The Level 5 activity book is designed to help children learn that writing messages and stories will help them see the value of learning to spell. The workbook’s program is based on the ideas that accurate spelling contributes to the clarity of written messages; spelling accuracy shows attention to detail, sending a positive message to teachers and employers; and spelling becomes one part of learning to write real-life messages: directions, letters, invitations, and reports. The workbook aims to help children learn to identify common, logical spelling patterns; graduate quickly to more complex words; and become a confident, independent speller and writer. The spelling program is organized over a 30-week period. It is divided into the following sections (each covering five weeks): (1) Reviewing Basic Patterns; (2) Long Vowel Patterns; (3) Consonant Patterns; (4) Prefixes; (5) Noun Suffixes; and (6) Other Suffixes. (NKA)
Spelling
for Writing

Level 5

by Howard Peet
The Spelling for Writing Series

Student Activity Book, Level 1
Student Activity Book, Level 2
Student Activity Book, Level 3
Student Activity Book, Level 4
Student Activity Book, Level 5

Spelling for Writing: Instructional Strategies

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Phonetic Symbols

The following symbols are used throughout this book to identify the sounds represented by each letter or group of letters.

/a/ - the short a in bat, that, flash, react
/e/ - the short e in get, then, shed, steady
/i/ - the short i in hit, ship, wish, whisper
/o/ - the short o in hop, shop, slosh, pocket
/u/ - the short u in but, shut, mush, button

/ɑ/ - the long a in name, wait, stay, away
/ɛ/ - the long e in see, meat, reveal, field
/i/ - the long i in ice, shine, why, right
/ɔ/ - the long o in nose, road, below
/u/ - the long u in use, cube, few, jewel

/ə/ - the unstressed final syllable in table, label, local

/ɑɹ/ - the r-controlled vowel in car, start, recharge

/ɒɹ/ - the r-controlled vowel in for, store, board
/ɜɹ/ - the r-controlled vowel in fur, her, stir, word
/ɜ/ - the r-controlled vowel in hear, steer, pierce
Short vowels in *batch, fence, skill*

Short *a* (/a/) is usually spelled with the vowel letter *a*. Short *e* (/e/) is often spelled with the letter *e*, but can be spelled *ea* in some words. Short *i* (/i/) is usually spelled with the letter *i*.

### BASIC

- **batch**
- **fence**
- **skill**
- **blank**
- **hedge**
- **print**
- **lend**
- **half**
- **breath**
- **slick**
- **active**
- **swift**
- **wealthy**
- **glance**
- **million**

Write the Basic Words and Challenge Words that answer each of the following questions.

1. Which one-syllable words have the /a/ sound?

2. Which one-syllable words have the /e/ sound spelled *e* or *ea*?

3. Which one-syllable words have the /i/ sound spelled *i*?

4. Which two-syllable words have /a/ in the stressed syllable?

5. Which two-syllable words have /e/ spelled *e* or *ea* in the stressed syllable?

6. Which two-syllable words have /i/ in the stressed syllable?

### CHALLENGE

- **absent**
- **regret**
- **mixture**
- **deafen**
- **mattress**

**Note:** When words have two or more syllables, always look for the spelling pattern in the stressed syllable. This pattern will often match the ones you will study in this book. Also, don’t confuse the word *breath* (short *e* sound) with the related word *breathe* (long *e* sound).
 Sentences

Write the Basic Word or Challenge Word that fits in each of the following sentences.

1. This bottle of milk is only __________ full.
2. Can your dog jump over that tall __________?
3. Be careful! The sidewalk is icy and __________!
4. This __________ is too hard to sleep on.
5. We should __________ more copies of this page.
6. Mom made a big __________ of cookies for us.
7. I ran so fast that I lost my __________
8. An __________ volcano may erupt at any time.
9. The operation succeeded because of the surgeon’s __________
10. Several __________ people donated money to the museum.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To let someone borrow something: __________
2. Not present; away: __________
3. A preparation containing several ingredients: __________
4. A row of shrubs or small trees: __________
5. To give a quick look at something: __________
Capital Letters and Periods

When you write sentences, keep these things in mind.

- Begin every sentence with a capital letter.
- Use a period (.) at the end of each sentence that makes a statement.
- Also use a period at the end of a sentence that tells someone to do something. (For example: “Be sure to close the windows.”)

Writing Sentences

Pretend that your best friend has come on a camping trip with you. Write two sentences that tell what you see. Write another sentence that tells what you hear. Write a sentence that tells your friend to do something. Try to use list words such as fence, glance, or hedge.

Editing Sentences

After you write something, you need to edit it. This means checking it to make sure everything is correct. Use these symbols to mark things that need to be corrected.

capitalize = take out / add ∧

Here is how these symbols are used to edit a sentence. The corrected sentence is given right after the edited one.

i am glad to be outdoors ▫ I am glad to be outdoors.

Mark the errors in each sentence and then write the correct version.

my air matress was to hard
let’s stop and catch or breth
i got tangled in a fense
**WORD STUDY**

**WEEK 1**

**Singular and Plural Nouns**

Add the ending *-s* to form the plural of the following nouns. The first example is given.

1. trumpet, *trumpets*  
2. cloak, ____________________  
3. tower, ____________________  
4. crumb, ____________________  
5. camper, ____________________  
6. flavor, ____________________  

Add the ending *-es* to form the plural of these nouns.

7. ditch, *ditches*  
8. dress, ____________________  
9. leash, ____________________  
10. class, ____________________  
11. lunch, ____________________  
12. tax, ____________________

The endings *-s* and *-es* are called *inflections*.

**Descriptive Words**

When you are writing stories or descriptive paragraphs, you want to use words that tell the reader exactly what you see or hear or feel. You can do this by using precise *nouns* that name the things you are talking about and precise *adjectives* that describe those nouns.

Here are some words that relate to *taste* and *smell*. Make sure you know the meaning of each word, and then write the word that fits in each sentence.

*aroma  fragrant  tangy  sour*

1. This old bottle of milk has gone ____________________.
2. The roses have a ____________________ smell.
3. Fresh grapefruit has a ____________________ flavor.
4. I like the ____________________ of baking bread.

---

**Note:** Singular nouns name one person, place, or thing: *boy, school, book*. Plural nouns name more than one person, place, or thing. Most nouns add *-s* to form the plural: *boys, schools, books*.

When a singular noun ends with letters that have the /s/ sound, add *-es* to form the plural. The final /s/ sound is usually spelled *s, ss, x, ch, tch*, or *sh*: *buses, glasses, boxes, bunches, batches, bushes*.
Most words on this list have the short o sound (/o/) or the short u sound (/u/). You hear a slightly different sound in the word push.

**BASIC**

smock  
crust  
push  
henk  
pudding  
topple  
gulp  
could  
dodge  
bucket  
should  
locket  
numb  
would  
tunnel

Write the Basic Words and Challenge Words that answer each of the following questions.

1. Which one-syllable words have the /o/ sound?

2. Which one-syllable words have the /u/ sound?

3. Which one-syllable words have the vowel sound you hear in pull?

4. Which two-syllable words have the /o/ sound in the stressed syllable?

5. Which two-syllable words have the /u/ sound in the stressed syllable?

6. Which two-syllable word has the vowel sound you hear in pull?

**CHALLENGE**

consult  
obstacle  
humble  
comment  
frustrate

Note: The vowel sound in push can be spelled with the letter u, but is sometimes spelled ou as in could.
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Don’t ____________ the water so fast. You’ll get sick!
2. My hands are so cold they feel ____________.
3. Don’t let that pile of bricks ____________ over!
4. I’d like some more of that chocolate ____________.
5. We ____________ not lift the heavy rock.
6. The ____________ on this pie is very light.
7. This ____________ of water is very heavy.
8. We ____________ arrive in about an hour.
9. Did you hear the geese ____________ as they flew over?
10. Even though he is famous, he is still ____________.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To ask for information or advice: ____________
2. A long passage through a mountain: ____________
3. To move quickly to avoid something: ____________
4. To express an opinion: ____________
5. Something that blocks your way: ____________
Question Marks and Exclamation Marks

Keep these things in mind as you write sentences.

- Use a question mark (?) at the end of a sentence that asks a question.
- Use an exclamation mark (!) at the end of a sentence that expresses surprise or strong emotion.

Writing Sentences

Imagine that you are looking for a pirate's hidden treasure. Write two sentences that ask questions about where you should look or what you should do. Then write two more sentences that express your surprise and excitement about finding the treasure. Try to include some list words such as gulp, bucket, topple, or dodge.

__________________________
__________________________
__________________________
__________________________

Editing Sentences

In Week 1, you saw the symbols you can use to make corrections in your work. Here they are again:

capitalize XXXX take out XXXXX add XXX <ADD SYMBOLS>

Use these symbols to mark each incorrect sentence. Then write the correct version in the space provided.

1. can i get out strech my legs

2. this buket will not hold any mor water

3. i coud not find the the map
More Singular and Plural Nouns

When a singular noun ends in y, change the y to i and add es to form the plural: lady, ladies. If a singular noun ends with ey, just add the letter s to form the plural: key, keys.

Write the plural form of each of these nouns.

1. baby, ____________________________ 2. monkey, ____________________________
3. alley, ____________________________ 4. puppy, ____________________________
5. spy, ____________________________ 6. turkey, ____________________________
7. cry, ____________________________ 8. butterfly, ____________________________
9. journey, _________________________ 10. valley, ____________________________

Write two sentences. In each sentence, use at least one of the plural nouns given above.

______________________________________________________________________________
______________________________________________________________________________

Descriptive Words

Here are some more descriptive words you can use when you write about things you can touch. Make sure you know the meaning of each word, and then write the word that fits in each sentence.

coarse sleek prickly bumpy

1. The animal’s fur felt smooth and ____________________________.
2. We jostled along the rutted, ____________________________ road.
3. The wool sweater felt ____________________________ on my skin.
4. Don’t let the ____________________________ sandpaper scratch your hand.
WEEK 3  Long Vowels in flake, dine, whole, cube

All the words in this week’s list have long vowels and are spelled according to the VCe pattern. This means that each long-vowel sound is spelled by the corresponding Vowel letter of the alphabet followed by a Consonant and a silent e: make, fine, hope, cube, for example.

BASIC

flake
dine
whole
cube
pane
spike
stone
fuse
invade
decide
compose
prime
engrave
assume
shone

Write the Basic Words and Challenge Words that answer each question.

1. Which one-syllable words have the /ā/ sound?
   ____________________________________________________________

2. Which one-syllable words have the /ī/ sound?
   ____________________________________________________________

3. Which one-syllable words have the /ō/ sound?
   ____________________________________________________________

4. Which one-syllable words have the /ū/ sound?
   ____________________________________________________________

5. Which two-syllable words have the /ā/ sound in the stressed syllable?
   ____________________________________________________________

6. Which two-syllable words have the /ī/ sound in the stressed syllable?
   ____________________________________________________________

7. Which two-syllable words have the /ō/ sound in the stressed syllable?
   ____________________________________________________________

8. Which two-syllable words have the /ū/ sound in the stressed syllable?
   ____________________________________________________________

Note: Long a is represented by the symbol /ā/, long i by the symbol /ī/, long o by the symbol /ō/, and long u by the symbol /ū/.

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Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Did you ______________ which scarf to buy?

