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.

Challenge Words
_________________
brand-new
_________________
compass
darted
_________________
muttered
talker
_________________

1. ___________________  1. drank
2. ___________________  2. rest
3. ___________________  3. ahead
4. ___________________  4. drink
5. ___________________  5. dock
6. ___________________  6. hung
7. ___________________  7. trouble
8. ___________________  8. magazines
9. ___________________  9. self
10. ___________________ 10. deaf
11. ___________________ 11. lift
12. ___________________ 12. flock
13. ___________________ 13. trust
14. ___________________ 14. cousin
15. ___________________ 15. cannon
16. ___________________ 16. swept
17. ___________________ 17. pleasant
18. ___________________ 18. fist
19. ___________________ 19. couple
20. ___________________ 20. wealth

Words with Short Vowels

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Challenge Words
_________________
brand-new
_________________
compass
darted
_________________
muttered
talker
_________________
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.

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. krind _____________ 11. tilf _____________
2. nugh _____________ 12. spewt _____________
3. kdoc _____________ 13. stif _____________
4. fles _____________ 14. cloupe _____________
5. zagmainse _____________ 15. anconn _____________
6. krand _____________ 16. steapaln _____________
7. afde _____________ 17. sniocu _____________
8. tres _____________ 18. clofk _____________
9. broulet _____________ 19. sturt _____________
10. dahae _____________ 20. thalew _____________

Spelling Tip

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

drip + thank = drank

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. Ask your child to think of words he or she knows that can help him or her spell other words on the list.

Help your child complete the spelling activity.
Words with Short Vowels

<table>
<thead>
<tr>
<th>short a spelled</th>
<th>short i spelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>i</td>
</tr>
<tr>
<td>1.</td>
<td>11.</td>
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<tr>
<td>2.</td>
<td>12.</td>
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<tr>
<td>3.</td>
<td>13.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>short e spelled</th>
<th>short o spelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>5.</td>
<td>15.</td>
</tr>
<tr>
<td>6.</td>
<td>short u spelled</td>
</tr>
<tr>
<td>ea</td>
<td>u</td>
</tr>
<tr>
<td>7.</td>
<td>16.</td>
</tr>
<tr>
<td>8.</td>
<td>17.</td>
</tr>
<tr>
<td>9.</td>
<td>short u spelled</td>
</tr>
<tr>
<td>10.</td>
<td>ou</td>
</tr>
<tr>
<td>11.</td>
<td>18.</td>
</tr>
<tr>
<td>12.</td>
<td>19.</td>
</tr>
<tr>
<td>13.</td>
<td>20.</td>
</tr>
</tbody>
</table>

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 spell its vowel sound.

<table>
<thead>
<tr>
<th>Sounds Alike</th>
</tr>
</thead>
</table>

Write the spelling word that rhymes with each word below.

21. health    22. double
Complete each sentence with a spelling word.

1. These ____________ always have funny stories I like to read.

2. Every morning, a large ____________ of birds visits my bird feeder.

3. I ____________ two glasses of milk this morning at breakfast.

4. A person's ____________ is who they are and how they are special.

5. Last week, the students ____________ pictures on the classroom walls.

6. If you are in a hurry, you can go ____________ of me in line.

7. I like to ____________ a glass of juice after school.

8. My ____________ Bob is my Aunt Tilly's son.

9. The clown at the circus was shot from a ____________.

10. He found the broom and ____________ the floor.

Define It!
Write the spelling words that have the same meanings as the words or phrases below.

11. take it easy or sleep ____________ 14. a place to tie a boat ____________
12. two of something ____________ 15. to raise up ____________
13. not able to hear ____________ 16. a tightly closed hand ____________
Proofreading Activity
There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Cusin Bob,

I had a wonderful time with my dad this summer. We hiked into the mountains. Dad hiked ahead of me because I had trouble climbing. I had to stop and rest a lot. But soon we found a lake. We drank water right from the lake! Once I thought we were lost. Dad said we could trust his compass to help us find our way. And he was right. It was the best vacation I ever had.

See you soon,
Luke

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
Write a letter to a friend about a holiday or vacation you once had. Use four spelling words in your writing.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th>Sample B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> beest</td>
<td><strong>E</strong> ring</td>
</tr>
<tr>
<td><strong>B</strong> best</td>
<td><strong>F</strong> ringe</td>
</tr>
<tr>
<td><strong>C</strong> beste</td>
<td><strong>G</strong> raing</td>
</tr>
<tr>
<td><strong>D</strong> biest</td>
<td><strong>H</strong> reing</td>
</tr>
</tbody>
</table>

1. **A** docke | 6. **E** lifft |
| **B** dock | **F** lift |
| **C** doick | **G** lifte |
| **D** dok |

2. **E** cannin | 7. **A** silf |
| **F** kannon | **B** sealf |
| **G** cannon | **C** selfe |
| **H** canin |

3. **A** drinke | 8. **E** huhng |
| **B** drienk | **F** hung |
| **C** drink | **G** hunge |
| **D** drank |

4. **E** trubble | 9. **A** riste |
| **F** trouble | **B** rest |
| **G** troubel | **C** reist |
| **H** truble |

5. **A** ahead | 10. **E** drunken |
| **B** ahed | **F** draink |
| **C** ahaed | **G** draenk |
| **D** ahede |

11. **A** megizines | 16. **E** swept |
| **B** magazines | **F** swept |
| **C** magazanes | **G** swiept |
| **D** magizins |

12. **E** deaf | 17. **A** welth |
| **F** deef | **B** weelth |
| **G** def | **C** walth |
| **H** daef |

13. **A** truste | 18. **E** pleasant |
| **B** troust | **F** plesant |
| **C** trost | **G** pleasint |
| **D** trust |

14. **E** flouck |
| **F** flock |
| **G** fok |
| **H** flocke |

19. **A** feste | 20. **E** cuple |
| **B** fis |
| **C** fist |
| **D** fiste |

**Sample B**

**Sample A**
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.

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, then repeat steps 1–3.

1. ___________________ 1. cape
2. ___________________ 2. gray
3. ___________________ 3. station
4. ___________________ 4. rail
5. ___________________ 5. freight
6. ___________________ 6. agree
7. ___________________ 7. teacher
8. ___________________ 8. secret
9. ___________________ 9. family
10. ___________________ 10. cane
11. ___________________ 11. crayon
12. ___________________ 12. cable
13. ___________________ 13. fail
14. ___________________ 14. tea
15. ___________________ 15. zebra
16. ___________________ 16. rusty
17. ___________________ 17. tray
18. ___________________ 18. raisin
19. ___________________ 19. bean
20. ___________________ 20. tidy

Challenge Words
_________________ accidental
_________________ labored
_________________ occasions
_________________ rhythms
_________________ shutters
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.

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

Spelling Tip

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

fr + eight = freight

Word Scramble

Unscramble each set of letters to make a spelling word.

1. greae
2. lira
3. giefrth
4. epac
5. rehatec
6. nace
7. maliyf
8. yrag
9. creets
10. sattnoi
11. tsury
12. eat
13. neab
14. diyt
15. rabez
16. ialf
17. yarcno
18. siainr
19. lebac
20. yart

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. Ask your child to look at the spelling words and see if any of them contain smaller words that he or she knows how to spell.

Help your child complete the word scramble.
### Words with Long a and Long e

**Pattern Power!**
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 spell its vowel sound.

<table>
<thead>
<tr>
<th>Long a spelled</th>
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<tbody>
<tr>
<td>ae</td>
<td>ee</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>ea</td>
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<tr>
<td>ay</td>
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<td>5.</td>
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<td>18.</td>
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<td>9.</td>
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<td>10.</td>
<td>eigh</td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
</tbody>
</table>

- Cape, freight, family, fail, tray
- Gray, agree, cane, tea, raisin
- Station, teacher, crayon, zebra, bean
- Rail, secret, cable, rusty, tidy
Words with Long \(a\) and Long \(e\)

<table>
<thead>
<tr>
<th>cape</th>
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<td>raisin</td>
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<td>crayon</td>
<td>zebra</td>
<td>bean</td>
</tr>
<tr>
<td>rail</td>
<td>secret</td>
<td>cable</td>
<td>rusty</td>
<td>tidy</td>
</tr>
</tbody>
</table>

Complete each sentence below with a spelling word.

1. The bus _____________ is five miles from my house.
2. That _____________ train carries food to the city.
3. If I mix white and black together, I will have the color _____________.
4. It is not a _____________ that she loves to dance.
5. Do you disagree, or _____________ with me?
6. The new _____________ wrote her name on the chalkboard.
7. The dented metal looks red and _____________.
8. I will carry the cookies to the children on a _____________.
9. Use a _____________ to color in your coloring book.
10. The newest, fastest trains run on only one _____________.

What Does it Mean?
Write the spelling word that has the same, or almost the same meaning.

11. flunk _____________ 15. seed of a plant _____________
12. neat _____________ 16. a dried fruit _____________
13. relatives _____________ 17. hot drink _____________
14. striped animal _____________ 18. walking stick _____________

Challenge Extension: Have students create Challenge Word scrambles. Then have students swap them with a partner and solve each other’s word scramble.
Proofreading Activity

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

Dear Mrs. Ramos,

Thank you for being so nice to me. I want to tell you a secret. Even though my family had to move to find work, I will come back to see you. I hope to build a small, tidy house near the big tree. I will live there forever with my pretty, grey cat, Kitty. When I move into my wonderful house, I will not fail to come and see you. You are the best teacher I ever had.

Your student,
Amelia

1. _______________ 3. _______________ 5. _______________
2. _______________ 4. _______________ 6. _______________

Writing Activity

Where would you like to live? Write a letter telling a friend what your place will look like. Use four spelling words in your writing.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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

A. ranne
B. rane
C. rain
D. raine

Sample B

E. nete
F. neat
G. neit
H. neate

1. A. teye
   B. tea
   C. tei
   D. tae

2. E. cane
   F. cain
   G. caine
   H. ceane

3. A. ugree
   B. agrey
   C. aggre
   D. agree

4. E. rason
   F. raisin
   G. raesin
   H. raisin

5. A. tidee
   B. tyde
   C. tidi
   D. tidy

6. E. crayon
   F. craylon
   G. crayen
   H. craon

7. A. zibra
   B. zebra
   C. zeebra
   D. zeabra

8. E. capp
   F. cape
   G. caip
   H. caipe

9. A. station
   B. staytion
   C. stashun
   D. steation

10. E. trai
    F. traye
    G. tray
    H. trei

11. A. famile
    B. family
    C. familee
    D. famely

12. E. rale
    F. rael
    G. raile
    H. rail

13. A. teecher
    B. teachur
    C. teacher
    D. taecher

14. E. gray
    F. grei
    G. grai
    H. graye

15. A. frate
    B. freight
    C. freite
    D. freaght

16. E. cayble
    F. caible
    G. cable
    H. cabl

17. A. bean
    B. beene
    C. beane
    D. bene

18. E. seecret
    F. secrete
    G. seicret
    H. secret

19. A. rousty
    B. rusty
    C. ruster
    D. rustey

20. E. fale
    F. faile
    G. fayle
    H. fail
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.

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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, then repeat steps 1–3.

**Challenge Words**
- eerie
- huddled
- pesky
- reins
- squall

1. ______________ 1. tiger
2. ______________ 2. drive
3. ______________ 3. reply
4. ______________ 4. roll
5. ______________ 5. note
6. ______________ 6. crow
7. ______________ 7. oak
8. ______________ 8. iron
9. ______________ 9. alike
10. ______________ 10. supply
11. ______________ 11. tomato
12. ______________ 12. stove
13. ______________ 13. below
14. ______________ 14. groan
15. ______________ 15. title
16. ______________ 16. pine
17. ______________ 17. overhead
18. ______________ 18. chose
19. ______________ 19. hollow
20. ______________ 20. file
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.

Find Rhyming Words

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

| 1. drive | alive | brave |
| 2. crow  | claw  | grow  |
| 3. pine  | shine | pain  |
| 4. alike | stick | strike |
| 5. oak   | soak  | bark  |
| 6. below | now   | throw |
| 7. file  | fail  | mile  |
| 8. supply| supper| fly   |
| 9. groan | spoon | loan  |
| 10. note | not   | wrote |
| 11. tomato| too  | potato |
| 12. stove | drove | move  |
| 13. overhead| bead | dead  |
| 14. chose | those | choose |

Word Unscramble

Unscramble each set of letters to make a spelling word.

15. loowlh
16. griet
17. rino
18. lolr
19. little
20. pyrle

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. Ask your child if he or she can think of any words that rhyme with one of the spelling words. Help your child complete the spelling activity.
Words with Long i and Long o

Long i spelled

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

Long o spelled

5. __________________________
6. __________________________
7. __________________________
8. __________________________

i-e

9. __________________________
10. __________________________
11. __________________________
12. __________________________

o-e

13. __________________________
14. __________________________
15. __________________________

ow

16. __________________________
17. __________________________
18. __________________________

oa

19. __________________________
20. __________________________
Complete each sentence below with a spelling word.

1. If your shirt gets wrinkled, you can use my _____________.
2. When I grow up, my mom will teach me to _____________ a car.
3. A large black _____________ flew into the clouds.
4. The _____________ of this story is Sarah, Plain and Tall.
5. The _____________ took a nap in its cage at the zoo.
6. Mom used the top of our _____________ to fry onions.
7. Acorns are seeds from big _____________ trees.
8. At the office, all papers are kept in a _____________.
9. A _____________ tree has long, thin needles for leaves.
10. I keep a large _____________ of dog food in the house.

What Does it Mean?
Write the spelling word that has the same, or almost the same, meaning.

11. empty ____________ 15. under ____________
12. answer ____________ 16. above ____________
13. picked out ____________ 17. moan ____________
14. the same or similar ____________ 18. letter ____________
Words with Long i and Long o

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

Sarah just got back from town. She brought us a suply of food for dinner. She cooked rich, delicious tomado soup on the stoov. Then she made us warm, brown dinner rowls. We ate outside, in the shade of the huge, old oke tree. Overhed, the birds sang to each other in the branches. It was a wonderful day, and I was very happy.

1. _____________  
2. _____________
3. _____________  
4. _____________
5. _____________  
6. _____________

Writing Activity
Sarah liked to drive to town. Write a short story about a drive you would like to take. Use four spelling words in your writing.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# 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.

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<th>Sample B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>groo</strong></td>
<td>A</td>
<td><strong>vote</strong></td>
<td>E</td>
</tr>
<tr>
<td><strong>grow</strong></td>
<td>B</td>
<td><strong>vot</strong></td>
<td>F</td>
</tr>
<tr>
<td><strong>groe</strong></td>
<td>C</td>
<td><strong>voat</strong></td>
<td>G</td>
</tr>
<tr>
<td><strong>groh</strong></td>
<td>D</td>
<td><strong>voot</strong></td>
<td>H</td>
</tr>
</tbody>
</table>

1. **driv**  
   A. drive  
   B. driev  
   C. dryve  
2. **crow**  
   A. croe  
   B. croe  
   C. croe  
3. **pyn**  
   A. pihn  
   B. pien  
   C. pien  
4. **alick**  
   A. aliek  
   B. alik  
   C. alik  
5. **oke**  
   A. oek  
   B. oak  
   C. ok  

---

6. **below**  
   A. below  
   B. beloe  
   C. beloo  
7. **fil**  
   A. fiel  
   B. fiel  
   C. fiel  
8. **supplie**  
   A. supply  
   B. suppley  
   C. supply  
9. **grone**  
   A. groen  
   B. groen  
   C. groen  
10. **nowt**  
    A. noet  
    B. noot  
    C. noet  

---

11. **tomado**  
    A. tomato  
    B. toomatoe  
    C. toomatoe  
12. **stoove**  
    A. stove  
    B. stov  
    C. stov  
13. **overhead**  
    A. overhad  
    B. ovuhead  
    C. overhed  
14. **choos**  
    A. choise  
    B. chois  
    C. chois  
15. **hollo**  
    A. hollow  
    B. holluh  
    C. holluh  
16. **tiger**  
    A. tigre  
    B. tyger  
    C. tyger  
17. **iorn**  
    A. iron  
    B. iyern  
    C. iron  
18. **rol**  
    A. roll  
    B. rool  
    C. rool  
19. **tiltell**  
    A. tilte  
    B. titel  
    C. titel  
20. **repliye**  
    A. replie  
    B. replie  
    C. replie
Words with /u/ 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:

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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, then repeat steps 1–3.

1. ___________________ 1. ruler
2. ___________________ 2. avenue
3. ___________________ 3. raccoon
4. ___________________ 4. loose
5. ___________________ 5. commute
6. ___________________ 6. continue
7. ___________________ 7. gloomy
8. ___________________ 8. unit
9. ___________________ 9. whose
10. ___________________ 10. humor
11. ___________________ 11. improve
12. ___________________ 12. beautiful
13. ___________________ 13. cube
14. ___________________ 14. stool
15. ___________________ 15. movement
16. ___________________ 16. ruin
17. ___________________ 17. bugle
18. ___________________ 18. argue
19. ___________________ 19. community
20. ___________________ 20. tuna

Challenge Words
_________________ assured
_________________ horizon
_________________ jagged
_________________ mature
_________________ squealed
Words with /ü/ 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.
   Did you spell the word right?
   If not, go back to step 1.

Spelling Tip

Keep an Alphabetical Personal Word List Notebook. Write words you often have trouble spelling.

Find and Circle

Where are the spelling words?

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. Ask him or her if he or she can think of words that are difficult to spell. Invite him or her to write it in a notebook.

Help your child find and circle the spelling words in the puzzle.
### Words with /u¯/ and /ü/ 

<table>
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<tr>
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**Write each spelling word under the spelling pattern to which it belongs and circle the spelling pattern letter or letters.**

- ruler
- commute
- whose
- cube
- bugle
- avenue
- continue
- humor
- stool
- argue
- raccoon
- gloomy
- improve
- movement
- community
- loose
- unit
- beautiful
- ruin
- tuna
Words with /ū/ and /ü/

<table>
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<td>loose</td>
<td>unit</td>
<td>beautiful</td>
<td>ruin</td>
<td>tuna</td>
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</table>

Complete each sentence below with a spelling word or words.

1. A king is the __________ of a country.
2. I play the __________ in the school marching band.
3. She knows __________ books these are.
4. The __________ sat on the tree branch and looked at me.
5. If I __________ to practice, I may make the baseball team.
6. The people who live in my __________ are very friendly.
7. Put a leash on the dog, or he will get __________.
8. Many people __________ to work by train.
9. The nursery is just one __________ in the hospital.
10. He put an ice __________ in his drink.
11. A joke with good __________ can make you laugh.
12. The child stepped up on the __________ to reach the sink.

**Synonym Alert!**

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

1. road  __________  5. pretty  __________
2. dark or sad  __________  6. destroy  __________
3. disagree or fight  __________  7. make better  __________
4. motion  __________  8. fish  __________

**Challenge Extension:** Have students write one sentence for each Challenge Word.
Proofreading Activity
There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

The baby seal looked like a bootiful white ball of fur. It made a muvment toward its mother. Its mother will continu to feed it milk for twelve days. Seals eat small fish and shrimp, not big fish, like the toona. Soon the whole communeity of seals will swim north. It makes me sad and glumy, to say goodbye to the baby seals.

1. ______________ 3. ______________ 5. ______________
2. ______________ 4. ______________ 6. ______________

Writing Activity
Think about an adventure you would like. Where would you go and what would you do? Write a paragraph using four spelling words in your writing.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Words with /u/ 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 ceaut
- B cuet
- C cutt
- D cute

Sample B
- E bute
- F boot
- G bote
- H byte

1. A unet
   B unitt
   C unit
   D unyt

6. E loos
   F loose
   G luose
   H looce

11. A rooin
   B ruine
   C ruin
   D ruen

16. E byugle
   F boogle
   G bugel
   H bugle

2. E commute
   F comute
   G commut
   H commoot

7. A woos
   B whos
   C whose
   D whooz

12. E raccune
   F raccoon
   G raccun
   H raccoun

17. A stuol
   B stoole
   C stool
   D stoul

3. A avenoo
   B avenue
   C avenu
   D avenoe

8. E humor
   F hoomor
   G humur
   H heumor

13. A improv
   B improov
   C improove
   D improve

18. E movement
   F movment
   G moovement
   H mvement

4. E ruler
   F rooler
   G rular
   H ruller

9. A kube
   B cyube
   C cube
   D coobe

14. E glumy
   F gloomie
   G gloomy
   H gloomey

19. A comyunity
   B community
   C comoonity
   D com unity

5. A byootiful
   B beatiful
   C beutiful
   D beautiful

10. E continu
    F continyu
    G continooe
    H continue

15. A tuna
    B tuona
    C toona
    D tunae

20. E argoo
    F argyue
    G argue
    H argu
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 that 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 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, then repeat steps 1–3.

