

Steps for Spelling New Words

Here is a plan to use when you study your spelling words.

Step 1

Look at the word.
Say it and listen to the sounds.



Step 2

Spell the word aloud.



Step 3

Think about the spelling. Is there anything special to remember?



Step 4

Picture the word with your eyes shut.



Step 5

Look at the word and **write** it.



Step 6

Cover the word. **Picture** it and **write** it again. **Check** its spelling. Did you get it right?



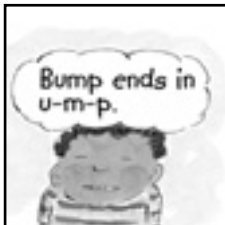
There are 6 steps to remember. Use this plan a few times. You will see how it can help you.



Jack wants to learn the new spelling word *bump*. In Step 1, he looks at the word, says it, and listens to all the sounds.



In Step 2, he spells the word aloud.



In Step 3, he thinks about how the word is spelled.



In Step 4, Jack sees the word with his eyes shut.



In Step 5, Jack looks at the word and he writes it on paper at the same time.



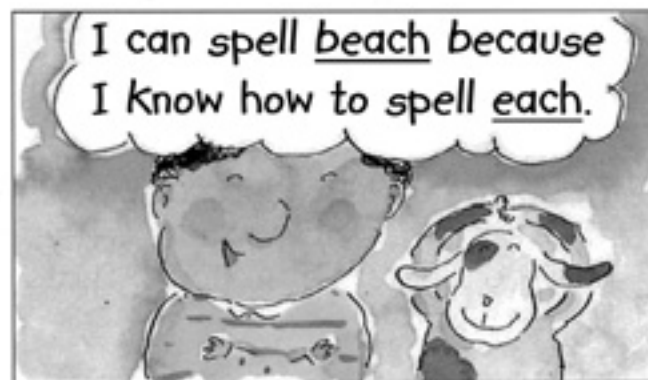
Finally, in Step 6, Jack covers the word. He pictures what it looks like. Then he writes it again. He checks to see if it is correct.

Rhyming Helpers

If you can match a new list word to a word you know with the same spelling at the end, you will have two words that rhyme. Then the old word can be a helper for the new word. These words are Rhyming Helpers.



Rain is the rhyming helper for *train*. *Train* and *rain* rhyme and they have the same ending.



Each is the rhyming helper for *beach*. They rhyme and have the same ending.

Look at your new spelling word. Think of a word that rhymes. Be sure it ends the same. This word can be your rhyming helper.

Here is another example of a rhyming helper.



Eat is Beth's rhyming helper for *treat*.

Watch out! Some words rhyme but have different spellings. The word *feet* sounds like *treat*, but the rhyming sound is spelled in a different way.

Treat ends in **e-a-t**, *feet* ends in **e-e-t**. *Feet* is not a rhyming helper for *treat*.

Here are more Rhyming Helpers.

Old spelling word
down
out

New spelling word
frown
shout

Problem Parts

Everybody has words that are hard to spell. Sometimes the problem is with a few letters. This is a good time to use the **Problem Parts** strategy.

One of the words you will learn to spell is *fur*.

The **f** in *fur* is easy. The rest of the word is hard. Here are steps to follow in the Problem Parts strategy.



Step 1

Ask yourself which part of the word is giving you a problem.



Step 2

Write the word and underline the problem part.



Step 3

Picture the word. Think about the problem part. What does it look like?

Picture your word and see the problem part. Then spell your word.



Here is another example of using the Problem Part strategy.
The word you want to learn is *pillow*.
Think about the word.

Step 1

Ask yourself which part of the word is the problem part.



Step 2

Write the word. Underline the two *l*'s.



Step 3

Picture the word.

Think hard about what the problem part looks like. Picture the problem part in very large letters. That can help you remember the problem part.



Remember, sometimes only part of a word is hard.
Maybe just a few letters are tricky. If you learn the
problem part, you can spell the whole word!

Frequently Misspelled Words!

The words below are words that are misspelled the most by students your age. Pay special attention to these frequently misspelled words as you read, write, and spell.

because

with

were

when

have

people

like

very

about

they

friend

play

went

my

what

too

was

our

said

would

their

there

are

nice

house

want

of

know

friends

once

Name _____

Words with Short a

Look at the word. Say it. Listen for the short *a* sound.

Write each word.

Check it.

1. at

2. can

3. cat

4. back

5. dad

6. am

7. bat

8. mad

9. ran

10. sack

Look at the word. Say it. Write the word.

11. way

12. on



Home Activity Your child is learning to spell words with the short *a* vowel sound. To practice at home, have your child point to the short *a* vowel sound, pronounce the word and write it.

Name _____

Words with Short a

Write two list words that rhyme with pan.



1. **c**

2. **r**

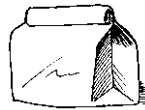
Write two list words that rhyme with sad.



3. **m**

4. **d**

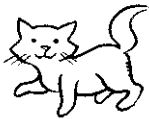
Write two list words that rhyme with tack.



5. **b**

6. **s**

Write two list words that rhyme with hat.



7. **c**

8. **b**

Write the missing words.

am at

9. Look _____ me.

10. I _____ on a box.

Spelling Words
at
can
cat
back
dad
am
bat
mad
ran
sack



Home Activity Your child wrote words with the short a vowel sound. Point to a picture on this page and have your child spell the word.

Name _____

Words with Short a

Find a list word to finish the sentence.
Write it on the line.

Spelling Words

at

can

cat

back

dad

am

bat

mad

ran

sack

1. The bug _____ hop.

2. I _____ sad.

3. His _____ has a van.

4. The dog _____ .

5. I _____ the ball.

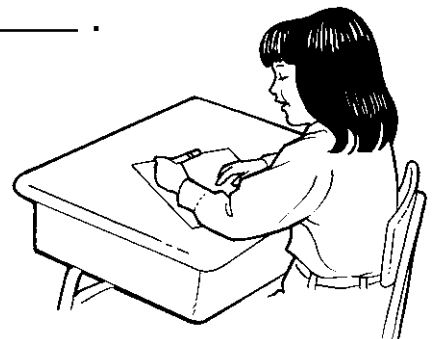
6. Look _____ the fox.

7. I fed my _____ .

8. Put the can in the _____ .

9. He is _____ at me.

10. Go _____ to bed.



Name _____

Words with Short a

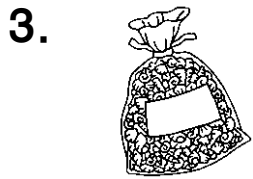
Circle the word that names the picture.



sack
can
cat



cat
bat
dad



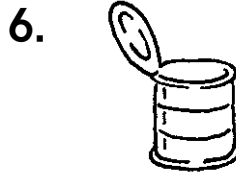
back
sack
bat



dad
ran
mad



can
bat
ran



can
ran
cat

Spelling Words

at

can

cat

back

dad

am

bat

mad

ran

sack

Say the words. Circle the two words that are the same.

Write the word.

7. can at at am

7.

8. back sack at back

8.

9. ran am can am

9.

10. ran mad mad dad

10.



Home Activity Your child has been learning to spell words with short a. To review what your child has learned, take turns thinking of and spelling simple words with short a.

Name _____

Words with Short *i*

Look at the word. Say it. Listen for the short *i* sound.

Write the word.

Check it.

1. in

2. it

3. did

4. sit

5. six

6. fix

7. lip

8. mix

9. pin

10. wig

High-Frequency Words

11. and

12. take

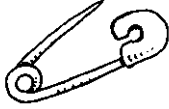


Home Activity Your child is learning to spell words with the short *i* vowel sound. To practice at home, have your child pronounce each word and spell it out loud.

Name _____

Words with Short *i*

Write letters to finish the word.



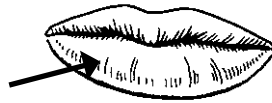
1. **p** _____



2. **s** _____



3. **w** _____



4. **l** _____



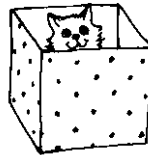
5. **s** _____



6. **m** _____



7. **f** _____



8. **i** _____

Spelling Words

in

it

did

sit

six

fix

lip

mix

pin

wig

Write the missing words.

it did

9. I hit _____ .

10. Yes, I _____ .



Home Activity Your child spelled words with the short *i* vowel sound. Point to a picture on this page and have your child spell the word.

Name _____

Words with Short *i*

Spelling Words

in	it	did	sit	six
fix	lip	mix	pin	wig

Circle a word to finish the sentence. Write the word.

1. He is **fix** **six** **pin** .

2. I bit my **lip** **did** **sit** .

3. Put **sit** **it** **fix** in the box.

4. Can she **in** **wig** **fix** it?

5. You can **sit** **lip** **six** here.

6. His **did** **wig** **in** is red.

7. They **pin** **six** **did** not go.

8. Help me find a **pin** **sit** **in** .

9. I will **it** **six** **mix** red and blue.

10. Look **sit** **in** **lip** the mug.



Home Activity Your child wrote spelling words to complete sentences. Read a sentence, say the spelling word, and ask your child to spell the word. Continue with other sentences.

Name _____

Words with Short *i*

Write the missing letters. Then write the words.

1. **t**

2. **f**

3. **n**

4. **s** **x**

Spelling Words

in

it

did

sit

six

fix

lip

mix

pin

wig

Write a list word that rhymes with each word.

5. pig

6. hip

7. lid

8. tin

9. fit

10. six



Home Activity Your child has been learning to spell words with short *i*. To review, draw some circles. Have your child write a short-*i* word in each circle.

Name _____

Words with Short o

Look at the word. Say it. Listen for the short o sound.

Write the word.

Check it.

1. mom

2. hot

3. hop

4. pot

5. pop

6. ox

7. lock

8. mop

9. got

10. rock

High-Frequency Words

11. help

12. use



Home Activity Your child is learning to spell words with a short o vowel sound. Have your child write each word and point to the short o vowel sound.

Name _____

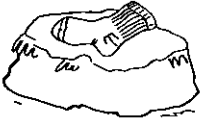
Words with Short o

Spelling Words

mom hot hop pot pop

ox lock mop got rock

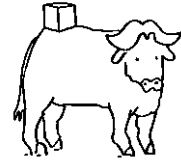
Write a word that rhymes.



1. sock on a



2. hot



3. box on an



4. block on a



5. top



6. Tom and

Draw a line from the word to its shape.

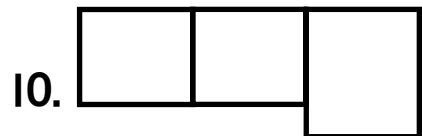
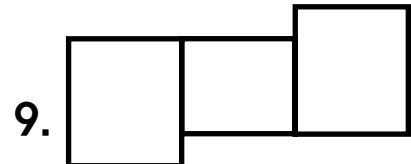
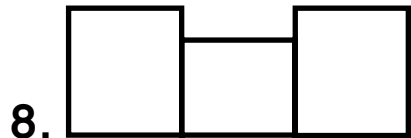
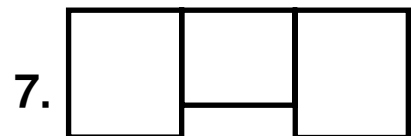
Write the word in the shape.

hot

mop

pop

got



Home Activity Your child spelled words with the short o vowel sound. Help your child spell each word and then think of a rhyming word.

Name _____

Words with Short o

Find a list word to finish the sentence.
Write it on the line.

1. Fill the _____ .

2. She is my _____ .

3. I will _____ up the mess.

4. Frogs can _____ .

5. The sun is _____ .

6. He is my _____ .

7. Put a _____ on his van.

8. I _____ wet.

9. Will an _____ pull the cart?

10. The _____ is big.

Spelling Words

mom

hot

hop

pot

pop

ox

lock

mop

got

rock



Name _____

Words with Short o

Write the words in the puzzle.