2. We replaced the broken window ______________.

3. Did you eat a ______________ pizza by yourself?

4. Please give me another ______________ of sugar.

5. The stars ______________ in the clear night sky.

6. Did you ______________ your name on the trophy?

7. I ______________ the plane will arrive on time.

8. The paint has started to ______________ off the wall.

9. We should ______________ of all these old papers.

10. This large ______________ was used to build the railroad.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To travel to and from school or work: ______________

2. To write a story or piece of music: ______________

3. A strip of metal in an electrical circuit: ______________

4. To become weaker or decrease: ______________

5. First in importance or value: ______________
The Subject Part of the Sentence

You already know that a sentence is made up of a group of words that make sense because they belong together. In order to be complete, each sentence must have a subject part and a predicate part. We will talk about the subject part first.

◆ The subject part tells who does something or what the sentence is about. The subject part may contain only one word or a whole group of words.

Underline the subject part of each of these sentences. The first one is already given.

A flash of lightning lit up the sky.
The three friends entered the haunted house slowly.
They thought they heard a strange noise.
A sudden rumble of thunder scared them half to death.
The creepy old house was just too spooky for them!

Writing Sentences

Write a description of a scary movie you just saw. Make up a short subject part to go at the beginning of each sentence below.

1. ___________________________ shrieked and cackled.
2. ___________________________ fell down the stairs.
3. ___________________________ rattled the windows.
4. ___________________________ arrived at last.

Editing Sentences

You have already seen the symbols used to make corrections in sentences. Use those symbols to edit these sentences. Write the corrected sentences in the spaces provided.

1. a dim _______ flickered in the house
_____________________________________

2. could you see who ran up the stairs
_____________________________________

3. i have never been so scared in my whole life
_____________________________________

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The Family Learning Association — Spelling for Writing 5 17
Adding -ed and -ing to Verbs

When you add the inflections -ed and -ing to verbs, keep these guidelines in mind.

- Add -ed and -ing without changing the spelling of the original verb if that verb ends with a consonant preceded by two vowels: peel, peeled, peeling; wait, waited, waiting.
- Also add -ed and -ing without any change in spelling if the verb ends with a group of two or three consonants: pull, pulled, pulling; jump, jumped, jumping; pitch, pitched, pitching.

Here are some verbs in the present tense:

leak rush mail bump watch

Find the verb that fits in each sentence and write it with the correct inflection, -ed or -ing.

1. The crowd ______________ out to see the rock star.

2. This bottle of water is ______________ all over the place.

3. Have you ______________ all the letters?

4. I am ______________ for the postman to come.

5. The wagon rolled down the hill and ______________ into a tree.

Note: Verbs in the present tense tell about something that is happening now or that happens all the time: “We walk every day for exercise.”

Verbs in the past tense tell about things that have already happened. With most verbs, just add the inflection -ed to show the past tense: “They walked to the store yesterday.”

The inflection -ing is used to show that something is happening now and will continue to happen: “We have been waiting for an hour.”
Many familiar words in the English language are made up of two single words joined to form a compound word.

**BASIC**
- raindrop
- bookcase
- postcard
- full-grown
- skateboard
- armchair
- well-fed
- sundown
- bloodhound
- well-worn
- schoolroom
- teenager
- snow-covered
- backbone
- cornfield

**CHALLENGE**
- screwdriver
- snowmobile
- nearsighted
- thunderstorm
- good-natured

These compound words contain two or three syllables. Notice which syllable is stressed. The stressed syllable will usually contain a spelling pattern that is familiar to you.

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable compound words are joined without any break between them?
   -
   -
   -

2. Which two-syllable compound words are joined by a hyphen?
   -

3. Which three-syllable compound words are joined without any break?
   -
   -

4. Which three-syllable compound words are joined by a hyphen?
   -

Note: Compound words often describe the thing they identify. For example, we keep notes in a book called a notebook.

Words such as notebook are called closed compounds because they are joined without any break between the two shorter words. Other compounds such as full-time are called hyphenated compounds because the two words are joined by a hyphen.

All numbers from twenty-one to ninety-nine are hyphenated when they are written out as words.
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. I mailed a ________________ when I was on vacation.
2. The ________________ was full of desks and chalkboards.
3. I wear glasses because I am ________________.
4. A ________________ St. Bernard is a very large dog.
5. All the stalks in the ________________ were broken.
6. This ________________ is very large and comfortable.
7. The farmyard was full of ________________ pigs.
8. We need a smaller ________________ for these screws.
9. The sky began to get dark just before ________________.
10. That whole ________________ is full of dictionaries.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. Someone between age 12 and 20: ________________
2. A vehicle with runners or skis: ________________
3. A large dog with long, droopy ears: ________________
4. Bad weather with rain and lightning: ________________

Hyphenated Numbers

Write each of the following numbers as a hyphenated compound word.

22 ________________ 43 ________________
57 ________________ 61 ________________
85 ________________ 94 ________________
The Predicate Part of the Sentence

Last week you saw that a sentence has two parts. The subject part tells what the sentence is about or who is doing something.

◆ The predicate part tells what the subject does. The predicate contains a verb, which specifies the action, and often contains other words as well.

Underline the predicate part of each sentence. The first example is given.

The last game of the season was played yesterday.  
Our team won.  
They beat three other teams.  
Next year, our team will be even better.

Writing Sentences

Imagine you are shopping at a market. What do you see there? Complete each of the following sentences by adding a predicate after each subject.

1. Several people _____________________________________________.
2. A few customers _____________________________________________.
3. The apples _________________________________________________.
4. One price sign _____________________________________________.

Editing Sentences

Use the editing symbols to correct mistakes in these sentences. Write the correct sentences on the lines provided.

1. the workers after a long day

2. som farmers sold all there crops at the market

3. how much stuff did you by
More about Adding -ed and -ing to Verbs

What happens to the following verbs when the inflections -ed and -ing are added?

hop, hopped, hopping  hum, hummed, humming

The consonant at the end of each verb is doubled when the inflection is added: hop, hopped, hopping. Keep this in mind when you add -ed and -ing to each of the following verbs.

shop, ___________________, ___________________

scrub, ___________________, ___________________

slam, ___________________, ___________________

plan, ___________________, ___________________

In this lesson, the consonant at the end of each verb is doubled when the inflections are added. How can you know when to double the final consonant before adding -ed and -ing? Just follow these guidelines.

◆ Does the verb end with a short vowel sound in a stressed syllable?
◆ Is the final syllable spelled with one vowel letter followed by one consonant letter?
◆ Then the final consonant should be doubled when -ed and -ing are added.

Note: Last week you saw that some verbs do not change their spelling when -ed and -ing are added: look, looked, looking. This week you see some other verbs that do change spelling when these endings are added.
Here are some words you will read in Social Studies. Pronounce each word and look up any that you don’t already know.

**BASIC**
cotton
acre
product
migrate
council
merchant
country
educate
foreign
business
homestead
congress
social
railway
senator

**CHALLENGE**
mountainside
community
government
ancestor
territory

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable words have a short vowel in the stressed syllable?

   __________________________________________

2. Which two-syllable words have a long vowel in the stressed syllable?

   __________________________________________

3. Which three-syllable word has the /u/ sound spelled with the letter o (like glove) in the stressed syllable?

   __________________________________________

4. Which other three-syllable words have a short vowel in the stressed syllable?

   __________________________________________

5. Which four-syllable word has a long vowel in the stressed syllable?

   __________________________________________

6. Of the words you haven’t written yet, which contain two syllables?

   __________________________________________

7. Of the words you haven’t written yet, which contain three or four syllables?

   __________________________________________
Make sure you know the meaning of each word. Then write the Basic Word or Challenge Word that fits in each sentence.

1. Many people from ________________ countries visit America.

2. ________________ plants provide the fiber used in thread.

3. The United States has a democratic system of ________________.

4. Many people ________________ from one country to another.

5. Schools are provided to ________________ young people.

6. The city ________________ makes laws for our town.

7. Our ________________ system carries a lot of freight.

8. Most cities encourage ________________ development.

9. An __________ of land is almost as large as a football field.

10. Trail blazers often traveled into unknown ________________.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. A group of people who live in the same place: ________________

2. A relative who lived at an earlier time: ________________

3. Someone who buys goods and sells them for a profit: ________________

4. A piece of land given by the government: ________________

5. The branch of the U.S. government that makes laws: ________________
A Time-Order Paragraph

Here is a paragraph that tells about things that happened in a definite order in time. Notice the words that tell what that order was.

On Saturday I washed our car. First, I wet it all over with a hose. Next, I washed it good with soapy water. Then I rinsed the soap off with the hose. Finally, I dried the car with a towel.

Writing a Time-Order Paragraph

Write your own paragraph telling about something you know how to do. You might describe the steps you follow when you bake a cake or build a model. You might also write about a trip you took.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Editing Your Paragraph

Check back over your paragraph to make sure everything is correct. Use the editing symbols from Week 1 and make the necessary changes. Then make a fresh copy for other people to read. Here are some things to look for as you edit.

1. Does each sentence begin with a capital letter?
2. Does each sentence end with the right punctuation mark?
3. Are all words spelled correctly?
4. Is your paragraph arranged clearly? Can the reader tell what happened first, what happened next, and so on?

Note: When you write a paragraph, you combine several sentences that belong together. You often begin with a topic sentence that tells what the paragraph is going to be about. Then you add detail sentences to give more information about the topic.
WORD STUDY  

WEEK 5

Verbs Ending with y

Here are two verbs that end with y. What happens when the inflections -ed and -ing are added?

try, tried, trying
apply, applied, applying

You probably see what the rule is for these verbs:

◆ When a verb ends with y, change the y to an i before adding -ed. Leave the final y alone when you add -ing.

Write the following verbs with the inflections -ed and -ing added.

cry, ___________________                    
supply, ___________________               
spy, ___________________                   
reply, ___________________                 
fry, ___________________.                 

Write two sentences using some of these verbs. One sentence should be in the past tense, using a verb ending with -ed. The other sentence should use a verb ending with -ing.

______________________________________

______________________________________

Descriptive Words

Here are some words you might use when you describe things you can see. Make sure you know the meaning of each word.

glisten reveal vivid observe

Now use each of these words in a sentence.

______________________________________

______________________________________

______________________________________

______________________________________
The words in this week's list have long vowel sounds. The long a sound (/a/) is often spelled with the letters ai or ay. The long e sound (/e/) can be spelled ee or ea.

**BASIC**
- grain
- speed
- frail
- please
- fleet
- stain
- sleek
- decay
- seam
- maintain
- kneel
- stay
- defeat
- spray
- steam

**CHALLENGE**
- appeal
- restrain
- canteen
- conceal
- dismay

Say each word on the list. Notice the two spellings for the /a/ sound and the two spellings for the /e/ sound.

Write the Basic Words and Challenge Words that answer each question.

1. Which one-syllable words have the /a/ sound spelled ai or ay?
   - ______________________________________
   - ______________________________________

2. Which one-syllable words have the /e/ sound spelled ee or ea?
   - ______________________________________
   - ______________________________________
   - ______________________________________

3. Which two-syllable words have the /a/ sound spelled ai or ay?
   - ______________________________________
   - ______________________________________

4. Which two-syllable words have the /e/ sound spelled ee or ea?
   - ______________________________________
   - ______________________________________

5. Some of these words begin with pairs of consonants that blend smoothly together: fl, pl, sl, fr, gr, sp, or st, for example. Which words begin with these consonant blends?
   - ______________________________________
   - ______________________________________

**Note:** When long a is spelled ai, the vowel letters are always followed by a consonant sound (as in wait). The ay spelling is found only at the end of words or syllables (stay, away, mayor).
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. I need to sew up the ___________ on this sleeve.
2. The car reached a ___________ of 200 miles per hour.
3. I need to put some more water in my _________________.
4. The _______________ from the hose felt cool.
5. The ketchup made a _______________ on my shirt.
6. The child was very _______________ after his illness.