1. ___________________
2. ___________________
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11. ___________________
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Challenge Words
______________________
______________________
______________________
______________________

1. dentist
2. crown
3. hospital
4. medicine
5. diet
6. gums
7. gland
8. joint
9. fever
10. chewing
11. brain
12. cavity
13. disease
14. plaque
15. vitamin
16. ache
17. dental
18. clinic
19. oral
20. molars

fangs
patients
healthy
reptiles
skills
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
Keep an Alphabetical Personal Word List Notebook. Write words you often have trouble spelling.

Word Scramble
Unscramble each set of letters to make a spelling word.

1. wronc
2. tojin
3. whignec
4. inbar
5. splohati
6. iedt
7. edesias
8. niccil
9. nimtaiv
10. ndagl
11. stentid
12. vityca
13. mugs
14. slarom
15. heac
16. refev
17. nideicem
18. loar
19. ledant
20. qlaupe

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 him or her spell new words by practicing words written in a Personal Word List.
Help your child complete the spelling activity.
Words from Health

Word Sort
Write the spelling words with these spelling patterns.

one syllable
1. ______________  2. ______________  3. ______________
4. ______________  5. ______________  6. ______________
7. ______________

two syllables
8. ______________  9. ______________  10. ______________
11. ______________ 12. ______________ 13. ______________
14. ______________ 15. ______________ 16. ______________

three syllables
17. ______________ 18. ______________ 19. ______________
20. ______________

Rhyme Time
Write the spelling word that rhymes with each word below.

1. plane ______________  4. take ______________
2. mental ______________  5. sand ______________
3. track ______________  6. gravity ______________
Part of the Group
Read the heading for each group of words. Then add the spelling word that belongs in each pair.

**Parts of the Mouth**
1. tongue, ____________ 6. head, ____________
2. teeth, ____________ 7. bone, ____________

**Other Parts of the Body**
Tooth Problems
3. pain, ____________ 8. doctor, ____________
4. stains, ____________ 9. office, ____________
5. hole, ____________ 10. emergency room, ____________

**Where to Go for Help**
3. pain, ____________ 8. doctor, ____________
4. stains, ____________ 9. office, ____________
5. hole, ____________ 10. emergency room, ____________

**What Does it Mean?**
Write the spelling word that matches the meanings below.

11. having to do with teeth

16. a harmful condition

12. what you eat and drink

17. a high body temperature

13. having to do with the mouth

18. produces saliva

14. an artificial tooth part

19. drug to relieve pain

15. grinding food with teeth

20. healthful part of foods

**Challenge Extension:** Imagine you visit the office of an animal doctor. Write one sentence for each Challenge Word describing your visit.
Proofreading Activity
There are six spelling mistakes in the paragraph below. Circle the misspelled
words. Write the words correctly on the lines below.

How do you know if a tiger has a tooth ache? Well, it may stop chooing and
eating. It may have a feevr. Then it is time to call the animal dentest, who will fix
the tooth. Maybe the tiger has a cavity that needs to be filled. Maybe the tiger
needs medecene to get better. Keepers at the zoo will make sure the tiger gets
well.

1. ______________ 3. ______________ 5. ______________
2. ______________ 4. ______________ 6. ______________

Writing Activity
Pretend you are an animal dentist. Write a dental report about an animal whose
teeth you just fixed. Use four spelling words in your writing.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**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.

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Grade 4/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. We arrived at the docke ahead of the rest.
   A   B   C

B. They chose to continue their drive in the country.
   E   F   G

1. He drank a cuple of cans of tomato juice.
   A   B   C

2. He used his wealth to fix the rusty frate train.
   E   F   G

3. She held the craeyon in her fist and drew a zebra.
   A   B   C

4. Did he grone when he saw the wealth of plaque?
   E   F   G

5. The bus movment up the avenue slowed our commute.
   A   B   C

6. She saw a racoon, a zebra, and a flock of birds.
   E   F   G

7. The couple drank milk and ate raisin bread.
   A   B   C

8. The freight train held a suply of coal below the engine.
   E   F   G

9. A vitamin or a medicine might reduce the feaver.
   A   B   C

10. The diet for a raccoon is not the same as for a zebra.
    E   F   G

11. I found no humor in the slow movement of the comute.
    A   B   C

NONE

McGraw-Hill School Division
12. He gave the raccoon some medisin to reduce its fever.  
   \[ \text{A B C} \]  

13. A man with humor shared my commute up the avenue.  
   \[ \text{A B C} \]  

14. The couple had a tytle added to the plaque.  
   \[ \text{A B C} \]  

15. I am on a raizin and tomato diet.  
   \[ \text{A B C} \]  

16. The fever caused the lady to groan and make a fiste.  
   \[ \text{A B C} \]  

17. She held a rusty nail and a crayon in her fist.  
   \[ \text{A B C} \]  

18. This raisin will supply you with a vitamen.  
   \[ \text{A B C} \]  

19. I saw the movement of the flock down the avenue.  
   \[ \text{A B C} \]  

20. This book’s title is "Wealth and Humer."  
   \[ \text{A B C} \]  

21. He drank juice and took a vitamin during his diet.  
   \[ \text{A B C} \]  

22. We heard a rustie wheel groan in the street below.  
   \[ \text{A B C} \]  

23. The freight train carried a supply of medicine.  
   \[ \text{A B C} \]  

24. The plaque had a title that said "Best Tomatoe."  
   \[ \text{A B C} \]  

25. The freight train ran below the flock of birds.  
   \[ \text{A B C} \]
### 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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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.

### Challenge Words
- Festival
- Guilt
- Inspecting
- Lingered
- Resounded

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Grade 4/Unit 2
Justin and the Best Biscuits in the World
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
Look for word chunks or smaller words that can help you remember the spelling of a word. Do you see the words band and age in bandage?

Word Scramble
Unscramble each set of letters to make a spelling word.

1. emit
2. timil
3. orzar
4. faso
5. dratsum
6. sankpack
7. darra
8. binca
9. vone
10. volcer
11. clipbu
12. badgean
13. cutisbi
14. clapsit
15. tentim
16. colla
17. lippu
18. cowmele
19. canfy
20. amusfo

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 chunks or smaller words in the spelling words to help remember how to spell them.

Help your child complete the spelling activity.
Syllable Patterns

Write the spelling words with these first syllable spelling patterns.

Vowel sound in the first syllable

<table>
<thead>
<tr>
<th>long</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>10.</td>
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<td>3.</td>
<td>11.</td>
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<td>4.</td>
<td>12.</td>
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<td>5.</td>
<td>13.</td>
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<td>7.</td>
<td>15.</td>
</tr>
<tr>
<td>8.</td>
<td>16.</td>
</tr>
</tbody>
</table>

biscuit  bandage  mitten  pupil  fancy  
clover   cabin    knapsack  sofa   limit  
public   plastic  local    welcome  famous  
oven     radar    mustard  razor  item  
Syllable Patterns

What’s the Connection?
Complete each statement with a spelling word.

1. Clothing is to jacket as shelter is to ________________.
2. Cap is to beret as glove is to ________________.
3. Box is to carton as duffel bag is to ________________.
4. Jam is to toast as butter is to ________________.
5. Animal is to horse as plant is to ________________.
6. Cotton is to nylon as wood is to ________________.
7. Shut is to open as private is to ________________.
8. Up is to down as plain is to ________________.
9. Educate is to teacher as learn is to ________________.
10. Dig is to shovel as shave is to ________________.
11. Tiny is to huge as unknown is to ________________.
12. Far is to near as widespread is to ________________.
13. Fruit is to apple as furniture is to ________________.
14. Salt is to pepper as ketchup is to ________________.
15. Leave is to good-bye as enter is to ________________.

Challenge Extension:
Write one sentence for each Challenge Word.

biscuit bandage mitten pupil fancy
clover cabin knapsack sofa limit
public plastic local welcome famous
oven radar mustard razor item
Proofreading Activity
There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Justin,

Thanks so much for the postcard! I wish I could live in a cabun and ride the range with you and your grandpa. I’d also like to taste some of his stewed raisins and pork, but most of all I’d like a biscuit. Yummy! I didn’t know you could bake without an ovin. By the way, I have a book about Nate Love and some other famus cowboys. They sure did some fancie circle roping and riding. There was no limut to their talents. You can borrow the book when you get home. See you soon.

Your friend,
Jamie

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
Suppose you are Justin’s friend. Write him a letter describing what you’ve been doing while he’s been away. Use at least four spelling words in your letter.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Grade 4/Unit 2
Justin and the Best Biscuits in the World
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

1. limmit
   A) limmin
   B) limmon
   C) lemon
   D) lemun
2. welcome
   E) welcom
   F) wellcome
   G) welcum
   H) welkcome
3. napsac
   A) napsac
   B) knapsac
   C) knapsak
   D) knapsack
4. plastick
   A) plastick
   B) plastik
   C) plastic
   D) plastic
5. bandage
   A) bandage
   B) bandadge
   C) bandidge
   D) bandudge

Sample B

6. publick
   E) publick
   F) pubblic
   G) public
   H) publik
7. item
   A) item
   B) itim
   C) itum
   D) ittem
8. rayzor
   E) rayzor
   F) razer
   G) raisor
   H) razor
9. sofa
   A) sofa
   B) soffa
   C) soafa
   D) sowfa
10. raydar
    E) raydar
    F) radar
    G) raddar
    H) raidar
11. fansy
    A) fansy
    B) fanncy
    C) fancy
    D) fancie
12. mustard
    A) mustard
    B) mustard
    C) musturd
    D) musturd
13. mitten
    A) mitten
    B) mitten
    C) mittin
    D) mittun
14. faymous
    A) faymous
    B) famus
    C) famis
    D) famous
15. cabbin
    A) cabbin
    B) cabun
    C) cabin
    D) caben
16. pupil
    E) pupil
    F) pupill
    G) pupill
    H) puepil
17. oven
    A) oven
    B) ovin
    C) ovun
    D) oven
18. clover
    E) clover
    F) clover
    G) cloaver
    H) clover
19. biscuit
    A) biscuit
    B) biscuit
    C) biscuit
    D) biscuit
20. lowcal
    E) lowcal
    F) local
    G) local
    H) local
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 that 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, then repeat steps 1–3.

Challenge Words
_________________
bulging
_________________
crumpled
_________________
haze
_________________
shrieking
_________________
waddled

1. ___________________________ 1. blank
2. ___________________________ 2. daring
3. ___________________________ 3. claim
4. ___________________________ 4. flour
5. ___________________________ 5. crack
6. ___________________________ 6. bridge
7. ___________________________ 7. float
8. ___________________________ 8. plank
9. ___________________________ 9. classified
10. _________________________ 10. cradle
11. _________________________ 11. brand
12. _________________________ 12. among
13. _________________________ 13. flatter
14. _________________________ 14. clothesline
15. _________________________ 15. bridle
16. _________________________ 16. credit
17. _________________________ 17. darling
18. _________________________ 18. flutter
19. _________________________ 19. clatter
20. _________________________ 20. cruise
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.

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

Spelling Tip
Use words you know how to spell to help you spell new words.

bravery + judge = bridge

Word Scramble
Unscramble each set of letters to make a spelling word.

1. ourfl
2. miacl
3. ackcr
4. ridbeg
5. ankbl
6. grinda
7. toalf
8. fidelassic
9. darcle
10. dranb
11. knalp
12. gonma
13. taterlf
14. theseniloc
15. dicert
16. dribel
17. gnarldi
18. rettulf
19. latertc
20. resuic

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 use words he or she knows to figure out how to spell new words on the spelling list.

Help your child complete the spelling activity.
Words with Consonant Clusters

EXPLORE THE PATTERN

<table>
<thead>
<tr>
<th>blank</th>
<th>crack</th>
<th>classified</th>
<th>flatter</th>
<th>darling</th>
</tr>
</thead>
<tbody>
<tr>
<td>daring</td>
<td>bridge</td>
<td>cradle</td>
<td>clothesline</td>
<td>flutter</td>
</tr>
<tr>
<td>claim</td>
<td>float</td>
<td>brand</td>
<td>bridle</td>
<td>clatter</td>
</tr>
<tr>
<td>flour</td>
<td>plank</td>
<td>among</td>
<td>credit</td>
<td>cruise</td>
</tr>
</tbody>
</table>

Write the spelling words with these spelling patterns

words beginning with **fl**
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

words beginning with **br**
13. ____________________________
14. ____________________________
15. ____________________________

words ending with **ng**
16. ____________________________
17. ____________________________
18. ____________________________

words ending with **nk**
19. ____________________________

words beginning with **cr**
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________

Sounds Alike

Write the spelling word that rhymes with each word below.

21. name ____________________________
22. sharing ____________________________
23. track ____________________________
24. butter ____________________________
25. lose ____________________________
Complete each sentence below with a spelling word.

1. When it’s windy, the leaves ____________ and shake.
2. The children helped to hang the laundry on the _____________.
3. We mixed milk and ____________ to make biscuits.
4. The horse rider removed the saddle and _____________.
5. The carpenter replaced a wooden ____________ that had rotted.
6. It took great ____________ to dive into the stormy sea.
7. We read an ad in the ____________ section.
8. Ranchers ____________ their cattle to show who owns them.
9. Did anyone ____________ the ring you found in the parking lot?
10. Our teacher will give us extra ____________ if we read a book.

Word Meaning: Synonyms
Write the spelling word that has the same or almost the same meaning.

11. sweety
12. amid
13. overpass
14. baby bed
15. voyage
16. break
17. empty
18. crash

Challenge Extension: Write one fill-in sentence for each Challenge Word and then exchange papers with a partner to complete them.
Words with Consonant Clusters

Proofreading Activity
There are six spelling mistakes in Walter’s journal entry below. Circle the misspelled words. Write the words correctly on the lines below.

October 28
What a shocking dream I had! I saw the world in the future. Garbage was piled so high I had to use a brige to get from one side of town to the other. The air was so dirty that the laundry on a closeline actually turned black. I got caught among thousands of cars in a gigantic traffic jam, with thousands of horns honking. The clatter was so unbearable that I covered my ears to block the noise. The rivers and lakes were so polluted that a person would have to be very daring—or crazy—to go swimming. I was glad when I finally woke up in my room. I hope that the future world will not be like this, as some people claim it may be.

1. _____________
2. _____________
3. _____________
4. _____________
5. _____________
6. _____________

Writing Activity
Have you ever had a dream about the future? Write about one of your dreams. Use four spelling words in your writing.

__________________________
__________________________
__________________________
__________________________

Name __________________ Date ___________________
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

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
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<td>1. blank</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>2. cruse</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>3. dareing</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4. clattur</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>5. clame</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</tbody>
</table>

Sample B

<table>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
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<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>12. clothline</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>13. flote</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>14. flater</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>15. planck</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>16. amung</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>17. classified</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>18. brande</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>19. darrling</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>20. cradel</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
</tbody>
</table>
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.
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, then repeat steps 1–3.

Challenge Words
clustered
county
glistened
overflowing
sturdy

1. ____________________ 1. thrill
2. ____________________ 2. spruce
3. ____________________ 3. stand
4. ____________________ 4. speed
5. ____________________ 5. stretch
6. ____________________ 6. sprint
7. ____________________ 7. spare
8. ____________________ 8. threw
9. ____________________ 9. stranger
10. ____________________ 10. springtime
11. ____________________ 11. stern
12. ____________________ 12. spectacle
13. ____________________ 13. strap
14. ____________________ 14. thrifty
15. ____________________ 15. street
16. ____________________ 16. stung
17. ____________________ 17. sparkle
18. ____________________ 18. stress
19. ____________________ 19. special
20. ____________________ 20. steak
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.

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

Find and Circle
Find and circle the hidden spelling words.

azthrilzzxxspruceawstandbnuspeedaza
stretchxxsprinxasarazzzthrewbwx
strangeraab springsweightmeqewxtternx
zspectaclexxxstrapzzxthiftyaabstreet
xxxsstungkxxvxxxsparkexxvstressx
zspeialxxabhnisnxstekaxavxvvoss

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. Ask your child if he or she knows other clues to help remember spelling words. Help him or her use the clues and then write the spelling words to remember how to spell them.
Help your child find and circle the hidden spelling words.

Spelling Tip
Make up clues to help you remember the spelling.
“C” the “sh” sound in special.
Words with Consonant Clusters

Pattern Power
Write the spelling words with these spelling patterns.

<table>
<thead>
<tr>
<th>words beginning with str</th>
<th>words beginning with st</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________</td>
<td>11. __________________</td>
</tr>
<tr>
<td>2. __________________</td>
<td>12. __________________</td>
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<td>13. __________________</td>
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<td>4. __________________</td>
<td>14. __________________</td>
</tr>
<tr>
<td>5. __________________</td>
<td>words beginning with spr</td>
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<td>6. __________________</td>
<td>15. __________________</td>
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<td>7. __________________</td>
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<td>8. __________________</td>
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<td>9. __________________</td>
<td>words beginning with thr</td>
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<td>10. __________________</td>
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<td>19. __________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>words beginning with sp</th>
</tr>
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<tbody>
<tr>
<td>6. __________________</td>
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<td>7. __________________</td>
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<td>8. __________________</td>
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</tbody>
</table>

Rhyme Time
Write the spelling word that rhymes with each word.

21. goose _____________ 24. among _____________
22. lead _____________ 25. learn _____________
23. shoe _____________
Finish the Word
Write the missing letters to correctly complete the words in the sentences.

"Hurry up," my parents called. "There’s not a minute to 1. sp___________. We don’t want to be late. We’ll wait for you in the car."

I grabbed my cap, tightened the 2. str__________ on my fanny pack, and ran out the door to the car.

Every April, our city holds a 3. spr__________ festival, beginning with a parade. It is always a very 4. sp__________ event. This year’s parade was an eye-popping 5. sp___________. It was a 6. thr__________ for children and adults alike. Dozens of bands and floats made their way down the one-mile 7. str__________ of Fifth Avenue, the main 8. str__________ in our city. My brother and I like to 9. st__________ along the curb near City Hall. That’s where the parade will slow down for the mayor and then 10. sp__________ up again. This year our sister is in the high school marching band. We watched as she and the other twirlers 11. thr__________ their batons up in the air and then caught them. The sunlight hit the beads and sequins on their outfits and made them 12. sp___________. What a sight! We cheered loudly as they marched past us.

Word Groups
Write the spelling word that belongs in each group.

13. pierced, pricked, ________ 17. race, run, ________
14. fir, pine, ________ 18. alien, foreigner, ________
15. strain, pressure, ________ 19. harsh, strict, ________
16. economical, penny-wise, ________ 20. chop, burger, ________
Words with Consonant Clusters

Proofreading Activity
There are six spelling mistakes in this short story. Circle the misspelled words. Write the words correctly on the lines below.

Leah was my best friend. I got a letter from her last month. She told me about the speshal way she saved her family’s farm. I wish I could have seen the expression on the auctioneer’s face when Leah offered him one dollar for her father’s tractor!

We lost our farm in the sprinktime, and then we moved to Oregon. I haven’t seen Leah in a year. Whenever I have a few spair pennies for a stamp, I write to her.

Life has been difficult for farm families everywhere because of the drought. We had to be as thirfty as we could. We thruw nothing away, not even empty flour sacks. My mama used the material to make clothes for my sister and me. She could even make a pot of soup strech for three or four meals. Times were difficult, but they will get better.