Spelling Words

mom

hot

hop

pot

pop


ox

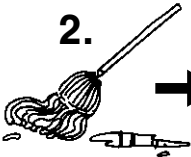
lock


mop


got

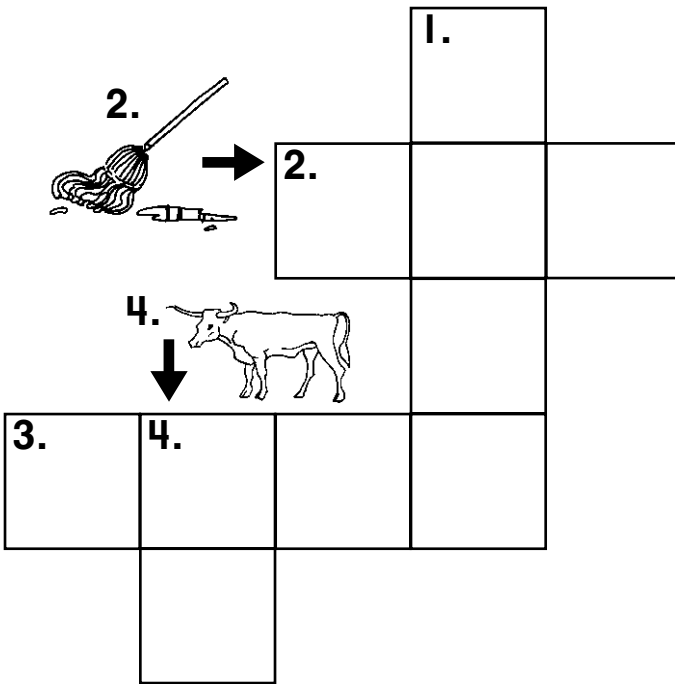
rock

1.  ↓

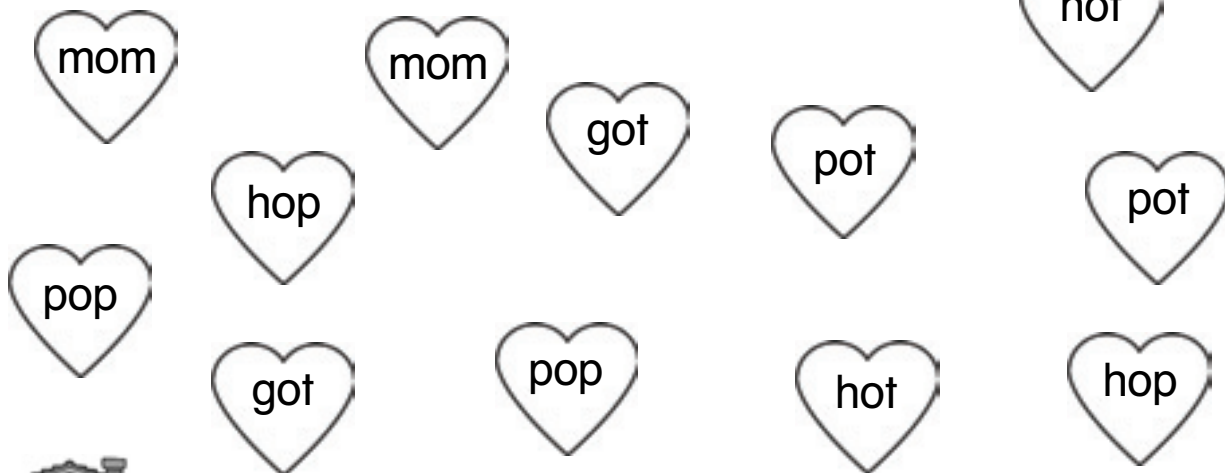
2.  →

3.  →

4.  ↓



Connect the matching hearts.




Home Activity Your child has been learning to spell words with short o. Have your child think of and write words that rhyme with *spot* or *stop*.

Name _____

Adding -s

Look at the word. Say it. Think: Does the word end in s?

Write the word.

Check it.

1. nap

2. naps

3. sit

4. sits

5. win

6. wins

7. fit

8. fits

9. hit

10. hits

High-Frequency Words

11. her

12. too

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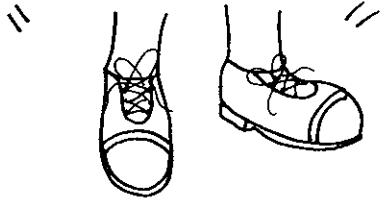


Home Activity Your child is learning to spell words that end in s. To practice at home, have your child say each word aloud. Next help your child create a sentence using each word.

Name _____

Adding -s

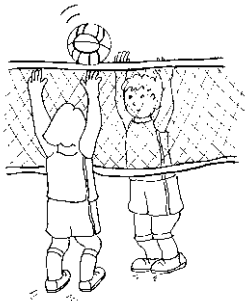
Write list words to finish the sentences.



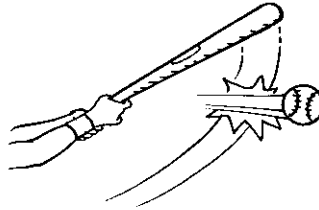
1. They _____ .



2. It _____ .



3. They _____ .



4. He _____ .

Spelling Words

nap

naps

sit

sits

win

wins

fit

fits

hit

hits

5. They _____ in bed.

6. He _____ in bed.

7. They _____ on mats.

8. He _____ on a mat.

9. They _____ the race.

10. He _____ the race.

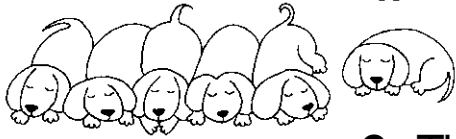


Home Activity Your child spelled pairs of words with and without the s ending. Point to a word on this page and have your child spell the other word in the pair.

Name _____

Adding -s

Write list words to finish the sentences.



1. The pups _____ .

2. The pup _____ .



3. The pups _____ .



4. The pup _____ .

5. I can _____ the game.

6. She _____ all the games.

7. The wind _____ the flag.

8. He can _____ the ball.

9. Will the hat _____ in the box?

10. My mitt _____ you.

Spelling Words

nap

naps

sit

sits

win

wins

fit

fits

hit

hits



Home Activity Your child wrote spelling words to complete sentences. Have your child circle the list words that end in s.

Name _____

Adding -s

Draw a line to help Kit find her mitt.

Follow the words that rhyme with Kit.

Circle the words. Write the words.

Spelling Words

nap
naps
sit
sits
win
wins
fit
fits
hit
hits

1. _____ 2. _____ 3. _____

Write these words in ABC order.

nap wins sits

4. _____ 5. _____ 6. _____

Write these words in ABC order.

win hits naps fits

7. _____ 8. _____

9. _____ 10. _____



Home Activity Your child has been learning to spell words that end in s. Help your child look on food boxes and cans for words that end in s.

Name _____

Get the Egg!

WRITE AND CHECK

Words with Short e

Look at the word. Say it. Listen for the short e sound.

Write the word.

Check it.

1. bed

2. men

3. red

4. step

5. ten

6. net

7. leg

8. jet

9. sled

10. wet

High-Frequency Words

11. saw

12. your

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Home Activity Your child is learning to spell words with the short e vowel sound. To practice at home, have your child write each word and spell it out loud. Your child can then close his or her eyes and spell it again.

Name _____

Words with Short e

Spelling Words

bed	men	red	step	ten
net	leg	jet	sled	wet

Write three list words that rhyme with **pet**.

1. _____

2. _____

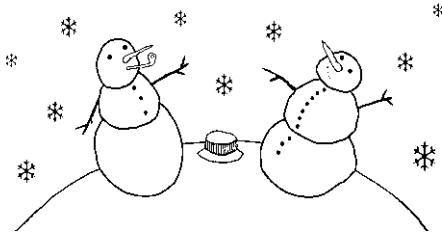
3. _____

Write three list words that rhyme with **Ted**.

4. _____

5. _____

6. _____



Write the missing word.

7. Let's make two _____ out of snow.

8. We need _____ buttons.

9. Do not _____ on his hat.

10. Does he need a _____ ?

leg
step
men
ten



Home Activity Your child spelled words with the short e vowel sound. Have your child draw and label some of the words.

Name _____

Get the Egg!

CONNECT TO WRITING

Words with Short e

Spelling Words

bed men red step ten net leg jet sled wet

Choose a word to finish the sentence.

Fill in the circle. Write the word.

1. I made the bed men leg .

2. Do not get me step wet net !

3. Her sock was sled jet red .

4. Kick with your ten net leg .

5. Kim has a red sled wet .

6. A fish is in the net ten step .

7. Sit on the ten step red .

8. I will count to ten jet sled .

9. We helped the wet red men .

10. Did you ride on a jet men red ?

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Home Activity Your child wrote spelling words to complete sentences. Help your child find other spelling words that make sense in the sentences. For example, Sentence 1 could read "I made the net."

Name _____

Words with Short e

Write the words.

1. _____

2. _____

3. _____

4. _____

Spelling Words

bed

men

red

step

ten

net

leg

jet

sled

wet

Circle the word that matches. Write it.

5. bed bed red
6. men wet men
7. ten net ten
8. sled step sled
9. red red sled
10. wet net wet



Home Activity Your child has been learning to spell words with short e. Have your child think of and write words that rhyme with *set* or *fed*.

Name _____

Words with Short *u*

Look at the word. Say it. Listen for the short *u* sound.

Write the word.

Check it.

1. run

2. cut

3. must

4. sun

5. up

6. bump

7. jump

8. bus

9. nut

10. rug

High-Frequency Words

11. many

12. into



Home Activity Your child is learning to spell words with the short *u* vowel sound. Practice at home by having your child write each word and circle the *u* in each word.

Name _____

Words with Short u

Spelling Words

run cut must sun up

bump jump bus nut rug

Write a list word to name the picture.



1. _____



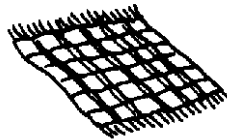
2. _____



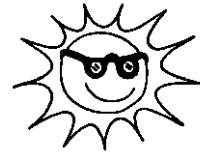
3. _____



4. _____



5. _____



6. _____

Read the clue. Write the list word.

7. It starts with **m**. It rhymes with **just**.

8. It starts with **u**. It rhymes with **cup**.

9. It starts with **c**. It rhymes with **hut**.

10. It starts with **b**. It rhymes with **pump**.



Home Activity Your child wrote words with the short *u* vowel sound. Take turns with your child making up clues and then guessing and spelling the word.

Name _____


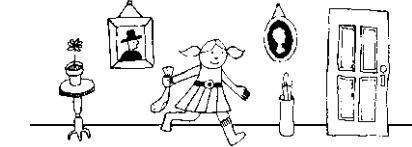


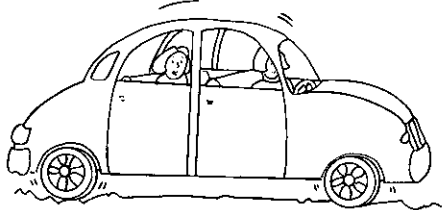
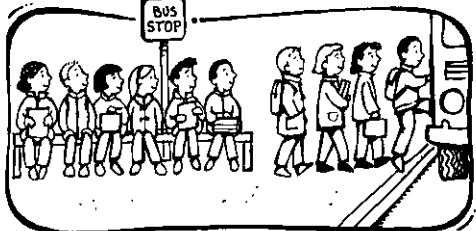
Words with Short u

Spelling Words

run cut must sun up

bump jump bus nut rug

Write a list word to name the picture.

 <p>_____</p> <p>1. I wake _____ .</p> <p>_____</p> <p>2. My feet hit the _____ .</p>	 <p>_____</p> <p>3. I _____ go fast.</p> <p>_____</p> <p>4. I _____ down the hall.</p>
 <p>_____</p> <p>5. I _____ up an egg.</p> <p>_____</p> <p>6. Mom eats a _____ .</p>	 <p>_____</p> <p>7. We go in the _____ .</p> <p>_____</p> <p>8. I _____ into the car.</p>
 <p>_____</p> <p>9. The car hits a _____ .</p>	 <p>_____</p> <p>10. We will go to the _____ .</p>

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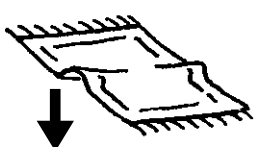
Home Activity Your child wrote spelling words to complete a story. Help your child use some of the words in a story about his or her day.

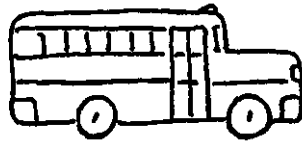
Name _____


Words with Short u

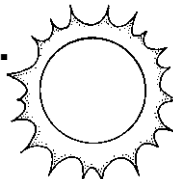
Write the words in the puzzle.