Finding the Right Spelling

Underline the word that is spelled correctly in each group. Then use the word in a sentence on the line provided.

1. plees  plese  please
   ________________________________
2. mantain  maintain  maintane
   ________________________________
3. kneal  kneel  knele
   ________________________________
4. apeal  apeel  appeal
   ________________________________

Definitions

Write the word that fits each definition.

1. A feeling of fear and discouragement: _____________________
2. To win a victory over something: _____________________
3. The seed of wheat, rice, or oats: _____________________
4. To hide something out of sight: _____________________
A Paragraph of Description

In earlier weeks you saw how to use descriptive words to tell about things you can see, hear, touch, taste, and smell. Now you can put those words together in a paragraph that describes something.

First, decide what you are going to describe: a storm, a snowfall, a picnic, or something else. The first sentence can tell what you are describing. The other sentences can give more information that helps the reader see what you are writing about. You can use some of the following descriptive words, or you can choose your own.

- glimmer, hazy
- gentle, rough
- fresh, musty
- roar, rustle
- cool, sultry
- mild, harsh

---

Checking Your Work

Look back over your paragraph to make sure everything is correct. Use the editing symbols if you need to add or remove something or mark capital letters.

If you can, draw a picture of the thing you have described.
Nouns and Pronouns

You already know that nouns are words that name people, places, or things. You often use nouns in the subject part of a sentence. For example: "The team won many games last year."

Pronouns are words that take the place of nouns. Look at the pronouns in boldface in this example.

John is one of our best players. He usually pitches, but sometimes he plays first base. We want him to play on our team next year, too.

These sentences refer to John, who is named right at the beginning. The pronouns *he* and *him* are used in later sentences so that you don’t have to keep repeating John’s name over and over.

The words *he* and *him* are examples of **personal pronouns**. The following lists show the personal pronouns used most often. The pronouns in the first group are used in the **subject** part of the sentence. The pronouns in the second group are used as the **object** of the sentence.

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>me</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>him, her, it</td>
<td>them</td>
</tr>
</tbody>
</table>

Write the personal pronoun that fits in each sentence.

1. My friends came to visit me. _______ stayed for two days.

2. I like these cookies. Can you give _______ the recipe?

3. Sue and I went shopping. _______ bought a lot of cool stuff.

4. Bill and Ed are away. Please give _______ this message later.

Note: Whenever you use a pronoun, you usually must have a noun earlier in the sentence or in the preceding sentence. This noun is called the **antecedent**, which means that it comes before the pronoun. Most pronouns refer to the noun that is the antecedent. Only the pronoun *I* can be used without an antecedent, because you are obviously referring to yourself.
Some words in this list have the /e/ sound spelled ie. The /i/ sound can be spelled igh. It is also spelled y at the end of words. The /o/ sound can be spelled oa or ow.

**BASIC**

Write the Basic Words and Challenge Words that answer each question.

1. Which words have the /e/ sound spelled ie?

2. Which words have the /i/ sound spelled y?

3. Which words have the /i/ sound spelled igh?

4. Which words have the /o/ sound spelled oa?

5. Which words have the /o/ sound spelled ow?

**CHALLENGE**

- growth
- frightful
- relieve
- poacher
- occupy

Note: When the /e/ sound is spelled ie, it is followed by one or more other letters (grief, shield).

Some words end with the /i/ sound spelled with the letter y as in try. The pattern igh also spells the /i/ sound and may appear at the end of a word (sigh) or may be followed by other letters (sight).

The /o/ sound can be spelled with the vowel letters oa followed by consonants (coach, float). The letters ow can also represent the /o/ sound at the end of words (blow), or followed by other letters (blown, growth).
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. This cold, damp weather has given me a sore __________.

2. The view across the valley was a beautiful __________.

3. Did you get a __________ to your letter?

4. The setting sun gave off a warm __________.

5. Each tree ring shows one year’s __________.

6. Did you __________ for a job at the store?

7. The soap made lots of __________ on the water.

8. I breathed a __________ of relief when I found my watch.

Finding the Right Spelling

Underline the correct spelling in each group of words. Then write the word in a sentence in the space provided.

1. sheeld         sheild         shield

2. occupy         occuppy        occupy

3. yeild          yield          yieded

4. releve         releave        relieve
Avoiding Sentence Fragments

What is wrong with these sentences?

looked for the missing hikers.
One search party finally

These are not complete sentences. They are called sentence fragments because important parts are missing in each one. In the first fragment, there is no subject. We don’t know who looked for the hikers. The second fragment lacks the most important part of the predicate: the verb. What did the search party do? Here is how these fragments could be corrected:

Dozens of people looked for the missing hikers.
One search party finally found them.

Look at each of the following sentence fragments. After each one, write the letter S if something is missing in the Subject, or the letter P if something is missing in the Predicate. Then write a completed version of each fragment.

1. looked all over the place for a new scarf. _______

2. Several of my friends ___________

3. found a great pair of shoes at the mall. _______

4. Everyone in the room ___________

Note: It is important to make sure you have a clear subject and predicate in each sentence you write. Sometimes you may be in a hurry and leave something out. This is the kind of thing you want to check for when you revise your writing.
Possessive Nouns

If you say, “That book belongs to my friend,” you are saying that your friend owns the book. That’s what the word possessive means: that something belongs to someone. There is another way to show ownership. Look at this sentence:

That is my friend’s book.

This means the same as “That book belongs to my friend,” but it uses a possessive noun to show ownership. The possessive noun (written in boldface) comes before the name of the thing that is owned.

To write a singular possessive noun, add an apostrophe and the letter s (‘s) to the singular noun: the book’s cover.

Add ’s after each word to write a singular possessive noun.

car, _________ camp, _________ oar, _____ bird, ____________

To write a plural possessive noun, many words add an apostrophe after the letter s: the books’ covers.

Add s’ after each word to write a plural possessive noun.

colt, _________ ship, _________ germ, ___ tray, __________

Look at the boldface words in the following sentences. Add ’s when a singular possessive noun is needed. Add s’ when a plural possessive noun is needed.

1. The storm damaged all the tree limbs.

2. Each dog collar was a different color.

3. Many of the player uniforms were damaged in the fire.

4. One train whistle was extremely loud.

Note: A singular possessive noun shows that one person or thing owns something. Most singular possessive nouns are formed by adding ’s at the end of the noun.

A plural possessive noun shows that two or more people or things own something. Since most nouns form the plural by adding s, you can add an apostrophe after the s (s’) to form the possessive.
Some words on this week's list have the long u (/u/) spelled with the letter u or with ew. Other words have the /oo/ sound spelled with u, ew, or oo.

**BASIC**

Write the Basic Words and Challenge Words that answer each question.

1. Which one-syllable words have the /u/ or /oo/ sounds spelled with the letter u?

2. Which one-syllable words have the /u/ or /oo/ sounds spelled with ew?

3. Which one-syllable words have the /oo/ sound spelled oo?

4. Which two-syllable words have the /u/ or /oo/ sounds spelled with the letter u?

5. Which two-syllable words have the /u/ or /oo/ sounds spelled with ew?

6. Which two-syllable words have the /oo/ sound spelled oo?

**CHALLENGE**

refuge
crude
withdraw
monsoon
compute

---

Note: You have already seen the long u sound (/u/) spelled with the letter u in words such as use. This fits the V-C-E pattern that you have found in other words with long vowels. The long u can also be spelled with ew in words such as new.

The /oo/ sound is very similar to the /u/ sound. It can also be spelled with the letter u in rule or with ew in blew, but it is more often spelled with oo in room.

The Family Learning Association — Spelling for Writing 5
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. The cat was playing with a ________________ of thread.
2. I ________________ ten dollars from my bank account.
3. This box holds ________________ books than the big one.
4. The wildlife ________________ takes care of many animals.
5. Astronomers can ________________ the distance between planets.
6. The artist ________________ a picture of my cat.
7. A ________________ has a ringed tail and a face mask.
8. Give me a ________________ to reach that tree limb.
9. ________________ oil is refined to make gasoline.
10. Be sure to ________________ everyone on the list

Definitions

Look up any words you don’t know. Write the word that fits each definition.

1. A strong wind that brings heavy rains: ________________
2. To make new or begin again: ________________
3. To show respect by raising the hand to the forehead: ______
4. A spear used to hunt big fish or whales: ________________
5. A group of people who work together to run a ship: ______
SPELLING AND WRITING

WEEK 8

Avoiding Run-On Sentences

Last week you saw sentence fragments that were incomplete because they lacked important parts of the subject or predicate. What do you notice about this example?

I had a lot of fun when we went to the mountains last summer
We saw a bunch of animals and birds there was a big storm and
we got soaked we still had a good time anyway.

How would correct the problems in this example? Write your version here:


The example looks like one long sentence, but it is actually a run-on sentence containing several individual sentences that need to be separated. There is no punctuation, so you can’t tell where one idea ends and the next begins. Here is one way to correct this run-on sentence:

I had a lot of fun when we went to the mountains last summer.
We saw a bunch of animals and birds. There was a big storm and
we got soaked. We still had a good time anyway.

Use the editing symbols to mark the mistakes in the following run-on sentence. Then rewrite the example as a paragraph containing four separate sentences.

Have you ever been to a museum it can be a lot of fun when I
went to a museum I saw some dinosaur bones and a big stuffed
giraffe there were also some fossils of birds and smaller animals


Note: When you correct a run-on sentence, you usually have to add capital letters to mark the beginning of each separate sentence and add punctuation to mark the end of each sentence.
Possessive Pronouns

The Word Study for Week 6 listed the personal pronouns used as subjects and objects: *I, you, she; me, her, him;* and so on. When you want to use pronouns to show ownership, you have to use the words listed here:

<table>
<thead>
<tr>
<th>Possessive Pronouns</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
</tr>
<tr>
<td>my</td>
<td>our</td>
</tr>
<tr>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>his, her, its</td>
<td>their</td>
</tr>
</tbody>
</table>

Underline the possessive pronoun in each of the following sentences.

I lost my gloves yesterday.
Have you found your hat?
This must be his book.
Is that her coat?
The town got its new fire engine.
We had our party last week.
My friends took their vacation last month.

Look at the noun or pronoun that comes near the beginning of each of the following sentences. Decide if it is singular or plural. Then write the possessive pronoun that fits in each blank space.

1. Do you have ______________ work all finished?
2. Evan found ______________ gloves under the chair.
3. The team had ______________ best season so far.
4. My friends and I took ____________ parents to lunch.
5. Did all the people get ______________ tickets?
6. You and Fred need to check ____________ homework carefully.
7. Maria got _______ new bike last week.
8. The city held ______ annual Fourth of July celebration.
Homophones are groups of two or three words that have the same sound but have different spellings and meanings. Look at each group of homophones in this week’s list. Make sure you know the difference in meaning in each group of two or three words.

