

Name _____

A short vowel says its sound. It is marked like this: ă.

A long vowel says its name. It is marked like this: ā.

Lesson 31: Short and Long Vowels

Read these slides. They all have short vowel sounds.

bă dĕ jŏ rĭ nŭ

Read these slides. They all have long vowel sounds.

bā dē jō rī nū

Mark the vowel in each of these slides short (ˇ).
Then read each slide.

ca hu ji te vo

Mark the vowel in each of these slides long (¯).
Then read each slide.

ki lo ra du ne

Name _____

Phonetic Skill 1: The vowel is short because it has one guardian consonant.

Lesson 32: Phonetic Skill 1

1. Mark the vowel with an: x.
2. Mark the guardian consonant with a guardian star: *.
3. If there is a guardian consonant and nothing else after it, the vowel is short. Mark the vowel short: ˘.
4. Read the word.

big
x

big
*
x

big
˘*
x

Practice marking these words to prove each vowel sound. The words follow Phonetic Skill 1. The first word has been done for you. Read each word after you have proved it.

˘*
run
x

gum

not

let

tin

van

hat

bug

tub

Write a sentence, using Phonetic Skill 1 words. Then read the sentence.

Name _____

Practice marking and reading
Phonetic Skill 1 words with Blends.

Lesson 32: Phonetic Skill 1

1. Mark, left to right, under the word.

Identify the Blend and the vowel:  x .



2. Mark the guardian: * .



3. Mark the vowel short:  .



4. Read the word.

Prove these words. They are Phonetic Skill 1 words, but they have Blends. Be sure to arc the Blend in each word. The first word has been done for you. Read each word after you have proved it.



crib

snap

glad

smog

stem

flag

slid

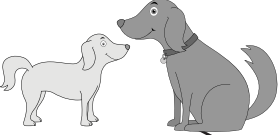
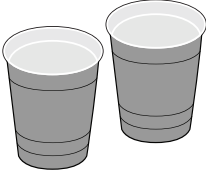
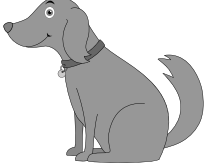

trip


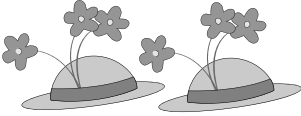
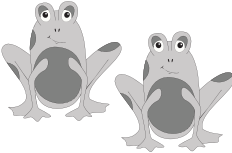
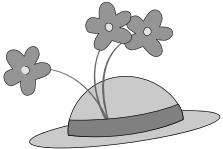
Name _____

This activity is a review of
Phonetic Skill 1 words and plurals.
Remember, plural means “more
than one.”

Lesson 32: Phonetic Skill 1

Read each word. Draw a line to match the word with the correct picture. The first word has been done for you.

			
dog	dogs	cup	cups

			
frog	frogs	hat	hats

Copy the sentence below. Then read the sentence. Circle the word that is plural. Use a capital letter at the beginning and a period at the end of the sentence.

She can fill two more cups.

Name _____

Phonetic Skill 2: The vowel is short because it has two guardian consonants.

Lesson 33: Phonetic Skill 2

1. Mark, left to right, under the word.
Watch for Blends. Identify the vowel: x .

jump
x

2. Mark the guardian consonants: * * .

jump
x * *

3. Mark the vowel short: ˇ .

jũmp
x * *

4. Read the word.

Prove the vowel sound by marking each word below.
The first words have been done for you. Read each word after you have proved it.

hint
x * *

rent

lamp

jũst
x * *

gift

bump

help

best

stand

Name _____

Practice proving and reading
Phonetic Skill 1 and 2 words.

Lesson 33: Phonetic Skill 2

Prove these words. Some words have one guardian, and some have two. Don't forget to arc any Blends. The first three words have been done for you. Read each word after you have proved it.

mēlt^{**}
x

sād^{*}
x

pāst^{*}
x

met

sent

yes

raft

dad

milk

mask

grass

had

Copy the sentence below. Then read the sentence.

Dad set the glass of milk on the grass.

Name _____

This activity provides practice writing and sorting words that follow Phonetic Skills 1 and 2.