1.  → 1.

2.  ↓ 2.

3.  → 3., 4.

4.  ↓ 3., 4.

5.  ↓ 5.

Spelling Words

run

cut

must

sun

up

bump

jump

bus

nut

rug

Write the missing words.

cut run up must nut

6. Is it a _____ ?

7. I _____ get it.

8. I will go _____ .

9. We _____ fast.

10. You can _____ it.



Home Activity Your child has been learning to spell words with short *u*. Help your child find words with short *u* in library books or schoolbooks.

Name _____

Words with *sh* or *th*

Look at the word. Say it. Listen for the *sh* or *th* sound.

Write the word.

Check it.

1. ship

2. fish

3. then

4. shut

5. with

6. rush

7. shell

8. shop

9. trash

10. thin

High-Frequency Words

11. want

12. good



Home Activity Your child is learning to spell words with *sh* and *th*. To practice at home, say each word and have your child tell you if he or she is hearing the *sh* or *th* sound in each word.

Name _____

Words with *sh* or *th*

Spelling Words

ship	fish	then	shut	with
rush	shell	shop	trash	thin

Find a list word to name the picture. Write it.



1. _____



2. _____



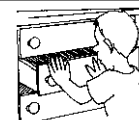
3. _____



4. _____



5. _____



6. _____

Unscramble the word. Write the word.

s **h** **u** **r**

7. _____

i **t** **h** **w**

8. _____

n **e** **t** **h**

9. _____

n **t** **h** **i**

10. _____



Home Activity Your child wrote words with the *sh* or *th* sound. Say a list word. Ask if it has *sh* or *th*. Have your child spell the word.

Name _____

Words with *sh* or *th*

Find a list word to finish the sentence.

Write it on the line.

1. I will _____ home.

2. Will you feed my _____ ?

3. Come _____ me.

4. Dad will be back _____ .

5. Put the paper in the _____ can.

6. This egg has a brown _____ .

7. Do not _____ the door.

8. We will _____ for a new cap.

9. She came on a _____ .

10. That dog is _____ .

Spelling Words

ship

fish

then

shut

with

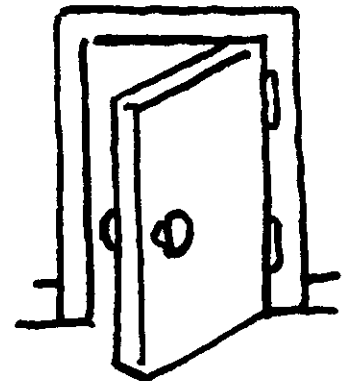
rush

shell

shop

trash

thin




Home Activity Your child wrote spelling words to complete sentences. Ask your child to write a sentence using two or more of the spelling words.


Name _____

Words with *sh* or *th*

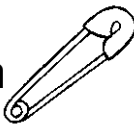
Read the clue. Write a list word.

It rhymes with 


1. _____

It rhymes with 

2. _____

It rhymes with 

3. _____

It rhymes with 

4. _____

Spelling Words

ship

fish

then

shut

with

rush

shell

shop

trash

thin

Find a list word in each row of letters.

Circle it. Write it.

r u s h t e

5. _____

t s h u t r

6. _____

s h o p t h

7. _____

s t r a s h

8. _____

w i f i s h

9. _____

r w i t h s

10. _____

fish
 shut
 trash
 rush
 shop
 with



Home Activity Your child has been learning to spell words with *sh* and *th*. Have your child circle *sh* and *th* in the spelling words.

Name _____

Words with Long a

Look at the word. Say it. Listen for the long *a* sound.

Write the word.

Check it.

1. face

2. made

3. age

4. safe

5. take

6. make

7. cage

8. cake

9. late

10. name

High-Frequency Words

11. could

12. old



Home Activity Your child is learning to spell words with the long *a* sound. To practice at home, have your child say the word and spell it with eyes closed.

Name _____

Words with Long a

Spelling Words

face made age safe take

make cage cake late name

Write three list words that rhyme with rake.

1. _____

2. _____

3. _____

Write two list words that rhyme with page.

4. _____

5. _____

Write the missing word.

safe face name late made

6. Her _____ is Bo.

7. Bo _____ a dog.

8. Her _____ is happy.

9. Is that ball _____ ?

10. Can we stay _____ ?



Home Activity Your child wrote words with the long a sound. Help your child think of words that rhyme with the spelling words.

Name _____

Words with Long a

Spelling Words

face	made	age	safe	take
make	cage	cake	late	name

Circle a word to finish the sentence. Write the word.

1. I love **cake** late make!

2. Have a **face** safe name trip.

3. I **made** age cake it.

4. What is your **made** late name?

5. His **age** face make got red.

6. What is in the **cage** age face?

7. She won't tell her **cake** late age.

8. Let's **safe** made make a kite.

9. I like to stay up **late** take face.

10. We can **age** take cake turns.



Home Activity Your child used spelling words to complete sentences. Have your child identify and write as many spelling words as possible to finish this sentence: *This is my _____.*

Name _____

Words with Long a

Spelling Words

face made age safe take

make cage cake late name

Use this code. Write the words.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Write the missing letters. Write the word.

10.
l t



Home Activity Your child has been learning to spell words with long a. Ask your child to explain how all the list words are alike. (All have long a, and all end in a-consonant-e.)

Name _____

Words with Long *i*

Look at the word. Say it. Listen for the long *i* sound.

Write the word.

Check it.

1. like

2. ride

3. smile

4. time

5. white

6. bike

7. dime

8. hide

9. ice

10. kite

High-Frequency Words

11. who

12. work



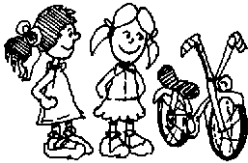
Home Activity Your child is learning to spell words with the long *i* vowel sound. To practice at home, have your child write each word as you say it aloud.

Words with Long *i*

Spelling Words

like	ride	smile	time	white
bike	dime	hide	ice	kite

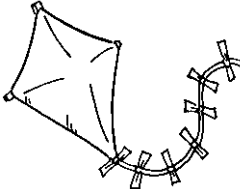
Read the sentence. Write the words that rhyme.



They like the bike.

1. _____

2. _____



The kite is white.

3. _____

4. _____



Dad will use a dime this time.

5. _____

6. _____

Write the missing word.

7. The _____ makes me cold.

8. Did you walk or _____ ?

9. She has a big _____ on her face.

10. The cat likes to _____ from me.

ice
hide
ride
smile



Home Activity Your child wrote words with the long *i* sound. Take turns with your child making up sentences containing the words. Spell the words aloud.

Name _____

Words with Long i

Spelling Words

like	ride	smile	time	white
bike	dime	hide	ice	kite

Choose a word to finish the sentence.

Fill in the circle. Write the word.

1. The glass is full of ice bike dime.

2. Be there on ride smile time.

3. Look at the kite hide like!

4. It cost a white dime ice.

5. Do you time bike like the color?

6. You can ride my bike ice time.

Read the word. Write the list word that means the opposite.

7. black

9. show

8. walk

10. frown



Home Activity Your child used spelling words to complete sentences. Have your child identify and write as many spelling words as possible to finish this sentence: *This is my _____.*

Name _____

Words with Long *i*

Write the list words in the puzzle.

Spelling Words

like
ride
smile
time
white
bike
dime
hide
ice
kite

Draw lines to connect the words that rhyme. Write each word.

5. _____

8. _____

6. _____

9. _____

7. _____

10. _____



Home Activity Your child has been learning to spell words with long *i*. Draw large kite shapes. Have your child write long *i* words on them.

Name _____

Words with Long o

Look at the word. Say it. Listen for the long o sound.

Write the word.

Check it.

1. home

2. hope

3. rose

4. woke

5. those

6. bone

7. hose

8. joke

9. rode

10. stone

High-Frequency Words

11. there

12. together



Home Activity Your child is learning to spell words with the long o vowel sound. To practice at home, have your child spell each word out loud and then cover the word list and write each word. Then have your child check the word with the word list.

Name _____

Words with Long o

Spelling Words

home hope rose woke those

bone hose joke rode stone

Write a list word for each clue.

1. You use it to water the grass.

2. You live here.

3. It is a part of your body.

4. It makes you laugh.

5. It grows in a garden.

6. It hurts when it gets in your shoe.

Write the word that rhymes with each word.

7. smoke

8. rope

9. nose

10. code

those
woke
hope
rode



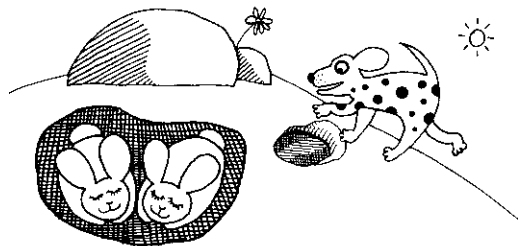
Home Activity Your child wrote words with long o. Work together to think of other long o words. Take turns making up clues for the new words and guessing them.

Words with Long o

Spelling Words				
home	hope	rose	woke	those
bone	hose	joke	rode	stone

Read about Fluff and Puff. Write the missing list words.

Fluff and Puff live by a big 1. _____ . One day Pup
 dug for a 2. _____ . Pup 3. _____
 Fluff and Puff. He entered their 4. _____ . Now
 5. _____ bunnies needed a new home. They had
 little 6. _____ . Puff 7. _____ on
 Fluff's back as they looked. Then Pup poked up over a
 8. _____ bush. "I found a perfect home and that
 is no 9. _____ !" Pup had found a spot by the
 garden 10. _____ .



Home Activity Your child used spelling words in a story. Ask your child to write his or her own story, using some of the words.

Name _____

Words with Long o

Write the words.

1. _____

2. _____

3. _____

4. _____

Spelling Words

home

hope

rose

woke

those

bone

hose

joke

rode

stone

Write the missing letters. Write the list word.

5. h _ _ p _ _

6. th _ _ _

7. _ _ _ d _ _

8. j _ _ _

9. h _ _ s _ _

10. w _ _ k _ _

hope
woke
those
joke
rode
hose



Home Activity Your child has been learning to spell words with long o. Have your child think of and write words that rhyme with *nose* or *cone*.

Name _____

Words with Long *u*

Look at the word. Say it. Listen for the long *u* sound.

Write the word.

Check it.

1. huge

2. June

3. rule

4. tube

5. use

6. cube

7. cute

8. flute

9. rude

10. mule

High-Frequency Words

11. water

12. under



Home Activity Your child is learning to spell words with the long *u* vowel sound. To practice at home, have your child write each word and then underline the long *u*. Then help him or her make up sentences with each word.

Name _____

Words with Long u

Spelling Words

huge	June	rule	tube	use
cube	cute	flute	rude	mule

Write the list word that names the picture.

Write a list word that rhymes.



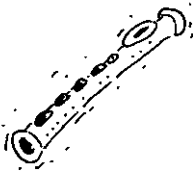
1. _____

2. _____



3. _____

4. _____



5. _____

6. _____

Read the meaning. Write the list word.

7. very big

8. not polite

9. a month

10. to work with something

June
 use
 rude
 huge



Home Activity Your child spelled words with the long *u* vowel sound. Ask your child to name the two letters that occur in every word. (*u* and *e*)

Name _____

Words with Long u

Pick the word that finishes each sentence.
Write it on the line.

1. Put an ice _____ in the glass.

2. I got to pet the _____ .

3. You can _____ my pen.

4. School is out in _____ .

5. What a _____ kitten.

6. Is there a _____ about that?

7. This apple is _____ !

8. Let's roll the ball down the _____ .

9. I hear a _____ .

10. Was she _____ to you?

Spelling Words

huge

June

rule

tube

use

cube

cute

flute

rude

mule



Home Activity Your child completed sentences by spelling words with long u. Write “_u_e” and have your child fill in the blanks to spell a word.