<table>
<thead>
<tr>
<th><strong>BASIC</strong></th>
<th>Write the words that answer these questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>heel</td>
<td>1. Which pair of homophones rhymes with shake?</td>
</tr>
<tr>
<td>heal</td>
<td></td>
</tr>
<tr>
<td>pole</td>
<td>2. Which pair of homophones rhymes with horse?</td>
</tr>
<tr>
<td>poll</td>
<td></td>
</tr>
<tr>
<td>brake</td>
<td>3. Which two pairs of homophones rhyme with goal?</td>
</tr>
<tr>
<td>break</td>
<td></td>
</tr>
<tr>
<td>sole</td>
<td></td>
</tr>
<tr>
<td>soul</td>
<td></td>
</tr>
<tr>
<td>bury</td>
<td>4. Which pair of homophones rhymes with very?</td>
</tr>
<tr>
<td>berry</td>
<td></td>
</tr>
<tr>
<td>there</td>
<td>5. Which pair of homophones has three syllables?</td>
</tr>
<tr>
<td>their</td>
<td></td>
</tr>
<tr>
<td>they're</td>
<td></td>
</tr>
<tr>
<td>flower</td>
<td>6. Which group contains three homophones?</td>
</tr>
<tr>
<td>flour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Which pair of homophones rhymes with hour?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Which pair of homophones rhymes with seal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CHALLENGE</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>course</td>
<td></td>
</tr>
<tr>
<td>coarse</td>
<td></td>
</tr>
<tr>
<td>capital</td>
<td></td>
</tr>
<tr>
<td>capitol</td>
<td></td>
</tr>
</tbody>
</table>
Sentences

Write the homophone that fits in each sentence.

1. Squirrels like to _____________ nuts in the fall.

2. Be careful not to _____________ your glasses.

3. The latest _____________ showed that the candidates are even.

4. Washington is the _____________ of the United States.

5. All the people brought _____________ own chairs.

6. The cut on my arm didn't _____________ very fast.

7. The _____________ building is located in Washington.

8. Did the ball roll over _____________ in the weeds?

9. The _____________ of my shoe is worn out.

10. This _____________ sandpaper will scratch that wood.

Writing Your Own Sentences

Here are four words from the spelling list:

pole brake course flower

Write a sentence using each of these words.

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________
Using Commas

When you use two nouns or two verbs in a sentence, you usually join them with the word and: "Bill and I are good friends." However, when you have more than two nouns or verbs or adjectives, things can get confusing. Look at this sentence.

I saw my friends Bill Thomas John at the mall.

Did you see one friend named Bill Thomas and another named John, or did you see three friends? In order to make this sentence clear, you need to separate the names by using a comma (, ) after each one. You should also use and before the last name.

I saw my friends Bill, Thomas, and John at the mall.

Here are some more sentences that contain more than two nouns or two verbs. Notice how the commas help to make each sentence clear.

We bought beans, carrots, and tomatoes at the market.
The dogs ran, jumped, and barked at each other.
Be sure to get plates, cups, and napkins for the picnic.
We slipped, slid, stumbled, and fell in the mud.

Add commas to separate the groups of nouns or verbs in each of these sentences.

1. Columbus Cortez and Balboa were early explorers.

2. We studied read and wrote about them in class.

3. Edison Bell and Marconi were important inventors.

4. We hiked swam climbed and sailed on our vacation.

5. California Nevada Oregon and Washington are western states.

6. Did you see the clown juggle the balls toss the plates and jump through the hoop?
**WORD STUDY**

**WEEK 9**

**Action Verbs**

The most important word in the predicate of each sentence is the **verb**. This is the word that tells exactly what the subject of the sentence is doing. Look at the verbs in **boldface** in these sentences.

They **swim** and **hike** for exercise.

We **play** outside whenever the weather is good.

These sentences contain **action verbs** which tell what the subject does. Some action verbs tell what the subject does itself. This is the case in the sentences you just saw.

Complete each of the following sentences by using an action verb from this week’s spelling list.

1. This medicine will help to _____________ that cut on your arm.
2. Mom always seems to _____________ her keys at the bottom of her purse.
3. You may ________________ those eggs if you’re not careful!

What do you notice about the verbs in the next two sentences?

**He threw** the ball over the fence.

**I saw** my friends in the park yesterday.

Here, the verbs tell about the subject doing something to someone or something else. In the first sentence, the subject threw a **ball**. The word **ball** is the direct object of the verb. The second sentence says that you saw your **friends**. The word **friends** is the direct object of the verb.

Read the following sentences. Underline the action verb in each sentence. If there is also an object after the verb, put a circle around it.

1. We walked for hours before we found a place to rest.
2. The batter hit the ball out of the park.
3. We swam for about a half hour.
4. The workmen dug a trench for the new pipe.
5. All my friends came to my party.
6. My brother knocked my dessert onto the floor.
This week's list contains words you will read when you study science. If you pronounce each word carefully, it often will help you remember how to spell it.

**BASIC**

mammal  
climate  
tornado  
energy  
meteor  
crater  
planet  
erupt  
astronaut  
iceberg  
volcano  
continent  
mineral  
comet  
equator

This week's words contain two, three, or four syllables. Often you will find a familiar spelling pattern in the stressed syllable of these words.

Write the Basic Words and Challenge Words that answer each question.

1. Which two-syllable words have short vowels in the stressed syllable?

   

2. Which two-syllable words have long vowels in the stressed syllable? In particular, notice the word that ends with the long o sound. How is it spelled?

   

3. Which three-syllable words have short vowels in the stressed syllable?

   

4. Which three-syllable words have long vowels in the stressed syllable?

   

5. Which words contain four syllables?

   

---

The Family Learning Association — Spelling for Writing 5
Sentences

Look up any words you don’t know. Write the Basic Word or Challenge Word that fits in each sentence.

1. The _____________ contains everything in space.
2. Wind, rain, and humidity are parts of the _____________.
3. Australia is an island as well as a _____________.
4. The explosion made a large ____________ in the ground.
5. Salt is an extremely plentiful ______________.
6. The whale is a _____________ that lives in the ocean.
7. Rocks and lava spew out when a ________________ erupts.
8. The huge ____________ had broken off from a glacier.
9. Canada and North America are north of the _________________.
10. Electrical ________________ flows through wires.

Finding the Right Spelling

Put a line under the list word that is spelled correctly in each group. Then use the word in a sentence of your own.

1. meter meteor metoer

2. astranaut astronaut astronuat

3. tempature temperature temperture

4. pluteau plateau plataeu
Combining Short Sentences

What is wrong with these sentences?


There is nothing actually wrong with them, but we do have three very short sentences that tell about three people who are doing the same thing. How could you improve this example? Write your version here:

Here is one way to improve things. Did you do it the same way?

Sam, Ed, and Bill play ball.

Now we have a compound subject made up of three names separated by commas. We need only the one verb play because this tells what they all do.

What about these sentences? Write an improved version on the line below.

I like to swim. I like to ride. I like to play soccer.

The three short sentences can be combined this way:

I like to swim, ride, and play soccer.

Now we have a compound verb. We have made a single sentence by writing the subject once and then separating the three verbs with commas.

Join each of the following groups of sentences into single sentences. Be careful to use the correct form of the verb when you join several subjects together.

1. Joan is a good student. Ellen is a good student. Maria is a good student.

2. Sam runs fast. Sam plays soccer. Sam is a good athlete.

3. Cats are good pets. Dogs are good pets. Birds are good pets.

Linking Verbs

Last week you saw action verbs that told what the subject of the sentence did. This week you will see verbs of a different kind. What do you notice about these sentences?

<table>
<thead>
<tr>
<th>It is very hot today.</th>
<th>I am glad it's not raining.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday was cooler.</td>
<td>These muggy days are very unpleasant.</td>
</tr>
</tbody>
</table>

The words in boldface are called linking verbs. They connect the subject with other words in the predicate that give information about the subject.

The most important linking verb is the verb to be. This is an unusual verb that changes spelling according to the subject.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>he, she, it is</td>
<td>they are</td>
</tr>
<tr>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td>he, she, it was</td>
<td>they were</td>
</tr>
</tbody>
</table>

You also use the verbs is and are when the subject is a singular or plural noun: the book is; the books are.

Write the linking verb that fits in each of these sentences. Then underline the spelling word you find in the predicate part of each sentence. If the word is misspelled, write the correct spelling at the end of the sentence. The first example is given.

1. Australia _________ an island as well as a continent. continent
2. They _________ going to look at the crater.
3. I _______ going to be an astronaut.
4. The whale ______ a mammal that lives under water.
5. It _______ extremely hot near the equator.
6. We _______ using a telescope at school.

Note: Linking verbs do not tell what the subject does. Instead, they simply give more information about it. Linking verbs tell what the subject is, not what it does.
You already know many words that begin with groups of two consonants called digraphs. You find digraphs at the beginning of chop, ship, this, and when, for example.

All the words on this week’s list begin with groups of three consonant letters called trigraphs. Notice the sound and spelling of the trigraph at the beginning of each word on this list: scr-, spl-, spr-, str-, and thr-.

**BASIC**

scream
splash
sprint
string
throb
scribble
splinter
strict
thrive
script
sprinkle
stroll
thill
spray
struggle

**CHALLENGE**

strength
throttle
scrawny
splutter
sprung

In addition to the trigraph at the beginning of each word, also notice the vowel sound in the stressed syllable. Write the Basic Words and Challenge Words that answer each question.

1. Which words begin with scr-?

2. Which words begin with spl-?

3. Which words begin with spr-?

4. Which words begin with str-?

5. Which words begin with thr-?

6. Which words have the short a or short e sound in the stressed syllable?

7. Which words have the short i sound in the stressed syllable?

8. Which words have the long a or long e sound in the stressed syllable?
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Get some ____________ to wrap around this package.
2. Riding on the roller coaster was a big ____________.
3. Tropical plants ____________ in the rain forest.
4. My dog likes to _______________ water all over me.
5. I had to _______________ to walk through the heavy snow.
6. I don’t have enough _______________ to lift this table.
7. This little tree is very thin and ________________.
8. I got a _______________ in my finger from that board.

Definitions

Write the Basic Word or Challenge Word that fits each definition.

1. To run very fast for a short time: ________________
2. To make rapid, careless marks: ________________
3. To make a loud, shrill cry: ________________
4. To take a slow, relaxed walk: ________________

Changing Letters

Look at the familiar words written below. Can you rewrite each one to form another word that is on this week’s list? You can do this by adding one of the trigraphs used in the list. For example, ray becomes spray when you add sp- at the beginning.

1. roll ________________ 2. lash ________________
3. cream ________________ 4. ring ________________
5. rob ________________ 6. rung ________________
Using Adjectives

Look at these two sentences. What do you notice about the second one?

The weather was very unpleasant.
The cold, windy, dreary weather was very unpleasant.

In the second sentence we have added three adjectives: These are words that tell more about nouns (and sometimes pronouns). Most adjectives tell which one, what kind, or how many. Here are some adjectives you often use to describe things:

- big, small
- fast, slow
- soft, hard
- rough, smooth
- loud, soft
- bright, dark
- this, that
- many, few
- pretty, ugly

Underline each adjective in the following sentences.

1. The busy streets were filled with noisy traffic.
2. A long bridge spanned a wide, muddy river.
3. A large dog was barking at the little children.

When you use two or more adjectives together, it is often helpful to separate them with commas to help the reader.

The dented, rusty, old car rolled slowly down the rough, muddy road.