Lesson 33: Phonetic Skill 2

Prove and read each of the words in the box. Write the words that follow Phonetic Skill 1 in the left column. Write the words that follow Phonetic Skill 2 in the right column. The first two words have been done for you.

rămp ^{* *} x	clăp [*] x	swim	bug	crab
pump	bed	task	sent	Cliff
sun	loft	pit	list	

Skill 1 (căt^{*}
x)

Skill 2 (jŭmp^{* *}
x)

clap	ramp

Name _____

There is a noun in every sentence.
A noun names a person, a place,
or a thing.

Lesson 34: Nouns

A common noun names people (sister, brother, teacher, etc.), places (a park, bedroom, store, etc.), and things (cat, dog, desk, etc.). Read each sentence then circle the common noun. Use the words in the box as clues.

hat man box dog

The box is big.

The hat is red.

The dog is small.

The man is tall.

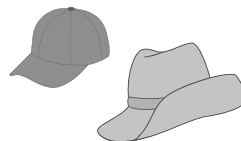
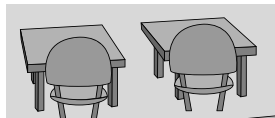
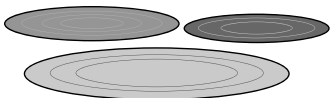
When the letter *s* is added to a noun, the word becomes a plural noun. Draw a line to match each plural noun to the correct picture below.

rugs

hats

kids

desks



Name _____

A noun names a person, place, or thing. When s or es is added to a noun, the word becomes a plural noun. A proper noun is the specific name for a person, place, or thing.

Lesson 34: Nouns

When a noun ends in s, z, x, ch, or sh, add -es to make it plural. Write each word below and add -es to make it plural. Read each word.

dress _____

fox _____

dish _____

lunch _____

When a common noun has a specific name, the noun is a proper noun and must begin with a capital letter. Write each of the following proper noun words with a capital letter.

ann

canada

mr. chan

When a noun owns something, it is a possessive noun. An 's is added to the noun to make a singular possessive noun. Make each underlined word possessive by adding 's. Then read each sentence.

This is Pam hat.

Cliff dog is small.



Name _____

A noun names a person, place, or thing. When it names more than one, it is a plural noun. When a noun owns something, it is a possessive noun. Possessive nouns can be singular or plural.

Lesson 34: Nouns

To show that a single noun owns or has something, add an apostrophe and the letter *s* ('*s*) after that noun: *Tom's*. Read each sentence below. Then write the singular possessive of each noun on the line.

Meg's hat is big. _____

The cat's bed is red. _____

A plural noun that does not end with an *s* is made possessive by adding an apostrophe and an *s* ('*s*): *men's*. Make each of these plural nouns possessive by adding an apostrophe *s*.

children men sheep oxen

A plural word that ends in *s* is made possessive by adding just the apostrophe (') after the plural word: *cats'*. Read each sentence below. Then circle the plural possessive word in each sentence.

The girls' beds were messy.

I see the kids' classes.

Name _____

A Digraph is two consonants with only one consonant sound. *CK* is a Digraph. When *c* and *k* are together at the end of a word, it is a new spelling for the sound /k/.

Lesson 35: Spelling with -CK

The Digraph *ck* has the sound of /k/. It comes only at the ends of words. When you hear a word with a short vowel sound followed by the /k/ sound, the /k/ is spelled *-ck*.

Copy, prove, and read the following words. (Remember, the *-ck* makes one consonant sound, so it has only one guardian star).

deck

snack

pick

truck

lock

Read the following sentences. Then circle the Digraph *ck* words.

Did you pick up your snack on the deck?

Lock the truck when you get out.

Name _____

MCWs List 9: *my, than, first, water, been, call, who, oil, now, find*

Lesson 36: Most Common Words List 9

Copy each Most Common Word below. Then read each word.

my

than

oil

now

call

who

find

been

first

water

Find and circle each Most Common Word in the word search. The words can go up ↑, down ↓, across →, or diagonally ↗ ↘.

my than oil
now call who
find been first
water

W	A	T	E	R	O	I	L
B	W	S	H	G	J	Z	W
X	E	H	R	A	H	F	T
F	O	E	O	U	N	I	X
I	P	K	N	O	W	R	C
N	Z	Q	B	D	L	S	Z
D	R	S	L	J	M	T	K
C	A	L	L	K	Y	R	N

Name _____

When letters are added to the ending of a base word, it changes the meaning of the word. This group of letters is called a *suffix*.

