p> <p style="text-align: right;">NONE</p>  |
| <p>5. An <u>atrraction</u> to the <u>constitution</u> is <u>honorable</u>.</p> <p style="text-align: center;">A                                      B                                      C</p>               | <p>5. (A) (B) (C) (D)</p> <p style="text-align: right;">NONE</p>  |
| <p>6. I can <u>recall</u> the <u>perfection</u> of the math <u>formula</u>.</p> <p style="text-align: center;">E                                      F                                      G</p>              | <p>6. (E) (F) (G) (H)</p> <p style="text-align: right;">NONE</p>  |
| <p>7. I was <u>unaware</u> that a <u>currint</u> fell in the <u>liter</u> container.</p> <p style="text-align: center;">A                                      B                                      C</p>     | <p>7. (A) (B) (C) (D)</p> <p style="text-align: right;">NONE</p>  |
| <p>8. The <u>formula</u> shows the <u>difference</u> between a quart and a <u>liter</u>.</p> <p style="text-align: center;">E                                      F                                      G</p> | <p>8. (E) (F) (G) (H)</p> <p style="text-align: right;">NONE</p>  |
| <p>9. I <u>recall</u> that the <u>invisible</u> man ate a <u>corrant</u>.</p> <p style="text-align: center;">A                                      B                                      C</p>                | <p>9. (A) (B) (C) (D)</p> <p style="text-align: right;">NONE</p>  |
| <p>10. What's the the <u>difference</u> between a <u>liter</u> and a <u>milimiter</u>?</p> <p style="text-align: center;">E                                      F                                      G</p>   | <p>10. (E) (F) (G) (H)</p> <p style="text-align: right;">NONE</p> |





## Grade 5/Unit 6 Review Test

11. In her imagination she wound the invisible thread. 11. (A) (B) (C) (D) NONE  
A B C
12. I recall the attraction of her dyed hair. 12. (E) (F) (G) (H) NONE  
E F G
13. The preschool child had an attraction to his imagination. 13. (A) (B) (C) (D) NONE  
A B C
14. I recall becoming invisible from eating a corrant. 14. (E) (F) (G) (H) NONE  
E F G
15. In our imagination, she died a graceful death. 15. (A) (B) (C) (D) NONE  
A B C
16. He gave consideration to the current math formmula. 16. (E) (F) (G) (H) NONE  
E F G
17. There is no amuzement in being dishonest in preschool. 17. (A) (B) (C) (D) NONE  
A B C
18. To our amusement, she dyed her hair the color of a current. 18. (E) (F) (G) (H) NONE  
E F G
19. It was folishness, to call the honorable man dishonest. 19. (A) (B) (C) (D) NONE  
A B C
20. Perfection of a formula is based on its frequency of use. 20. (E) (F) (G) (H) NONE  
E F G
21. I was unaware of his invisible woond. 21. (A) (B) (C) (D) NONE  
A B C
22. I can recal my friend's foolishness and amusement. 22. (E) (F) (G) (H) NONE  
E F G
23. I am unaware of any differince between meaningless answers. 23. (A) (B) (C) (D) NONE  
A B C
24. The prescool child was always honorable and graceful. 24. (E) (F) (G) (H) NONE  
E F G
25. They were unaware of his honorrable constitution. 25. (A) (B) (C) (D) NONE  
A B C