Name _____

Words with Long u

Spelling Words				
huge	June	rule	tube	use
cube	cute	flute	rude	mule

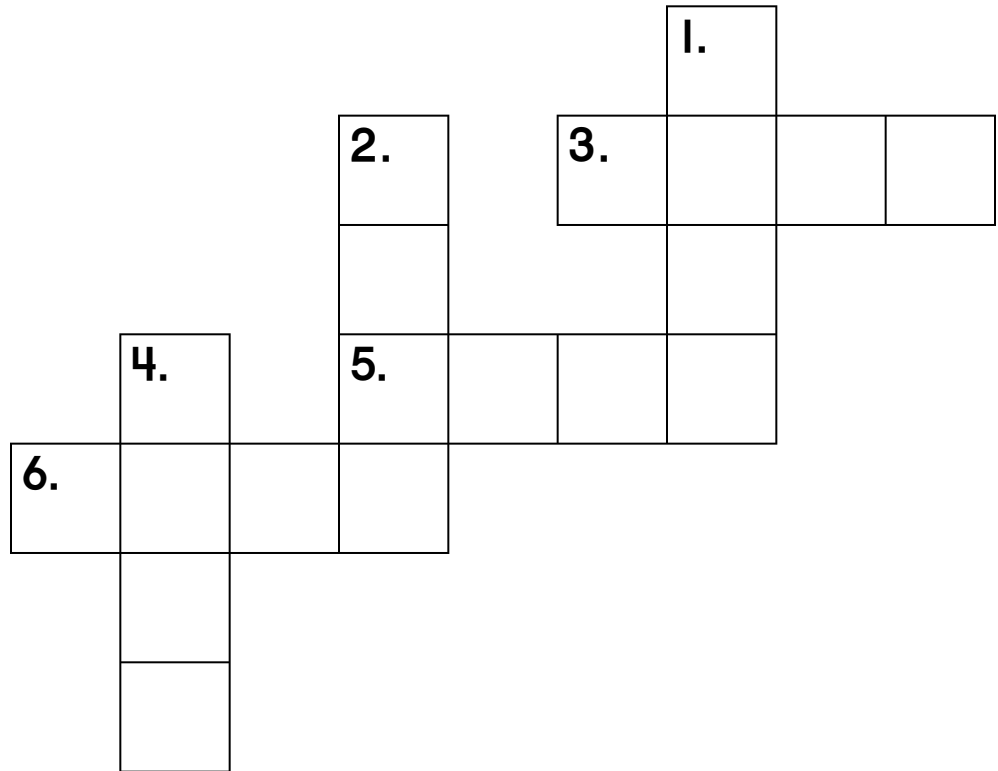
Read the clue. Write the list word in the puzzle.

Across

- 3. after May
- 5. a pipe
- 6. animal

Down

- 1. a law
- 2. pretty
- 4. square box



Circle the word that is spelled correctly.

- 7. flute flut 8. rude rood
- 9. huje huge 10. use yuse

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Home Activity Your child has been learning to spell words with long *u*. Take turns with your child naming and spelling the words.

Name _____

Long e: e, ee

Look at the word. Say it. Listen for the long e sound.

Write the word.

Check it.

1. be

2. feet

3. he

4. see

5. we

6. green

7. me

8. she

9. tree

10. week

High-Frequency Words

11. some

12. family



Home Activity Your child is learning to spell words with the long e vowel sound. To practice at home, have your child look at the word, say it, spell it, and then spell it with eyes closed.

Name _____

Long e: e, ee**Spelling Words**

be	feet	he	see	we
green	me	she	tree	week

Write the list word that names the picture.



1. _____



2. _____

Write e or ee to finish the word. Write the word.

3. sh _____

4. h _____

5. gr _____ n

6. m _____

7. s _____

8. w _____ k

9. w _____

10. b _____



Home Activity Your child spelled words with the long e vowel sound. Ask your child to identify two different ways the sound is spelled in the list words. (e and ee)

Long e: e, ee**Spelling Words**

be	feet	he	see	we
green	me	she	tree	week

Read the story. Write the missing list words.

- Dad helped _____ build a house for the birds.

- A bird came the next _____ .

- Soon _____ laid some eggs.

- Dad held me up to _____ them.

- There were three _____ eggs.

- I asked if _____ could take one inside.

- Dad said that would not _____ wise.

- I knew _____ was right.

- Dad put me back down on my _____ .

- Now three little birds are in the _____ .



Name _____

Long e: e, ee

Spelling Words				
be	feet	he	see	we
green	me	she	tree	week

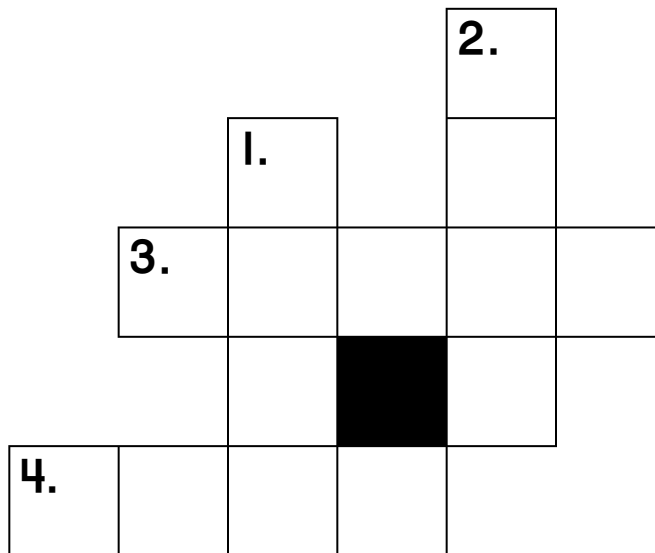
Read the clue. Write the list word in the puzzle.

Down

- 1. large plant
- 2. seven days

Across

- 3. the color of grass
- 4. what you stand on



Circle the word that is spelled correctly. Write it.

5. b be _____

6. we whe _____

7. he hee _____

8. mee me _____

9. se see _____

10. she shee _____



Home Activity Your child has been learning to spell words with long e. Draw a tree and have your child write words with long e in the branches.

Name _____

Long e and Long i: y

Look at the word. Say it. Listen for the long e or long i sound.

Write the word.

Check it.

1. my

2. by

3. try

4. any

5. body

6. fly

7. cry

8. lucky

9. silly

10. puppy

High-Frequency Words

11. things

12. always

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Home Activity Your child is learning to spell words in which the long e or long i sound is spelled y. To practice at home, have your child look at the word, say it, spell it, and then spell it with eyes closed.

Name _____

Long e and Long i: y

Spelling Words

my by try any body

fly cry lucky silly puppy

Write five list words that rhyme with why.

1. _____
_____2. _____
_____3. _____
_____4. _____
_____5. _____

Write the missing word.

any silly lucky body puppy

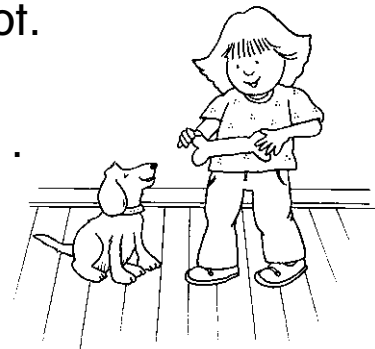
6. I have a _____ named Spot.

7. He has a soft, furry _____.

8. My pup acts _____.

9. Do you see _____ dog toys?

10. I am _____ to have a pup.



Home Activity Your child spelled words in which the long e or long i sound is spelled y. Ask your child to name the letter that is in every list word (y) and pronounce its sound (long e as in *puppy* or long i as in *fly*).

Name _____

Long e and Long i: y

Spelling Words

my by try any body

fly cry lucky silly puppy

Fill in the circle. Write the word.

1. Look at fly my body bike.

2. I did not eat any try by cake.

3. Did you silly puppy cry?

4. The song is any silly my.

5. She was lucky my fly.

6. I try lucky any very hard.

7. Bats can silly fly my.

8. Do you have a puppy cry lucky?

9. His any by body is strong.

10. Put it my fly by the box.

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Home Activity Your child wrote spelling words to complete sentences. Read a sentence from this page. Ask your child to spell the list word.

Name _____

Long e and Long i: y

Write the letter y. Then write the word.

1. **fl** __________

_____2. **pupp** __________

_____3. **cr** __________

_____4. **bod** __________

_____5. **an** __________

_____6. **sill** __________

_____7. **luck** __________

_____**Spelling Words**

my

by

try

any

body

fly

cry

lucky

silly

puppy

Circle the words that rhyme with fly. Write the words.

any

try

body

silly

by

my

8. _____

_____9. _____

_____10. _____

_____**Home Activity** Your child has been learning to spell words in which the long e or long i sound is spelled y. Have your child underline list words with a long i sound and circle list words with a long e sound.

Name _____

Words with *ng* and *nk*

Look at the word. Say it. Listen for the *ng* or *nk* sound.

Write the word.

Check it.

1. bring

2. trunk

3. pink

4. bank

5. sang

6. wing

7. rink

8. blank

9. rang

10. sunk

High-Frequency Words

11. every

12. sure



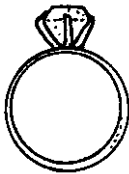
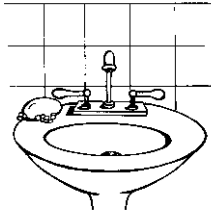
Home Activity Your child is learning to spell words with *ng* and *nk*. To practice at home, have your child spell each word. Then cover the word and ask your child to spell it again.

Name _____

Words with *ng* and *nk*

Look at each picture.

Write two list words that rhyme.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Spelling Words

bring

trunk

pink

bank

sang

wing

rink

blank

rang

sunk

Read the clue. Write the word.

7. You keep money in it. 7. _____

8. You did it to a bell. 8. _____

9. You did it to a song. 9. _____

10. You can write a word to fill it. 10. _____



Home Activity Your child spelled words ending in *ng* and *nk*. Have your child identify and spell each list word that ends with *nk*.

Name _____

Words with *ng* and *nk*

Spelling Words

bring	trunk	pink	bank	sang
wing	rink	blank	rang	sunk

Write the missing *ng* or *nk*. Write the word.

1. Did you skate at the **ri**_____?

2. Put the bag in the **tru**_____.

3. The bell **ra**_____.

4. The boat has **su**_____.

5. We clapped as he **sa**_____.

6. I have a piggy **ba**_____.

7. The bird hurt its **wi**_____.

8. Did you paint it **pi**_____?

9. The page was **bla**_____.

10. Do you know what to **bri**_____?



Home Activity Your child wrote spelling words to complete sentences. Have your child say and spell the list words with *ng*.

Name _____

Words with *ng* and *nk*

Unscramble the letters to make a list word.

Write the word.

1. k i n p

1. _____

2. r n g a

2. _____

3. g n i w

3. _____

4. n r i k

4. _____

5. r t n k u

5. _____

Spelling Words

bring

trunk

pink

bank

sang

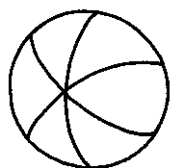
wing

rink

blank

rang

sunk

Write three list words that begin like  .

6. _____

7. _____

8. _____

Write two list words that begin like  .

9. _____

10. _____



Home Activity Your child has been learning to spell words with *ng* or *nk*. Have your child spell a list word and use it in a sentence.

Name _____

Adding -es

Look at the word. Say it. Listen for the ending.

Write the word.

Check it.

1. fix

2. fixes

3. class

4. classes

5. wish

6. wishes

7. kiss

8. kisses

9. bus

10. buses

High-Frequency Words

11. friends

12. very

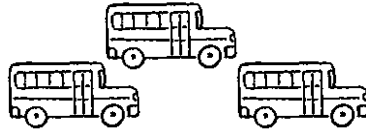


Home Activity Your child is learning to spell words that end with -es. To practice at home, have your child say each word. Help your child think of more words ending in -es.

Name _____

Adding -es

Finish the list word. Then write the word that means more than one.



1. one **b** _____

2. three _____

3. one **k** _____

4. three _____

5. one **W** _____

6. three _____

Spelling Words

fix

fixes

class

classes

wish

wishes

kiss

kisses

bus

buses

Write the missing word.

7. My _____ has ten boys.

8. Sam _____ clocks.

9. Do the music _____ meet here?

10. Can you _____ my bike?

classes

fix

fixes

class



Home Activity Your child spelled words that end with -es. Say a list word that does not end with -es. Ask your child to add -es and spell the new word.

Adding -es

Spelling Words

fix fixes class classes wish

wishes kiss kisses bus buses

Read about a wish. Write the missing list words.