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
What do you think Leah said in her letter? Pretend you are Leah. Write a letter telling about the auction. Use four spelling words in your writing.
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

<p>| | | | |</p>
<table>
<thead>
<tr>
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<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>springkle</td>
<td>sprinkel</td>
<td>springle</td>
<td>sprinkle</td>
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</tbody>
</table>

Sample B

<p>| | | | |</p>
<table>
<thead>
<tr>
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<td>A</td>
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<tr>
<td>threaten</td>
<td>threatin</td>
<td>threnten</td>
<td>threaten</td>
</tr>
</tbody>
</table>

1. A sturn  
   B stren  
   C stem  
   D sternn  

2. E spingtime  
   F springtime  
   G sprinktime  
   H sprngtime  

3. A stranger  
   B strangure  
   C stanger  
   D strangur  

4. A specktalke  
   B spektacle  
   C spectacle  
   D spectacle  

5. A throught  
   B threw  
   C thriew  
   D throw  

6. E strapp  
   F strape  
   G starp  
   H strap  

7. A spare  
   B spair  
   C spayr  
   D spaire  

8. E thifty  
   F thifty  
   G thirty  
   H thifty  

9. A sprint  
   B spirnt  
   C sprnt  
   D spint  

10. E streat  
    F streit  
    G stareet  
    H street  

11. A strech  
    B stetch  
    C stretch  
    D sturetch  

12. A spead  
    B speed  
    C sped  
    D speide  

13. A stung  
    B stong  
    C stug  
    D stunge  

14. A stande  
    B stend  
    C stanned  
    D stand  

15. A spurce  
    B spruse  
    C spruce  
    D sproose  

16. E thrill  
    F thrill  
    G thuill  
    H thril  

17. A stak  
    B staik  
    C steak  
    D stacke  

18. E sparkle  
    F spearckle  
    G sparckle  
    H sprakle  

19. A streass  
    B stress  
    C sterss  
    D stres  

20. E speacil  
    F speacial  
    G speshal  
    H special
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.

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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, then repeat steps 1–3.

1. ___________________  1. cities
2. ___________________  2. mistakes
3. ___________________  3. foxes
4. ___________________  4. babies
5. ___________________  5. knives
6. ___________________  6. engines
7. ___________________  7. soldiers
8. ___________________  8. ranches
9. ___________________  9. hobbies
10. ___________________ 10. yourselves
11. ___________________ 11. eyelashes
12. ___________________ 12. uniforms
13. ___________________ 13. batteries
14. ___________________ 14. calves
15. ___________________ 15. shovels
16. ___________________ 16. sunglasses
17. ___________________ 17. groceries
18. ___________________ 18. loaves
19. ___________________ 19. mattresses
20. ___________________ 20. ferries

Challenge Words
__________________  crate
glancing  ditches
glancing  endless
inning  endless
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 -s to most words to form plurals.

string + s = strings
Add -es to words ending in x, z, s, sh, or ch.

stretch + es = stretches
When a word ends with a consonant followed by y, change the y to i and add -es.

memory + es = memories
To make plurals of words that end with one f or fe, you often need to change the f or fe to v and add -es.

Find Rhyming Words

Circle the word in each row that rhymes with the spelling word on the left.

<table>
<thead>
<tr>
<th>1. mistakes</th>
<th>shakes</th>
<th>taken</th>
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<tbody>
<tr>
<td>2. foxes</td>
<td>books</td>
<td>boxes</td>
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<td>3. knives</td>
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<td>5. hobbies</td>
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<td>10. ferries</td>
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<td>furry</td>
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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 each Spelling Tip with your child. Ask him or her to add -s or -es to form plurals. Ask if he or she knows other words that end with a consonant followed by y. Help your child to use the Spelling Tips to add endings to the words to make them plural.

Help your child find and circle the word in each row that doesn’t rhyme with the spelling word.
Plurals

EXPLORE THE PATTERN

cities knives hobbies batteries groceries
mistakes engines yourselves calves loaves
foxes soldiers eyelashes shovels mattresses
babies ranches uniforms sunglasses ferries

Pattern Power
Write the spelling words that fit each of these plural endings.

-s
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

-ies
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

-es
16. __________________________

-ves
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________

All in Order
Write the following words in alphabetical order: foxes, cities, babies, ferries, calves, knives, batteries, eyelashes, groceries, hobbies.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
What’s the Word?
Write the spelling words that match the clues below.

1. where some live
2. cans of soup
3. kinds of ships
4. newborns
5. tools for snow
6. work clothes
7. on beds
8. all of you
9. make trains go
10. cut things
11. on eyelids
12. pastimes

What’s the Word?
Complete each sentence below with a spelling word.

13. I made very few _____________ on my math test.
14. The wild _____________ had big, red, bushy tails.
15. The _____________ were trained to fight battles.
16. There are many cattle _____________ out West.
17. I got new _____________ for my flashlight.
18. The farmer’s cows had newborn _____________ this year.
19. The sun was so bright, I put on my _____________.
20. He went to the store to buy five _____________ of bread.
Writing Activity
There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

During World War II, my family and many hundreds of other Japanese-American families from cities and towns everywhere were forced to live in government camps. We were guarded by soldiers. It was a difficult time for all of us. It helped to pass the time by playing baseball. First we had to make a baseball field. We used shovels to clear away plants to make a space for the field. Then we packed down the dust and made it hard. Some men found wood for bleachers. Our mothers used the covers from mattress to make uniforms for us. Our friends back home sent us bats, balls, and gloves. I was really nervous during the first game. I wasn’t a very good player and didn’t want to make any mistakes. Guess what? I hit a home run!

1. ___________________ 3. ___________________ 5. ___________________
2. ___________________ 4. ___________________ 6. ________________

Writing Activity
If you could interview some of the people who once lived in the government camps, what questions would you ask them? Use four spelling words in your interview questions.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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.

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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, then repeat steps 1–3.

1. ___________________ 1. language
2. ___________________ 2. history
3. ___________________ 3. pottery
4. ___________________ 4. study
5. ___________________ 5. spoken
6. ___________________ 6. accent
7. ___________________ 7. tribe
8. ___________________ 8. human
9. ___________________ 9. custom
10. ___________________ 10. village
11. ___________________ 11. folktale
12. ___________________ 12. practice
13. ___________________ 13. relatives
14. ___________________ 14. interview
15. ___________________ 15. region
16. ___________________ 16. symbol
17. ___________________ 17. guide
18. ___________________ 18. totem
19. ___________________ 19. colony
20. ___________________ 20. prints

Challenge Words
_________________ extinct
_________________ native
_________________ backgrounds
generasions
_________________ century
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
Become familiar with the dictionary and use it often.

Word Scramble
Unscramble each set of letters to make a spelling word.

1. skepon
2. idgue
3. muhna
4. coolyn
5. anglegau
6. tokleaf
7. latesiver
8. blosmy
9. metto
10. carpicet
11. rhytiso
12. vieinwert
13. biter
14. legliva
15. strinp
16. dyust
17. engior
18. mustoc
19. rotpety
20. necact

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 him or her look up the spelling words in the dictionary.
Help your child unscramble the spelling words.
Words from Social Studies

Vowel Power
Write the spelling words that fit each of these vowel sounds:

**short a in the first syllable**
1. 
2. 
3. 

**short i in the first syllable**
4. 
5. 
6. 

**short u in the first syllable**
7. 
8. 
9. 

**short o in the first syllable**
10. 
11. 
12. 

**short e in the first syllable**
13. 
14. 
15. 

**long o in the first syllable**
16. 
17. 

**long i in the first syllable**
18. 
19. 

**long u in the first syllable**
20. 

**long e in the first syllable**
Complete each sentence below with a spelling word.

1. Spanish is ______________ here.
2. I live in a mountainous ______________.
3. We met the artist who made this ______________.
4. What ______________ did Geronimo belong to?
5. Dad will go to an ______________ for a new job.
6. I plan to ______________ music in college.
7. What ______________ do you speak?
8. The ______________ led us along the trail.
9. We read your ______________ of what happened.
10. ______________ beings come in all shapes and sizes.
11. I ______________ piano for one hour each day.
12. Where do your ______________ live?
13. I just read a funny ______________ from Russia.
14. The lion is a ______________ of courage.
15. The artist carved and painted a ______________ pole.
16. It is a ______________ in my family to drink tea before lunch.
Proofreading Activity

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

Did you know that Choctaw is an endangered Native American language? It is only spoken by 12,000 people, today. An organization working to keep alive Choctaw and other Native American languages prints books and makes records available for people to use. In history class we are learning Choctaw words and phrases. One of the girls is a member of the Choctaw tribe. She and her relatives speak Choctaw at home. Some of us would like to study Choctaw. I know it will take a lot of practice because it is so different from English.

1. ______________ 3. ______________ 5. ______________
2. ______________ 4. ______________ 6. ______________

Writing Activity

Imagine that the year is 1800 and that you are a Native American child. Write a paragraph about what life is like among your people, using four spelling words.
# 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
- science
- sience
- sciense
- siense

### Sample B
- nature
- nattive
- nattive
- nattive

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Grade 4/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. She took her sunglasses and a napsack to the cabin.

B. We put the sleepy babies in the cradle.

1. The explosion among the soldiers made a spectacle.

2. The colony had clover fields and spruce trees.

3. The raizer cut stung so I covered it with a bandage.

4. The thrifty man divided one biscuit among his friends.

5. The men in the colonie used shovels to dig for pottery.

6. The thrifty owner repaired the crack in her totem pole.

7. When she is under stress her eyelashs flutter.

8. This foketale describes a bridle and a totem pole.

9. A bandage will not hold the plank between the ferrys.

10. Our calves stung from all that fancy dancing.

11. We sat in the clover to hear a man with an accent tell a folktale.
12. The ferries carried soldyiers to the colony.
   E   F   G
   12. E F G H
13. The stres on the plank caused it to crack.
   A   B   C
   13. A B C D
14. We saw calves eating clovir stuck in a bridle.
   E   F   G
   14. E F G H
15. Watching them fluter among the flowers was a spectacle.
   A   B   C
   15. A B C D
16. To be fancy, she will spruce up with fake eyelashes.
   E   F   G
   16. E F G H
17. The stress on the horse’s bridal caused it to crack.
   A   B   C
   17. A B C D
18. She ate a biscuit and told a folktale in a French accent.
   E   F   G
   18. E F G H
19. We loaded the ferries with potterie and shovels.
   A   B   C
   19. A B C D
20. Don’t use a razor to cut a planck from that spruce.
   E   F   G
   20. E F G H
21. It was a spectacle seeing the calfs share one biscuit.
   A   B   C
   21. A B C D
22. He saw her eyelashes flutter after she was stunning.
   E   F   G
   22. E F G H
23. A bandage is a thriftie way to hide that fancy ring.
   A   B   C
   23. A B C D
24. The boy with the accent engraves pottery with a razor.
   E   F   G
   24. E F G H
25. The soldiers used shovles to dig out the totem pole.
   A   B   C
   25. A B C D
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.

Challenge Words
admitted
displaying
elegantly
strolling
wharf

1. ___________________ 1. oily
2. ___________________ 2. annoy
3. ___________________ 3. around
4. ___________________ 4. growl
5. ___________________ 5. disappoint
6. ___________________ 6. royalty
7. ___________________ 7. bounce
8. ___________________ 8. bowing
9. ___________________ 9. moist
10. ___________________ 10. enjoyment
11. ___________________ 11. aloud
12. ___________________ 12. tower
13. ___________________ 13. avoid
14. ___________________ 14. employ
15. ___________________ 15. lookout
16. ___________________ 16. however
17. ___________________ 17. appointment
18. ___________________ 18. scout
19. ___________________ 19. powder
20. ___________________ 20. noun
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.

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

Spelling Tips
Think of a word you know that has the same spelling pattern as the word you want to spell.

scout bounce around

Word Scramble
Unscramble each set of letters to make a spelling word.

1. loiy 11. tylyora
2. idvoa 12. tsmoi
3. kuoootl 13. ntiopapntem
4. olmepy 14. necuob
5. verwohe 15. wniogb
6. tousc 16. uonn
7. drewop 17. rlwog
8. ppnotiasid 18. mtneyojen
9. yonan 19. ludoa
10. nuodra 20. woter

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 each Spelling Tip with your child. Help your child look at some of the spelling words to see which ones have the same spelling pattern.

Help your child complete the word scramble.
**Words with /ou/ and /oi/**

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**Pattern Power!**

Write the spelling words with these spelling patterns.

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Words with /ou/ and /oi/

<table>
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<th>appointment</th>
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<td>tower</td>
<td>however</td>
<td>noun</td>
</tr>
</tbody>
</table>

What's the Word?

Complete each sentence with a word from the spelling list.

1. The baby likes to look _________________ to see what is going on.
2. Keep the soil around the plant _________________ or the plant will die.
3. Did you make an _________________ to see the dentist?
4. A king and a queen are _________________.
5. What a loud _________________ that dog made!
6. The wet road had a slick, _________________ coating from all of the traffic.
7. I really like that dress; _________________, I can’t buy it now.
8. Do you like to read stories _________________ to younger children?
9. In the old days, _________________ was a polite form of greeting.
10. Mom gets a lot of _________________ out of working in the garden.

What Do You Mean?

Read each dictionary definition below. Then write the spelling word that matches the definition.

11. To bother someone _________________
12. To rebound after hitting something _________________
13. To stay clear of _________________
14. A part of speech that names a person, place, or thing _________________
15. To provide with paying work _________________

Challenge Extension: Have students write dictionary definitions of the Challenge Words. Then exchange with a partner and write the Challenge Words that match each other’s definitions.
Proofreading Activity
There are 6 spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

Benjamin Franklin was an interesting man. He was comfortable with common men and royalty. He liked to take walks around Philadelphia, and was always on the lookout for ways to improve the city. He invented things for his own enjoyment. He was never known to avoid a problem or task. Ben would not disappoint a friend in need.

1. ___________  3. ___________  5. ___________
2. ___________  4. ___________  6. ___________

Writing Activity
Do you have a favorite person from history? Write something you think that person might say if he or she were alive today, using four spelling words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### 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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th></th>
<th>Sample B</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong> broun</td>
<td><strong>E</strong> royalty</td>
<td><strong>E</strong> coin</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> broin</td>
<td><strong>F</strong> royltie</td>
<td><strong>F</strong> coyne</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> brown</td>
<td><strong>G</strong> roialty</td>
<td><strong>G</strong> coien</td>
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<tr>
<td><strong>D</strong> brouwn</td>
<td><strong>H</strong> royeltty</td>
<td><strong>H</strong> coyen</td>
<td></td>
</tr>
</tbody>
</table>

1. **A** oilee  
   **B** oyly  
   **C** oily  
   **D** oiylle

6. **A** broun  
   **B** coin

11. **A** elloud  
    **B** alowud

16. **A** howavir  
   **B** haleverre  
   **F** hilever  
   **H** however

2. **E** anoy  
   **F** annoy

7. **A** bounce  
   **B** bownse

12. **E** towir  
    **F** touer

17. **A** apoyntment  
   **B** appointment  
   **C** upointmant

3. **A** uround  
   **B** around

8. **E** bouing  
   **F** bowing

13. **A** avoid  
    **B** ivoid  
    **C** avoyd

18. **E** skowt  
   **F** scout  
   **G** scault  
   **H** scoit

4. **E** groul  
   **F** graul

9. **A** moiste  
   **B** moist

14. **E** employ  
    **F** emploiy  
    **G** imploiy  
    **H** amploi

19. **A** palder  
   **B** podre  
   **C** powder  
   **D** powdor

5. **A** dissapoint  
   **B** disappoynte

10. **E** enjoymant  
    **F** enjoiment

15. **A** lookowt  
    **B** lokout  
    **C** lokowut

20. **E** nain  
    **F** nown  
    **G** noun  
    **H** noun
**Words with /ʊ/ and /yʊ/**

**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 that 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 list:

1. Read the word to your child.
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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, then repeat steps 1–3.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>curious</td>
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<td>2.</td>
<td>pure</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
<td>wooden</td>
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<td>6.</td>
<td>should</td>
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<tr>
<td>9.</td>
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<tr>
<td>11.</td>
<td>would</td>
</tr>
<tr>
<td>12.</td>
<td>bulldozer</td>
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<td>14.</td>
<td>tour</td>
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<td>pudding</td>
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<td>goodness</td>
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<td>19.</td>
<td>pulley</td>
</tr>
<tr>
<td>20.</td>
<td>overlook</td>
</tr>
</tbody>
</table>

**Challenge Words**
exist
image
inspire
reference
sketch
Words with /ú/ and /yú/

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

Words with a vowel sound as in the word fully are often spelled with u.
(butcher, handful)

Words with a vowel sound as in the word wooden are often spelled with oo.
(crooked, woolen)

Find and Circle

Where are the spelling words?

pfuriouszakbullldozervbdbntoheroxgoodness
uwfullyopclwoodenrlstovldrrsootuucurexxzz
rqtoursuregspuremubutcherwwhandfulyyre
epulleyzacurioseardlulrpuddinguucrooked
boverlookexdwouldbnewoolenuushouldaabb

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 each Spelling Tip with your child. Ask your child to find other spelling words spelled with u and oo that sound like fully and wooden.

Help your child complete the spelling activity.
Pattern Power!
Write the spelling words with these spelling patterns.

**Words with /yù/ spelled**

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

**Words with /û/ spelled**

5. __________________________
6. __________________________
7. __________________________
8. __________________________

**Words with /u-e/ spelled**

9. __________________________
10. __________________________
11. __________________________
12. __________________________

**Words with /oo/ spelled**

13. __________________________
14. __________________________
15. __________________________

**Words with /ou/ spelled**

16. __________________________
17. __________________________
18. __________________________
19. __________________________

20. __________________________
## Words with /ú/ and /yû/

<table>
<thead>
<tr>
<th>curious</th>
<th>wooden</th>
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<th>soot</th>
<th>pudding</th>
</tr>
</thead>
<tbody>
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<td>pure</td>
<td>should</td>
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<td>sure</td>
<td>cure</td>
<td>bulldozer</td>
<td>woolen</td>
<td>overlook</td>
</tr>
</tbody>
</table>

### Definitions for You

Fill in the word from the spelling list that matches the definition.

1. made from the hair of sheep
2. interested in learning more
3. to fail to notice
4. free of dirt or pollution
5. made from trees
6. a word used to express duty
7. having bends or curves
8. the amount a hand can hold
9. black particles left after wood or coal are burned
10. completely or totally
11. a word used to make a polite request
12. desirable qualities
13. a method that brings back health
14. impossible to doubt
15. to be very angry
16. a creamy dessert

### Challenge Extension:

Pair up students. Have one partner use the dictionary to write short definitions for each Challenge Word. Then let the other partner use the definitions to make up one sentence for each.
Proofreading Activity
There are six spelling mistakes in the paragraph. Circle the misspelled words. Write the words correctly on the lines below.

Last fall I went to the community crafts fair and saw lots of interesting things. One woman was making old-fashioned wudden toys from pieces of pine and maple. I bought a buledozer that really works for my little brother. A candlemaker was selling candles made from pur beeswax. A weaver was making beautiful wollen shawls and scarves. I bought a handfool of bright, shiny marbles. I got cyrious when I saw a crowd of people gathered in a circle. When I got closer I saw someone making blown glass animals. It was a fun day.

1. ________________  3. ________________  5. ________________
2. ________________  4. ________________  6. ________________

Writing Activity
Using four spelling words, describe a crafts fair or other festival that you have attended.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Words with /ü/ and /yü/

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. poor  B. puer  C. por  D. puore

1. A. overloke  B. overlook  C. overlook  D. ovalrouk

6. E. bucher  F. butcher  G. bootcher  H. butsher

11. A. krooked  B. crooked  C. crookad  D. crucked

16. E. wooden  F. wuden  G. woodan  H. wouldin

2. E. puley  F. pullie  G. pouley  H. pulley

7. A. tour  B. toor  C. ture  D. tuyre

12. E. handful  F. hanfull  G. handfool  H. hannful

17. A. soore  B. sure  C. suyre  D. soure

3. A. gudness  B. goodness  C. goodnis  D. goudness

8. E. soot  F. sut  G. soote  H. soute

13. A. cyure  B. coure  C. cure  D. ciure

18. E. fulie  F. fully  G. fooly  H. fullyie

4. E. pulding  F. pudden  G. pudding  H. pooding

9. A. booldoxer  B. bulldoxer  C. buldozar  D. bulldozer

14. E. fureus  F. furrius  G. furious  H. farious

19. A. puyre  B. poour  C. pure  D. puare

5. A. woolen  B. wulen  C. woolin  D. woulen

10. E. wuld  F. wolde  G. would  H. woold

15. A. should  B. sould  C. shuuld  D. shold

20. E. cureus  F. kurious  G. karius  H. curious
Words with Digraphs

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, then repeat steps 1-3.

1. __________________ 1. changed
2. __________________ 2. watch
3. __________________ 3. fresh
4. __________________ 4. shoulder
5. __________________ 5. whatever
6. __________________ 6. south
7. __________________ 7. chimney
8. __________________ 8. scratch
9. __________________ 9. shove
10. __________________ 10. wheat
11. __________________ 11. cloth
12. __________________ 12. themselves
13. __________________ 13. crunch
14. __________________ 14. batch
15. __________________ 15. harsh
16. __________________ 16. whittle
17. __________________ 17. thoughtful
18. __________________ 18. birch
19. __________________ 19. switch
20. __________________ 20. theater

Challenge Words
_________________
_________________
_________________
_________________
Words with Digraphs

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 the /ch/ immediately follows a short vowel in a one-syllable word, it is spelled \textit{tch}: \textit{watch}, \textit{scratch}.