Lesson 37: Adding Suffixes Phonetic Skills 1 and 2

Read, write, and mark each base word below to prove the vowel sound. Below that, write the word again and add the suffix. Then underline the suffix. Read the new word.

mop

add *-ing*

add *-ed*

plant

add *-ing*

add *-ed*

Read the sentence below. Then circle the words in the sentence that end with a suffix.

The hunter called his dog while setting up camp.

Name _____

When letters are added to the ending of a base word, it changes the meaning of the word. This group of letters is called a *suffix*.

Lesson 37: Adding Suffixes Phonetic Skills 1 and 2

Read, write, and mark each base word below to prove the vowel sound. Below that, write the word again and add the suffix. Then underline the suffix. Read the new word.

spell

add -ing

add -ed

add -er

bank

add -ing

add -ed

add -er

Read the sentence below. Then circle the words in the sentence that end with a suffix.

People clapped for the fastest runner.

Name _____

The suffix *-ed* has three sounds. The consonant sound that comes before the *-ed* suffix determines the sound of the suffix.

Lesson 38: Three Sounds of **-ED**

After voiceless consonants (*f, k, p, s, x, ch, sh*), *-ed* says /t/ ⊖: *huffed*, *taxed*, *mashed*.

After voiced consonants (*n, m, b, g, l, v, z*), *-ed* says /d/ ⊕: *fanned*, *smelled*, *loved*.

When the base word ends in the spelling of *t* or *d*, the *-ed* sound is /id/: *planted*, *mended*.

Read the following words. Then write each word in the correct *-ed* sound column. Underline the suffix *-ed* in each word. The first word has been done for you.

bragged	mashed	tended	buzzed
kissed	grabbed	frosted	fished
clapped	fixed	spelled	landed

/t/ ⊖	/d/ ⊕	/id/
	bragged	

Name _____

Verbs can be past, present, or future tense. Sometimes, an s is added to a verb for subject-verb agreement.

Lesson 39: Verbs

Read the following sentences. Then circle the verbs (action words) in each sentence.

I jumped on the bed. Mom told me *no*. Now I will run on the grass.

Sometimes, an s is added to a verb if the noun that goes with it is singular. Adding the s makes the subject and verb “agree.” Add an s to the verbs in the following sentences. Then read each sentence.

Jan step___ on a bug. Brad jump___ on his bed.

Some verbs change in spelling when they become past tense. Circle the correct past tense verb in each pair of words below.

ran/runned

drinked/drunk

falled/fell

sent/sended

singed/sang

sat/sitted

Name _____

This sorting activity provides practice identifying present, past, and future tense verbs.

Lesson 39: Verbs

Verbs can be present tense (happening now), past tense (happened some time ago), or future tense (will happen). If a verb is present tense, an *s* or *-ing* may be added. If the verb is past tense, *-ed* is added. If it is future tense, the word *will* will come before the verb.

Decide whether each verb listed below is present, past, or future tense. Then write the verb in the correct column. The first word has been done for you.

jumps	will sleep	told	run
will eat	skips	drink	sat
fall	sent	sang	will tell
	ran	will go	

present tense	past tense	future
jumps		

Name _____

In the Vowel Family *O* (-old, -olt, -ost) and the Vowel Family *I* (-ild, -ind), the vowel sounds are long.

Lesson 40: Vowel Families *O* and *I*

Read each sentence. Then circle the words below that contain the Vowel Families -old, -olt, -ost, -ild, or -ind.

1. The small colt is wild! Did you see it bolt?
2. Set the cold box on the desk.
3. Look at that kind child.
4. Can you find my old, gold ring?
5. Jack is sad. His old dog is blind.
6. I will set up this tall post for the flag.

Write three words from the sentences above that rhyme with *told*.

Write three words from the sentences above that rhyme with *mind*.

Name _____

MCWs List 10: *long, down, day, did, get, come, made, part, over, friend*

Lesson 41: Most Common Words List 10

For each pair of words, circle the Most Common Word that is spelled correctly. Then read and write the Most Common Word.

long/glon

cemo/come

did/ddi

down/owdn

yad/day

ervo/over

teg/get

made/dmae

tpra/part

friend/freind

Name _____

Phonetic Skill 3: The vowel is long because it stands alone.