1. I _____ I could visit my aunt.

2. I would go by _____.

3. I might need to ride on two or three _____.

4. My aunt _____ hair in her shop.

5. She would _____ my hair.

6. She teaches art _____, too.

7. I could go to a _____.

8. I would give my aunt a big _____.

9. She would give me lots of _____.

10. I hope my _____ come true!



Name _____

Adding -ed

Look at the word. Say it. Listen for the ending.

Write the word.

Check it.

1. ask

2. asked

3. plan

4. planned

5. help

6. helped

7. jog

8. jogged

9. call

10. called

High-Frequency Words

11. again

12. soon

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Home Activity Your child is learning to spell words that end with *-ed*. To practice at home, have your child look at the word, say it, spell it, and then write the word. Help your child see how the word changes when adding *-ed*.

Name _____

Adding -ed

Write the list word to finish the chart.

	Base Word	-ed Word
1.	_____	asked
2.	jog	_____
3.	_____	helped
4.	plan	_____

Spelling Words

ask

asked

plan

planned

help

helped

jog

jogged

call

called

Read the clues. Write the list word.

It rhymes with



It starts with pl.

5. _____

It rhymes with



It starts with c.

6. _____

It rhymes with



It starts with j.

7. _____

Write the list word that tells what happened in the past.

8. We can ask for paper. We _____ for paper.

9. I will call my friends. I _____ my friends.

10. He can help. He _____.



Home Activity Your child spelled words that do and do not end with -ed. Say a list word that does not end with -ed. Have your child say and spell the corresponding -ed word.

Adding -ed

Spelling Words

ask	asked	plan	planned	help
helped	jog	jogged	call	called

Write the missing list words.

1. He _____ if I could come.

2. We have not _____ a trip.

3. She _____ on the path.

4. Has your mom _____ you back home?

5. Jack _____ clean.

6. Did you _____ your dog?

7. I will _____ for more.

8. Tom likes to _____ and run.

9. Liz will help _____ .

10. All can _____ us.



Name _____

Adding -ed

Read the base word. Write the *-ed* word in the puzzle.

Across

2. help 4. call
5. jog

2.			3.		
----	--	--	----	--	--

Down

1. ask
3. plan

4.					
----	--	--	--	--	--

5.					
----	--	--	--	--	--

1.

Spelling Words

ask
asked
plan
planned
help
helped
jog
jogged
call
called

Circle the word that is spelled correctly.

6. plan plann 7. asc ask
8. cal call 9. help halp
10. jog joj



Home Activity Your child has been learning to add *-ed* to base words. Have your child write a list word that ends with *-ed*. Then have your child cross out the ending (*-ed* or *consonant + -ed*) to find the base word.

Name _____

Words with *er, ir, ur*

Look at the word. Say it. Look for the vowel spelling.

Write the word.

Check it.

1. her

2. first

3. bird

4. girl

5. burn

6. were

7. shirt

8. fur

9. hurt

10. sir

High-Frequency Words

11. visit

12. done

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Home Activity Your child is learning to spell words with *er, ir, and ur*. To practice at home, have your child say each word and point to the vowel spelling.

Name _____

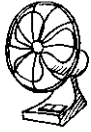
Words with *er, ir, ur*

Spelling Words

her	first	bird	girl	burn
were	shirt	fur	hurt	sir

Read the clues. Write the list word.

It starts like



It rhymes with **bur**.

1. _____

It starts like



It rhymes with **dirt**.

2. _____

It starts like



It rhymes with **turn**.

3. _____

Write the list word that means the opposite.

4. last

5. boy

6. heal

7. him

Write the missing list word.

sir were bird

8. We saw a _____ .

9. May I help you, _____ ?

10. We _____ at a pond.



Home Activity Your child spelled words with *er, ir, and ur*. Have your child circle these letter combinations in the list words.

Name _____

Words with *er, ir, ur*

Circle the word that is spelled correctly. Write it.

1. I like your ____.

shert shirt shurt

2. I knew where you ____.

were wir wure

3. Meet the new ____.

gerl girl gurl

4. Let the candle ____.

bern birn burn

5. Judy said, "Yes, ____."

ser sir sur

6. Look at the ____.

berd bird burd

7. Can I be ____?

ferst first furst

8. His dog has black ____.

fer fure fur

9. Did you get ____?

hert hirt hurt

10. I played a game with ____.

her hir hur

Spelling Words

her

first

bird

girl

burn

were

shirt

fur

hurt

sir

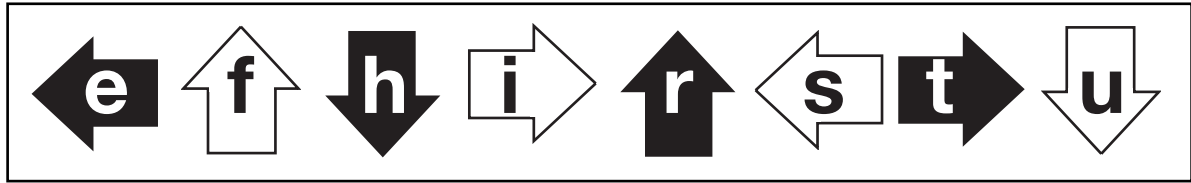


Home Activity Your child used spelling words in sentences. Help your child make up a new sentence for each spelling word.

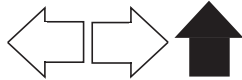
Words with *er, ir, ur*

Spelling Words				
her	first	bird	girl	burn
were	shirt	fur	hurt	sir

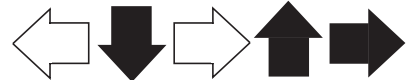
Use this code. Write the words.



1. _____



2. _____



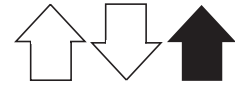
3. _____



4. _____



5. _____



6. _____

Draw a line through the word that does not match.

Then **write** the word that matches.

7. were where were

8. bird bird bid

9. grill girl girl

10. burn turn burn



Home Activity Your child has been learning to spell words with *er, ir,* and *ur*. Write a list word, but replace the letter before *r* with a blank (b__rd). Ask your child to correctly fill in the blank.

Name _____

Adding *-er* and *-est*

Look at the word. Say it. Listen for the word ending.

Write the word.

Check it.

1. bigger

2. biggest

3. faster

4. fastest

5. slower

6. slowest

7. shorter

8. shortest

9. sadder

10. saddest

High-Frequency Words

11. good-bye

12. before

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Home Activity Your child is learning to spell words that end with *-er* and *-est*. To practice at home, have your child look at the word, say it, spell it, and then spell it with eyes closed.

Name _____

Adding *-er* and *-est*

Spelling Words

bigger biggest faster fastest slower

slowest shorter shortest sadder saddest

Look at the pictures. Write list words that end with *-er* and *-est*.



short

1.



2.



fast

3.



4.



big

5.



6.



Write a list word that rhymes with the underlined word.

7. The mower runs _____ uphill.

8. The lowest branches move _____ in the wind.

9. His face grew _____ as he put away the ladder.

10. This is the _____ and the maddest he's ever been.



Home Activity Your child spelled words that end with *-er* and *-est*. Say a base word, such as *big*. Ask your child to say and spell the *-er* and *-est* words (*bigger, biggest*).

Name _____

Adding *-er* and *-est*

Spelling Words

bigger biggest faster fastest slower
slowest shorter shortest sadder saddest

Add *-er* or *-est*. Write the list word.

1. The biggest dog was the slow__.

2. The fast__ runner will win the race.

3. My bat is short__ than yours.

4. I need some bigg__ shoes.

5. That is the sadd__ clown I've ever seen.

6. You walk fast__ than I do.

7. The story made her feel even sadd__.

8. This is the world's bigg__ pizza.

9. Our team was slow__ than yours.

10. Did you find the very short__ path?



Home Activity Your child wrote spelling words to complete sentences. Have your child circle the base word in each spelling word.

Name _____

Adding -er and -est

Spelling Words

bigger biggest faster fastest slower

slowest shorter shortest sadder saddest

Finish the list words.

1. **sl** _____ **r**2. **sh** _____ **r**3. **sl** _____ **s** _____4. **sh** _____ **s** _____5. **s** _____ **d** _____6. **b** _____ **t**7. **b** _____ **e** _____8. **s** _____ **s** _____

Write the missing words.



Froggy



Hopper

9. Hopper is _____ than Froggy.

fastest
faster

10. Hopper is _____ .



Home Activity Your child has been learning to spell words ending in -er and -est. Play a game with your child by tossing a coin onto this page. Read the list word that is closest to where the coin lands and have your child spell it. Take turns.

Name _____

Long *a*: *ai*, *ay*

Look at the word. Say it. Listen for the long *a* sound.

Write the word.

Check it.

1. train

2. way

3. tail

4. play

5. day

6. may

7. rain

8. gray

9. mail

10. afraid

High-Frequency Words

11. about

12. teacher

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Home Activity Your child is learning to spell words with the long *a* sound spelled *ai* and *ay*. To practice at home, have your child look at the word, say it, and write the words spelled with *ai* in one column and *ay* in another column.

Name _____

Long a: ai, ay

Spelling Words

train	way	tail	play	day
may	rain	gray	mail	afraid

Write the words in ABC order.

tail afraid way may gray day

1.

2.

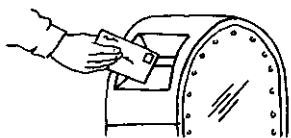
3.

4.

5.

6.

Draw a line from the word to its picture. Write the word.



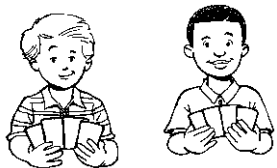
mail



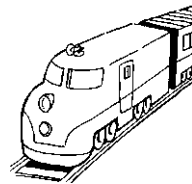
rain

7.

8.



train



play

9.

10.



Home Activity Your child spelled words with the long a sound spelled *ai* and *ay*. Have your child circle *ai* and *ay* in the spelling words.

Long a: ai, ay

Spelling Words

train	way	tail	play	day
may	rain	gray	mail	afraid

Read about a dog. Write the missing list words.

1. I have a _____ dog.

2. He is _____ of storms.

3. He hides when it starts to _____.

4. He barks when he hears a _____.

5. Could he learn a _____ to play catch?

6. Could he fetch the _____ ?

7. I think he _____ learn.

8. Look at him wag his _____.

9. He wants to _____.

10. I will train him some other _____.



Home Activity Your child wrote spelling words to complete a story about a dog. Have your child make up a story, using some of the list words.

Name _____

Long a: ai, ay

Spelling Words

train way tail play day

may rain gray mail afraid

Underline the words that rhyme. Write the words.

Whose tail is on the mail?

1. _____

2. _____



Is there a train in the rain?

3. _____

4. _____



When may we play?

5. _____

6. _____



Circle the word that is spelled correctly.

7. gray gra

8. day dai

9. afrayd afraid

10. waye way



Home Activity Your child has been learning to spell words with the long a sound spelled ai and ay. Help your child think of and spell words that rhyme with some of the list words.

Name _____

Long e: ea

Look at the word. Say it. Listen for the long e sound.

Write the word.

Check it.

1. eat

2. sea

3. each

4. team

5. please

6. dream

7. treat

8. beach

9. clean

10. lean

High-Frequency Words

11. colors

12. sign



Home Activity Your child is learning to spell words with the long e sound spelled ea. To practice at home, have your child say the word, find the letters ea, and then write the word.

Name _____

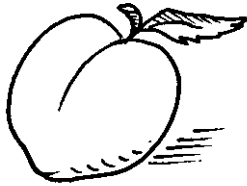
Long e: ea

Spelling Words

eat sea each team please

dream treat beach clean lean

Write two list words that rhyme with the picture.



1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

Write the missing words.

7. My _____ won!

8. I _____ about trips.

9. I love the _____.

10. Can we _____ go there?

Spelling Words

sea please

team dream



Home Activity Your child spelled words with the long e sound spelled ea. Ask your child to name the two letters that appear in every spelling word (ea).

Long e: ea

Spelling Words				
eat	sea	each	team	please
dream	treat	beach	clean	lean

Write the missing letters. Write the word.