There are a few exceptions in English: \textit{much}, \textit{such}, \textit{which}, and \textit{rich}.

Word Scramble
1. hctarcs
2. veslesmeht
3. hrumcc
4. htolc
5. hhsra
6. hctba
7. denaghc
8. veretahw
9. houts
10. aethw
11. hrcib
12. hcawt
13. hsrfe
14. Ireduohs
15. eymnich
16. voehs
17. teltihw
18. lutfhgouht
19. thciws
20. taehtrc

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 each Spelling Tip with your child. Help your child find other spelling words spelled with \textit{tch}.
Help your child complete the spelling activity.
Words with Digraphs

Pattern Power
Write the words that have these spelling patterns.

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<th>sh</th>
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Words with Digraphs

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<th>shove</th>
<th>crunch</th>
<th>thoughtful</th>
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</thead>
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<tr>
<td>watch</td>
<td>south</td>
<td>wheat</td>
<td>batch</td>
<td>birch</td>
</tr>
<tr>
<td>fresh</td>
<td>chimney</td>
<td>cloth</td>
<td>harsh</td>
<td>switch</td>
</tr>
<tr>
<td>shoulder</td>
<td>scratch</td>
<td>themselves</td>
<td>whittle</td>
<td>theater</td>
</tr>
</tbody>
</table>

**What's the Word?**
Complete each sentence with a spelling word.

1. Would you like to ________________ the parade with me?
2. My aunt likes to ________________ small figures from tree branches.
3. Young children like to do things by ________________.
4. During free time, we can do ________________ we want.
5. He hurt his ________________ when he threw the ball too hard.
6. The ________________ tree has a pretty, white bark.
7. The smoke from the fireplace goes up the ________________.
8. We may have to ________________ the stuck door to open it.
9. The midwestern states grow a lot of ________________.
10. I'm going to the ________________ on Friday to see a play.

**Just the Opposite**
Write a word from the spelling list that has the opposite meaning from the word or phrase below.

11. stayed the same
    ______________________
12. stale
    ______________________
13. north
    ______________________
14. mild
    ______________________
15. a single one
    ______________________

**Challenge Extension:** Have students write a "fill-in-the-blank" sentence for each Challenge Word and then exchange papers with a partner to complete each other's sentences.
Words with Digraphs

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

My uncle has always enjoyed working with wood. He says it gives him time to be quiet and thoughtfull. I like to watch him while he works. He likes to whistle small birds and forest animals from pieces of wood that he finds on his hikes. His favorite wood to use is bersh. He uses sandpaper to make the wood smooth, so it won't scratch him. Then he carefully uses a knife to make the shape of the animal. The first time I saw a piece of wood shaped into a real-looking rabbit, I was amazed.

1. ________________  3. ________________  5. ________________
2. ________________  4. ________________  6. ________________

Writing Activity
Write a paragraph about something you like to make. Use four words from your spelling list.
Words with Digraphs

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. macht  
C. match  
D. matsch

**Sample B**

E. ship  
F. sheip  
G. shyip  
H. shiip

1. A. wehat  
   B. weet  
   C. wheat  
   D. hweat

2. A. kloths  
   B. clotsh  
   C. cloth  
   D. cloath

3. A. thamselves  
   B. thimsilves  
   C. temmselves  
   D. themselves

4. A. changed  
   B. shanged  
   C. cahnged  
   D. schanged

5. A. theater  
   B. theeter  
   C. tcheater  
   D. tsheater

6. A. crounch  
   B. crunch  
   C. krunch  
   D. cruntch

7. A. barsh  
   B. birch  
   C. birtch  
   D. bersh

8. A. faresh  
   B. fretch  
   C. freetch  
   D. fresh

9. A. whutevir  
   B. watevver  
   C. wahtever  
   D. whatever

10. A. chiminey  
    B. chimney  
    C. shimmnney  
    D. shemnie

11. A. shuv  
    B. sheip  
    C. shyip  
    D. shiip

12. A. toutful  
    B. tehoughtful  
    C. thoughtful  
    D. thougftfill

13. A. harsh  
    B. hartch  
    C. harrsh  
    D. harss

14. A. skratch  
    B. scrith  
    C. scaracih  
    D. scratch

15. A. chulder  
    B. shoulder  
    C. sahoulder  
    D. thoulder

16. A. sawitch  
    B. switch  
    C. swithc  
    D. siwatch

17. A. wathc  
    B. watch  
    C. wetch  
    D. wahtc

18. A. south  
    B. salth  
    C. souhh  
    D. sotch

19. A. whittle  
    B. wuhittle  
    C. hwittel  
    D. whotel

20. A. batach  
    B. basth  
    C. bocht  
    D. batch
Adding *-ed* and *-ing*

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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<th>Challenge Words</th>
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<tbody>
<tr>
<td>1.</td>
<td>freed</td>
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<td>2.</td>
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<td>9.</td>
<td>studied</td>
</tr>
<tr>
<td>10.</td>
<td>providing</td>
</tr>
<tr>
<td>11.</td>
<td>shedding</td>
</tr>
<tr>
<td>12.</td>
<td>sledding</td>
</tr>
<tr>
<td>13.</td>
<td>magnified</td>
</tr>
<tr>
<td>14.</td>
<td>wedged</td>
</tr>
<tr>
<td>15.</td>
<td>rotting</td>
</tr>
<tr>
<td>16.</td>
<td>varied</td>
</tr>
<tr>
<td>17.</td>
<td>arrived</td>
</tr>
<tr>
<td>18.</td>
<td>plugging</td>
</tr>
<tr>
<td>19.</td>
<td>rising</td>
</tr>
<tr>
<td>20.</td>
<td>celebrated</td>
</tr>
</tbody>
</table>

**Challenge Words**

- fretted
- gourd
- plantation
- settlement
- sunrise
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.

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

Word Endings
Write the spelling word by crossing off the final -e and then adding -ed or -ing.

1. free
2. believe
3. figure
4. arrive
5. rise
6. celebrate
7. provide
8. wedge

Write the spelling word by doubling the final consonant and adding -ed or -ing.

9. hug
10. bud
11. dim
12. shed

Write the spelling word by changing y to i and then adding -ed.

13. empty
14. carry
15. study
16. vary

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 each Spelling Tip with your child. Ask him or her to add -s or -es to form plurals. Ask if he or she knows other words that end with a consonant followed by y. Help your child to use the Spelling Tips to add endings to the words to make them plural.

Help your child complete the spelling activity.
Adding -ed and -ing

Pattern Power
Write the spelling words that double the consonant before adding -ed.

1. ________________  2. ________________

Write the spelling words that drop the e before adding -ed.

3. ________________  4. ________________  5. ________________
   6. ________________  7. ________________  8. ________________

Write the spelling words that change y to i before adding -ed.

9. ________________  10. ________________  11. ________________
   12. ________________  13. ________________

Write the spelling words that double the consonant before adding -ing.

14. ________________  15. ________________  16. ________________
   17. ________________  18. ________________

Write the spelling words that drop the e before adding -ing.

19. ________________  20. ________________
Adding -ed and -ing

PRACTICE AND EXTEND

Spelling 86

Fill in the Blanks
Complete each sentence with a word from the spelling list.

1. Last year we _____________ the Fourth of July with fireworks.
2. Which do you like better, ice skating or _____________?
3. We'll start the night hike when the moon is _____________.
4. My cousins _____________ just in time for the party.
5. The tiny insects were _____________ by the microscope.
6. My dog is messy when he starts _____________ his hair!
7. I got an A on the test because I _____________ hard.
8. The plants began _____________ when spring arrived.
9. The coach _____________ our routines so we wouldn't get bored.
10. Our team _____________ out the answer first.

What Does It Mean?
Write the base word for each spelling word.

11. freed _____________ 16. dimmed _____________
12. hugged _____________ 17. providing _____________
13. emptied _____________ 18. wedged _____________
14. carried _____________ 19. rotting _____________
15. believed _____________ 20. plugging _____________

Challenge Extension: Have students create a crossword puzzle using the Challenge Words, then work with a partner to complete each other's sentences.
Adding -ed and -ing

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

Last week we celebrat my dad's birthday with a surprise party. All of our relatives and friends met at our favorite restaurant. Around 5:30, my brothers caryed in the presents. The other guests were already there, all hiding in corners and behind chairs. The lights were dimned. I arryved with my dad around 6 o'clock. My mom turned up the lights. Then everyone stood up and shouted "Happy Birthday, Mike!" My dad was so happy, he huged us all. He said we really tricked him; he believeed my story about going to a soccer dinner. It was a great party. I wonder what we'll think of for next year!

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
Write about a celebration you had. Use at least four spelling words in your description.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th>Sample B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> A studdide</td>
<td>B roting</td>
</tr>
<tr>
<td>B studied</td>
<td>F roteing</td>
</tr>
<tr>
<td>C studdied</td>
<td>G rotenng</td>
</tr>
<tr>
<td>D studied</td>
<td>H rotting</td>
</tr>
<tr>
<td><strong>2.</strong> E carryed</td>
<td>A varaired</td>
</tr>
<tr>
<td>F carrid</td>
<td>B varied</td>
</tr>
<tr>
<td>G caried</td>
<td>C varyd</td>
</tr>
<tr>
<td>H carried</td>
<td>D variyd</td>
</tr>
<tr>
<td><strong>3.</strong> A arived</td>
<td>E freed</td>
</tr>
<tr>
<td>B arrived</td>
<td>F fereed</td>
</tr>
<tr>
<td>C arryved</td>
<td>G frede</td>
</tr>
<tr>
<td>D arrivde</td>
<td>H fread</td>
</tr>
<tr>
<td><strong>4.</strong> F riseing</td>
<td>A sleden</td>
</tr>
<tr>
<td>G rissing</td>
<td>B sledding</td>
</tr>
<tr>
<td>H riisseng</td>
<td>C sleedinng</td>
</tr>
<tr>
<td><strong>5.</strong> A figureed</td>
<td>E hugedd</td>
</tr>
<tr>
<td>B figgured</td>
<td>F hugged</td>
</tr>
<tr>
<td>C figured</td>
<td>G huggid</td>
</tr>
<tr>
<td>D figurrid</td>
<td>H hugded</td>
</tr>
<tr>
<td><strong>6.</strong> E swimming</td>
<td>A celebated</td>
</tr>
<tr>
<td>F swimmen</td>
<td>B celebratrd</td>
</tr>
<tr>
<td>G swimming</td>
<td>C celebratde</td>
</tr>
<tr>
<td>H swimmng</td>
<td>D celebratde</td>
</tr>
<tr>
<td><strong>7.</strong> L vairied</td>
<td>A pluging</td>
</tr>
<tr>
<td>M varied</td>
<td>B pluuging</td>
</tr>
<tr>
<td>N vairyd</td>
<td>C plugging</td>
</tr>
<tr>
<td>O variyd</td>
<td>D plugging</td>
</tr>
<tr>
<td><strong>8.</strong> A freed</td>
<td>B maganified</td>
</tr>
<tr>
<td>B fereed</td>
<td>C magnified</td>
</tr>
<tr>
<td>C frede</td>
<td>D magnfide</td>
</tr>
<tr>
<td>D fread</td>
<td>E weged</td>
</tr>
<tr>
<td><strong>9.</strong> E buhding</td>
<td>A dimend</td>
</tr>
<tr>
<td>F budeing</td>
<td>B dimned</td>
</tr>
<tr>
<td>G budding</td>
<td>C dimede</td>
</tr>
<tr>
<td>H buddeng</td>
<td>D dimed</td>
</tr>
<tr>
<td><strong>10.</strong> A emptied</td>
<td>B bulieved</td>
</tr>
<tr>
<td>E empted</td>
<td>F bueved</td>
</tr>
<tr>
<td>G emptttied</td>
<td>B beleived</td>
</tr>
<tr>
<td>H emptyed</td>
<td>D beleived</td>
</tr>
</tbody>
</table>
Words from the Arts

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, then repeat steps 1–3.

1. ___________________ 1. designs
2. ___________________ 2. artist
3. ___________________ 3. building
4. ___________________ 4. activity
5. ___________________ 5. museum
6. ___________________ 6. art
7. ___________________ 7. create
8. ___________________ 8. master
9. ___________________ 9. poster
10. ___________________ 10. statue
11. ___________________ 11. assemble
12. ___________________ 12. craft
13. ___________________ 13. express
14. ___________________ 14. arrange
15. ___________________ 15. professional
16. ___________________ 16. mold
17. ___________________ 17. easel
18. ___________________ 18. plaster
19. ___________________ 19. masterpiece
20. ___________________ 20. exhibit

Challenge Words
_________________ challenge
_________________ contained
_________________ entertaining
_________________ mazes
_________________ requires
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
Look for word chunks or smaller words that help you remember the spelling of a word.
assemble = as sem ble
professional = pro fes sion al
masterpiece = mas ter piece

Word Scramble
Unscramble each set of letters to make a spelling word.

1. tyiavcit
2. srofeasipnlo
3. ateemriscep
4. starti
5. beamsles
6. srespex
7. frtca
8. rateec
9. sotepr
10. alsee

11. sigends
12. gudilibn
13. smarte
14. geararn
15. doml
16. xeitbih
17. parstel
18. rat
19. umusme
20. usteat

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 the smaller words within the spelling words.
Help your child complete the spelling activity.
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. ____________________________
Words from the Arts

<table>
<thead>
<tr>
<th>designs</th>
<th>museum</th>
<th>poster</th>
<th>express</th>
<th>easel</th>
</tr>
</thead>
<tbody>
<tr>
<td>artist</td>
<td>art</td>
<td>statue</td>
<td>arrange</td>
<td>plaster</td>
</tr>
<tr>
<td>building</td>
<td>create</td>
<td>assemble</td>
<td>professional</td>
<td>masterpiece</td>
</tr>
<tr>
<td>activity</td>
<td>master</td>
<td>craft</td>
<td>mold</td>
<td>exhibit</td>
</tr>
</tbody>
</table>

What is the Meaning?
Find the word from the spelling list that matches each definition below.

1. someone who earns a living in an occupation
2. a public showing
3. something made by skilled hands
4. a container used to make shapes
5. a structure with walls and a roof
6. a sticky substance used by builders
7. decorative patterns
8. to make something

What's the Word?
Complete each sentence with a spelling word.

9. Can you _____________ the books neatly on the shelf?
10. It's a challenge to _____________ this 500-piece jigsaw puzzle.
11. I study painting with a talented _____________ teacher.
12. Last week I made a _____________ to advertise the school play.
13. That _____________ of a boy is so lifelike, it looks real.
14. We were busy at camp doing one _____________ after another.
15. Do you like to _____________ yourself through writing or drawing?
16. I saw a great _____________ at the museum the other day.

Challenge Extension: Write the Challenge Words on the board in scrambled order and ask students to write them in alphabetical order.
Proofreading Activity
There are 6 spelling mistakes in the directions below. Circle the misspelled words. Write the words correctly on the lines below.

Getting Ready to Paint a Picture
1. Think about the feeling or idea you want to express in your painting.
2. Assemble all of your equipment.
3. Sketch several designs on paper first.
4. Arrange your brushes and paints so they are easy to reach.
5. Put a blank canvas on an easel.
6. Use your brushes, paints, and ideas to create a wonderful painting.

1. _____________ 3. _____________ 5. _____________
2. _____________ 4. _____________ 6. _____________

Writing Activity
Write a set of directions telling how to do something artistic. Number each step. Use at least four spelling words.
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

1. A activity
   B acativety
   C acktvity
   D actevaty

2. E statoo
   F statue
   G satatue
   H statshoo

3. A deesines
   B desighns
   C designs
   D desines

4. E crafet
   F caraft
   G curaft
   H craft

5. A plastar
   B plaster
   C plasstir
   D pullaster

Sample B

6. E masterpieace
   F masterpieace
   G masterpieace
   H mazzterpieace

7. A artest
   B artist
   C ardizt
   D ahrtist

8. E profesionel
   F proffesional
   G prifesionul
   H professional

9. A create
   B kreateee
   C createe
   D chreat

10. E ixpress
    F express
    G ackspres
    H egspress

11. A urange
    B arannge
    C araange
    D arrange

12. E poster
    F poaster
    G postear
    H puhster

13. A ezel
    B easel
    C eesil
    D easile

14. A ahrt
    B arrt
    C artte
    D art

15. A ecksibit
    B eaxibet
    C exhibit
    D egsebet

16. E asembal
    F assemble
    G usembul
    H asemmbole

17. A moseim
    B mahuseem
    C muzeume
    D museum

18. E masster
    F mastear
    G master
    H mostare

19. A buldding
    B bildeng
    C building
    D biuldang

20. E mold
    F moald
    G muold
    H molde
Grade 4/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. That artist made colorful designs on her poster. 
   A B C

B. The plaster isn't moyst enough to pour into the mold. 
   E F G

1. Use powder to avoid ouly skin. 
   A B C

2. The museum exibit included a pulley. 
   E F G

3. It's curious to see royalty bounce their checks. 
   A B C

4. The pure marble statchew is a masterpiece. 
   E F G

5. The professional had soot wedjed into his collar. 
   A B C

6. The tour guide led us to the museum exhibit. 
   E F G

7. The crunch of the rotting apple had a harsh sound. 
   A B C

8. Try to avoyd mixing rotting fruit in the batch. 
   E F G

9. I can whittle curious designs and have them magnified. 
   A B C

10. On a tour of the theater I saw seating for royalte. 
    E F G

11. Freed prisoners emptied their cells in the harsh jail. 
    A B C
Grade 4/Unit 3 Review Test

12. He **emptied** an account to **avoid** having a check **bounce**.
   - E
   - F
   - G
   - H

13. We will **powdir** the **batch** of cookies with **pure** sugar.
   - A
   - B
   - C
   - D

14. During the **theatir** tour, they will use a **pulley**.
   - E
   - F
   - G

15. He will **wittle** a wood **statue** and give it to **royalty**.
   - A
   - B
   - C
   - D

16. The **soot** looks like **powder** when **magnified**.
   - E
   - F
   - G

17. The **professional freed** up his time for a **masterpeice**.
   - A
   - B
   - C
   - D

18. He **wedged** the roting **oily** board in the corner.
   - E
   - F
   - G

19. The **crunch** became **magnified** with each dropped **bache**.
   - A
   - B
   - C
   - D

20. A **profesional** will set up the **museum exhibit**.
   - E
   - F
   - G

21. The **statue** in the theater is a **masterpiece**.
   - A
   - B
   - C
   - D

22. He would **whittle** the **wedged** stick until he was **freeed**.
   - E
   - F
   - G

23. She heard a **harsh crunch** and a **cureous** bang.
   - A
   - B
   - C
   - D

24. He **emptied** the box and saw a pulley **bounce out**.
   - E
   - F
   - G

25. We saw **soot** and **oily** spots on the **pur** white floor.
   - A
   - B
   - C
   - D
Name ___________________________ Date ____________

Spelling 97

PRETEST

1. _______ 1. awful
2. _______ 2. daughter
3. _______ 3. roar
4. _______ 4. order
5. _______ 5. office
6. _______ 6. toward
7. _______ 7. already
8. _______ 8. brought
9. _______ 9. form
10. _______ 10. author
11. _______ 11. false
12. _______ 12. jaw
13. _______ 13. offer
14. _______ 14. sauce
15. _______ 15. chorus
16. _______ 16. dawn
17. _______ 17. hoarse
18. _______ 18. war
19. _______ 19. board
20. _______ 20. cough

Challenge Words

affection
clinging
methods
threat
injury

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.

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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.
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
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?

office oficce office

#### Word Scramble
Unscramble each set of letters to make a spelling word.

<table>
<thead>
<tr>
<th>1. wfaul</th>
<th>11. rwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. oghuc</td>
<td>12. ehsroa</td>
</tr>
<tr>
<td>3. morf</td>
<td>13. rroa</td>
</tr>
<tr>
<td>4. hutora</td>
<td>14. bthgrou</td>
</tr>
<tr>
<td>5. acesu</td>
<td>15. dbroa</td>
</tr>
<tr>
<td>6. usorch</td>
<td>16. raedhtug</td>
</tr>
<tr>
<td>7. wand</td>
<td>17. oedrr</td>
</tr>
<tr>
<td>8. rdtawo</td>
<td>18. ffore</td>
</tr>
<tr>
<td>9. aydreal</td>
<td>19. sealf</td>
</tr>
<tr>
<td>10. awj</td>
<td>20. ffecoi</td>
</tr>
</tbody>
</table>

**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 write some of the spelling words in different ways to figure out which one looks correct.