Lesson 42: Phonetic Skill 3

1. Mark, left to right, under the word.

Identify the vowel: x.

go
x

2. Mark the vowel long: ¯.

gō
x

3. Read the word.

Prove the vowel sound by marking each word. Then read the word. The first word has been done for you.

gō
x

we

so

hi

he

no

she

me

be

Write a sentence, using a Phonetic Skill 3 word. Then read the sentence.

Name _____

Phonetic Skill 1: hǎt*

Phonetic Skill 2: bǎnt*

Phonetic Skill 3: gō

Lesson 42: Phonetic Skill 3

Prove and read each word, using the first three Phonetic Skills. The first three have been done for you.

mēlt**
x

soft

west

gō
x

he

lad

zīp*
x

led

red

hand

pen

me

we

hi

rent

mop

lamp

tin

so

held

help

Name _____

Phonetic Skill 1: hăť_x

Phonetic Skill 2: bĕñť_x

Phonetic Skill 3: gō_x

Lesson 42: Phonetic Skill 3

Read these sentences. Underline any Phonetic Skill 1 words. **Box** any Phonetic Skill 2 words. **Circle** any Phonetic Skill 3 words.

Let me go and have
a nap.


Kim had the last jump
from the ramp.

Help me get past the
soft mud.

Name _____

Phonetic Skill 4: The final vowel e is silent, making the first vowel long.


Lesson 43: Phonetic Skill 4

1. Work, left to right, under the word, marking Blends and vowels: .

smile

2. Mark the vowel e silent: .

smile

3. Silent e causes the first vowel to be long. Mark the first vowel long: .

smile

4. Read the word.

Prove and read these words, using Phonetic Skill 4. The first word has been done for you.

stone

bike

hide

brave

cute

kite

vote

flame

bone

Write a sentence, using a Phonetic Skill 4 word. Then read the sentence.

Name _____

Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

Lesson 43: Phonetic Skill 4

Prove and read these Phonetic Skill 1 words. Then write each word on the line and add a silent e. Write, prove, and read each new word two times. Remember, there are no guardians with silent e! The first word has been done for you.

fin*

fine

plan

hop

twin

slid

mad

dim

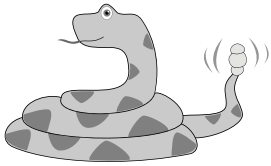
cap

Name _____

Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

Lesson 43: Phonetic Skill 4

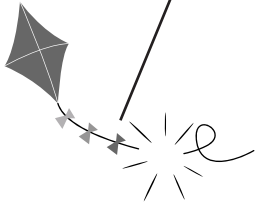
Read the sentences below. Circle the words in each sentence that follow Phonetic Skill 4 (silent e). Draw a line to match the sentence to the correct picture. The first sentence is done for you.



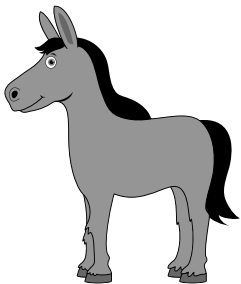
As Dave and Mike came home, the twine on their kite broke.



Snakes slide and glide in the grass and shake their rattles.



We hope to ride the mule to the lake.



In spite of the hot flames, Dave stopped the fire.

Name _____

An adjective is a word that describes a noun.

Lesson 44: Adjectives

Adjectives are words that describe nouns. They describe the color, they number or the size, or how something looks or feels.

Read each sentence. Circle any adjectives.

1. My cat is soft.

2. Jane has three dogs.

3. Ling's dad is tall.

4. There is a cold plum on the red desk.

5. The old man got on the big bus.

6. Josh got a new bed.

Name _____

When the /k/ sound follows a long vowel sound in a word, the /k/ is usually spelled *-ke*.

Lesson 45: Spelling with *-KE*

Add *-ke* after each vowel to make a word with a long vowel sound. Then prove and read the words. The first word has been done for you.

cākē

li__

sha__

spo__

ma__

bi__

bra__

jo__

stro__

Can you find the words you just marked in this word search? The words can go up ↑, down ↓, across →, or diagonally ↗ ↘.