1. Is it time to **ea**_____ ?

2. Let's go to the _____ **ea**_____ .

3. I can _____ **ea**_____ the porch.

4. Don't _____ **ea**_____ over too far.

5. I had a _____ **ea**_____ last night.

6. Will you _____ **ea**_____ sit?

7. Fish live in the _____ **ea**_____ .

8. My _____ **ea**_____ lost!

9. I read **ea**_____ story.

10. Give the pup a _____ **ea**_____ .



Home Activity Your child wrote spelling words to complete sentences. Read a sentence on this page and have your child spell the list word.

Name _____

Long e: ea

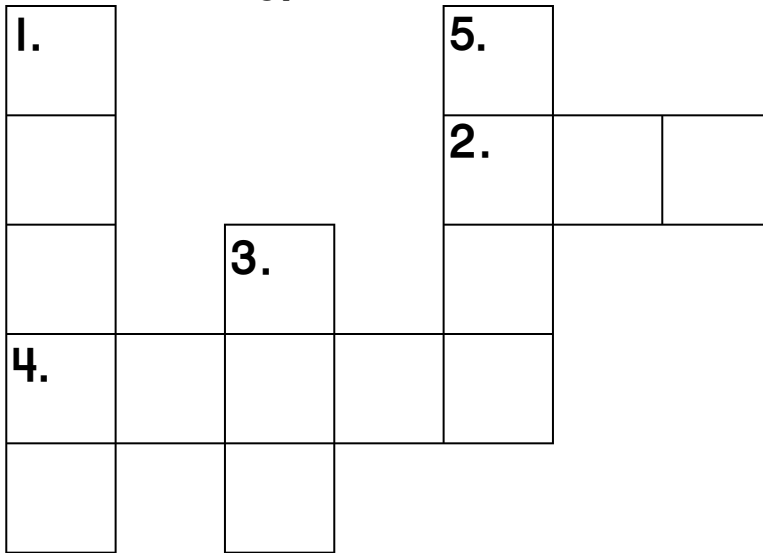
Write list words in the puzzle.

Across

- 2. chew food
- 4. not dirty

Down

- 1. sandy shore
- 3. ocean
- 5. thin



Spelling Words

eat

sea

each

team

please

dream

treat

beach

clean

lean

Draw lines through all the i's and k's. Write the word that is left.

6. t i e k a k m i

7. p l i e a k k s i e

8. k t i r e k a k i t

9. e i a k c i k h

10. d i r k i e a m



Home Activity Your child has been learning to spell words with the long e sound spelled ea. Have your child identify and spell the three words he or she found most difficult.

Name _____

Long o: oa, ow

Look at the word. Say it. Listen for the long o sound.

Write the word.

Check it.

1. boat

2. road

3. snow

4. row

5. yellow

6. loaf

7. coat

8. soap

9. blow

10. pillow

High-Frequency Words

11. once

12. wild



Home Activity Your child is learning to spell words with the long o vowel sound spelled oa and ow. To practice at home, have your child pronounce each word, note the spelling of the long o sound, and then spell the word with eyes closed.

Name _____

Long o: oa, ow

Read the clues. Write the word.

It rhymes with **willow**.
You sleep on it.

1. _____

It rhymes with **goat**.
It goes in water.

2. _____

It rhymes with **mow**.
It's cold and white.

3. _____

It rhymes with **fellow**.
It's a color.

4. _____

It rhymes with **load**.
Cars go on it.

5. _____

It rhymes with **goat**.
You wear it.

6. _____

Spelling Words

boat

road

snow

row

yellow

loaf

coat

soap

blow

pillow

Write the missing word.

7. I like to ____ bubbles.

8. Did you ____ the boat?

9. I got ____ in my eyes.

10. The ____ of bread is warm.



Home Activity Your child spelled words with the long o vowel sound spelled oa and ow. Have your child underline oa and ow in the spelling words.

Long o: oa, ow**Spelling Words**

boat	road	snow	row	yellow
loaf	coat	soap	blow	pillow

Write the missing list word.

1. Lemons are _____ .

2. Wash with _____ .

3. Would you like to ride in our _____ ?

4. I sleep on a soft _____ .

5. Wear your _____ .

6. He will _____ the boat.

7. Please buy a _____ of bread.

8. Is it cold enough to _____ ?

9. This _____ has a lot of stop signs.

10. Can you _____ up this balloon?



Name _____

Long o: oa, ow**Spelling Words**

boat road snow row yellow

loaf coat soap blow pillow

Write the list word that belongs in the group.

blanket sheet

1. _____

blue red

3. _____

jacket sweater

5. _____

rain sleet

2. _____

street highway

4. _____

ship ocean liner

6. _____

Circle the word that matches. Write it.

7. row bow row

8. loaf load loaf

9. blow blow flow

10. soap soak soap

**Home Activity** Your child has been learning words with the long o vowel sound spelled oa and ow. Give clues about a word. Can your child guess and spell the word?

Name _____

Long *i*: *ie*, *igh*

Look at the word. Say it. Listen for the long *i* sound.

Write the word.

Check it.

1. lie

2. tie

3. high

4. might

5. right

6. night

7. bright

8. light

9. pie

10. tight

High-Frequency Words

11. above

12. laugh

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Home Activity Your child is learning to spell words with the long *i* sound spelled *ie* and *igh*. To practice at home, have your child say the word, tell how the long *i* sound is spelled, and then spell the word with eyes closed.

Name _____

Long i: ie, igh**Spelling Words**

lie	tie	high	might	right
night	bright	light	pie	tight

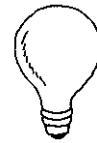
Write the list word that names the picture.



1. _____



2. _____



3. _____

Write the list word that means the same as the underlined word.

4. These gloves are too snug.

4. _____

5. What is the correct answer?

5. _____

6. The wall is tall.

6. _____

7. We pulled with all our strength.

7. _____

8. Let's wait until evening.

8. _____

9. She is very smart.

9. _____

10. I would not tell a fib.

10. _____



Home Activity Your child spelled words with the long *i* sound spelled *ie* and *igh*. Have your child circle *ie* and *igh* in the spelling words.

Name _____

Long i: ie, igh

Spelling Words

lie	tie	high	might	right
night	bright	light	pie	tight

Write a list word to finish the sentence.

1. You are r_____.

1. _____

2. Turn on the l_____.

2. _____

3. I love to eat p_____!

3. _____

4. Will you wear a t_____?

4. _____

5. The roof is h_____.

5. _____

6. It's a cold n_____.

6. _____

7. The stars are b_____.

7. _____

8. My belt is too t_____.

8. _____

9. Do not tell a l_____.

9. _____

10. Pam m_____ come over.

10. _____



Name _____

Long i: ie, igh

Draw a line through three rhyming list words in a row. Write the words.

might	read	lie
row	tie	tight
pie	loaf	road

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

pie	right	coat
sled	tight	low
blue	might	high

Spelling Words

- lie
- tie
- high
- might
- right
- night
- bright
- light
- pie
- tight

Write the missing words.

7. It is up _____ .
8. It looks _____ .
9. You see it at _____ .
10. It looks like a _____ .

night	bright
light	high



Home Activity Your child has been learning to spell words with the long *i* sound spelled *ie* and *igh*. Say a list word. Ask your child how the long *i* sound is spelled (*ie* or *igh*).

Name _____

Compound Words

Look at the word. Say it. Listen for two short words.

Write the word.

Check it.

1. backpack

2. outside

3. baseball

4. herself

5. flashlight

6. bluebird

7. lunchbox

8. suitcase

9. inside

10. brainstorm

High-Frequency Words

11. picture

12. remember



Home Activity Your child is learning to spell compound words. To practice at home, have your child look at the word, write it on a piece of paper, and draw a line between the two words that make up the compound word.

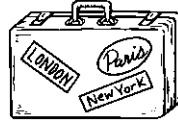
Name _____

Compound Words

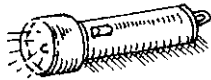
Write the list word that names the picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Spelling Words

backpack

outside

baseball

herself

flashlight

bluebird

lunchbox

suitcase

inside

brainstorm

Write the last part of the compound word.

Write the compound word.

7. in _____

8. her _____

9. brain _____

10. out _____



Home Activity Your child spelled compound words. Have your child name the two words in each compound word.

Compound Words

Spelling Words

backpack	outside	baseball	herself	flashlight
bluebird	lunchbox	suitcase	inside	brainstorm

Read about some good friends. **Write** the missing list words.

1. Ellie and I went o_____ .

2. Ellie had a f_____ .

3. We saw b_____ feathers.

4. We looked i_____ a hollow tree.

5. Next, we played b_____ .

6. Then we got a snack out of my l_____ .

7. We got juice out of Ellie's b_____ .

8. Ellie drank three boxes of juice by h_____ .

9. She could drink a s_____ full of juice!

10. We will b_____ something else to do.



Home Activity Your child used spelling words to complete a story about friends. Ask your child to tell about a friend, using some of the list words.

Name _____

Compound Words

Connect two parts to make a list word.

Write the compound word.

- | | | |
|----------|-------|----------------------------|
| 1. in | storm | 1. _____

_____ |
| 2. her | side | 2. _____

_____ |
| 3. brain | light | 3. _____

_____ |
| 4. flash | self | 4. _____

_____ |
| 5. suit | bird | 5. _____

_____ |
| 6. blue | case | 6. _____

_____ |

Spelling Words

backpack

outside

baseball

herself

flashlight

bluebird

lunchbox

suitcase

inside

brainstorm

Circle the word that is spelled correctly.

- | | | | |
|-------------|-----------|-------------|----------|
| 7. lunchbox | lonchbox | 8. owtside | outside |
| 9. backpack | back pack | 10. basball | baseball |



Home Activity Your child has been learning to spell compound words. Help your child brainstorm other compound words.

Name _____

Suffixes: *-ly*, *-ful*

Look at the word. Say it. Listen for two short sounds.

Write the word.

Check it.

1. slowly

2. careful

3. quickly

4. useful

5. painful

6. playful

7. sadly

8. gladly

9. nicely

10. wonderful

High-Frequency Words

11. because

12. across



Home Activity Your child is learning to spell words with the suffixes *-ly* and *-ful*. To practice at home, have your child look at the word, say the base word and the suffix, and then spell the word.

Name _____

Suffixes: -ly, -ful**Spelling Words**

slowly	careful	quickly	useful	painful
playful	sadly	gladly	nicely	wonderful

Write the list word that means the same as the underlined words.

1. She said good-bye in a sad way.1. _____

_____2. We had a very good time.2. _____

_____3. Be alert when playing ball.3. _____

_____4. The twins play in a nice way.4. _____

_____5. Her foot was full of pain.5. _____

_____6. I will be happy to help.6. _____

_____7. The hamsters are full of play.7. _____

_____8. Drive in a slow way.8. _____

_____9. My pen is still full of use.9. _____

_____10. He finished his work in a fast way.10. _____

_____

Home Activity Your child spelled words with the suffixes *-ly* and *-ful*. Ask your child to explain what each suffix means (suffix *-ly* means in a ___ way; suffix *-ful* means full of ___).

Name _____

Suffixes: -ly, -ful**Spelling Words**

slowly	careful	quickly	useful	painful
playful	sadly	gladly	nicely	wonderful

Circle the word that is spelled correctly.