Help your child complete the spelling activity.
Words with /ô/ and /ôr/

EXPLORE THE PATTERN

Write each spelling word under the matching vowel sound.

/ô/ spelled:            /ôr/ spelled:

au
1. ____________________ 13. ____________________
2. ____________________ 14. ____________________

aw
3. ____________________ 15. ____________________
4. ____________________
5. ____________________

a
6. ____________________ 16. ____________________
7. ____________________ 17. ____________________

o
8. ____________________
9. ____________________

ough
10. ____________________
11. ____________________

augh
12. ____________________
Words with /ô/ and /ôr/

Use spelling words to complete the sentences below.

1. My ____________ comes to visit me every week.
2. Cover your mouth when you ____________, please.
3. His ____________ was sore from chewing gum all day.
4. This ____________ has ten computers and ten phones.
5. I have ____________ finished my homework.
6. It is easy to find things that are placed in ____________.
7. I was scared when the bear walked ____________ me.
8. Did the nice lady ____________ to carry the box?
9. The swimming pool is in the ____________ of a rectangle.
10. Her voice sounds scratchy and ____________ when she talks.

Definition Derby

Write the spelling word that matches each definition.

11. shout
16. battle
12. piece of wood
17. singers
13. carried
18. not true
14. gravy
19. daybreak
15. writer
20. terrible

Challenge Extension: Have students write a definition for any one of the Challenge Words on a piece of paper. Mix the papers in a box, inviting students to take turns picking and reading the definitions aloud. Let the class guess which Challenge Word fits each definition.
Proofreading Activity
There are six spelling mistakes in this postcard. Circle the misspelled words. Write the words correctly on the lines below.

Dear Daughter,

Daun is so beautiful in the Arctic! I allready had my camera out when I heard the scary and awful noise of a wolf pack. When a wolf ran toward me, I started snapping photos. I tried to offer the wolf a piece of cheese to make him happy. He ate it up and wanted more. I'm glad I brought extra cheese and film!

Love,
Father

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
Pretend that you are a photo journalist exploring an exciting place, such as the Arctic. What do you think you would see, hear, and feel? Write a letter to a friend at home about your experience. Use four spelling words.

_________________________________

_________________________________

_________________________________

_________________________________
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.

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<td>E stoarm</td>
</tr>
<tr>
<td>B saugh</td>
<td>F storm</td>
</tr>
<tr>
<td>C sau</td>
<td>G starm</td>
</tr>
<tr>
<td>D saw</td>
<td>H storrm</td>
</tr>
</tbody>
</table>

1. A ordr  |
| B order  |
| C oarder |
| D arder  |

6. E dawn  |
| F daun   |
| G duan   |
| H danw   |

11. A faulse |
| B falsse |
| C fawlse |
| D false  |

16. E burd  |
| F baord  |
| G boord  |
| H board  |

2. E athor |
| F auther |
| G authir |
| H author |

7. A sauce |
| B sace   |
| C souce  |
| D sause  |

12. E hoarce |
| F hource |
| G hoarse |
| H hoarse |

17. A wer |
| B war   |
| C wur   |
| D warr  |

3. A toward |
| B towerd |
| C toword |
| D twoard |

8. E caugh |
| F caught |
| G cough  |
| H cugh   |

13. A form |
| B furm   |
| C fom    |
| D form   |

18. E daught |
| F daught |
| G daught |
| H daught |

4. E ofice |
| F office |
| G oficce |
| H afice  |

9. A brougt |
| B brouht |
| C brought |
| D brought |

14. E ror |
| F roar   |
| G rore   |
| H raor   |

19. A jur  |
| B jaw    |
| C jer    |
| D jaur   |

5. A olready |
| B alredy |
| C already |
| D allready |

10. E ofer |
| F offer  |
| G awfur |
| H ofur  |

15. A corus |
| B choras |
| C chorus |
| D chorrus |

20. E awful |
| F awfull |
| G awfil |
| H auful |
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>apart</td>
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<tr>
<td>2.</td>
<td>hardly</td>
</tr>
<tr>
<td>3.</td>
<td>yarn</td>
</tr>
<tr>
<td>4.</td>
<td>army</td>
</tr>
<tr>
<td>5.</td>
<td>marbles</td>
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<tr>
<td>6.</td>
<td>repair</td>
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<tr>
<td>7.</td>
<td>careful</td>
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<tr>
<td>8.</td>
<td>scare</td>
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<tr>
<td>9.</td>
<td>somewhere</td>
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<tr>
<td>10.</td>
<td>wear</td>
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<tr>
<td>11.</td>
<td>starve</td>
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<tr>
<td>12.</td>
<td>barber</td>
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<td>13.</td>
<td>carnival</td>
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<td>14.</td>
<td>carpet</td>
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<td>15.</td>
<td>unfair</td>
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<tr>
<td>16.</td>
<td>therefore</td>
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<tr>
<td>17.</td>
<td>dairy</td>
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<td>18.</td>
<td>hare</td>
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<tr>
<td>19.</td>
<td>prepare</td>
</tr>
<tr>
<td>20.</td>
<td>pear</td>
</tr>
</tbody>
</table>

**Challenge Words**

- confusion
- hilltop
- lodge
- messenger
- praised
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.
   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 a word. For example:

somewhere = some + where

Hide and Seek
Where are the spelling words hiding? Circle all the spelling words.

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. Ask him or her to find helpful chunks or smaller words in other new words.

Help your child find and circle the spelling words in the puzzle.
Words with /är/ and /Âr/

<table>
<thead>
<tr>
<th>apart</th>
<th>marbles</th>
<th>somewhere</th>
<th>carnival</th>
<th>dairy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardly</td>
<td>repair</td>
<td>wear</td>
<td>carpet</td>
<td>hare</td>
</tr>
<tr>
<td>yarn</td>
<td>careful</td>
<td>starve</td>
<td>unfair</td>
<td>prepare</td>
</tr>
<tr>
<td>army</td>
<td>scare</td>
<td>barber</td>
<td>therefore</td>
<td>pear</td>
</tr>
</tbody>
</table>

Sort each spelling word by finding the spelling pattern to which it belongs: /är/, spelled ar, or /Âr/, spelled air, are, ear, or ere. Write the word and underline the spelling pattern letters.

**Words with /är/ spelled**

<table>
<thead>
<tr>
<th></th>
<th>(barn)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Words with /Âr/ spelled**

<table>
<thead>
<tr>
<th></th>
<th>(pare)</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
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<tr>
<td>15.</td>
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<tr>
<td>16.</td>
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<tr>
<td>17.</td>
<td></td>
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<tr>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
</tr>
</tbody>
</table>

**Words with /âr/ spelled**

<table>
<thead>
<tr>
<th></th>
<th>(hair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
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<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
</tbody>
</table>
Words with /är/ and /âr/

<table>
<thead>
<tr>
<th>apart</th>
<th>marbles</th>
<th>somewhere</th>
<th>carnival</th>
<th>dairy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardly</td>
<td>repair</td>
<td>wear</td>
<td>carpet</td>
<td>hare</td>
</tr>
<tr>
<td>yarn</td>
<td>careful</td>
<td>starve</td>
<td>unfair</td>
<td>prepare</td>
</tr>
<tr>
<td>army</td>
<td>scare</td>
<td>barber</td>
<td>therefore</td>
<td>pear</td>
</tr>
</tbody>
</table>

Complete each sentence below with a spelling word listed above.

1. We watched the ____________ march in the parade.
2. Please be ____________ when you step off the bus.
3. Your lost mittens must be ____________ in the playground.
4. Which outfit will you ____________ to school today?
5. It is ____________ to cut in front of another person in line.
6. I left my umbrella at home and, ____________, got wet in the rain.
7. We went to the ____________ to buy milk and cream.
8. I'll eat the apple, and you can eat the ____________.

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

9. hairdresser ____________ 15. glass balls ____________
10. separate ____________ 16. hunger ____________
11. barely ____________ 17. festival ____________
12. string ____________ 18. rug ____________
13. fix ____________ 19. rabbit ____________
14. frighten ____________ 20. make ____________
Words with /är/ and /âr/

Proofreading Activity
There are six spelling mistakes in this journal entry. Circle the misspelled spelling words. Write the words correctly on the lines below.

The Giant

There once was a giant. When he walked, the ground shook and made loud noises no matter how careful he was. Therefore, he prepared a carpet made of soft yarn, and flew up to the sky. Today when you hear thunder, it is only the giant walking somewhere on the clouds.

1. ____________  3. ____________  5. ____________
2. ____________  4. ____________  6. ____________

Writing Activity
A legend is a story handed down through the years that many people believe, but that is not entirely true. Using four spelling words, write a make-believe legend that ends by explaining why something happens in nature, such as rain, lightning, snow, the sun or the moon.
Words with /ær/ 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

1. A barber  B berbar  C barbar  D airber
2. E paer  F pere  G pear  H paire
3. A somewere  B somewhere  C somewhere  D somewhere
4. E prepair  F prepare  G prepere  H prepeer
5. A unfair  B unfare  C unfiar  D unfar

Sample B

6. E repare  F repere  G reper  H repair
7. A carfull  B careful  C carefull  D Cairful
8. E dary  F darey  G deary  H dairy
9. A carnival  B carnaval  C carnivail  D carnivale
10. E cairpet  F carepet  G carpet  H cairpat
11. A stairve  B stareve  C steareve  D starve
12. E waer  F wear  G wair  H weer
13. A mairbles  B marebles  C marbles  D mearbles
14. E scair  F scare  G scere  H scear
15. A yarn  B yairn  C yaarn  D yarme
16. E heare  F hare  G haire  H harre
17. A hairdly  B heardly  C hardly  D heredly
18. E therefore  F therefor  G thearfor  H therefore
19. A airmy  B army  C arme  D airme
20. E apairt  F apeart  G apart  H apatre
Words with /îr/ and /ûr/

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.

| 1. _________ | 1. fern       |
| 2. _________ | 2. curve     |
| 3. _________ | 3. worst     |
| 4. _________ | 4. shirt     |
| 5. _________ | 5. clear     |
| 6. _________ | 6. mere      |
| 7. _________ | 7. cheer     |
| 8. _________ | 8. serious   |
| 9. _________ | 9. germ      |
| 10. _________ | 10. burst    |
| 11. _________ | 11. worse    |
| 12. _________ | 12. swirl    |
| 13. _________ | 13. gear     |
| 14. _________ | 14. sincerely|
| 15. _________ | 15. volunteer|
| 16. _________ | 16. period   |
| 17. _________ | 17. insert   |
| 18. _________ | 18. purpose  |
| 19. _________ | 19. twirling |
| 20. _________ | 20. spear    |

Challenge Words

connected
endangered
overcome
poisonous
sponge

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, then repeat steps 1-3.
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
Divide the word into syllables and spell one part at a time.
vol un teer

Circle the Words

In each line there are two words that have the same spelling pattern. Circle the two that match and underline the spelling pattern in each.

1. fern germ green
2. ship shirt twirling
3. clear spear spot
4. sincerely sink mere
5. cheer volunteer change
6. park serious period
7. burst purpose broke
8. water worst worse
9. gear spear spot
10. sweep swirl twirling
11. germ inside insert
12. curve purpose carve

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. Ask him or her to see which words on the list can be divided into syllables.

Help your child cross out the words that do not match the patterns.
Words with /îr/ and /ûr/

<table>
<thead>
<tr>
<th>fern</th>
<th>clear</th>
<th>germ</th>
<th>gear</th>
<th>insert</th>
</tr>
</thead>
<tbody>
<tr>
<td>curve</td>
<td>mere</td>
<td>burst</td>
<td>sincerely</td>
<td>purpose</td>
</tr>
<tr>
<td>worst</td>
<td>cheer</td>
<td>worse</td>
<td>volunteer</td>
<td>twirling</td>
</tr>
<tr>
<td>shirt</td>
<td>serious</td>
<td>swirl</td>
<td>period</td>
<td>spear</td>
</tr>
</tbody>
</table>

Follow the Pattern
This week’s words have the sounds /ûr/ and /îr/. Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the spelling words for the sound /ûr/ spelled

<table>
<thead>
<tr>
<th>ur</th>
<th>er</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>4.</td>
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<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td>6.</td>
</tr>
</tbody>
</table>

Write the spelling words that have /îr/ spelled

<table>
<thead>
<tr>
<th>ear</th>
<th>eer</th>
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</thead>
<tbody>
<tr>
<td>12.</td>
<td>15.</td>
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<tr>
<td>13.</td>
<td>16.</td>
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<td>14.</td>
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<th>ere</th>
<th>er</th>
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<tr>
<td>17.</td>
<td>19.</td>
</tr>
<tr>
<td>18.</td>
<td>20.</td>
</tr>
</tbody>
</table>
Complete the Sentences
Complete each sentence with a spelling word or words.

1. The little girl laughed when her balloon ____________.
2. Put a ____________ at the end of a sentence.
3. In the forest, we found a leafy green ____________.
4. That is the ____________ music I ever heard!
5. The flags twist and ____________ in the wind.
6. The damage to the roof of the barn got ____________ after the last storm.
7. A ____________ is too small to see without a microscope.
8. I ____________ hope you feel better soon.

Match Up
Write the spelling word that matches each meaning below.

9. equipment ____________ 15. a garment ____________
10. circling ____________ 16. to put in ____________
11. a little bit ____________ 17. transparent ____________
12. offer help ____________ 18. happiness ____________
13. a reason ____________ 19. solemn ____________
14. pointed object ____________ 20. bend ____________

Challenge Extension: Have students use the Challenge Words to write an advertisement for a job as an underwater explorer.
Proofreading Activity
There are six spelling mistakes in this newspaper article. Circle the misspelled words. Write the words correctly on the lines below.

Twirling Fish Discovered!
Underwater explorer Syd Harris has discovered a new type of fish. He first saw it swimming in a swerl of water. Harris, a volunteer on this exploration, is very serous about preserving ocean life. "Not caring for the ocean would be the wurst thing that could happen," Harris said. "I sincereely think that keeping the water clean and clear is a great purpse to have."

1. _____________ 3. _____________ 5. _____________
2. _____________ 4. _____________ 6. _____________

Writing Activity
Imagine that you are an underwater explorer. Write a page in a scrap book describing something new you found on your last trip. Use four spelling words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Words with /ɪr/ and /ɜːr/

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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th></th>
<th>Sample B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A tairget</td>
<td></td>
<td>E whear</td>
</tr>
<tr>
<td>B tareget</td>
<td></td>
<td>F where</td>
</tr>
<tr>
<td>C target</td>
<td></td>
<td>G whar</td>
</tr>
<tr>
<td>D tearget</td>
<td></td>
<td>H wher</td>
</tr>
</tbody>
</table>

1. A germ  
   B girm  
   C gurm  
   D jerm

6. A swerl  
   B swurl  
   C swirll  
   D swirl

11. A sinceerly  
    B sincarly  
    C sincerly  
    D sincerely

16. A purrpose  
    B purrpose  
    C purpose  
    D perpose

2. A burst  
   B burst  
   C birst  
   D bers

7. A speer  
   B sper  
   C spear  
   D sper

12. A volunteer  
    B voluntear  
    C volunture  
    D voluntre

17. A wirst  
    B wourst  
    C worst  
    D wert

3. A chear  
   B chere  
   C cher  
   D cheer

8. A gear  
   B geer  
   C gere  
   D ger

13. A mear  
    B mere  
    C meer  
    D mer

18. A insurt  
    B insurt  
    C insirt  
    D insort

4. A serious  
   B seriouse  
   C searious  
   D seerious

9. A twurling  
   B twirling  
   C twerling  
   D twirlling

14. A peeriod  
    B peariod  
    C period  
    D periiod

19. A cirve  
    B corve  
    C corve  
    D curve

5. A wirse  
   B worse  
   C wurse  
   D worse

10. A cler  
    B clear  
    C clere  
    D cler

15. A shurt  
    B shert  
    C sherte  
    D shirr

20. A fern  
    B furn  
    C firn  
    D furnn
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, then repeat steps 1–3.

Challenge Words

abandon
available
original
research
traditional
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.

class + room = classroom

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 do the same in 11–20.

<table>
<thead>
<tr>
<th></th>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>for</td>
<td>room</td>
</tr>
<tr>
<td>2</td>
<td>class</td>
<td>road</td>
</tr>
<tr>
<td>3</td>
<td>bed</td>
<td>ever</td>
</tr>
<tr>
<td>4</td>
<td>home</td>
<td>yard</td>
</tr>
<tr>
<td>5</td>
<td>bath</td>
<td>more</td>
</tr>
<tr>
<td>6</td>
<td>any</td>
<td>way</td>
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<td>7</td>
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<td>8</td>
<td>any</td>
<td>room</td>
</tr>
<tr>
<td>9</td>
<td>rail</td>
<td>body</td>
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<td>tub</td>
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<tr>
<td>11</td>
<td>north</td>
<td>west</td>
</tr>
<tr>
<td>12</td>
<td>grand</td>
<td>speaker</td>
</tr>
<tr>
<td>13</td>
<td>out</td>
<td>greens</td>
</tr>
<tr>
<td>14</td>
<td>bed</td>
<td>line</td>
</tr>
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<td>15</td>
<td>thunder</td>
<td>pane</td>
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<td>16</td>
<td>photo</td>
<td>spread</td>
</tr>
<tr>
<td>17</td>
<td>ever</td>
<td>copy</td>
</tr>
<tr>
<td>18</td>
<td>window</td>
<td>storm</td>
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<tr>
<td>19</td>
<td>loud</td>
<td>parents</td>
</tr>
<tr>
<td>20</td>
<td>whirl</td>
<td>winds</td>
</tr>
</tbody>
</table>

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. Ask your child to look at this week’s spelling list to see that letters are not added or taken away from the two smaller words in each of the compound words.

Help your child complete the spelling activity by matching the two words that make up each compound word.
Compound Words

Sort the spelling words according to number of syllables.

**Two syllables**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________

**Three syllables**
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________

**Four syllables**
19. __________________________
20. __________________________
Compound Words

Meaning Match
Write the spelling word that matches each clue below.

1. If it’s made at home it is ________________________.
2. You can take a bath in a ________________________.
3. A room where you sleep is a ________________________.
4. Always means ________________________.
5. A place where you learn is a ________________________.
6. A noisy storm is a ________________________.
7. Trees that never lose their leaves are ________________________.
8. A plan for writing is an ________________________.
9. Your parents’ parents are your ________________________.
10. Glass in a window is the ________________________.
11. The comforter on a bed is a ________________________.
12. One kind of copy is a ________________________.
13. My hat was swept off my head by ________________________.
14. The direction toward the next town is ________________________.
15. Sound can be made louder by using a ________________________.

Challenge Extension: Have the students write sentences using blanks for each Challenge Word. Have them trade papers with a partner and fill each other’s missing words.
Compound Words

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

Everbody can find information to write a report!
1. First, look up your subject, such as evergreens, grandparents, or whirlwinds.
2. Then make a photocopy of the articles you find on the subject. (You can read the photocopies at home in your bedroom or even in the bathtub!)
3. Finally, take the photocopies to your classroom and make an outline.
Now you are ready to write!