L	I	Q	N	F	S	E	J	S	D
S	T	R	O	K	E	H	K	K	C
B	W	S	R	P	T	C	A	A	U
O	R	M	A	K	E	E	E	K	C
F	J	A	F	L	K	D	S	S	E
V	E	S	K	I	I	B	W	E	H
N	K	J	B	E	E	K	N	D	W
S	O	O	K	E	X	K	E	G	A
L	P	K	Z	W	B	Q	N	G	I
F	S	E	Z	N	W	L	A	P	B

Name _____

Phonetic Skill 1: hǎt*

Phonetic Skill 2: bĕnt*

Phonetic Skill 3: gō

Phonetic Skill 4: bōne†

Lesson 45: Spelling with -KE

Prove and read these words, using Phonetic Skills 1-4.
The first three words have been done for you.

slĕd*

we

came

went

no

jug

help

bone

kīte

stone

so

hand

crop

spin

west

grave

mē

brave

fast

hide

poke

tint

past

he

Name _____

MCWs List 11: *know, little, live, new, only, place, sound, take, work, year*

Lesson 46: Most Common Word List 11

Read the story. Then circle the Most Common Words from the words listed in the box.

know	little	live	new	only
sound	take	work	place	year

I know a place where you can have fun all year long. It will only take a little work to make it look brand new. You and a friend will want to live there. Does that sound fun to you?

Write the missing letters for each Most Common Word below. Then read each word.

li_e y_ _r ta_e wor_

k_o_ o_ly n_w p_ac_

l_tt_e s_un_

Name _____

When c is followed by e or i, it says /s/. Mark the c and the vowel with a rainbow s.

Lesson 47: Another Sound for C and G

Prove and read these words. They all have a rainbow s. The first two words have been done for you.

ācē
x x

cēnt
x

race

rice

twice

price

cite

cell

lace

slice

mice

pace

Read the sentences below. Circle the words with rainbow s. There are four.

We can get a bag of rice for six cents. It was twice that price on my last trip!

Name _____

When *j* is followed by *e* or *i*, it says /j/. Mark the *g* and the vowel with a rainbow *j*.

Lesson 47: Another Sound for C and G

Prove and read these words. They all have a rainbow *j*. The first two words have been done for you.

stage

Gene

page

age

gem

cage

wage

fudge

cringe

Read the sentences below. Circle the words with rainbow *j*. There are four.

Gene put the dog in its cage.
He liked working at the pet shop.
He got a nice wage for his age.

Name _____

If two consonants come between silent e and the first vowel, those consonants act as guardians and keep the first vowel short.

Lesson 47: Another Sound for C and G

Prove and read these words. Each word has a rainbow and a silent e, with two guardian consonants in between the vowels. Then draw a line between words that rhyme. The first word has been done for you.

prince

dance

fudge

Spence

lunge

since

fence

plunge

France

smudge

Name _____

Most words that end in the Digraph *ch* have a silent *t*. Most words that end in *ge* will have a silent *d*.

Lesson 47: Another Sound for C and G

Add the silent letter, and prove and read each word. The first two have been done for you.

mă^{*}tch^{*}
x

fŭ^{*}dge^{j*}
x

ju_ge

i_ch

wi_ch

bri_ge

e_ge

pi_ch

Copy this sentence that includes *-tch* and *-dge* words. Then read the sentence.

The judge does not like fudge.

Name _____

The silent e must be dropped before adding *-ing*.

Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Prove and read the words below. Then rewrite each word two times, adding *-ing*. Underline the suffix and read the new word. The first word has been done for you.

rope
x | x

roping roping

fade

crate

time

rake

tape

Write a sentence with a Phonetic Skill 4 word to which you have added *-ing*. Then read the sentence.

Name _____

Even though the silent e is dropped, the *ci* or *gi* combination still makes a rainbow sound.

Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4

Prove and read the words below. Then rewrite each word two times, adding *-ing*. Underline the suffix and read the new word. The first word has been done for you.

dance

dancing dancing

age

fence

glance

plunge

gaze

place

Name _____

An adverb is a word that describes the verb in a sentence.

Lesson 49: Adverbs

Adverbs tell how or when an action takes place. Sometimes, the adverb ends with *-ly*.

Read the sentences below. Then circle the adverb in each sentence.

Jace quickly ran home.

You must ring the bell softly.

I can sing loudly.


He drove the van very fast!

We happily ate the ice cream.