You can also use adjectives in the predicate part of the sentence after linking verbs.

The road is rough and muddy.
The car is dented, rusty, and old.

When you use two adjectives, you often can join them with and. If there are more than two, separate them with commas and use and before the last one.

Underline each adjective in the following sentences. Also draw an arrow from each adjective to the word it describes.

4. Many of the buses were big and smoky.
5. We finally got away from the dirty streets and hot sun.
6. Next time we will go to the clean, quiet mountains.
Verbs: The Present Tense

Verbs often tell what happens in a sentence. They can also tell when something happens. Verbs in the present tense tell about something that is happening right now or that happens all the time.

Most active verbs follow a simple pattern in the present tense. When you use a personal pronoun as the subject, the verb usually retains its original spelling: I look, you look, and so on. When the subject is he, she, it, or a noun, the letter s is added to the verb: he looks, she looks, it looks, the dog looks. If the verb ends with the /s/ or /sh/ sound, add es: pushes, misses, watches.

Add the verb look or looks in each sentence.

1. You __________ very sharp today.
2. She __________ like she had some good news.
3. Our neighbors __________ at antiques whenever they can.
4. The car __________ much better now that it has been painted.

The following sentences contain verbs in the present tense. Underline the verb or verbs in each sentence.

1. My friend swims every day for exercise.
2. Our dog runs after squirrels, but he never catches one.
3. It always rains when I want to go on a trip.
4. I know my watch is around here somewhere.
5. He rides home on the bus with me.
6. The grass grows very fast after a rain.
7. My brother works after school.
8. Both of my sisters sing in the choir.
Week 12

Words Often Confused

Look carefully at each group of words as you pronounce it. Most groups contain two words, but one group contains three. The words in each group may seem to have similar spelling or sound, but they are actually completely different. Make sure you know the meaning of each word on this list.

**BASIC**

trial trail lose loose affect effect diary dairy quit quite quiet weather whether advice advise

Notice the differences in sound and spelling as you pronounce the words in each group. Write the Basic Words or Challenge Words that answer each question.

1. Which two pairs of words involve the letters *ia* and *ai*?

   ___________________________________________________________________

2. Which pair of words rhymes with *elect*?

   ___________________________________________________________________

3. Which group of *three* words is often confused?

   ___________________________________________________________________

4. Which pair of words rhymes with *use* and *moose*?

   ___________________________________________________________________

5. Which two pairs of words end with *-er*?

   ___________________________________________________________________

6. Which pair of words changes only one *consonant*?

   ___________________________________________________________________

7. Which pair of words begins with *in-*?

   ___________________________________________________________________

**CHALLENGE**

reminder remainder indignant indigent

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Sentences

Underline the word that fits in each sentence.

1. It was very (quit, quiet, quite) after the storm.
2. I like to keep a (dairy, diary) of things that happen each day.
3. I don’t know (weather, whether) they will come or not.
4. We walked for a mile along the mountain (trial, trail).
5. I didn’t (quit, quiet, quite) hear everything he said.
6. When did you (lose, loose) your wallet?
7. The bad weather didn’t (effect, affect) our trip very much.
8. Did he (advice, advise) you to try out for the team again?

Checking for Errors

Read each of the following sentences. If everything is correct, put a check after the sentence. If there is an error, mark out the incorrect word and write the correct one above it.

1. We had to quite playing because it got dark.
2. The dairy had more than a hundred cows.
3. They gave me lots of good advise.
4. Send him a remainder about the change in time for the meeting.

Using the Right Word

Write the spelling word that fits in each sentence.

1. The horses got _____________ and ran across the field.
2. The new traffic laws go into _____________ next month.
3. I can’t _____________ reach the top shelf.
4. The accused criminal was on _____________ for three months.
5. He became _____________ because of the unjust criticism.
Using Adjectives to Make Comparisons

Adjectives can do more than give information about nouns. They can also be used to make comparisons between two things or among more than two things.

A horse is a big animal, and a hippopotamus is even bigger, but an elephant is the biggest land animal of all.

As you see, the ending -er is added to compare two things. The ending -est is added to compare more than two things. Here are some guidelines to follow when adding these endings.

- If the adjective ends with a short vowel and a single consonant, double the final consonant when you add -er and -est: sad, sadder, saddest.
- If the adjective ends with two consonants, just add the endings: fresh, fresher, freshest; tall, taller, tallest.
- If the adjective ends with e, drop this e when you add endings: safe, safer, safest.

Write the correct form of the adjective for each sentence.

1. Do you have the __________________ issue of this magazine? (late)

2. You got __________________ than I did in the rainstorm. (wet)

3. Can this car go __________________ than that one? (fast)

Here are some more guidelines to follow.

- If the adjective ends with a consonant and y, change the y to i and then add the endings: easy, easier, easiest.
- When adjectives contain two or more syllables, it is often necessary to use the words more and most to make comparisons: beautiful, more beautiful, most beautiful.

Write the correct form of the adjective for each sentence.

4. He is the __________________ person I know. (lucky)

5. That is the __________________ thing I ever saw! (amazing)

6. This test was __________________ than the last one. (easy)
Verbs: The Past Tense

Much of the time, you write or talk about things that have already happened. For this, you use verbs in the past tense. Many verbs simply add -ed to form the past tense.

We watched a good game last night.

In each of the following sentences, the base form of the verb is given below the blank line. On each line, write the verb in the past tense.

1. The illness ____________ his work very badly.
   (affect)
2. We ____________ the animals for a mile.
   (trail)
3. Workers ____________ the furniture on the truck.
   (load)

Here are some more things to keep in mind:

- If the verb ends with a short vowel and a single consonant, double the final consonant when you add -ed: plan, planned.
- If the verb ends in e, drop the e when you add -ed: wave, waved.
- If the verb ends in a consonant and y, change the y to i and add -ed: hurry, hurried.
- If the verb ends in a vowel and y, just add -ed: enjoy, enjoyed.

Each of the following sentences has the base form of the verb given below the blank line. Write this verb in the past tense on the blank line.

4. We ____________ everywhere for the missing pen.
   (look)
5. They ____________ to get back before the rain started.
   (try)
6. I ____________ him not to waste the money.
   (advise)
7. The flag ____________ in the breeze.
   (flap)
8. Before it closed, the factory ____________ more than 100 people.
   (employ)
Most words on this list have two syllables. The first syllable is stressed in each word. Notice the vowel sound in this stressed syllable. Also notice the consonant letters that follow this vowel.

**Write the Basic Words and Challenge Words that answer each question.**

1. Which two-syllable words have a short vowel in the first syllable and a doubled consonant in the middle? Put a diagonal line between the doubled consonants: *mutter.*

2. Which two-syllable words have a short vowel in the first syllable and two different consonants in the middle? Put a diagonal line between the two consonants: *tablet.*

3. Which words have a short *a* in the stressed syllable?

4. Which words have a short *i* in the stressed syllable? Draw a circle around the three-syllable word that fits in this group.

5. Which words have a short *u* in the stressed syllable?

6. Which words have a short *e* or short *o* in the stressed syllable?

**Note:** Several of the words have doubled consonants after the first vowel: *mutter, cannon.* This doubled consonant lets you know that the first vowel is short. The other words have one consonant at the end of the first syllable and another consonant at the beginning of the next syllable: *tablet, limber.* Notice the vowel sound in the first syllable of each word. All of these words fit the VCCV pattern: Vowel-Consonant-Consonant-Vowel.
Sentences

Write the word that fits in each sentence.

1. I can’t understand you when you ____________.
2. The broken ____________ made the ship difficult to steer.
3. My cat plays with the ____________ on the window shade cord.
4. I lost ____________ with him after he moved away.
5. You can use this ____________ to take notes.
6. The legs of the table are very ____________.
7. Can you find a ____________ of gold?
8. This cold, damp air makes me ____________.
9. Branches of the ____________ tree drooped into the stream.
10. I made a real ____________ when I forgot my friend’s birthday.

Finding the Right Spelling

Underline the correctly spelled word in each group and then use the word in a sentence.

1. cinamon  cinnimon  cinnamon

2. gramar  grammar  grammer

3. trafic  traffic  traffec

4. manner  mannor  maner
Using Adverbs

Look at the words in boldface in these sentences.

We walked quickly to get out of the rain.
They left early to avoid the traffic.
The book you want is right here on the table.

Each of these words is an adverb. Adverbs are often used to describe the action of the verb. They can also define adjectives: “This is a very good cake.” Here are some adverbs:

slowly suddenly easily gladly sadly
before after soon there away

This list also shows one of the most important things you should know about adverbs: Many adverbs are formed by adding -ly to adjectives. If you look closely, you can see the adjective hidden in each of the first five words (slow, slowly, and so on). You also can see that words ending with y change to i before adding -ly (easy, easily).

Add -ly to change each of the following adjectives to an adverb.

1. brave ____________________ 2. greedy ____________________
3. glad ____________________ 4. slow ____________________
5. busy ____________________ 6. eager ____________________

Decide which of the following words are adverbs. Then write the adverb that fits in each sentence.
	now easy here gladly fun often easily

7. Your gloves are right ________________ on the shelf.
8. I will ________________ help you finish that ice cream.
9. Our team ________________ won the last three games.
10. We must leave ________________ if we are going to get there on time.

Note: The three sentences at the beginning of this page also show the ways in which adverbs are most often used.

◆ Adverbs can tell how something happened (“We walked quickly”).
◆ Adverbs can tell when something happened (“They left early”).
◆ Adverbs can tell where something is located (“The book is here”).
Verbs: The Future Tense

Sometimes you want to tell about something that will happen or may happen at some time yet to come. For this purpose, use the future tense. This is formed by adding the helping verb will before the main verb in each sentence.

We will go to the beach next summer.
The team will play ten home games next season.
I will be in the sixth grade next year.

Look at each of the following sentences. A verb is given in parentheses under each blank space. By reading each sentence carefully, you can tell whether the verb should be in the present tense, the past tense, or the future tense. Write the form of the verb that fits in each sentence. The first example is already given.

1. Yesterday he _______ something about feeling ill.
   (mutter)

2. Next year he _______ a new book.
   (publish)

3. My friend _______ across the street from me now.
   (live)

4. We _______ on the same team next year.
   (play)

5. When he has a cold, he _______ all day.
   (sniffle)

6. Many students _______ on the decorations last week.
   (work)

7. Next fall I _______ to see my aunt.
   (travel)

8. I hope it _______ a lot of fun when I see her.
   (be)

9. She _______ she could see that movie again.
   (wish)

10. That buzzing bee really _______ me!
    (annoy)
Week 14  The Final Sound in level, gentle, local

Each word on this list ends with an unstressed syllable. The weak vowel in each final syllable is represented by a symbol called the schwa (ə). This schwa is combined with the /l/ sound to give the symbol /əl/, which represents the sound you hear at the end of each word in this list. This final /əl/ syllable can be spelled -el, -le, or -al.

**BASIC**
level
straggle
local
puzzle
parcel
legal
ankle
shovel
jungle

crystal
buckle
quarrel
dazzle
morsel
muffle

Write the Basic Words and Challenge Words that answer each question.

1. Which words end with -al?

2. Which words end with -el?

3. Which words end with -le?

4. Which words have a short vowel in the first syllable?

5. Which words have a long vowel in the first syllable?

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_The Family Learning Association — Spelling for Writing_
Sentences

Write the word that fits in each sentence.