1. sadly sady 2. galadly gladly
 3. quickly quikly 4. wondrful wonderful

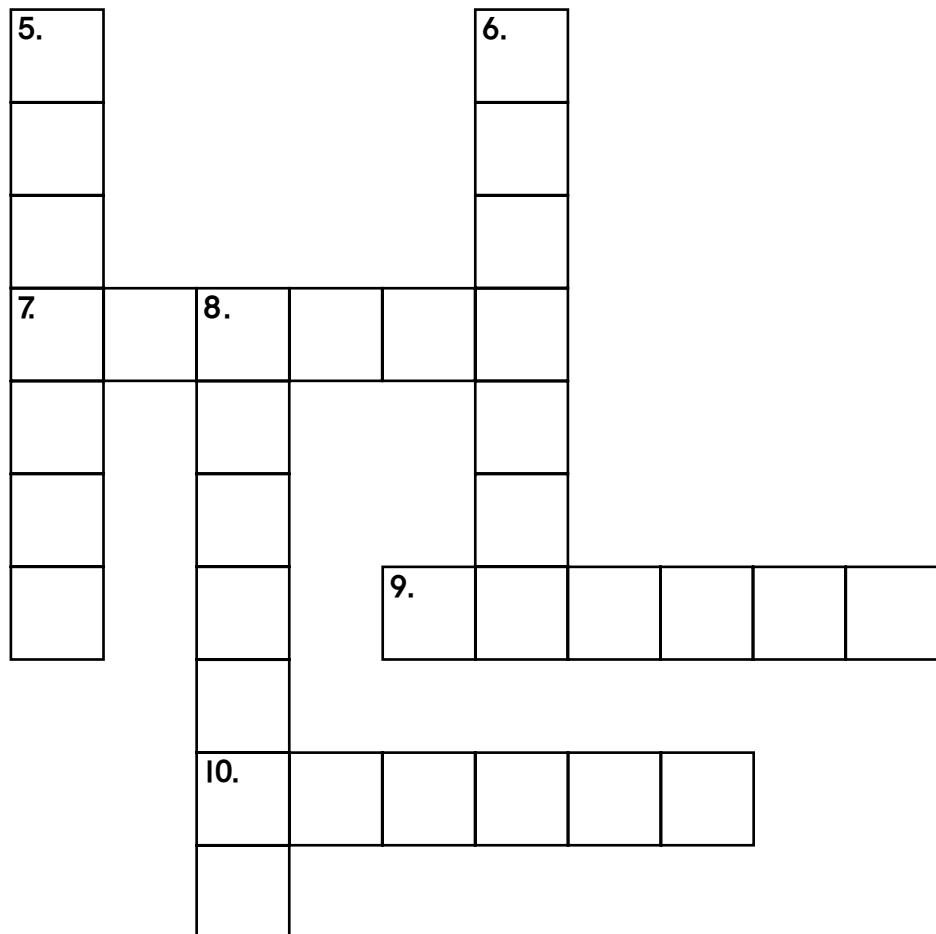
Write the list words in the puzzle.

Across

7. in a nice way
 9. in a slow way
 10. full of use

Down

5. full of pain
 6. full of play
 8. not careless



Home Activity Your child has been learning to spell words with the suffixes *-ly* and *-ful*. Say a base word. Ask your child to add *-ly* or *-ful* and say and spell the new word.

Name _____

Vowel Sound in *how*

Look at the word. Say it. Listen for the vowel sound.

Write the word.

Check it.

1. how

2. town

3. down

4. now

5. brown

6. cow

7. clown

8. frown

9. crowd

10. growl

High-Frequency Words

11. eyes

12. never



Home Activity Your child is learning to spell words with the vowel sound in *how*. To practice at home, have your child say the word, write the word, and circle *ow* in each word.

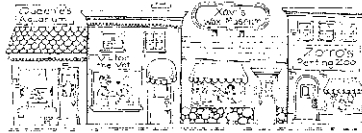
Name _____

Vowel Sound in *how*

Spelling Words

how	town	down	now	brown
cow	clown	frown	crowd	growl

Name the picture. Write a list word.



1. _____

2. _____

3. _____

Circle the correct word in the phrase. Write the word.

4. up and down cow

4. _____

5. a brown cow now

5. _____

6. town how about that

6. _____

7. lost in the crowd down

7. _____

8. the brown growl of the lion

8. _____

9. clown now and then

9. _____

10. wipe off that frown down

10. _____



Home Activity Your child spelled words with the vowel sound in *how*. Ask your child to name two letters common to all the spelling words. (ow)

Vowel Sound in *how*

Spelling Words

how	town	down	now	brown
cow	clown	frown	crowd	growl

Write the missing list word.

1. We saw him milk a _____ .

2. Don't get lost in the _____ .

3. Her hair is _____ .

4. Do you know _____ to skate?

5. I heard the dog _____ .

6. We have a park in our _____ .

7. Let's go _____ the slide.

8. The best time is _____ .

9. The _____ was funny.

10. He had a _____ on his face.



Name _____

Vowel Sound in *how***Spelling Words**

how	town	down	now	brown
cow	clown	frown	crowd	growl

Unscramble the letters. Write the list word.

1. l o c n w

1. _____

2. w o h

2. _____

3. b n r o w

3. _____

4. w l g r o

4. _____

5. o w c

5. _____

6. n t w o

6. _____

7. o n w

7. _____

Write the missing words.

8. The _____ had to wait in a long line.

9. There was no place to sit _____ .

10. Everyone began to _____ .



Home Activity Your child has been learning to spell words with the vowel sound in *how*. Give clues about a word. Ask your child to guess and spell the word.

Name _____

Vowel Sound in *out*

Look at the word. Say it. Listen for the vowel sound.

Write the word.

Check it.

1. mouth

2. house

3. found

4. our

5. out

6. cloud

7. ouch

8. shout

9. round

10. count

High-Frequency Words

11. should

12. loved



Home Activity Your child is learning to spell words with the vowel sound in *out*. To practice at home, have your child pronounce each word, study the spelling of the word, and then write the word.

Name _____

Vowel Sound in *out*

Read the clue. Write the list word.

It starts with **h**, and it rhymes with **mouse**.



1. _____

It starts with **cl**, and it rhymes with **loud**.



2. _____

It starts with **sh**, and it rhymes with **pout**.

3. _____

It starts with **o**, and it rhymes with **couch**.

4. _____

Spelling Words

mouth

house

found

our

out

cloud

ouch

shout

round

count

Write the missing list word.

5. Look at _____ pups.

6. We _____ them last week.

7. Can you _____ them?

8. One pup wants to get _____.

9. He put an ice cube in his _____.

10. The dime is _____.



Home Activity Your child spelled words with the vowel sound in *out*. Ask your child to name two letters common to all the spelling words. (*ou*)

Vowel Sound in *out*

Spelling Words

mouth house found our out

cloud ouch shout round count

Read about finding bugs. Write the missing list words.

1. We _____ some bugs.

2. They are _____ .

3. Let's _____ them.

4. One got in my _____ .

5. Did you _____ ?

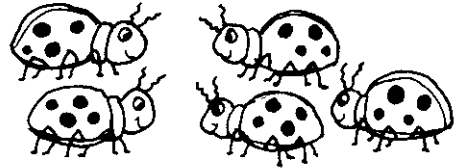
6. I said _____ .

7. I spit it _____ .

8. Look at that _____ !

9. Will _____ bugs get wet?

10. Let's take them in the _____ .



Name _____

Vowel Sound in *out*

Spelling Words

mouth	house	found	our	out
cloud	ouch	shout	round	count

Write the words in the puzzle.

1.		o	u		
	2.	o	u		
	3.	o	u		
4.		o	u		

cloud
ouch
out
mouth

Connect the matching list words.

5. found

6. round

7. our

9. shout

found

8. house

10. count

house

our

count

shout

round



Home Activity Your child has been learning to spell words with the vowel sound in *out*. Draw a big butterfly. Have your child write the list words on the wings.

Name _____

Vowel Sounds in *book* and *moon*

Look at the word. Say it. Listen for the vowel sound.

Write the word.

Check it.

1. book

2. moon

3. took

4. food

5. look

6. pool

7. zoo

8. noon

9. good

10. foot

High-Frequency Words

11. instead

12. another



Home Activity Your child is learning to spell words with the vowel sounds in *book* and *moon*. To practice at home, have your child look at the word and spell it out loud. Then cover the word and have your child write the word.

Name _____

Vowel Sounds in *book* and *moon*

Circle the words in the box that rhyme. Write them.

foot	took
look	pool

foot	moon
book	noon

- _____
- _____
- _____
- _____

Spelling Words
book
moon
took
food
look
pool
zoo
noon
good
foot

Write a word that often goes with the list word.

- bad
- hand
- drink

Write the missing list word.

- Greg wants to read a _____.
- Ann wants to swim at the _____.
- Joe wants to feed deer at the _____.



Home Activity Your child spelled words with the vowel sound in *book* and *moon*. Ask your child to pronounce each list word and identify the vowel sound.

Vowel Sounds in *book* and *moon*

Spelling Words

book	moon	took	food	look
pool	zoo	noon	good	foot

Choose a word to finish the sentence.

Fill in the circle. Write the word.

1. I took look foot a sack lunch.

2. Read the took zoo book.

3. My foot noon took got wet.

4. We need more noon food look.

5. Bears are at the zoo moon foot.

6. That is look good took news.

7. We swim in the noon foot pool.

8. The look took moon is bright.

9. Did you pool look zoo at it?

10. I must leave at noon took moon.



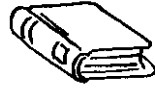
Name _____

Vowel Sounds in *book* and *moon*

Write the missing letters.



1. _____ **oo** _____



2. _____ **oo** _____



3. _____ **oo** _____



4. _____ **oo** _____

Spelling Words

book

moon

took

food

look

pool

zoo

noon

good

foot

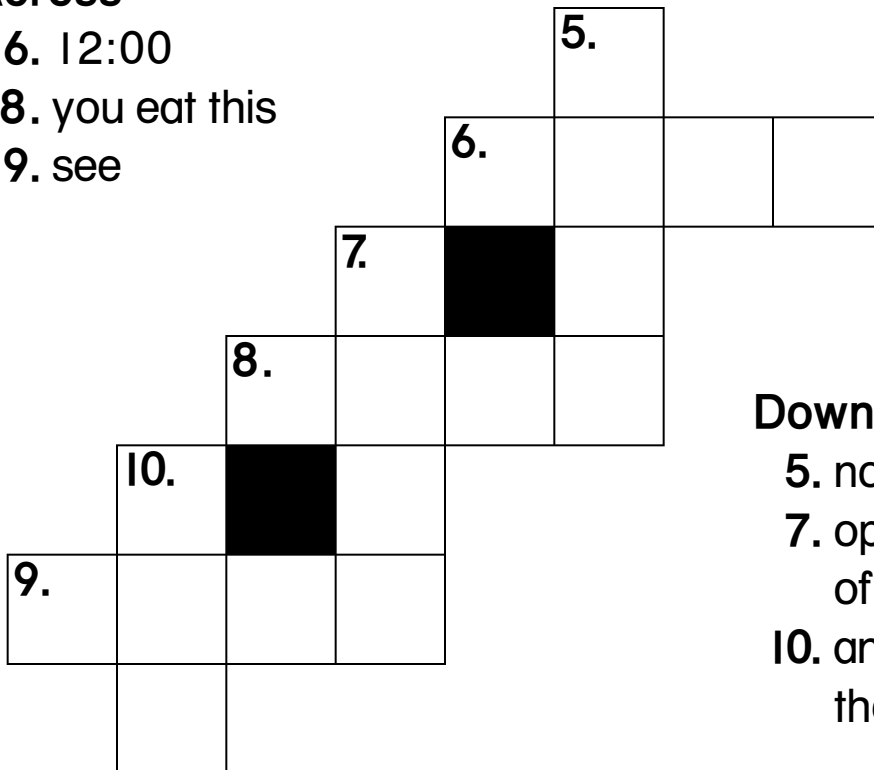
Write the list word in the puzzle.

Across

6. 12:00

8. you eat this

9. see



Down

5. not bad

7. opposite
of *gave*

10. animals live
there



Home Activity Your child has been learning to spell words with the vowel sounds in *book* and *moon*. Write oo and pronounce a list word. Have your child add letters to spell the word. Continue with other list words.

Name _____

Vowel Sound in *boy*

Look at the word. Say it. Listen for the vowel sound.

Write the word.

Check it.

1. oil

2. soil

3. voice

4. point

5. boy

6. boil

7. coin

8. oink

9. toy

10. join

High-Frequency Words

11. against

12. heavy



Home Activity Your child is learning to spell words with the vowel sound in *boy* spelled *oi* and *oy*. To practice at home, have your child look at the word, say it, and write it on a piece of paper. Then have your child spell the word.

Name _____

Vowel Sound in *boy*

Spelling Words

oil soil voice point boy

boil coin oink toy join

Circle the rhyming words in each row. Write them.

toy oil boil 1. _____

2. _____

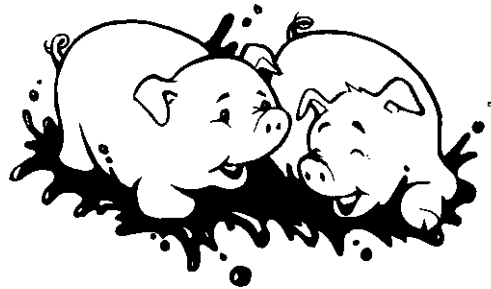
coin join boil 3. _____

4. _____

toy soil boy 5. _____

6. _____

Read the sentence. Write a list word that means the same as the underlined word.