1. ______________  3. ______________  5. ______________
2. ______________  4. ______________  6. ______________

Writing Activity
Write some questions you would like to ask Joanna Cole about her career using four spelling words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## 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
- A fotball
- B futball
- C football
- D football

### Sample B
- E bacbone
- F backbone
- G bakbone
- H backbon

   B beddspread   F nortwest  B everybodey  F bathtub
   C bedspread    G northhwest C everybody   G bathub
   D bedspred    H nortwest   D everybody   H bathttub

   F granparents  B thunderstorm  F railroad  B whirwinds
   G grannparents C thundersorm  G railroad  C whirlwinds
   H grandparints D hunterstorm  H raleroad  D whirlllwinds

   B evergreins  F homemaid  B backyard  F classroom
   C evergrens  G hommade  C backard  G classroom
   D evergreens  H homemade  D bacyard  H classroom

   F photcopy  B outline  F forver  B anway
   G photocup  C outline  G forrever  C anyway
   H photocopie D owtline  H forevur  D anywey

   B loudspeeker  F windowpane  B enymore  F beddroom
   C loudspeerker  G windowpain  C anymores  G bedroom
   D lowdspeaker  H windopane  Dannymore  H bedom
**Pretest**

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, then repeat steps 1–3.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>shells</td>
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<tr>
<td>2.</td>
<td>crabs</td>
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<tr>
<td>3.</td>
<td>liquid</td>
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<tr>
<td>4.</td>
<td>fact</td>
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<td>5.</td>
<td>butterfly</td>
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<td>6.</td>
<td>discovered</td>
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<td>7.</td>
<td>cast</td>
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<td>8.</td>
<td>lobster</td>
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<td>9.</td>
<td>hatch</td>
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<td>10.</td>
<td>expert</td>
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<td>11.</td>
<td>mineral</td>
</tr>
<tr>
<td>12.</td>
<td>dolphin</td>
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<td>13.</td>
<td>systems</td>
</tr>
<tr>
<td>14.</td>
<td>clam</td>
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<tr>
<td>15.</td>
<td>imprint</td>
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<tr>
<td>16.</td>
<td>kelp</td>
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<td>17.</td>
<td>caterpillar</td>
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<tr>
<td>18.</td>
<td>depth</td>
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<tr>
<td>19.</td>
<td>skeleton</td>
</tr>
<tr>
<td>20.</td>
<td>fungus</td>
</tr>
</tbody>
</table>

**Challenge Words**

______________  ancestors
______________  disaster
______________  microscope
______________  snout
______________  weird
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.

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

Spelling Tip

Think of times you may have seen the word while reading, or on signs, or in your textbook. Try to remember how the word looked. Write the word by spelling it different ways. Which one looks correct?
dolphin, dolpin, dolphin

Hide and Seek
Where are the spelling words hiding? Circle all the spelling words.

xymineralacaterpillarvxcastaliquidbbsystemsx
factaaakelpxxsdiscoveredxyabhatchxvexpertxiv
xxlobsterabdolphinvvximprintxxfungusaabcrabsx
xvvbutterflyaaclamxvvdepthxxshellsyaaskeleton

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 write a word different ways to see which one looks correct.
Help your child complete the spelling activity.
Words from Science

Write the spelling words under the correct spelling pattern.

\[ a \]
1. __________________________  4. __________________________
2. __________________________  5. __________________________
3. __________________________  6. __________________________

\[ e \]
7. __________________________  12. __________________________
8. __________________________  13. __________________________
9. __________________________  14. __________________________
10. __________________________  15. __________________________
11. __________________________  16. __________________________

\[ o \]
17. __________________________  19. __________________________
18. __________________________  20. __________________________
Complete each sentence with a spelling word.

1. Is that a _____________ or an opinion?

2. _____________ is a kind of seaweed.

3. Our feet left an _____________ in the wet sand.

4. A _____________ is hidden inside its two shells.

5. A mushroom is a type of _____________.

6. Look at the fuzzy _____________ inching up the leaf!

7. When water freezes, it becomes a solid rather than a _____________.

8. The chicks will _____________ from the eggs today.

9. There are many bones in the human _____________.

10. The red _____________ has two big front claws.

11. We can swim to a _____________ of 15 feet.

12. The _____________ scurry across the sand.

13. I have a plaster _____________ on my broken leg.

14. If it’s not plant or animal, it must be _____________.

15. We made a necklace from the _____________ we found on the beach.
Proofreading Activity
There are six spelling mistakes in this lab report. Circle the misspelled words. Write the words correctly on the lines below.

Today in the lab we examined a clam, a lobstur , a butturfly, and a catarpillar to see how each of their sytems works. We also saw the skelaton of a dolfin as well as a few shells and some kelp.

1. ____________  3. ____________  5. ____________
2. ____________  4. ____________  6. ____________

Writing Activity
Imagine you could go back in time, about 500 million years ago. Write a news broadcast describing the animals you see all around you. Use four spelling words.

________________________________________
________________________________________
________________________________________
________________________________________
Words from Science

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

1. (A) hatch  
   (B) hetch  
   (C) haitch  
   (D) hotch

2. (E) dalphin  
   (F) dolphin  
   (G) delphin  
   (H) dolfin

3. (A) labster  
   (B) lebster  
   (C) lubster  
   (D) lobster

4. (E) maneral  
   (F) meneral  
   (G) muneral  
   (H) mineral

5. (A) sistsems  
   (B) systtems  
   (C) systems  
   (D) sestems

Sample B

6. (E) expart  
   (F) expurt  
   (G) expert  
   (H) expirt

7. (A) imprint  
   (B) imprit  
   (C) imprent  
   (D) impront

8. (E) clem  
   (F) clam  
   (G) clim  
   (H) clamm

9. (A) fungos  
   (B) fungis  
   (C) fungas  
   (D) fungus

10. (E) skeleton  
    (F) skeleton  
    (G) skelaton  
    (H) skeliton

11. (A) discovered  
    (B) dascovered  
    (C) discovered  
    (D) duscovered

12. (E) daphn  
    (F) depth  
    (G) dipth  
    (H) dupth

13. (A) batterfly  
    (B) betterfly  
    (C) butterfly  
    (D) botterfly

14. (E) kast  
    (F) cest  
    (G) cust  
    (H) cast

15. (A) liquid  
    (B) liqued  
    (C) liquid  
    (D) liquid

16. (E) fact  
    (F) fact  
    (G) fact  
    (H) fack

17. (A) caterpillar  
    (B) coterpillar  
    (C) ceterpillar  
    (D) caterpillur

18. (E) kilp  
    (F) kelp  
    (G) kulp  
    (H) kalp

19. (A) craibs  
    (B) crubs  
    (C) crabs  
    (D) crebs

20. (E) shalls  
    (F) shaiils  
    (G) shulls  
    (H) shells
Grade 4/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.

A. His dawter had already driven the car.  
   A   B   C

B. An army of ants walked toward the fern.  
   E   F   G

1. The auther used a writing form that would scare the reader.  
   A   B   C

2. A volunteer will arrive at the dairry by dawn.  
   E   F   G

3. The serious illness gave him a hoarse caugh.  
   A   B   C

4. The barbar, twirling his mustache, looked serious.  
   E   F   G

5. The pear trees and evergreens seem to go on forrever.  
   A   B   C

6. The bedspread was dusty and therefor made him cough.  
   E   F   G

7. The lobster could speer the pear with his claw.  
   A   B   C

8. A dangerous germ caused a scair at the dairy.  
   E   F   G

9. The whirlwinds caused a scare at the barber shop.  
   A   B   C

10. There’s a photocopy of kelp and evergreens.   
    E   F   G

11. The catterpillar will change its form to a butterfly.  
    A   B   C
12. At dawn we saw a **lobstir** covered in **kelp**.
   E    F    G

13. The **whirlwinds** sent the **bedspread** **twirlling** away.
   A    B    C

14. It seems like the **lobster** swims in **likwid** forever.
   E    F    G

15. "Therefore, I made a **photocopy**," said the **author**.
   A    B    C

16. The **voluntier** was **hoarse** from a serious cold.
   E    F    G

17. The **caterpillar** ate **kelp** before changing to a **butterflie**.
   A    B    C

18. The **liquid** soap at the **barber** shop can kill any **germ**.
   E    F    G

19. I will **volunteer** to **photokopy** a picture of this **caterpillar**.
   A    B    C

20. If you drink a **liquid**, it may help your **hoars** **cough**.
   E    F    G

21. The **spear** had the **forme** of a **butterfly** on its handle.
   A    B    C

22. The **author** woke up at **dawn** and ate a **pear**.
   E    F    G

23. The **twirling** **wirlwinds** went through me like a **spear**.
   A    B    C

24. Sewing the **evergreens** on the **bedspred** took forever.
   E    F    G

25. A **girm** got in the milk; **therefore** the **dairy** closed.
   A    B    C
**Words with /s/ 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.

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mess</td>
<td></td>
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<tr>
<td>2. sorry</td>
<td></td>
</tr>
<tr>
<td>3. balance</td>
<td></td>
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<td>4. police</td>
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<td>5. classic</td>
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<td>6. rough</td>
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<td>7. certain</td>
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<td>8. telephone</td>
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<td>9. surprise</td>
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<td>10. elephant</td>
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<td>11. laughter</td>
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<td>12. citizen</td>
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<td>13. advice</td>
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<td>14. photograph</td>
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<td>15. cider</td>
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<td>16. alphabet</td>
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<td>17. triumph</td>
<td></td>
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<td>18. careless</td>
<td></td>
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<tr>
<td>19. tough</td>
<td></td>
</tr>
<tr>
<td>20. enormous</td>
<td></td>
</tr>
</tbody>
</table>

- amazement
- destroyed
- eldest
- fowl
- strewn
Words with /s/ 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.

Word Scramble

Unscramble each set of letters to make a spelling word.

1. celnabal
2. esspriur
3. irdce
4. grooappthh
5. znetiic
6. phmtiur
7. museoorn
8. hgrou
9. ugtho
10. acevid
11. sliacc
12. tneephole
13. sesm
14. aerhtgul
15. rtaince
16. taepbhal
17. alreessc
18. eeantlhp
19. ryrso
20. Iceipo

Spelling Tip

When the /s/ sound is spelled c, c is always followed by e, i, or y. For example:
certain  cider  fancy

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. Ask your child to find other spelling words in which c has the /s/ sound and is followed by e, i, or y.

Help your child complete the spelling activity.
Words with /s/ and /f/

Sort each spelling word by finding the spelling pattern to which it belongs. Write the word and circle the spelling pattern letter or letters.

Write the spelling words that have /s/ spelled:

- **ss**
  1. __________________________
  2. __________________________
  3. __________________________

- **c**
  7. __________________________
  8. __________________________
  9. __________________________

Write the spelling words that have /f/ spelled:

- **ph**
  13. __________________________
  14. __________________________
  15. __________________________

- **gh**
  18. __________________________
  19. __________________________
  20. __________________________
Synonym Alert!
Write the spelling words that have the same meaning as the words below.

1. sympathetic
2. sure
3. law officers
4. suggestion
5. snapshot
6. victory
7. strong
8. shock
9. reckless
10. resident

Sentence Sense
Complete each sentence with the spelling word that fits the context.

11. What a ________________ the dog made tracking in mud!
12. The ________________ has a very loud ring.
13. Sandpaper feels very ________________ and scratchy.
14. We saw a big gray ________________ at the circus.
15. The huge elephant was ________________!
16. There are 26 letters in the ________________.
17. Would you like another glass of apple ________________?
18. It's hard to keep your ________________ when walking on stilts!
Proofreading Activity
There are six spelling mistakes in this paragraph. Circle the misspelled words. Write the words correctly on the lines below.

It's tuff being a fox! I'm sory that I ever met a guinea pig. What a mess he got me into! Maybe I was a little careles, but how was I to know I'd have such a ruff time? It was a real surprize to me. I wish I'd met an elephant instead of a guinea pig. Follow my advise and stay away from guinea pigs!

1. ____________  3. ____________  5. ____________
2. ____________  4. ____________  6. ____________

Writing Activity
Do you have any pets? If not, is there a pet you would like to have? Write a paragraph about a pet you have or a pet you wish you had. Use at least four spelling words.
Words with /s/ 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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th>Sample B</th>
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<tbody>
<tr>
<td>A chanc</td>
<td>E graf</td>
</tr>
<tr>
<td>B chanss</td>
<td>F graff</td>
</tr>
<tr>
<td>C chans</td>
<td>G graef</td>
</tr>
<tr>
<td>D chance</td>
<td>H graph</td>
</tr>
</tbody>
</table>

   B alphabet  F trimpf  B mecs  F balans
   C alphabet  G triamph  C messe  G balence
   D alfebet  H triumph  D mess  H ballance

   F tuff  B elafant  F classicc  B advies
   G tough  C elephnt  G classic  C advisse
   H toff  D elaphant  H claasic  D advicce

   B carreles  F citizen  B police  F photograff
   C carelles  G sitisen  C polis  G photograph
   D careless  H citisen  D polace  H fotograf

   F enormous  B raugh  F lauffter  B sidar
   G enorrms  C rough  G laufter  C cidar
   H enarmous  D rouff  H lagther  D cider

   B telefon  F certain  B surpriss  F sorry
   C telefone  G certin  C surprise  G sorie
   D telephone  H sertan  D surprise  H sorrie
Words with /ær/ and /chær/

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, then repeat steps 1–3.

| 1. brother             | 10. capture          |
| 2. honor              | 11. member           |
| 3. either             | 12. nature           |
| 4. popular            | 13. tender           |
| 5. number             | 14. visitor          |
| 6. pictures           | 15. polar            |
| 7. odor               | 16. anchor           |
| 8. enter              | 17. pasture          |
| 9. vinegar            | 18. chapter          |
|                      | 19. suffer           |
|                      | 20. furniture        |

Challenge Words

- errands
- instinct
- memorizing
- relieved
- sirens
Words with /ær/ and /chær/

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
Become familiar with the dictionary and use it often.

Word Find
The spelling words are hiding in this puzzle. See if you can find and circle all 20 words.

picturesq capturebodorabrotherzhonor
xeitherqxvinegartenderbnatureaanchor
pasturebchapterxsufferbfurnitureapopular
numberaenterzimemberzzvisitorapolar

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 look up spelling words in a dictionary.
Help your child complete the spelling activity.
End Game
This week’s spelling words contain /ər/ and /chər/. Write each spelling word under the matching spelling.

/ər/ spelled

er

1. ____________________ 5. ____________________
2. ____________________ 6. ____________________
3. ____________________ 7. ____________________
4. ____________________ 8. ____________________

or

9. ____________________ 13. ____________________
10. ____________________ 14. ____________________
11. ____________________ 15. ____________________
12. ____________________

/chər/ spelled

ture

16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
Words with /ær/ and /chær/

brother  number  vinegar  tender  pasture
honor    pictures capture  visitor  chapter
either   odor      member  polar   suffer
popular  enter    nature  anchor  furniture

Analogies
An analogy is a statement that compares sets of words that are alike in some way: shoe is to foot as glove is to hand. The analogy points out that your foot fits in your shoe the same as your hand fits in your glove.

Use spelling words to complete the analogies below.

1. Dog is to poodle as bear is to ____________.
2. Words are to stories as colors are to ____________.
3. Sheep are to meadow as cows are to ____________.
4. Girl is to sister as boy is to ____________.
5. Writing is to letter as math is to ____________.
6. Bread is to butter as salad is to ____________.
7. Disliked is to rejected as favorite is to ____________.
8. Home is to house as guest is to ____________.
9. Whole is to part as book is to ____________.
10. Shirt is to clothing as chair is to ____________.

Find the Opposites
Write the spelling word that is the opposite of each word.

11. disgrace ____________  16. tough ____________
12. neither ____________  17. let go ____________
13. enjoy ____________  18. outcast ____________
14. odorless ____________  19. artificial ____________
15. leave ____________  20. sail ____________

Challenge Extension: Ask students to write a synonym for each of the Challenge Words. Students can exchange papers with a friend to check their work.
Proofreading Activity
There are six spelling mistakes in this want ad. Circle the misspelled words. Write the words correctly on the lines below.

Wanted: Families to help train guide dogs. Every membur must be tender and kind to animals. You will have to train the puppy to stay off the furnishure. Dogs shouldn't be scared of a visiter either. They must learn to deal with creatures in nasure, not to capurse them. It is an honor to help train a guide dog.

1. _______________ 3. _______________ 5. _______________
2. _______________ 4. _______________ 6. _______________

Writing Activity
Animals can help people in many different ways. Guide dogs can help lead blind people. Describe some ways that animals make life easier for people. Use four spelling words.
Words with /ær/ and /chær/

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) tertle
- B) trtle
- C) turtle
- D) turtle

**Sample B**
- E) world
- F) wurld
- G) wirld
- H) werld

1. A) suffer
   - B) suffar
   - C) suffur
   - D) suffor

6. E) passture
   - F) pasture
   - G) paschure
   - H) pascure

11. A) capture
    - B) capchure
    - C) capsure
    - D) capshure

16. E) vinegar
    - F) vinegor
    - G) vinegar
    - H) vinegur

2. E) chaptar
   - F) chaptur
   - G) chapter
   - H) chaptor

7. A) visitor
   - B) visiter
   - C) visitar
   - D) visitur

12. E) entur
    - F) entar
    - G) entor
    - H) enter

17. A) popular
    - B) populur
    - C) populer
    - D) popular

3. A) polar
   - B) polur
   - C) polor
   - D) poler

8. E) tendor
   - F) tendur
   - G) tender
   - H) tendar

13. A) odur
    - B) oder
    - C) odor
    - D) odar

18. E) eithar
    - F) eithor
    - G) eithur
    - H) either

4. E) anchar
   - F) anchur
   - G) ancher
   - H) anchor

9. A) nature
   - B) nachure
   - C) nasure
   - D) nasure

14. E) pictures
    - F) picshures
    - G) pikures
    - H) piksures

19. A) honur
    - B) honar
    - C) honor
    - D) honer

5. A) furnishure
   - B) furnisure
   - C) furniture
   - D) furniscure

10. E) membar
    - F) membur
    - G) member
    - H) membor

15. A) numbur
    - B) number
    - C) numbor
    - D) numbar

20. E) brothor
    - F) brothur
    - G) brothar
    - H) brother
Words with /æl/ and /æn/

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, then repeat steps 1-3.

1. ___________________ 1. final
2. ___________________ 2. uncle
3. ___________________ 3. several
4. ___________________ 4. model
5. ___________________ 5. terrible
6. ___________________ 6. pencil
7. ___________________ 7. lion
8. ___________________ 8. taken
9. ___________________ 9. simple
10. ___________________ 10. women
11. ___________________ 11. reason
12. ___________________ 12. gentle
13. ___________________ 13. total
14. ___________________ 14. settle
15. ___________________ 15. level
16. ___________________ 16. medical
17. ___________________ 17. evil
18. ___________________ 18. listen
19. ___________________ 19. common
20. ___________________ 20. cotton

Challenge Words
__________________ attendants
__________________ awkwardly
__________________ celebration
__________________ knowledge
__________________ released
Words with /æl/ and /æn/

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?

fin [fin], finul [finul], final

End of the Line

Find the word ending from the box above that completes each spelling word below.

1. comm __________
   11. tot __________
2. list __________
   12. gent __________
3. fin __________
   13. lev __________
4. cott __________
   14. simp __________
5. unc __________
   15. sett __________
6. terrib __________
   16. wom __________
7. mod ___________
   17. ev ___________
8. li ____________
   18. medic __________
9. reas ___________
   19. tak ___________
10. penc __________
   20. sever __________

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 write some of the spelling words in different ways to figure out which one looks correct. Help your child complete the spelling activity.
End Game
This week’s spelling words contain /əl/ and /ən/. Write each spelling word under the correct spelling pattern ending.

/əl/ spelled

- **le**
  1. __________________________________
  2. __________________________________
  3. __________________________________
  4. __________________________________
  5. __________________________________

- **al**
  6. __________________________________
  7. __________________________________
  8. __________________________________
  9. __________________________________

/el*

- **il**
  10. __________________________________
  11. __________________________________
  12. __________________________________
  13. __________________________________

/ən/ spelled

- **en**
  14. __________________________________
  15. __________________________________
  16. __________________________________

- **on**
  17. __________________________________
  18. __________________________________
  19. __________________________________
  20. __________________________________
Make Meanings
Write the spelling word that matches each clue below.

1. to add up
2. doctors and health
3. more than one woman
4. hear
5. king of the jungle
6. even
7. type of fabric
8. very bad
9. not hard
10. really awful
11. nice and kind
12. ordinary
13. more than two
14. tool used for writing
15. your aunt’s husband

Sentence Sense
Fill in the correct spelling word in each sentence.

16. Have you already _______________ your turn?
17. This is the _______________ time you will get the chance to do better.
18. What _______________ did she give for coming late to class?
19. A globe is a _______________ of our world.
20. We should _______________ our disagreement before we go home.

Challenge Extension: Invite students to play a game of “What’s Missing?” Have one player draw a circle, think of a challenge word, and write a blank for each letter. Other players take turns guessing letters to spell the word. For every wrong guess, players have to add a part to the circle to make a face.
Proofreading Activity
There are six spelling mistakes in this letter. Circle the misspelled words. Write the words correctly on the lines below.