1. Are some pieces missing from this ______________?
2. Don’t sprain your ______________ on these rocks.
3. The heavy carpet will ______________ the sound.
4. I tried to remain ______________ in their argument.
5. This wobbly table must not be ______________.
6. The water in the lake was ______________ clear.
7. I had a bad ______________ with my brother yesterday.
8. The ______________ is covered with thick vines and bushes.
9. The ______________ on my belt has broken.
10. Let’s ______________ the snow from the sidewalk.

Match the Clues

Write the word that means the same as each of the clues given below.

1. To stray or wander off: ______________
2. Package, bundle: ______________
3. According to the law: ______________
4. Delicate; not obvious: ______________
5. Horse’s harness: ______________
SPELLING AND WRITING

WEEK 14

Making Comparisons with Adverbs

Earlier you saw how adjectives can be used to compare things: "This pizza is bigger than that one."

Adverbs can also be used to compare two or more actions. A few of the shorter adverbs can add the ending -er to compare two actions, or add -est to compare more than two.

I run fast, but Kim runs faster than I do. Susan runs the fastest of anyone.

On the blank space in each sentence, write the form of the adverb that makes a comparison between two things or among more than two.

1. Evan worked much ____________________ than I did.  
   (hard)

2. This elevator moves ____________________ of all the elevators in the building.  
   (slow)

3. She ran ____________________ than anyone else on the team.  
   (fast)

You already saw that many adverbs are formed by adding -ly to adjectives: quick, quickly. With these adverbs, you do not add endings to make comparisons. Instead, you use the word more to compare two actions and most to compare more than two. The same thing is done with a number of other adverbs, especially those with more than two syllables.

slowly, more slowly, most slowly  
often, more often, most often  
skillfully, more skillfully, most skillfully

In each of the following sentences, you see an adverb written under the blank space. In the space, write the form of the adverb that compares two actions or more than two.

4. He learned to speak French ____________________ than I did.  
   (easily)

5. Ellen plays the game ____________________ of anyone.  
   (skillfully)

6. This glider soars ____________________ than that one.  
   (easily)

7. I usually walk ____________________ than he does.  
   (slowly)
Irregular Verbs

All the verbs we have talked about so far have followed regular patterns. They added -s when the subject was he, she, it, or a noun: "She works at the flower shop." They added -ed to form the past tense: "She worked there for several years."

A few verbs do not add endings. Instead, they have different spellings to suit each situation. One of the most important of these is the verb to be.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>he, she, it is</td>
<td>they are</td>
</tr>
<tr>
<td></td>
<td><strong>Singular</strong></td>
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<tr>
<td></td>
<td>I was</td>
</tr>
<tr>
<td></td>
<td>you were</td>
</tr>
<tr>
<td></td>
<td>he, she, it was</td>
</tr>
</tbody>
</table>

Write the correct form of the verb to be in each sentence.

1. Yesterday we _______________ lucky to avoid the bad weather.
2. She ___________ out sick last week.
3. We _____________ leaving right away.
4. He _________ working on the project right now.

A number of other important verbs have different spellings in the present and past tense. Here are a few:

see, saw            know, knew            run, ran
come, came          do, did               hide, hid
make, made           sit, sat               sing, sang

Each of the following sentences has the wrong form of the verb. Mark out the incorrect verb and write the correct one at the end of the sentence.

5. They come to see me last week. __________
6. He sing in the choir every Sunday. __________
7. We each make ten dollars last week. __________
8. He run in the race yesterday. __________
9. She know more about it than I do. __________
10. We sit on the hard bench for an hour this morning. __________
Look at each word as you pronounce it. Notice the sound and the spelling of the vowel in the stressed syllable of each word. Underline any letter or letters that might cause problems.

**BASIC**

- because
- answer
- banana
- field
- dessert
- usually
- enough
- succeed
- weird
- separate
- address
- receive
- ascend
- instead
- calendar

**CHALLENGE**

- familiar
- athletics
- medicine
- psychology
- February

Write the Basic Words and Challenge Words that answer each question.

1. Which words contain doubled consonants? Underline the doubled consonant in each of these words.

2. Which words have the /e/ sound of *met* in the stressed syllable? How many different ways is this sound spelled? Underline the short vowel spelling in each word.

3. Which words have the /e/ sound of *meet* in the stressed syllable? How many different ways is this sound spelled? Underline the long vowel spelling in each word.

4. Which words have the /a/ sound of *hat* in the stressed syllable?

5. Which word rhymes with puff? Underline the vowel spelling in the stressed syllable.

6. Which word has the same vowel sound as paws? Underline the vowel spelling.

7. Which words have three syllables? Underline the vowel in the stressed syllable of each of these words.
Sentences

Write the word that fits in each sentence.

1. Do you know their new ____________ and phone number?
2. I was late ______________ the car broke down.
3. Do you want cake or pie for ________________?
4. Look at the ________________ to see what day my birthday is on.
5. Be sure to ________________ the dark clothes from the light ones.
6. It is ________________ very hot in July.
7. The doctor gave me some ________________ that cured my sore throat.
8. Are you ________________ with this part of town?
9. We don’t have ________________ room for anyone else in the car.
10. I want a blue sweater ________________ of the one I have now.

Match the Clues

Write the word that matches each of the following clues.

1. Games, sports: ________________
2. Strange, mysterious, odd: ________________
3. Open or cleared land: ________________
4. To do well, accomplish a goal: ________________
5. Reply to a question: ________________
Prepositions

Look at the words in boldface in this sentence.

He looked in the car for his gloves, but they were under the couch.

The boldfaced words are all prepositions. These are words that relate a noun or a pronoun to other words in the sentence.

You already know many prepositions. Here are a few:

<table>
<thead>
<tr>
<th>in</th>
<th>for</th>
<th>to</th>
<th>at</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>into</td>
<td>along</td>
<td>beside</td>
<td>near</td>
<td>by</td>
</tr>
<tr>
<td>under</td>
<td>over</td>
<td>before</td>
<td>after</td>
<td>between</td>
</tr>
</tbody>
</table>

From this list, choose the preposition that fits in each sentence.

1. They should arrive some time ___________ noon and two o’clock.
2. I want to finish this job ___________ the rain starts.
3. Come over and sit down ___________ me.
4. Let’s wait and leave ___________ everyone else has gone.
5. Try to hit the ball ___________ the net.

A preposition is always followed by a noun or a pronoun. These words join together to form a prepositional phrase.

◆ A prepositional phrase begins with a preposition and ends with a noun or pronoun: to the store; for me; at school; on the bus; and so on.

Draw a line under each prepositional phrase in the following sentences. Draw a second line under each preposition. Some sentences may have more than one phrase.

6. We waited for an hour at the bus stop.
7. The dog is behind the sofa and the cat is under the bed.
8. We left before the game ended and after the storm stopped.
9. They took a short nap before dinner.
10. Look beside the lamp for your glasses.
Homographs
Read these sentences aloud. Notice the boldfaced words.

A strong wind damaged the trees. Two small rivers wind through the valley.

In the first sentence, the word wind has a short i sound. In the second sentence, it has a long i sound (as in find). The word wind also has a different meaning in each sentence.

The word wind is an example of a homograph. This is a word that has two or more different meanings but does not change its spelling. Sometimes a homograph changes pronunciation of the vowel sound or changes stress from one syllable to another.

Here are some familiar homographs. Whenever the accent shifts, the stressed syllable is printed in boldface.

- bow (verb): to bend forward to show respect
- bow (noun): a weapon for shooting arrows
- bark (verb): to make the loud cry of a dog
- bark (noun): the tough covering of tree limbs and trunks
- desert (noun): dry land with much sand and few plants
- desert (verb): to withdraw or leave someone
- present (noun): a gift or something else given to someone
- present (verb): to make a gift or to hand something over

Only two meanings are given for each word. In your dictionary you will find that many homographs have several other meanings as well.

Use one of the preceding homographs in each blank space.

1. The singer took a __________ after the concert.
2. Nomads wander the __________ with their camels.
3. She got a very nice __________ for her birthday.
4. Did you scrape your arm on the __________ of that tree?
5. The dog will __________ when the doorbell rings.
6. The mayor will __________ the award in a ceremony.
7. It is wrong to __________ your friend when he needs you.
Prefixes are syllables added at the beginning of words. The prefixes un- and dis-mean "not" or "the opposite of something." The prefix mis- means "bad, wrong," and re- means "to do something again" or "to go back."

**BASIC**

unkind
displease
refresh
mistrust
unseen
dishonest
mislead
regain
uneasy
misplace
recover
misfortune
unusual
discomfort
review

Prefixes are often added to base words. These are complete English words that can stand on their own: kind, please, and fresh, for example.

Write the Basic Words and Challenge Words that answer each question.

1. Which words begin with the prefix un-?
   ____________________________________________________
   ____________________________________________________

2. Which words begin with the prefix dis-?
   ____________________________________________________

3. Which words begin with the prefix re-?
   ____________________________________________________
   ____________________________________________________

4. Which words begin with the prefix mis-?
   ____________________________________________________
   ____________________________________________________

5. Look at the Basic Words that have two syllables. Which of these words have short vowels in the second syllable?
   ____________________________________________________
   ____________________________________________________

6. Look at the Basic Words that have two or three syllables. Which of these words have long vowels in the second syllable?
   ____________________________________________________
   ____________________________________________________

Note: Prefixes do not change the spelling of the word that follows. However, each prefix does have its own meaning, and this changes the meaning of the word that follows: lock, unlock; like, dislike.
Sentences

Each of the following sentences contains several words in *italics*. On the line provided, rewrite the sentence using one Basic Word or one Challenge Word that means the same as the group of words in italics. The first example is already given.

1. You need to *look again* more closely at this lesson.
   
   You need to **review** this lesson.

2. This movie will probably *fail to please* most people.

3. It is *not common or ordinary* to have so much snow.

4. The bad storm made me feel very *worried and restless*.

5. I hope you didn’t *put* your gloves *where you can’t find them*.

6. His behavior was *so bad that it brought shame and dishonor*.

7. Why do you *have no confidence* in him?

8. His harsh remark was *not friendly or sympathetic*.

9. Have you been able to *get your health back* after the flu?

10. Unfortunately, he is someone who is *not likely to tell the truth*.
Conjunctions

Conjunctions are words that show a relationship among other words or groups of words. The three conjunctions used most often are and, but, and or. Each one serves a different purpose.

◆ If two or more sentences or groups of words talk about the same thing, the conjunction and can be used to combine them.

We wanted to travel. We wanted to see lots of things.
We wanted to travel and see lots of things.

◆ To show that two ideas or sentences are contrasted with each other, use the conjunction but.

I wanted to stay longer. My sister wanted to leave.
I wanted to stay longer, but my sister wanted to leave.

◆ To show that a choice must be made between ideas, use the conjunction or.

You can ride with us or you can wait for the bus.
You can have ice cream or cake or spinach for dessert.

Write the conjunction that fits in each sentence.

1. We left early, ______ we still got caught in traffic.
2. They like to swim, ______ they also run for exercise.
3. Do you want the purple one ______ the green one?
4. He swung hard ______ knocked the ball over the fence.
5. You can try it, ________ don’t be surprised if it doesn’t work.
6. We looked everywhere ______ finally found the missing keys.
7. I don’t know who they are ______ where they came from.
8. The weather was OK, ______ the trip still wasn’t much fun.
9. Let’s go to the pond ______ look for frogs.
10. He either left too late ______ got lost on the way.
Synonyms

Synonyms are groups of words that mean the same or almost the same thing. The synonyms *small*, *little*, or *tiny* can describe a mouse or a hummingbird. On the other hand, synonyms such as *big*, *large*, or *huge* can describe a horse or an elephant.