Name _____

Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

1. Work, left to right, under the word, marking Blends and vowels:  x x .



2. When vowels are adjacent, mark the second one silent:  .



3. Mark the first vowel long:  .



4. Read the word.

Prove and read these words, using Phonetic Skill 5. The first two have been done for you.





fruit

boat

green

snail

suit

float

train

sweep

glue

foam

brain

street

blue

Name _____

Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

Prove and read these words. The first word has been done for you.

sēēn
x x

glee

heal

eat

sprain

rain

faint

gray

plain

true

meat

seat

gloat

dream

sail

play

strain

leap

speak

toe

tee

scream

groan

doe

Name _____

These diagrams will help you memorize the nine most common adjacent vowels.

Lesson 50: Phonetic Skill 5

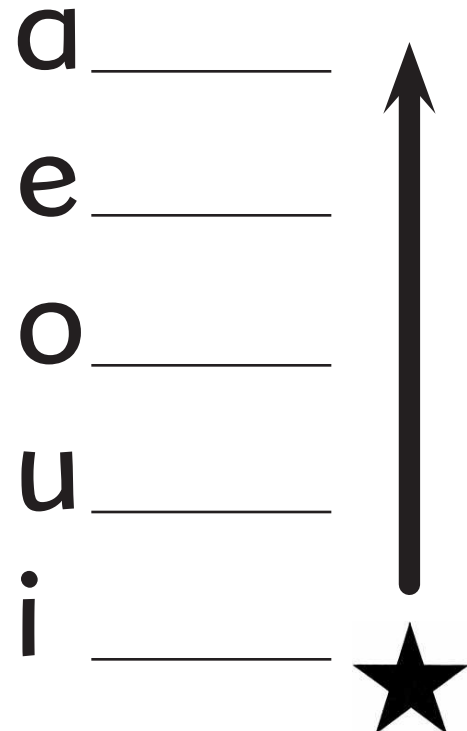
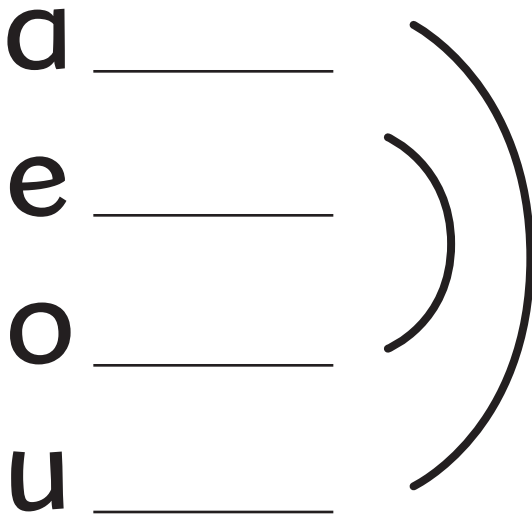
To help remember beginning and middle adjacent vowel sounds, put an *i* next to the top and the bottom vowel and an *a* next to each of the two inside vowels. To help remember middle and ending adjacent vowel sounds, begin at the star and go up, adding an *e* after each of the bottom four vowels and a *y* at the top, next to the *a*. When you are finished, it should look like this:

Beginning/Middle Adjacent Vowels

ai
ea
oa
ui

Middle/Ending Adjacent Vowels

ay
ee
oe
ue
ie



Name _____

This exercise provides practice proving words using all five Phonetic Skills and Special Vowel Combinations.

Lesson 50: Phonetic Skill 5

Each word on this page uses one of the five Phonetic Skills or a Special Vowel Combination. Prove and read each word.

stop

wall

dog

went

stay

go

me

hill

goat

bone

tell

meat

trail

crop

rain

stomp

west

feet

flame

stripe

stale

troll

seat

fruit

we

kite

toe

Name _____

This exercise requires you to decode the words to decide if they have a long or short sound and then sort the words.

Lesson 50: Phonetic Skill 5

Prove and read the words at the bottom of the page. Write the word under “LONG” if the vowel has a long sound. Write the word under “SHORT” if the vowel has a short sound. The first word is done for you.