Dear Uncel Louie,

Well, it took severel hours, but we finally arrived at the math fair. What a terribel trip! Now we're having fun, though. I saw a modle that showed the power of doubling. I used my pencal to do some simpel doubling. Well, it looked easy, but it sure wasn't! My final answer was wrong—the total was twice as great!
See you soon.

Love,
Charles

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
Math is a powerful tool. You probably don't trick a Rajah out of rice with your math skills, but you do use math a lot in your everyday life. List some ways that you use math. Use four spelling words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Words with /æl/ and /æn/

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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th>Sample B</th>
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<tbody>
<tr>
<td>A  tertle</td>
<td>E  world</td>
</tr>
<tr>
<td>B  tirtle</td>
<td>F  wurld</td>
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<tr>
<td>C  turttle</td>
<td>G  wirld</td>
</tr>
<tr>
<td>D  turtle</td>
<td>H  werld</td>
</tr>
<tr>
<td>1. A  gentle</td>
<td>6. E  evil</td>
</tr>
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<td>F  eval</td>
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<td>G  evle</td>
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<td>H  evle</td>
</tr>
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<td>2. E  totle</td>
<td>7. A  liston</td>
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<td>B  listn</td>
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<td>D  listen</td>
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<td>10. E  simpel</td>
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<td>C  level</td>
<td>G  simpal</td>
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<tr>
<td>D  levle</td>
<td>H  simpil</td>
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<tr>
<td>11. A  womon</td>
<td>16. E  terribel</td>
</tr>
<tr>
<td>B  women</td>
<td>F  terribil</td>
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<tr>
<td>C  women</td>
<td>G  terrible</td>
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<tr>
<td>D  womn</td>
<td>H  terribal</td>
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<tr>
<td>12. E  reason</td>
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<td>B  severle</td>
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<td>C  severel</td>
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<td>H  reasin</td>
<td>D  severil</td>
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<td>13. A  takon</td>
<td>18. E  model</td>
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<td>C  uncal</td>
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<td>D  uncle</td>
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<td>G  final</td>
</tr>
<tr>
<td>D  pencel</td>
<td>H  finil</td>
</tr>
</tbody>
</table>
Contractions

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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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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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, then repeat steps 1–3.

| 1. ___________________ | 1. that's |
| 2. ___________________ | 2. he'll |
| 3. ___________________ | 3. wasn't |
| 4. ___________________ | 4. what's |
| 5. ___________________ | 5. I'd |
| 6. ___________________ | 6. there's |
| 7. ___________________ | 7. couldn't |
| 8. ___________________ | 8. he'd |
| 9. ___________________ | 9. could've |
| 10. ___________________ | 10. let's |
| 11. ___________________ | 11. they'll |
| 12. ___________________ | 12. weren't |
| 13. ___________________ | 13. here's |
| 14. ___________________ | 14. she'd |
| 15. ___________________ | 15. who's |
| 16. ___________________ | 16. it'll |
| 17. ___________________ | 17. hadn't |
| 18. ___________________ | 18. they'd |
| 19. ___________________ | 19. where's |
| 20. ___________________ | 20. wouldn't |

Challenge Words

beloved
desire
heaved
marveled
permit
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
When you're contracting two words, put an apostrophe in the space where the letter or letters has been lost. For example:

- does + not = doesn't
- it + is = it's
- you + have = you've

Short Stuff
Write the spelling word contraction that is formed from the words below:

1. she would
2. he would
3. had not
4. here is
5. would not
6. I would
7. could have
8. let us
9. it will
10. he will

11. here is
12. where is
13. was not
14. who is
15. were not
16. that is
17. they would
18. could not
19. what is
20. they will

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 form contractions and practice using an apostrophe to replace missing letters.

Help your child complete the spelling activity by matching the contractions to the words they replace.
This week's spelling words are contractions. Write the spelling words that match these patterns:

<table>
<thead>
<tr>
<th>'s</th>
<th>n't</th>
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<tbody>
<tr>
<td>1. ___________________</td>
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<th>'ve</th>
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<tr>
<td>20. ___________________</td>
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Contractions

<table>
<thead>
<tr>
<th>that's</th>
<th>I'd</th>
<th>could've</th>
<th>here's</th>
<th>hadn't</th>
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<td>let's</td>
<td>she'd</td>
<td>they'd</td>
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<td>couldn't</td>
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<tr>
<td>what's</td>
<td>he'd</td>
<td>weren't</td>
<td>it'll</td>
<td>wouldn't</td>
</tr>
</tbody>
</table>

What's the Word?
Complete the paragraph by filling in each blank with a spelling word.

__________ like to play baseball, if only it __________ so muddy today. I __________ played yesterday, but I __________ find enough people to make a team. __________ play baseball anyway. __________ the ball.

__________ on first base? __________ the score?

That team is so good, __________ win for sure. Jimmy is up to bat; I know that __________ hit a home run. __________ the pitch. I knew __________ swing! __________ a hit! __________ be a home run. I __________ miss this exciting game for anything!

And Then . . .
What happened to Yeh-Shen ten years after the story ended? Write a paragraph telling what her life is like. Use the spelling words hadn't, weren't, they'd, where's, and she'd as you describe her life.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Challenge Extension: Have students write fill-in sentences for each challenge word. Then have each student exchange papers with a partner and see how many sentences the other student can correctly fill in.
Contractions

Proofreading Activity
There are six spelling mistakes in this book review. Circle the misspelled words. Write the words correctly on the lines below.

Id like to recommend the story "Yeh-Shen" because it is very interesting. You would'nt believe what happens! Ther'es a beautiful girl named Yeh-Shen who was'nt treated fairly by her stepmother. Sh'ed have to do all the chores and could'nt have any fun. It'll keep you reading to the very end!

1. ___________  3. ___________  5. ___________
2. ___________  4. ___________  6. ___________

Writing Activity
Write your own fairy tale about wonderful events and fascinating characters. Make sure the evil people are punished and the good people are rewarded. Use four spelling words.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
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. haveen’t
- B. have’nt
- C. haven’t
- D. havent

### Sample B
- E. she’ll
- F. she’ll
- G. shel’l
- H. shee’ll

1. A. it’ll
   - B. it'll
   - C. it'll
   - D. i'll

2. A. she’d
   - B. shee’d
   - C. sh'ed
   - D. she'd

3. A. whos
   - B. wh'os
   - C. who's
   - D. who’s

4. A. hadn’t
   - B. had'nt
   - C. hadd'nt
   - D. hadn't

5. A. they’d
   - B. they'd
   - C. the'yd
   - D. the'dy

6. A. wheres
   - B. whe'res
   - C. where's
   - D. wher'es

7. A. wouldn’t
   - B. wouldnt
   - C. would'nt
   - D. woul'dnt

8. A. I’d
   - B. Id'
   - C. I'de
   - D. I’d

9. A. the’re’s
   - B. the’re’s
   - C. there's
   - D. ther’es

10. A. couldnt
    - B. couldn’t
    - C. could’nt
    - D. coul'dnt

11. A. he’d
    - B. hed
    - C. he'ed
    - D. he’ad

12. A. were’t
    - B. weren't
    - C. wer'ent
    - D. were'nt

13. A. her’es
    - B. her'es
    - C. here’s
    - D. he'res

14. A. could’ve
    - B. coul'dve
    - C. could’v’e
    - D. could've

15. A. lets
    - B. le’ts
    - C. let’s
    - D. let'us

16. A. they’ll
    - B. theyl'l
    - C. they'll
    - D. the’yll

17. A. what’s
    - B. what'is
    - C. what's
    - D. wh'ats

18. A. wasn’t
    - B. wasnt
    - C. was'nt
    - D. was’snt

19. A. he'll
    - B. he'll
    - C. he’ill
    - D. he'will

20. A. that’s
    - B. tha'ts
    - C. that's
    - D. that’s
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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<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
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**Challenge Words**
- coral
- damage
- loosened
- percent
- reefs
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.
   Did you spell the word right?
   If not, go back to step 1.

Unscramble each set of letters to make a spelling word.

1. rueesc
2. vivesur
3. nnelach
4. slesve
5. eosexp
6. ingdy
7. reeltsh
8. meeextr
9. gerand
10. tepctro
11. wdeease
12. eesuratcr
13. edolviss
14. itonmo
15. taureef
16. tapad
17. ceatlo
18. sistas
19. treufu
20. servdi

Spelling Tip

Accented syllables are spoken with more force than unaccented ones.

Pronouncing a word correctly can help you spell it correctly.

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 look up the spelling words in a dictionary to find the accented syllables.

Help your child complete the spelling activity by unscrambling each spelling word.
Words from Science

rescue  expose  danger  dissolve  locate
survive  dying  protect  motion  assist
channel  shelter  seaweed  feature  future
vessel  extreme  creatures  adapt  divers

Accent on the Syllable

Use a dictionary to help you sort the spelling words according to the placement of the accent.

**Accented First Syllable**

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

**Accented Second Syllable**

14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________
Words from Science

<table>
<thead>
<tr>
<th>rescue</th>
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<th>danger</th>
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<td>vessel</td>
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<td>creatures</td>
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Meaning Match
Write the spelling word that matches each clue below.

1. coming
2. reveal
3. animals
4. hazard
5. severe
6. help
7. find
8. keep from harm
9. adjust
10. ship
11. place of safety
12. exist
13. movement
14. kelp
15. save

Sentence Derby
Use each word in a sentence.

16. channel
17. dying
18. dissolve
19. feature
20. divers

Challenge Extension: Students can draw pictures of things they could find on a reef and caption each picture with sentences that use one or more Challenge Words.
Proofreading Activity
There are six spelling mistakes in this script for a speech. Circle the misspelled words. Write the words correctly on the lines below.

Ladies and Gentlemen:
The reefs are in extreme danger of dying! We must protect the seaweed and other creatures on the reef. We must work together to rescue the reefs or they will not survive! Please assist me, so the reefs will be a part of our future.

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________ 6. ____________

Writing Activity
What did you learn about the reefs? Write four more facts to add to the "Reef Facts" at the end of the selection. Use four spelling words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Words from Science

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

1. A divers  B divers  C divers  D divers
2. E future  F future  G future  H future
3. A assist  B assist  C assist  D assist
4. E shelter  F shelter  G shelter  H shelter
5. A adapt  B adapt  C adapt  D adapt

Sample B

11. A moton  B motion  C motoin  D motion
12. E expose  F exppose  G exposse  H expuse
13. A dyng  B dying  C dyinng  D dyiing
14. E seeweed  F seawed  G seaweed  H seawweed
15. A dangur  B dangar  C dangger  D danger
16. E chanel  F channel  G channal  H channel
17. A extreme  B extereme  C extrame  D extrame
18. E survvive  F survvive  G survive  H survave
Grade 4/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 B.

A. I will trade my bat for a bike.

B. My sister carries her books to skool.

1. The women heard the gentel laughter.

2. Soler power could’ve been an enormous aid.

3. A citizen helps natur by using solar heating.

4. He’ll need advice to triump in war.

5. The women like either cotton or wool coats.

6. I see several tendur shoots from cotton plants.

7. The’yd dropped the anchor to protect the ship.

8. Use ether a blue or green pencil to draw seaweed.

9. Who’s going to assist the old women?

10. Hadn’t we best protect our dyeing rain forests?

11. Helping a whale to survive is an enormus triumph.
12. He'll join several others by becoming a citizen.
   E  F  G
   A

13. The laughter is dying down. Now he'll speak.
   A  B  C
   NONE

14. The gentle rain could've covered the anchor.
   E  F  G
   A

15. Please assist nature to help plants survive.
   A  B  C
   NONE

16. They'd tried to protect the dying bird.
   E  F  G
   NONE

17. A citizen writes with either a pencil or a pen.
   A  B  C
   NONE

18. Boil seaweed several minutes to make it tender.
   E  F  G
   NONE

19. Who's going to assist him by giving advice?
   A  B  C
   NONE

20. They'd rather you hadn't given them advice.
   E  F  G
   NONE

21. Who's going to use that enormous pencil?
   A  B  C
   NONE

22. Can seaweed survive under that anchor?
   E  F  G
   NONE

23. Solar energy will help nature triumph.
   A  B  C
   NONE

24. I hadn't yet heard the babies' tender laughter.
   E  F  G
   NONE

25. I could've worn my soft, gentle, cotton scarf.
   A  B  C
   NONE
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:
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.

Challenge Words
_________________
circulated
_________________
extraordinary
_________________
launched
_________________
opponents
_________________
organizations
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.
   Did you spell the word right? If not, go back to step 1.

Find Rhyming Words
Rhyming words have the same last sound. Circle the word in each row that has the same last sound as the spelling word on the left.

1. knew kneel few
2. climb rhyme limb
3. although grow enough
4. knight bright knit
5. writer written brighter
6. knob knee job
7. numb plum number
8. delight write delay
9. wren wrote when
10. knead seed nod
11. chalk chart walk
12. wreck deck wrench
13. kneel knot wheel
14. sought bought laughed
15. thorough sorrow tough
16. calm calf palm
17. plumber summer plus
18. midnight white middle
19. stalk step hawk
20. wrestle wring nestle

Spelling Tips
Silent letters may come at the beginning, in the middle, or at the end of a word. For example:
beginning: knob
middle: delight
end: numb

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 him or her find the silent letters in each of this week’s spelling words.
Help your child complete the spelling activity.
## Words with Silent Letters

<table>
<thead>
<tr>
<th>known</th>
<th>knight</th>
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<th>chalk</th>
<th>kneel</th>
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<tbody>
<tr>
<td>climb</td>
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<td>wren</td>
<td>midnight</td>
<td>sought</td>
</tr>
<tr>
<td>calm</td>
<td>knob</td>
<td>knead</td>
<td>wreck</td>
<td>thorough</td>
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<tr>
<td>although</td>
<td>numb</td>
<td>plumber</td>
<td>stalk</td>
<td>wrestle</td>
</tr>
</tbody>
</table>

### Pattern Power!

Write the spelling words with these spelling patterns.

<table>
<thead>
<tr>
<th>words with silent <em>k</em></th>
<th>words with silent <em>gh</em></th>
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<tr>
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<td>words with silent <em>l</em></td>
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9.                                    
10.                                   
11.                                   

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Grade 4/Unit 6  
Teammates
Words with Silent Letters

What's the Word?
Complete each sentence with a word from the spelling list.

1. This book was written by my favorite _________________.
2. His hiking boots helped him ________________ the steep hill.
3. The jacket still fits, ________________ I've grown a bit.
4. She turned the ________________ of the door.
5. My fingers became so cold, they felt ________________.
6. A tiny ________________ built a nest in the bird house.
7. We had to call a ________________ to come and fix the leak.
8. A cat will first ________________ a mouse before catching one.
9. Tom is learning to ________________ in the gym after school.
10. They ________________ an answer to the problem.
11. The ________________ broke when he used it on the chalkboard.
12. When I heard the phone ring, I ________________ it was you.

Opposites
Write the spelling word that is opposite in meaning to the words below.

13. nervous ________________ 16. build ________________
14. sadness ________________ 17. stand ________________
15. noon ________________ 18. incomplete ________________

Challenge Extension: Write a fill-in sentence for each Challenge Word. Exchange papers with a partner and complete each other’s fill-in sentences.
Proofreading
There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

“Oh, no!” Coach said, as he twisted the nob to turn off the water. “The sink in the team bathroom is leaking again.” My Aunt Mary is a plumber, so we asked her to fix the sink. It was hard to find the leak. Aunt Mary had to neal on the hard tile floor until her knees were nubm. After finding the leak, she went to the store to buy a new pipe. Aunt Mary had to restle with the new pipe to get it in place. “There!” Aunt Mary said, smiling with delite. “The sink is fixed.”

1. ___________________ 3. ___________________ 5. ___________________
2. ___________________ 4. ___________________ 6. ___________________

Writing Activity
What team sport do you like to play or to watch? Write a few sentences about your favorite sport. Use four spelling words in your writing.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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.

<table>
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<th>Sample A</th>
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</table>
Homophones and Homographs

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

Challenge Words
feeble
fragrance
mingled
resembled
scampered
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 Tips

Homophones are English words that sound alike but are spelled differently.
For example: Jill looked pale as she tumbled after Jack while holding her pail.

Homographs are English words that are spelled the same but mean different things.
For example: This lamp is light to carry and can light up the room.

Find and Circle

Circle the 20 spelling words. Be careful! Some of the spelling words run up and down or diagonally.

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

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 think of sentences using each of this week’s spelling words.

Help your child complete the spelling activity.
Homophones and Homographs

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<thead>
<tr>
<th>seen</th>
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<th>pail</th>
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<td>beat</td>
<td>bowl</td>
<td>post</td>
<td>pale</td>
<td>dates</td>
</tr>
</tbody>
</table>

There are six pairs of spelling words that are homophones. They sound the same but are spelled differently. Sort the homophones into pairs. Write each pair on the lines below.

1. _______ _______
2. _______ _______
3. _______ _______
4. _______ _______
5. _______ _______
6. _______ _______

Eight spelling words are homographs. Homographs are words that are spelled the same, but that have different meanings. Using a dictionary, write two different meanings for each spelling word below.

1. light
   meaning 1. _______
   meaning 2. _______

2. lean
   meaning 1. _______
   meaning 2. _______

3. bowl
   meaning 1. _______
   meaning 2. _______

4. fan
   meaning 1. _______
   meaning 2. _______

5. post
   meaning 1. _______
   meaning 2. _______

6. punch
   meaning 1. _______
   meaning 2. _______

7. grave
   meaning 1. _______
   meaning 2. _______

8. dates
   meaning 1. _______
   meaning 2. _______
Homophones and Homographs

seen  lean  grate  pail  grave
great  scene  fan  bury  berry
light  beet  peak  punch  peek
beat  bowl  post  pale  dates

Complete each sentence below with a spelling word.

1. Close your eyes and don’t ________________.
2. Have you ________________ the movie that just opened?
3. Please ________________ the carrots for the salad.
4. I say three lines in ________________ one of the play.
5. She likes to eat dried, sweet ________________ for dessert.
6. That carton is ________________ enough for me to carry myself.
7. They climbed to the ________________ of the mountain.
8. I use suntan lotion because I have ________________ skin.
9. Let’s ________________ the treasure in the backyard.
10. Mix the batter in a large mixing ________________.
11. He carried the water in a large ________________.
12. I am a big ________________ of the Dallas Cowboys football team.

Word Meaning: Analogies

Write the spelling word that fits the analogy.

1. ________________ is to terrific as bad is to awful.
2. Vegetable is to ________________ as meat is to steak.
3. ________________ is to serious as happy is to glad.
4. Tall is to short as fat is to ________________.

Challenge Extension: Write a fill-in sentence for each Challenge Word. Exchange papers with a partner and complete the sentences.
Homophones and Homographs

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

Though Jason was a prince, he had never scene the top of a mountain before. This day, he decided to climb a mountain. He stood on the peek and saw the whole country. The lite of the sun shone on the valleys below. It was very beautiful. After a while, Jason became hungry. He munched on some delicious dats and drank some sweet punche. When the sun began to set, Jason started down the mountain toward home. That night, in bed, Jason thought about the grate time he’d had that day. He promised himself that he would climb the mountain again soon.

1. ________________ 3. ________________ 5. ________________
2. ________________ 4. ________________ 6. ________________

Writing Activity
Think of a place you would like to see. Write a few sentences about what you would see or do there. Use four spelling words in your writing.