Here are some other familiar synonyms:

- hot, fiery, baking, scorching, sizzling
- cool, chilly, cold, frigid, freezing
- fast, swift, quick, brisk, lively
- slow, plodding, dragging, crawling

All of these synonyms happen to be adjectives. You can also find several verbs that are synonyms: *walk*, *plod*, *stroll*, *trudge*, *ramble*, for example. Synonyms for *run* could include *dash*, *rush*, *scurry*, *hurry*, *hustle*, or *scamper*.

As you see, the words in each group of synonyms have slightly different meanings. This is helpful because it allows you to choose exactly the right word to fit each situation.

We like to *walk* for exercise.
They wanted to *stroll* through the park after dinner.
The tired hikers had to *trudge* up the steep hill.

Look at each sentence and at the synonyms listed after each sentence. Write in the word that fits exactly in each example.

1. The ___________ breeze was refreshing after the rain.
   (chilly, cool, freezing)

2. The ___________ sun made everyone miserable.
   (hot, fiery, warm)

3. The hikers began at a ___________ pace, but they soon got tired.
   (fast, swift, brisk)

4. I like to watch the chipmunks ___________ across the yard.
   (run, rush, scamper)

5. We watched the turtles ___________ slowly along.
   (walk, stroll, plod)

6. The Lincoln Memorial is an ___________ monument.
   (large, impressive, big)

7. Did the audience ___________ at many of his jokes?
   (giggle, smile, laugh)
The prefix *pre-* means “before, in front.” Words beginning with the prefix *pro-* usually suggest the idea of moving forward. The prefixes *com-* and *con-* mean “with” and often come at the beginning of words that mean joining things together or doing something with someone else.

**BASIC**

preserve
combine
proceed
contain
precede
compress
produce
predict
compete
project
conduct
prehistoric
compound
progress
connect

**CHALLENGE**

premature
companion
profession
conference
precaution

Make sure you know the meaning of each word on this week’s list. Write the Basic Words and Challenge Words that answer each question.

1. Which words begin with the prefix *pre-*?

2. Which words begin with the prefix *pro-*?

3. Which words begin with the prefix *com-*?

4. Which words begin with the prefix *con-*?

5. Which two-syllable words have long vowels in the second syllable?

6. Which two-syllable words have short vowels in the second syllable?

**Note:** Last week you saw prefixes added to base words. A few of the words in this week’s list also have prefixes joined to base words (such as *premature*) but most of the words have prefixes joined to word roots such as *-cede, -dict, and -duce.* These roots are not base words, but they do have meanings that originated in earlier languages. The meaning of the root is affected by the meaning of the prefix that is added. Word roots will be discussed more fully later on.
Sentences

Make sure you know the meaning of each Basic Word and Challenge Word. Write the word that fits in each sentence.

1. No one can ____________ what the weather will do.

2. Early American settlers wanted to ____________ their colonies to form the United States.

3. The game will ____________ after the rain stops.

4. Does this box ____________ as much as that one?

5. The teachers will attend a ____________ next Tuesday.

6. This varnish will help to ____________ the wood.

7. The museum displayed fossils of ____________ animals.

8. Have you made any ____________ on your assignment?

9. It would be ____________ to buy Christmas presents in June.

10. Be sure to ____________ the cable to the TV set.

Definitions

Write the word that fits each definition.

1. A job that requires special training: ________________

2. To squeeze something into a small space: ________________

3. To come before something else: ________________

4. To make or create something: ________________

5. To lead or take charge of something: ________________
Appositives

What do you notice about the subject part of this sentence?

Mr. Jones, my neighbor, just got a new car.

The name Mr. Jones is the subject of the sentence. This is followed by more information: Mr. Jones is my neighbor. The phrase my neighbor is called an appositive. An appositive is a noun or a noun phrase that comes just after another noun and gives more information about the first noun. The words that make up the appositive are set off by commas.

In each of the following sentences, underline the appositive that tells more about the first noun in the group.

1. Thomas Edison, a famous inventor, made the first light bulb.
2. My best friend, Joan Ryan, lives across the street from me.
3. I went to see my favorite team, the Chicago Cubs.

Appositives are also helpful because they can be used to join two short sentences. This gives you a way to vary sentence structure and to make your writing more interesting. Often you can leave out some of the words of the second sentence.

George Washington was from Virginia. He was our first president.
George Washington, our first president, was from Virginia.

Join each of the following pairs of short sentences into a single sentence containing an appositive.

4. Benjamin Franklin was a printer in his early days. He was an important figure in the American Revolution.

5. Hawaii is in the Pacific Ocean. It is one of America’s fifty states.

6. Mount Vesuvius is in Italy. It is an active volcano.

7. John Adams was our second president. He was from Massachusetts.
Antonyms

Look at the words in boldface in this sentence.

Although many dinosaurs were **huge**, some of them were almost **tiny** in comparison.

The words *huge* and *tiny* are **antonyms**: words that mean the opposite of each other. Here are a few familiar antonyms.

- fast, slow
- big, little
- stop, go
- in, out
- up, down
- hot, cold
- many, few
- noisy, quiet

Remember that you have also seen the prefixes *un-* and *dis-*. These prefixes can be used to create antonyms: *lock, unlock; honest, dishonest.*

Look at the boldfaced word in each sentence below. Then rewrite the sentence with the best antonym given in the group of words in parentheses at the end. The first example is given.

1. New York is a **small** city. (noisy, enormous, big)
   New York is an **enormous** city.

2. He is an **unknown** movie star. (famous, shy, tall)
   He is a ___________ movie star.

3. The flood caused **slight** damage. (some, major, little)
   The flood caused ________________ damage.

4. The race cars **limped** around the track. (ran, traveled, zoomed)
   The race cars ________________ around the track.

5. The heavy **drizzle** soaked the ground. (shower, downpour, mist)
   The heavy ________________ soaked the ground.

6. The jet planes **drifted** across the sky. (flew, zoomed, went)
   The jet planes ________________ across the sky.

7. The last test was not very **easy**. (difficult, good, long)
   The last test was not very ________________.
In many words, the prefixes *in*- and *im*- mean “going into or toward something.” The prefix *ex*- means just the opposite: “going out of or away from something.” In some other words, the prefix *in*- is used to mean “not.” Look carefully at the words on this list to see when *in*- means “into” and when it means “not.”

**BASIC**
- inquire
- expand
- import
- exclude
- involve
- export
- impress
- incorrect
- immigrate
- expose
- inhabit
- invisible
- extend
- instruct
- incredible

**CHALLENGE**
- influence
- expedition
- inexpensive
- exaggerate
- impulse

Write the Basic Words and Challenge Words that answer the following questions.

1. Which four words begin with the prefix *in*- meaning “not”?
   ____________________________
   ____________________________

2. Which words begin with the prefix *in*- meaning “in”?
   ____________________________
   ____________________________

3. Which words begin with the prefix *im*- meaning “in”?
   ____________________________
   ____________________________

4. Which words begin with the prefix *ex*- meaning “out of” or “away from”?
   ____________________________
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Air will ______________ when it gets hot.
2. Three of these answers are ______________.
3. The explorers set out on a difficult ______________.
4. Many people ______________ from one country to another.
5. How many people ______________ this small city?
6. I hope our friends can ______________ their visit for a few more days.
7. Don’t ______________ the crayons to the hot sun.
8. Americans ______________ many things from other countries.
9. The gray cat was almost ______________ in the dark.
10. I wanted to ______________ them with my new clothes.

Definitions

Write the word that matches each definition.

1. To make something seem more important than it is: ______________
2. To teach or show someone how to do something: ______________
3. Impossible to believe: ______________
4. To shut out or keep from entering: ______________
5. Low in price: ______________
**Simple and Compound Subjects**

Look at the boldfaced words in these sentences.

The **team** did its best. The whole **school** cheered.

Each sentence has a **simple subject**. This is the one word that tells who is doing something or what the sentence is about. The simple subject is usually a noun or pronoun; often the noun will have other words that describe it.

What is different about these sentences?

- My **dog** and my **cat** don’t like each other.
- Her **books**, her **gloves**, and her **hat** all fell in the puddle.

Each of these sentences has a **compound subject**. This means that two or more simple subjects all have the same predicate. The word **and** is often used to join the words in the compound subject.

Underline the subject in each of the following sentences. Underline only the word or words that make up the subject. After each sentence, write the letter **S** if it has a simple subject, or write the letter **C** if it has a compound subject.

1. Many people like to watch sports. ________
2. My Dad and I go to lots of football games. ________
3. I always root for the underdog. ________
4. Friends, neighbors, and relatives came to visit us last week. ________

**Correcting Mistakes**

Here is a passage from a composition written by a student in the fifth grade. Use the editing symbols from Week 1 to mark errors. Then rewrite the passage on the lines provided.

When they got to the top of the stairs they heard the air raid sieren they ran down the stairs all of a sudden the stairs fell apart and they came tumbeling down and fell out the door
The Parts of Speech

In order to understand sentences, you must know what purpose each word serves. The way a word is used in a sentence is called its part of speech. Here are the eight parts of speech:

- **noun**: names a person, place, or thing
- **pronoun**: takes the place of a noun or nouns
- **verb**: tells what action is taken or what the subject is like
- **adjective**: describes a noun or pronoun
- **adverb**: describes the action of a verb or defines an adjective
- **preposition**: relates a noun or pronoun to another word
- **conjunction**: joins words or groups of words
- **interjection**: expresses strong feelings ("Aha! Ouch!")

Some words fit into only one category. For example, the most common conjunctions are *and*, *but*, and *or*. Words such as *to*, *for*, *in*, *with*, and *by* are prepositions. Adjectives such as *big* and *small* or adverbs such as *quickly* and *slowly* fit only their particular part of speech.

Other words can function as more than one part of speech. In particular, many words can serve as nouns or as verbs, depending on how they are used. We can say "We *run* for exercise" or "The play had a long *run*." In the first sentence, *run* is a verb; in the second, it is a noun.

Read the following sentences. Above each boldfaced word, write its part of speech. Use these abbreviations:

- **n** (noun)  **pro** (pronoun)  **v** (verb)  **adj** (adjective)  **adv** (adverb)
- **prep** (preposition)  **conj** (conjunction)  **int** (interjection)

1. We read a *story* about an *invisible* cat.
2. John *jumped* so high that he bumped his head on the ceiling.
3. The snow fell *slowly* to the *ground*.
4. The *play* was funny and had a *happy* ending.
5. *Many* people showed up for the holiday *picnic*.
6. *Ouch!* That bee *sting* really *hurts*.
7. That is a *beautiful* picture of the old *statue*.
8. Come *quickly* so that you can *see* the *little* bear cub!
The words on this list have a vowel followed by the letter r. These are called “r-controlled vowels” because the letter r affects the sound of the vowel. For example, the letter a has one sound in cat but a different sound in cart. The /ær/ sound is usually spelled with the letters ar. The /ɔr/ sound is usually spelled with the letters or, but may also be spelled oar.

Write the Basic Words and Challenge Words that answer each question.