LONG

SHORT

	gum

gūm^{*}_x

tie

lamp

sail

trip

tree

frog

cake

desk

smoke

Name _____

MCWs List 12: *me, most, thing, name, man, back, very, our, good, think, give, after, just, sentence, say*

Lesson 51: Most Common Words List 12

after	back	give	good	just
man	me	most	name	our
say	thing	very	think	sentence

For each pair of words, circle, write, and read the correctly spelled Most Common Word. The first word has been done for you.

after/trafe

after

geiv/give

back/kabc

most/stom

good/dogo

nam/man

em/me

rou/our

sentence/tennesce

say/ysa

ghint/thing

yerv/very

stuj/just

name/mean

hinth/think

Name _____

There are many ways to spell words with the ending sound /k/. Here are two ways: *ke* and *k*.

Lesson 52: Spelling with -K

Silent *e* words end in *ke*. Prove and read the following words. The first word is done for you.

rake
x *
|

like

snake

brake

smoke

make

Adjacent vowel words end in just *k*. Prove and read the following words. The first word is done for you.

week
x *
|

speak

leak

oak

beak

mEEK

Single-syllable words that have an *-nk* Special Vowel Combination or have *l* as an additional guardian end in *k*. Prove and read these words. The first two have been done for you.

pink
x

mil^lk
x * *

trunk

bunk

drink

silk

Name _____

There are many ways to spell words with the ending sound /k/. Here are two ways: *ke* and *k*.

Lesson 52: Spelling with -K

Each of the words below ends in a /k/ sound. Finish the words by adding *k* or *ke*. Read the words. Underline adjacent vowel words. Circle silent e words. Put a box around words with a Special Vowel Combination. Be sure to mark all of the words. The first three words have been done for you.

jōke
x x

sink
x

mēek
x x

win_

fā__

spea_

trun_

strea_

quā__

Write a sentence, using either a word ending in *k* or *ke*. Then read the sentence.

Name _____

When Digraphs join with the three Blend letters L, R, and S, they form Digraph Blends. The sound of the Digraph *ch* changes from /ch/ to /k/ in a Digraph Blend.

Lesson 53: Digraph Blends

Prove and read the words below. The nonsense words may sound like real words.

Digraph Blends

shr = shr

thr = thr

phl = ^fphl (fl)

phr = ^fphr (fr)

chl = chl (cl)

chr = chr (cr)

sch = sch (sc)

shrimp

thrust

phlox

phrase

*chlock

chrome

scheme

shrub

throne

*phlun

*phrate

*chlod

*chrom

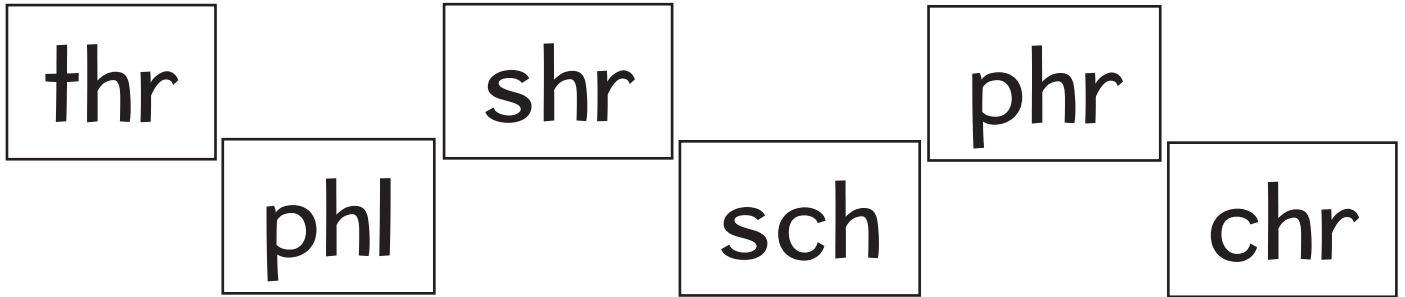
*schat

Name _____

This exercise provides practice identifying Digraph Blends.

Lesson 53: Digraph Blends

Color each of these Blend boxes a different color.



Prove and read each word below. Then underline it with the color used above for that Digraph Blend. The first three words have been proved for you.

throat

shred*

phrase^f^z

phlox

throne

scheme

shrug

thrust

three

shrimp

chrome

shrine

thrash

shrub

Name _____

A complete sentence has two parts: the naming part (subject) and the telling part (predicate).

Lesson 54: Sentence Structure

A simple sentence has two parts: the naming part and the telling part. Circle the naming part and underline the telling part in each sentence below. The first one has been done for you.