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
**Homophones and Homographs**

**Posttest Directions**
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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th>Sample B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> stear</td>
<td><strong>E</strong> ritte</td>
</tr>
<tr>
<td><strong>B</strong> starr</td>
<td><strong>F</strong> rite</td>
</tr>
<tr>
<td><strong>C</strong> stare</td>
<td><strong>G</strong> righte</td>
</tr>
<tr>
<td><strong>D</strong> starre</td>
<td><strong>H</strong> right</td>
</tr>
</tbody>
</table>

1. **A** seen  
   **B** sene  
   **C** sein  
   **D** seene

2. **E** bete  
   **F** beate  
   **G** beete  
   **H** beat

3. **A** peke  
   **B** peek  
   **C** peake  
   **D** peeke

4. **E** peale  
   **F** pael  
   **G** pail  
   **H** paile

5. **A** bury  
   **B** burry  
   **C** bure  
   **D** burie

| 11. **A** pnuch  
   **B** punch  
   **C** puntch  
   **D** panch |
| 12. **E** greave  
   **F** graive  
   **G** grayv  
   **H** grave |
| 13. **A** daets  
   **B** deates  
   **C** dates  
   **D** daits |
| 14. **E** great  
   **F** graet  
   **G** grayt  
   **H** grait |
| 15. **A** scene  
   **B** scene  
   **C** seene  
   **D** seine |
| 16. **E** beete  
   **F** beate  
   **G** beit  
   **H** beet |
| 17. **A** grate  
   **B** greate  
   **C** graet  
   **D** grayte |
| 18. **E** peake  
   **F** peak  
   **G** peeke  
   **H** paik |
| 19. **A** paile  
   **B** pael  
   **C** pale  
   **D** plael |
| 20. **E** berri  
   **F** berry  
   **G** bery  
   **H** berrye |
# 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 that 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>useless</td>
</tr>
<tr>
<td>2.</td>
<td>entertainment</td>
</tr>
<tr>
<td>3.</td>
<td>construction</td>
</tr>
<tr>
<td>4.</td>
<td>adjustable</td>
</tr>
<tr>
<td>5.</td>
<td>darkness</td>
</tr>
<tr>
<td>6.</td>
<td>motionless</td>
</tr>
<tr>
<td>7.</td>
<td>description</td>
</tr>
<tr>
<td>8.</td>
<td>measurement</td>
</tr>
<tr>
<td>9.</td>
<td>adorable</td>
</tr>
<tr>
<td>10.</td>
<td>breathless</td>
</tr>
<tr>
<td>11.</td>
<td>fairness</td>
</tr>
<tr>
<td>12.</td>
<td>government</td>
</tr>
<tr>
<td>13.</td>
<td>protection</td>
</tr>
<tr>
<td>14.</td>
<td>dependable</td>
</tr>
<tr>
<td>15.</td>
<td>sickness</td>
</tr>
<tr>
<td>16.</td>
<td>hopeless</td>
</tr>
<tr>
<td>17.</td>
<td>production</td>
</tr>
<tr>
<td>18.</td>
<td>enjoyable</td>
</tr>
<tr>
<td>19.</td>
<td>greatness</td>
</tr>
<tr>
<td>20.</td>
<td>encouragement</td>
</tr>
</tbody>
</table>

**Challenge Words**
- brilliant
- commercials
- expensive
- ingredient
- successful
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
Learn how to spell suffixes you use often in writing.
- tion - ment - less

Word Scramble
Unscramble each set of letters to make a spelling word.

1. slussee  11. asfnies  21. cenroumagneet
2. treamnentietn  12. merntevong
3. stronctioucn  13. oprictnote
4. jablaudste  14. plabdedeen
5. knesards  15. sniksec
6. slimontose  16. shlopes
7. prescinitod  17. upiconrod
8. mensurteame  18. jabloyeen
9. bladoare  19. sesterang
10. thasbleres

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. Ask your child if he or she can spell some other suffixes.

Help your child complete the spelling activity.
Explore the Pattern

Pattern Power
Sort each spelling word by writing it under the correct suffix.

- less
1. __________________________
2. __________________________
3. __________________________
4. __________________________

- ness
5. __________________________
6. __________________________
7. __________________________
8. __________________________

- able
13. __________________________
14. __________________________
15. __________________________
16. __________________________

- tion
17. __________________________
18. __________________________
19. __________________________
20. __________________________

- ment
9. __________________________
10. __________________________
11. __________________________
12. __________________________
Words with Suffixes

A suffix is added to the end of a word to give the word a different meaning. Different suffixes have different meanings. (examples: "happiness" means "the state of being happy"; "readable" means "able to be read")

- -less = without
- -ment = the act of
- -able = able to be
- -ness = the state of being
- -tion = the act of

Write the spelling word that fits each meaning below.

1. without use __________________

2. the act of constructing __________________

3. able to be adjusted __________________

4. the state of being dark __________________

5. without breath __________________

6. the act of describing __________________

7. the act of measuring __________________

8. without motion __________________

9. able to be adored __________________

10. the state of being fair ________________

Challenge Extension: Have you ever seen an ad on TV? Think of an ad that you like and write about it using the Challenge Words.
Proofreading
There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines below.

I set to work to invent a time machine. Everyone said it was hopless. But I did it! I designed the machine myself. Then I got the materials I needed and began on the machine’s construktion. Time travel is not like "real" travel. You and the machine are absolutely moshunless. When the machine stops and you get out, what you see is beyond diskription. Just yesterday, I visited some adorible dinosaurs. Tomorrow, I think I’d like to go to the future. Do you think the govinment would be interested in buying one of my machines?

1. ________________ 3. ________________ 5. ________________
2. ________________ 4. ________________ 6. ________________

Writing Activity
What would you like to invent or produce? Write a few sentences about what your invention would be like. Use four spelling words in your writing.
Words with Suffixes

Look at the words in each set. One word in each set is spelled correctly. Use a pencil to color 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**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>developmint</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>developpment</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>development</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>developmnt</td>
<td></td>
</tr>
</tbody>
</table>

**Sample B**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>cooliss</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>clueless</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>clooless</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>culiss</td>
<td></td>
</tr>
</tbody>
</table>

1. A adjustable
   - B adjustable
   - C adjustable
   - D adjustable

2. E constructon
   - F constructin
   - G construction
   - H construkton

3. A fairness
   - B fairnes
   - C fairnese
   - D fareness

4. E breathles
   - F breatheless
   - G breathless
   - H breathliss

5. A producsion
   - B producton
   - C production
   - D priduction

6. E useless
   - F usless
   - G uses
   - H usless

7. A measurment
   - B measurement
   - C measuremint
   - D mesurement

8. E enjoiable
   - F enjoyble
   - G enjoible
   - H enjoyble

9. A darknes
   - B darkniss
   - C darkness
   - D darknis

10. E encouragment
    - F encouragement
    - G encouragemint
    - H encouragement

11. A dependible
    - B dependble
    - C dependable
    - D dipendable

12. E discription
    - F description
    - G descriptoun
    - H deskription

13. A motionless
    - B motonless
    - C motionles
    - D motunless

14. E gretness
    - F grateness
    - G greatness
    - H graitness

15. A intertainment
    - B entertainment
    - C entertainmnet
    - D entertainement

16. E protection
    - F protectin
    - G protetion
    - H prutection

17. A adorible
    - B adorabel
    - C adorabel
    - D adorible

18. E hopless
    - F hopeliss
    - G hopeless
    - H hopeles

19. A sickness
    - B sickniss
    - C sicknes
    - D siknes

20. E goverment
    - F governemnt
    - G governmnt
    - H governmint
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.

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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.

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. redo</td>
<td>identify</td>
</tr>
<tr>
<td>2. unkind</td>
<td>mammals</td>
</tr>
<tr>
<td>3. disappear</td>
<td>marine</td>
</tr>
<tr>
<td>4. reread</td>
<td>preserve</td>
</tr>
<tr>
<td>5. nonfat</td>
<td>related</td>
</tr>
<tr>
<td>6. inactive</td>
<td></td>
</tr>
<tr>
<td>7. international</td>
<td></td>
</tr>
<tr>
<td>8. unlucky</td>
<td></td>
</tr>
<tr>
<td>9. dislike</td>
<td></td>
</tr>
<tr>
<td>10. unpack</td>
<td></td>
</tr>
<tr>
<td>11. nonstop</td>
<td></td>
</tr>
<tr>
<td>12. refill</td>
<td></td>
</tr>
<tr>
<td>13. uncertain</td>
<td></td>
</tr>
<tr>
<td>14. interstate</td>
<td></td>
</tr>
<tr>
<td>15. incomplete</td>
<td></td>
</tr>
<tr>
<td>16. rewind</td>
<td></td>
</tr>
<tr>
<td>17. unsure</td>
<td></td>
</tr>
<tr>
<td>18. disagree</td>
<td></td>
</tr>
<tr>
<td>19. reheat</td>
<td></td>
</tr>
<tr>
<td>20. nonsense</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

X the Word
Put an X on the word that does NOT have the same prefix as the spelling word on the left.

1. redo return red
   2. reread retell ready
2. reread retell ready
3. refill rebuild rental
   4. reheat reach refresh
4. reheat reach refresh
5. unkind untold under
   6. unlucky unite unfold
5. unkind untold under
   6. unlucky unite unfold
7. unpack unfold uncle
   8. uncertain uncover unit
7. unpack unfold uncle
   8. uncertain uncover unit
9. incomplete ink incurable
10. inactive indirect inch
11. disappear disk disrespect
12. dislike dish distrust
13. international interconnect intend
14. nonfat none nonviolent
15. nonsense noon nonstop

Spelling Tip
Learn how to spell prefixes you use often in writing.
re- un- in- dis-
inter- non-

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. Ask your child to spell the prefixes without looking at them.
Help your child complete the spelling activity.
### Words with Prefixes

<table>
<thead>
<tr>
<th>redo</th>
<th>nonfat</th>
<th>dislike</th>
<th>uncertain</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>unkind</td>
<td>inactive</td>
<td>unpack</td>
<td>interstate</td>
<td>disagree</td>
</tr>
<tr>
<td>disappear</td>
<td>international</td>
<td>nonstop</td>
<td>incomplete</td>
<td>reheat</td>
</tr>
<tr>
<td>reread</td>
<td>unlucky</td>
<td>refill</td>
<td>rewind</td>
<td>nonsense</td>
</tr>
</tbody>
</table>

#### Pattern Power

Write the spelling words with the following prefixes.

<table>
<thead>
<tr>
<th><strong>words with re-</strong></th>
<th><strong>words with dis-</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  ________________________</td>
<td>11. ________________________</td>
</tr>
<tr>
<td>2.  ________________________</td>
<td>12. ________________________</td>
</tr>
<tr>
<td>3.  ________________________</td>
<td>13. ________________________</td>
</tr>
<tr>
<td>4.  ________________________</td>
<td>words with inter-</td>
</tr>
<tr>
<td>5.  ________________________</td>
<td>14. ________________________</td>
</tr>
<tr>
<td>words with un-</td>
<td>15. ________________________</td>
</tr>
<tr>
<td>6.  ________________________</td>
<td>words with in-</td>
</tr>
<tr>
<td>7.  ________________________</td>
<td>16. ________________________</td>
</tr>
<tr>
<td>8.  ________________________</td>
<td>17. ________________________</td>
</tr>
<tr>
<td>9.  ________________________</td>
<td>words with non-</td>
</tr>
<tr>
<td>10. ________________________</td>
<td>18. ________________________</td>
</tr>
<tr>
<td>19. ________________________</td>
<td></td>
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<td>20. ________________________</td>
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<td>reread</td>
<td>unlucky</td>
<td>refill</td>
<td>rewind</td>
<td>nonsense</td>
</tr>
</tbody>
</table>

Word Meaning: Prefixes

A prefix occurs at the beginning of a word. A prefix gives a word a different meaning. Read the meanings for the prefixes in your spelling words. Notice that un-, dis-, in-, and non- all share the meaning "the opposite of."

- **re-** "again"
- **in-** "not" or "the opposite of"
- **un-** "not" or "the opposite of"
- **non-** "without" or "the opposite of"
- **dis-** "not" or "the opposite of"
- **inter-** "between" or "among"

Write the spelling word that matches each meaning below.

1. do again
2. without fat
3. not active
4. between nations
5. without stopping
6. not lucky
7. opposite of like
8. fill again
9. not sure
10. heat again

**Challenge Extension:** Write one sentence for each of the Challenge Words. Read your sentences to a partner.
Words with Prefixes

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

Dear Seth,

    Last week I went whale watching. The humpback whales were so beautiful. It makes me so sad to think that one day whales may disappear. I think it is unkind for people to hunt them. There is an international law against killing whales. Some nations think whaling is not harmful, but I disagree. Experts say that it is uncertain if all whale species will survive. In the past, whales have been unlucky. Today, people all over the world are trying to save them.

1. ____________  3. ____________  5. ____________
2. ____________  4. ____________  6. ____________

Writing Activity
What animal would you like to protect? Write a few sentences about how that animal should be protected. Use four spelling words in your writing.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Words 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.

<table>
<thead>
<tr>
<th>Sample A</th>
<th>Sample B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reiruns</td>
<td>E untie</td>
</tr>
<tr>
<td>B reeruns</td>
<td>F untye</td>
</tr>
<tr>
<td>C rerunns</td>
<td>G intie</td>
</tr>
<tr>
<td>D reruns</td>
<td>H unti</td>
</tr>
</tbody>
</table>

1. A refil  
   B rifell  
   C refill  
   D rifill

6. E unsure  
   F unsur  
   G unsuer  
   H unshur

11. A nonfat  
    B nonefat  
    C nonfat  
    D nofat

16. E incomplete  
     F incompleat  
     G incomplete  
     H uncomplet

2. E dislike  
   F disliek  
   G deslike  
   H disslike

7. A riwend  
   B rewend  
   C rewind  
   D reewind

12. E nonsense  
    F nosesne  
    G nosense  
    H none sense

17. A reheet  
    B reaheat  
    C rehete  
    D reheat

3. A enactive  
   B inactive  
   C inactiv  
   D inacitf

8. E unpak  
   F unpac  
   G unpace  
   H unpack

13. A enlucky  
    B unlucky  
    C unluky  
    D inlucky

18. E incertain  
    F uncertain  
    G uncetin  
    H incertin

4. E internationel  
   F interational  
   G international  
   H intunational

9. A disapear  
   B disappear  
   C disapere  
   D desappear

14. E redo  
    F redeo  
    G redo  
    H redo

19. A rereed  
    B reade  
    C rere  
    D reeread

5. A nunstop  
   B nonstop  
   C nostop  
   D nonstep

10. E interstate  
    F intersate  
    G inerstate  
    H intastate

15. A uncind  
    B unkind  
    C unkinnd  
    D inkind

20. E disaggre  
    F desagree  
    G disagree  
    H disagre
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. area
2. ___________________ 2. hundreds
3. ___________________ 3. size
4. ___________________ 4. billions
5. ___________________ 5. weight
6. ___________________ 6. minute
7. ___________________ 7. noon
8. ___________________ 8. cone
9. ___________________ 9. yard
10. ___________________ 10. edge
11. ___________________ 11. amount
12. ___________________ 12. cylinder
13. ___________________ 13. zero
14. ___________________ 14. figure
15. ___________________ 15. calendar
16. ___________________ 16. quart
17. ___________________ 17. decade
18. ___________________ 18. rectangle
19. ___________________ 19. era
20. ___________________ 20. length

Challenge Words
_________________ compares
_________________ importance
_________________ instance
_________________ lurk
_________________ soggy
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.

   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 spelling word on the left.

1. quart short quick quail
2. yard yield hard board
3. noon none one balloon
4. weight though week date
5. size maze rise breeze
6. length enough eighth strength
7. cone soon none bone
8. amount among count about
9. edge ledge egg badge
10. zero cow hero true

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.
Help your child look up other math words, and words from other subjects, in a dictionary.
Help your child complete the rhyming activity.
Words from Math

Write the spelling words that tell about:

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>12.</td>
</tr>
<tr>
<td>2.</td>
<td>13.</td>
</tr>
<tr>
<td>3.</td>
<td>14.</td>
</tr>
<tr>
<td>4.</td>
<td>15.</td>
</tr>
<tr>
<td>5.</td>
<td>16.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
</tbody>
</table>

Shapes

<table>
<thead>
<tr>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
</tr>
<tr>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
</tr>
<tr>
<td>20.</td>
</tr>
</tbody>
</table>

Write the spelling words quart, cylinder, zero, and hundreds in alphabetical order.

21. ______________ 22. ______________

23. ______________ 24. ______________
Words from Math

<table>
<thead>
<tr>
<th>area</th>
<th>weight</th>
<th>yard</th>
<th>zero</th>
<th>decade</th>
</tr>
</thead>
<tbody>
<tr>
<td>hundreds</td>
<td>minute</td>
<td>edge</td>
<td>figure</td>
<td>rectangle</td>
</tr>
<tr>
<td>size</td>
<td>noon</td>
<td>amount</td>
<td>calendar</td>
<td>era</td>
</tr>
<tr>
<td>billions</td>
<td>cone</td>
<td>cylinder</td>
<td>quart</td>
<td>length</td>
</tr>
</tbody>
</table>

What is the Meaning?
Write the spelling word that belongs in each group.

1. triangle, ________________
2. tens, ________________
3. millions, ________________
4. ________________, hour
5. ________________, midnight
6. year, ________________
7. foot, ________________
8. pint, ________________

What's the Word?
Complete each sentence with a spelling word.

9. The playground is that whole ________________ behind the school.
10. If you subtract four from four, you’ll end up with ________________.
11. What ________________ shoes do you wear?
12. We circled her birthday on the ________________.
13. Move the cup away from the ________________ of the table.
14. What ________________ of money do you need to buy the car?
15. A three-sided ________________ is called a triangle.
16. The ________________ of the hallway is about 50 feet.
17. The ________________ in which dinosaurs lived was long ago.
18. I have gained a lot of ________________ from eating cookies.
Words from Math

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

The Everglades covers an area of about 5,000 square miles in southern Florida. Its size makes it one of the largest wetlands in the world. During the past decade a growing population and farming has harmed this wetland. Today, alligators must be protected or they will die out. An alligator’s length can measure 9 feet or more. Their weight can be as much as 250 pounds. If we do not save the Everglades, the era of the Florida alligator may be over.

1. ____________  3. ____________  5. ____________
2. ____________  4. ____________  6. ____________

Writing Activity
Write about an animal or a place that you would like to save. Use four spelling words in your writing.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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

1. A aree
   B areu
   C arae
   D area

2. E hundredz
   F hundreds
   G hundrids
   H hungdreds

3. A sise
   B siz
   C size
   D siez

4. E billions
   F bilionz
   G billionz
   H bilyuns

5. A wate
   B weite
   C weight
   D weiht

Sample B

6. E minut
   F minit
   G minite
   H minute

7. A nume
   B noon
   C nyon
   D noen

8. E conne
   F coen
   G cone
   H coan

9. A yerd
   B yard
   C yarde
   D yord

10. E edje
    F edg
    G edge
    H edj

11. A umount
    B umownt
    C amownt
    D amount

12. E cylinder
    Fcilinder
    G cilnder
    H cylander

13. A zeero
    B zero
    C ziro
    D zeiro

14. E fighure
    F figgure
    G figyure
    H figure

15. A calunder
    B callendar
    C calendar
    D callindar

16. E qwart
    F quart
    G quert
    H quarte

17. A decad
    B deceide
    C decade
    D deckade

18. E rectangle
    F recktangle
    G recktangl
    H rectangel

19. A eera
    B era
    C eru
    D erah

20. E linght
    F lenth
    G length
    H length
Grade 4/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.

A. Can you recut my hare tonight?
   A. A B C
   B. I caught the bear eating from a bowl.
   E. F G

1. Bury or need the dates into the bread dough.
   A. B C

2. His weight was so grate, his feet became numb.
   E. F G

3. I need encouragemint to be calm in darkness.
   A. B C

4. Hundreds of bubbles give babies nonstop delite.
   E. F G

5. I am unsure that the car cylinder caused the reck.
   A. B C

6. Grate cheese and chop dates for great flavor.
   E. F G

7. A nonstop ride in darknes left us breathless.
   A. B C

8. For your protecshun, rewind the adjustable alarm.
   E. F G

9. I disagree that inactive volcanoes are bilions of years old.
   A. B C

10. It dates back to an era hundreds of years ago.
    E. F G

11. Without encouragement, I became numb and unsure.
    E. F G

NONE
Grade 4 Unit 6 Review Test

12. Make a great bury pie. Knead the dough first!
   E   F   G
   12. E F G

13. He became inactive and lost wait after a train wreck.
   A   B   C
   13. A B C

14. I am breathless with delight to be a part of this era.
   E   F   G
   14. E F G

15. For protection from fire, bury the cylinder of gas.
   A   B   C
   15. A B C

   E   F   G
   16. E F G

17. I disagree that berry pie makes me gain weight.
   A   B   C
   17. A B C

18. Billions of stars in the sky keep me cam in the darkness.
   E   F   G
   18. E F G

19. Encouragement and protection make a baby calm.
   A   B   C
   19. A B C

20. I’m unshure about the hundreds of adjustable chairs.
   E   F   G
   20. E F G

21. Rewind the enactive toys to delight the children.
   A   B   C
   21. A B C

22. Seeing her berry the gold left me breathless and numb.
   E   F   G
   22. E F G

23. We measured the berry in an adjustabel cylinder.
   A   B   C
   23. A B C

24. In which ira did humans first knead and grate foods?
   E   F   G
   24. E F G

25. I disagree that the toy will wreck if you rewined it.
   A   B   C
   25. A B C