7. Do you hear the big pig squeal?

7. _____

8. The farmer's sound is loud.

8. _____

9. The post has a sharp end.

9. _____

10. The ground is very muddy.

10. _____



Home Activity Your child spelled words with the vowel sound in *book* and *moon*. Ask your child to pronounce each list word and identify the vowel sound.

Name _____

Vowel Sound in *boy*

Spelling Words

oil soil voice point boy

boil coin oink toy join

Circle a word to finish the sentence. Write the word.

1. Cover the seeds with soil toy.

2. He put a voice coin in his bank.

3. I will boil point to the answer.

4. Is this wagon your soil toy?

5. The pigs began to oink coin.

6. Did you voice join the club?

7. I saw a boy oil in the hall.

8. She spoke in a soft coin voice.

9. Did the water boil zoo?

10. Dad put join oil in the car.

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Home Activity Your child wrote spelling words to complete sentences. Have your child identify and spell the five list words that are most difficult for him or her.

Name _____

Vowel Sound in *boy*

Spelling Words

oil soil voice point boy

boil coin oink toy join

Write these words in ABC order.

soil
voice
point
toy

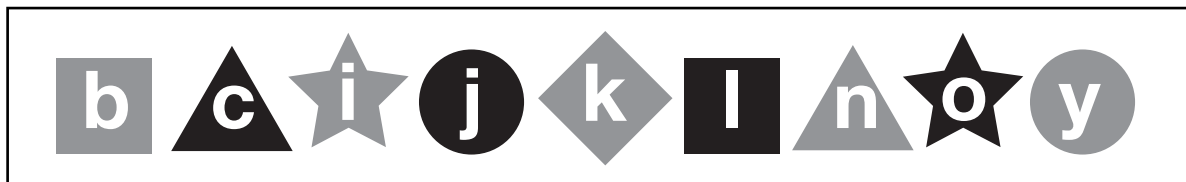
1. _____

3. _____

2. _____

4. _____

Use this code. Write the words.



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



Home Activity Your child has been learning to spell words with the vowel sound in *boy* spelled *oi* and *oy*. Help your child brainstorm other words with *oi* and *oy*.

Name _____

Vowel Sound in saw

Look at the word. Say it. Listen for the vowel sound.

Write the word.

Check it.

1. saw

2. draw

3. crawl

4. straw

5. law

6. jaw

7. paw

8. lawn

9. yawn

10. hawk

High-Frequency Words

11. through

12. science



Home Activity Your child is learning to spell words with the vowel sound in saw. To practice at home, have your child say the word, write it, and then check the spelling.

Name _____

Vowel Sound in saw

Write a list word that belongs in the group.

1. jay, eagle, _____

2. hammer, sandpaper, _____

3. skull, ribs, _____

4. skip, walk, _____

5. paint, sketch, _____

6. rule, order, _____

Spelling Words

saw

draw

crawl

straw

law

jaw

paw

lawn

yawn

hawk

Write the missing words.

7. I sat on the _____ .

8. My dog sat on some _____ .

9. He put his _____ on my leg.

10. We both began to _____ .



Home Activity Your child spelled words with the vowel sound in saw. Have your child name the two letters common to all the spelling words (aw).

Vowel Sound in saw

Spelling Words

saw	draw	crawl	straw	law
jaw	paw	lawn	yawn	hawk

Write the missing list word.

1. The ____ says to wear seatbelts.

2. The baby is learning to ____.

3. Did you mow the ____?

4. Look at that ____ fly.

5. My ____ is sore.

6. Let's ____ a picture.

7. We ____ a snake.

8. My cat has one white ____.

9. She drank through a ____.

10. I tried not to ____.



Home Activity Your child wrote spelling words to complete sentences. Help your child make silly sentences by substituting other list words in the sentences. For example: The **hawk** says to wear seatbelts.

Name _____

Vowel Sound in saw

Spelling Words

saw	draw	crawl	straw	law
jaw	paw	lawn	yawn	hawk

Draw lines through all the p's and o's.

Write the word that is left.

1. h o a p w p k o

1.

2. l o o a p w p n

2.

3. p c o r p a w p l

3.

4. y o a p w p p n o

4.

Write six list words that rhyme with thaw.

5.

6.

7.

8.

9.

10.



Home Activity Your child has been learning to spell words with the vowel sound in saw. Help your child use list words to make more word puzzles similar to those at the top of this page.

Name _____

Prefixes *un-*, *re-*

Look at the word. Say it. Listen for the prefix.

Write the word.

Check it.

1. unhappy

2. refill

3. untie

4. undo

5. repay

6. unkind

7. undress

8. retell

9. reopen

10. refund

High-Frequency Words

11. different

12. carry



Home Activity Your child is learning to spell words with the prefixes *un-* and *re-*. To practice at home, have your child read the prefix, read the whole word, and spell the word.

Name _____

Prefixes *un-*, *re-***Spelling Words**

unhappy refill untie undo repay

unkind undress retell reopen refund

Circle a word to finish the sentence. Write it.

1. Will you unkind untie my ribbon?

2. She looks unhappy repay.

3. Please refill reopen the book.

4. She will repay unhappy you.

5. Please retell undress that story.

6. I will retell undress the doll.

7. I got a refund undo for the cap.

8. Can you repay undo this knot?

9. He is refund unkind to the dog.

10. He will retell refill the glasses.

**Home Activity** Your child spelled words to complete sentences. Read a sentence on this page. Ask your child to identify the word with the prefix *re-* or *un-* and spell it.

Prefixes *un-*, *re-*

Spelling Words				
unhappy	refill	untie	undo	repay
unkind	undress	retell	reopen	refund

Write the prefix *un-* or *re-*. Write the list word.

1. Dad will _____ tell the joke.

2. I can _____ tie my shoes.

3. Let's _____ do this puzzle.

4. He was _____ kind to Sam.

5. She is _____ happy.

6. You must _____ pay the loan.

7. The men will _____ open the crate.

8. I got a _____ fund for the tickets.

9. Can you _____ fill my water bottle?

10. I will _____ dress now.



Home Activity Your child wrote words with the prefixes *un-* and *re-*. Have your child name the base word in each list word and tell how adding the prefix changes the meaning.

Name _____

Prefixes *un-*, *re-***Spelling Words**

unhappy refill untie undo repay

unkind undress retell reopen refund

Read the words in the box.

Add *un-* or *re-* to make a list word. Write it.

pay tell

fund fill

1.

3.

2.

4.

Find a list word in each row of letters. Circle it. Write it.

5. r u n t i e s t

6. t h r e o p e n

7. u n k i n d e s

8. x u n d r e s s

9. w i u n d o t s

10. s u n h a p p y

5.

6.

7.

8.

9.

10.

**Home Activity** Your child has been learning to spell words with the prefixes *un-* and *re-*. Help your child think of other words with these prefixes.

Short a

Unit 1, Week 1

1. at
2. can
3. cat
4. back
5. dad

6. am
7. bat
8. mad
9. ran
10. sack

Short i VC, CVC

Unit 1, Week 2

1. in
2. it
3. did
4. sit
5. six

6. fix
7. lip
8. mix
9. pin
10. wig

**Short o CVC,
CVCC**

Unit 1, Week 3

1. mom
2. hot
3. hop
4. pot
5. pop

6. ox
7. lock
8. mop
9. got
10. rock

Adding -s

Unit 1, Week 4

1. nap
2. naps
3. sit
4. sits
5. win
6. wins

7. fit
8. fits
9. hit
10. hits

**Short e CVC,
CCVC**

Unit 1, Week 5

1. bed
2. men
3. red
4. step
5. ten

6. net
7. leg
8. jet
9. sled
10. wet

**Short u CVC,
CVCC**

Unit 1, Week 6


1. run
2. cut
3. must
4. sun
5. up

6. bump
7. jump
8. bus
9. nut
10. rug


Digraphs *sh, th*
Unit 2, Week 1


1. ship
2. fish
3. then
4. shut
5. with

6. rush
7. shell
8. shop
9. trash
10. thin


Long *a* CVCe
Unit 2, Week 2

1. face
2. made
3. age
4. safe
5. take

6. make
7. cage
8. cake
9. late
10. name


Long *i* CVCe
Unit 2, Week 3

1. like
2. ride
3. smile
4. time
5. white

6. bike
7. dime
8. hide
9. ice
10. kite


Long *o* CVCe
Unit 2, Week 4

1. home
2. hope
3. rose
4. woke
5. those

6. bone
7. hose
8. joke
9. rode
10. stone

Long *u* CVCe
Unit 2, Week 5

1. huge
2. June
3. rule
4. tube
5. use

6. cube
7. cute
8. flute
9. rude
10. mule

Long *e*: *e, ee*
Unit 2, Week 6

1. be
2. feet
3. he
4. see
5. we

6. green
7. me
8. she
9. tree
10. week

**Long *e* and
Long *i*: *y***
Unit 3, Week 1

1. my
2. by
3. try
4. any
5. body

6. fly
7. cry
8. lucky
9. silly
10. puppy

**Words with *ng*
and *nk***
Unit 3, Week 2

1. bring
2. trunk
3. pink
4. bank
5. sang

6. wing
7. rink
8. blank
9. rang
10. sunk

Adding *-es*

Unit 3, Week 3

1. fix
2. fixes
3. class
4. classes
5. wish
6. wishes

7. kiss
8. kisses
9. bus
10. buses

Adding *-ed*
Unit 3, Week 4

1. ask
2. asked
3. plan
4. planned
5. help
6. helped

7. jog
8. jogged
9. call
10. called

**Words with *er, ir,*
*ur***
Unit 3, Week 5


1. her
2. first
3. bird
4. girl
5. burn

6. were
7. shirt
8. fur
9. hurt
10. sir

**Adding *-er* and
*-est***
Unit 3, Week 6


1. bigger
2. biggest
3. faster
4. fastest
5. slower
6. slowest

7. shorter
8. shortest
9. sadder
10. saddest


Long *a*: *ai, ay*
Unit 4, Week 1


1. train
2. way
3. tail
4. play
5. day

6. may
7. rain
8. gray
9. mail
10. afraid


Long *e*: *ea*
Unit 4, Week 2


1. eat
2. sea
3. each
4. team
5. please

6. dream
7. treat
8. beach
9. clean
10. lean


Long *o*: *oa, ow*
Unit 4, Week 3

1. boat
2. road
3. snow
4. row
5. yellow

6. loaf
7. coat
8. soap
9. blow
10. pillow


Long *i*: *ie, igh*
Unit 4, Week 4

1. lie
2. tie
3. high
4. might
5. right

6. night
7. bright
8. light
9. pie
10. tight

Compound Words
Unit 4, Week 5

1. backpack
2. outside
3. baseball
4. herself
5. flashlight

6. bluebird
7. lunchbox
8. suitcase
9. inside
10. brainstorm

Suffixes *-ly, -ful*
Unit 4, Week 6

1. slowly
2. careful
3. quickly
4. useful
5. painful

6. playful
7. sadly
8. gladly
9. nicely
10. wonderful


**Vowel Sound in
*how***

Unit 5, Week 1

1. how
2. town
3. down
4. now
5. brown

6. cow
7. clown
8. frown
9. crowd
10. growl


**Vowel Sound in
*out***

Unit 5, Week 2

1. mouth
2. house
3. found
4. our
5. out

6. cloud
7. ouch
8. shout
9. round
10. count


**Vowel Sounds in
*book and moon***

Unit 5, Week 3

1. book
2. moon
3. took
4. food
5. look

6. pool
7. zoo
8. noon
9. good
10. foot


**Vowel Sound in
*boy***

Unit 5, Week 4

1. oil
2. soil
3. voice
4. point
5. boy

6. boil
7. coin
8. oink
9. toy
10. join

**Vowel Sound in
*saw***

Unit 5, Week 5

1. saw
2. draw
3. crawl
4. straw
5. law

6. jaw
7. paw
8. lawn
9. yawn
10. hawk

Prefixes *un-*, *re-*

Unit 5, Week 6

1. unhappy
2. refill
3. untie
4. undo
5. repay

6. unkind
7. undress
8. retell
9. reopen
10. refund