1. Ann likes to play games.

2. I like to drink milk.

3. Ralph's dog has fleas.

A compound sentence contains two simple sentences joined into one sentence by adding a comma and one of the following words: *for*, *and*, *nor*, *but*, *or*, *yet*, or *so*. (Example: Jon likes to read, **and** Joe likes to dance.)

Make a compound sentence by joining the following pairs of sentences. Remember to add a conjunction to each compound sentence.

Thad is at home. Josh went shopping.

Lil went fishing. Sal went home.

Name _____

This exercise provides practice using proper punctuation for declarative, interrogative, exclamatory, and imperative sentences.

Lesson 54: Sentence Structure

A declarative sentence ends with a period (.).

An interrogative sentence begins with a question word (*who, what, when, where, why, how, do, can*) and ends with a question mark (?).

An exclamatory sentence expresses strong emotion and ends with an exclamation point (!).

An imperative sentence gives a command and ends with either a period (.) or an exclamation point (!).

Read each sentence. Then write the correct punctuation at the end of each sentence below.

1. You must water my plants
2. Did you call the vet about Kim's cat
3. Ray did not like getting wet
4. You are the best
5. Don't open the gate
6. Who did you see at the game
7. You didn't wait for me at lunch

Name _____

To add a suffix to words containing adjacent vowels (Phonetic Skill 5 words), simply add *-ing*.

Lesson 55: Adding Suffixes to Phonetic Skill 5

Prove and read the words below. Write each word two times, adding *-ing*. Underline each suffix. The first word has been done for you.

rā|n
x*

raining raining

leap

speak

paint

sail

dream

scream

sweep

Name _____

This exercise provides practice adding the suffixes *-ing*, *-ed*, *-er*, and *-est* to words.

Lesson 55: Adding Suffixes to Phonetic Skill 5

Prove each word below. Then write the word, adding the suffix *-ing*. Underline the suffix. The first word has been done for you.

hit^{*}_x

_____ hitting _____

joke

seek

Prove each word below. Then write the word, adding the suffix *-ed*. Underline the suffix.

hum

stripe

Prove each word below. Then write the word two times. Add the suffix *-er* to the first word you write, and add *-est* to the second word you write. Underline each suffix.

big

small

Name _____

MCWs List 13: *great, where, help, through, much, before, line, right, too, mean, old, any, same, tell, boy*

Lesson 56: Most Common Words List 13

great	where	help	much	through
before	line	right	too	mean
old	any	same	tell	boy

Read each sentence below. Then circle the Most Common Words listed in the box above. (Not all words will be used.)

Class Rules

1. Be a great help to each other. You can never be too nice.
2. You need to stand in the right line.
3. Raise your hand before you leave your desk.
4. Do not tell on other people.
5. Be kind. Do not be mean. Treat any boy or girl the same.
6. Go through the new doors, not the old ones.

Name _____

This exercise provides practice identifying the sounds of *gh* in words.

Lesson 57: Sounds of *GH*, *IGH*, and *IGHT*

When *gh* comes at the beginning of a word, it has the sound /g/, as in *gh_ost*.

When *gh* comes at the end of a word, it sometimes has the sound /f/, as in *laugh_f*.

In most words, *gh* is silent. When *i* comes before *gh*, the *i* has the long sound, as in *sigh_i* and *sight_i*.

Prove and read the *gh* words below.

bright sigh

flight ghost

light night

Circle the *gh* words in the road signs below.



Name _____

MCWs List 14: *following, came, want, show, also, around, form, three, small, set, put, end, does, another, well*

Lesson 58: Most Common Words List 14

also	around	came	does	following
end	form	put	set	another
show	small	three	want	well

Find and circle the Most Common Words in the word search below. The words can go up ↑, down ↓, across →, or diagonally ↗ ↘.

B	W	H	A	N	O	T	H	E	R
C	E	S	J	K	R	N	S	E	T
D	L	M	T	O	D	P	I	S	H
A	L	S	O	Y	C	D	O	P	R
R	N	Q	U	D	M	O	L	R	E
O	P	I	C	A	M	E	L	F	E
U	R	P	H	B	D	S	H	O	W
N	Z	W	A	N	T	R	U	R	Y
D	S	T	E	C	S	N	P	M	R
X	U	S	M	A	L	L	S	P	U
P	F	O	L	L	O	W	I	N	G