1. Which one- and two-syllable words have the /ær/ sound spelled ar in the stressed syllable?
   __________________________________________
   __________________________________________

2. Which three-syllable words have the /ær/ sound in the stressed syllable?
   __________________________________________
   __________________________________________

3. Which one- and two-syllable words have the /ɔr/ sound in the stressed syllable?
   __________________________________________
   __________________________________________
   __________________________________________

4. Which three-syllable words have the /ɔr/ sound in the stressed syllable?
   __________________________________________

Note: A few words end with with the /ær/ sound (far, star), but many more words have a vowel sound or another syllable after the /ær/ sound (start, arctic).

In words that have the /ɔr/ sound, the letters or may appear at the end of a word (for) or may be followed by the letter e (store). They can also be followed by a consonant (storm).
Sentences
Write the Basic Word or Challenge Word that fits in each sentence.

1. There were lots of rides and booths at the _________________.

2. Use this ________________ to fix the missing step.

3. The huge dam is a ________________ of engineering skill.

4. Warm weather is not ________________ for January.

5. The ________________ is a bright red bird.

6. We were ________________ to escape the worst of the storm.

7. These gliders can ________________ high into the air.

8. This is only a ________________ list of the team members.

9. It will be difficult to ________________ the cat leash law.

10. I wrote a short ________________ for the student paper.

Find the Correct Spelling
Underline the correctly spelled word in each group. Then use the word in a sentence.

1. artic  arctic  arctec
   ____________________________

2. porpuse  porpiose  porpoise
   ____________________________

3. portrait  portrait  portriat
   ____________________________

4. corridor  corridore  corridor
   ____________________________

5. restore  restor  ristore
   ____________________________
**SPELLING AND WRITING**

**WEEK 19**

**Simple and Compound Predicates**

Look at the boldfaced words in these sentences.

Our team **lost**. The bus **arrived** late. I **scraped** my knee.

Each sentence has a *simple predicate*. This is the one word or small group of words in the predicate part of the sentence that tells what the subject did. The most important word in the predicate of any sentence is the **verb**.

What is different about these sentences?

They **studied** the map and **found** the place they wanted.

He **jumped** up, **ran** to the door, and **raced** to the car.

There is only one subject in each sentence, but each subject does more than one thing. Because there is more than one verb, each sentence has a *compound predicate*.

Underline the verb or verbs in each of the following sentences. If there is only one verb, write the letter S at the end to mark a simple predicate. If there are two or more verbs, write the letter C to mark a compound predicate.

1. My friends traveled for two days and nights. ___
2. We will **go** to the movie first and eat dinner later. ___
3. Some trees live for hundreds of years. ___
4. Salmon swim upstream and jump over waterfalls. ___
5. I liked the movie, but hated the lead actor. ___

**Correcting Mistakes**

Mark the errors in the following composition by a fifth-grade student. Then re-write the passage on the lines provided.

```
Hi! I'm a sneaker my name is Waldo. today i am piled up with alot of other sneakers. I don't feel to good. I am lieing on my side. A can't see much from hear. All I can see is the floor I wish I was still back in my nice warm box.
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The Importance of Word Structure

If you understand how words are put together, you will have a reliable way to analyze them and learn how to spell them. We'll review the simplest elements of word structure before we go on to more complex words in later weeks.

Base words have the simplest structure of all. They are complete in themselves and do not have any other word parts added. Many base words are short (dog, run, big), but others have two or more syllables (rattle, tomato, alligator, hippopotamus).

Spelling patterns are also important parts of word structure.

The CVC pattern (Consonant-Vowel-Consonant) is found in words or syllables that have the short vowel. Usually the short vowel is spelled with the corresponding letter of the alphabet: cat, red, big, hop, rug.

The VCe pattern (Vowel-Consonant-final e) is often found in words or syllables with long vowels: tape, fine, rope, cube. The final e makes the difference between a short vowel (tap) and a long one (tape).

Add a final e to change each CVC short-vowel word to a VCe long-vowel word.

\[
\begin{align*}
tap & \quad \quad \quad pin & \quad \quad \quad hop \\
plan & \quad \quad \quad not & \quad \quad \quad us
\end{align*}
\]

Inflections
Pay close attention to the spelling patterns we just reviewed. They can help you decide how to add inflections to verbs.

If a verb ends with a short-vowel CVC pattern, double the final consonant when you add -ed or -ing: plan, planned, planning.

If a verb ends with a long-vowel VCe pattern, drop the final e when you add -ed or -ing: wave, waved, waving.

Add -ed and -ing to each of the following verbs.

1. pin ____________ 2. hope ____________
3. chat ____________ 4. tame ____________
5. use ____________ 6. ram ____________
7. dine ____________ 8. pet ____________
Week 20  

Words Used in Mathematics

Here are some words you find when you study mathematics. Make sure you know the meaning of each word. Also pronounce each word carefully and notice the sound of the vowel in the stressed syllable.

**BASIC**
- addition
- multiply
- square
- arithmetic
- circular
- divide
- triangle
- subtract
- diameter
- fraction
- measure
- estimate
- centimeter
- mathematics
- formula

**CHALLENGE**
- rectangle
- division
- vertical
- radius
- digital

Write the Basic Words and Challenge Words that answer each question.

1. Which words have a short vowel in the stressed syllable? (Remember: This won’t always be the first syllable.)

   

2. Which words have a long vowel in the stressed syllable?

   

3. Which words have three syllables? Underline the stressed syllable in each word.

   

4. Which words have four syllables? Underline the stressed syllable in each word.

   

\[ \frac{3}{5} \times \frac{2}{2} \]
\[ \frac{2}{4} \]
\[ \frac{5}{3} - \frac{2}{2} \]
\[ \frac{4}{2} \]
Sentences

Write the word that fits in each sentence.

1. A flagpole stands in a ______________ position.

2. The ______________ of a circle is a line passing through the center.

3. Can you ______________ the sum of 900 times 5.5?

4. ______________ is a branch of mathematics that often deals with non-negative real numbers.

5. This piece of pie is cut in the shape of a ______________.

6. The race cars drive around a ______________ track.

7. An ounce is only a small ______________ of a quart.

8. Many tables are in the shape of a ______________.

Definitions

Write the word that fits each of the following definitions.

1. A figure with four equal sides and angles: ______________________

2. To find out the size or weight of something: ______________________

3. One hundredth of a meter: ______________________

4. To show how many times one number is contained in another number: ______________________

5. A rule expressed in numbers: ______________________

6. To take one number away from another: ______________________
Declarative and Interrogative Sentences

A declarative sentence makes a statement. It tells what someone does or what something is. A declarative sentence begins with a capital letter and ends with a period.

The cow jumped over the moon. The moon is very far away.

An interrogative sentence asks a question. It begins with a capital letter and ends with a question mark.

Have you seen my other glove? What color is it?

After each of the following sentences, write D if it is declarative or I if it is interrogative.

1. The weather is terrible today. _____
2. Can it get any hotter? _____
3. I don’t know where he is. _____
4. Has anybody seen him lately? _____

When you use the verb to be, it is easy to turn a statement into a question by reversing the order of the subject and verb.

He is the best pitcher on the team. Is he the best pitcher on the team?

After each of the following sentences, write D if it is declarative or I if it is interrogative. Then rewrite each sentence to change it from its original form to the opposite.

1. He is sure they will get here on time. _____

2. Are these the boots you wanted? _____

3. This is the best pizza we ever had. ______

4. Does he know the answer? __________

5. You are the next one in line. __________
**WORD STUDY**

**WEEK 20**

**Word Structure in Two-Syllable Words**

Last week we talked about the importance of spelling patterns in one-syllable words. This week we will look at words of more than one syllable.

**Syllable structure** refers to the way in which words of two or more syllables are put together. One syllable is always stressed. Slanted lines can be used to show the syllable structure of words: *ham/mer, trum/pet, re/sult.*

**Spelling patterns** are just as important in two-syllable words as they were in one-syllable words. You will often find a familiar spelling pattern in the *stressed* syllable of longer words.

If the first syllable is stressed and has a short vowel, it often fits the CVC pattern: *rab/bit, let/ter, mid/dle.* In these words, the consonant letter in the middle is usually doubled. Other words have a short vowel in the first syllable and two different consonants between the syllables: *num/ber, cap/tain.*

Put a slanted line between the two syllables in each of the following words. Also underline the stressed syllable. The first example is given.

1. spat/ter
2. sub/ject
3. band/it
4. man/nerr
5. compass
6. blizzard

The CVC pattern is also found in the final syllable of many words. This is a very important pattern to keep in mind when you add inflections because you should double the final consonant before adding -ed or -ing.

Put a slanted line between the two syllables in each word. Also underline the stressed syllable. Then write the word with the inflections -ed and -ing added. The first example is given.

7. ad/mit, admitted, admitting

8. regret,

9. omit,
The /ər/ sound can be spelled in several ways. It may be spelled -ur as in burn, -ir as in stir, or -er as in stern. It can also be spelled -or in words such as world and worry that begin with w.

The /ɜːr/ sound may be spelled -eer as in cheer or -ear as in dear.

**BASIC**
- circuit
- sheer
- burst
- tear
- worthless
- career
- mermaid
- smear
- burrow
- fearsome
- worst
- peer
- observe
- dreary
- first

**CHALLENGE**
- confirm
- clearance
- thermos
- pioneer
- burlap

Write the Basic Words and Challenge Words that answer each question.

1. Which words have the /ɪər/ sound spelled -eer in the stressed syllable?

2. Which words have the /ɜːr/ sound spelled -ear in the stressed syllable?

3. Which words have the /ɜːr/ sound spelled -ir in the stressed syllable?

4. Which words have the /ər/ sound spelled -er in the stressed syllable?

5. Which words have the /ɜːr/ sound spelled -ur in the stressed syllable?

6. Which words have the /ɜːr/ sound spelled -or in the stressed syllable?
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Yuck! That is the ____________ thing I ever tasted!
2. Try not to ___________ paint on your clothes.
3. The balloon was so full of air that it finally ____________.
4. This ____________ will keep the drinks cold.
5. I’ve never seen such a gray, ____________ day.
6. The rabbits scampered into their ____________.
7. Why is he always the ____________ in line?
8. Electricity moves in a ____________ through switches and outlets.
9. The store is having a ____________ sale next week.
10. We looked through the telescope to ____________ the stars.

Definitions

Write the word that fits each definition.

1. A rough fabric used to make bags: ____________
2. An imaginary sea creature with a woman’s body and a fish’s tail:
   ____________
3. Useless, without value: ____________
4. To look at something closely and curiously: ____________
5. To make sure that something is true: ____________

One Word, Two Meanings

One word on this list is a homograph that can rhyme with dear or with dare even though its spelling does not change. Each pronunciation has its own part of speech and meaning. Write the word and its meaning as a noun; then write its meaning as a verb.

Noun ____________ meaning ____________________________
Verb ____________ meaning ____________________________
Exclamatory and Imperative Sentences

Last week you saw how declarative and interrogative sentences are constructed. This week you will see two other kinds of sentence structure.

Exclamatory Sentences

Exclamatory sentences do just what you would expect: They exclaim! They express surprise or strong feelings, and they end with an exclamation mark (!).

That was the most amazing thing I ever saw! Nobody can run that fast!

Exclamatory sentences sometimes begin with interjections, which were included among the Parts of Speech in Week 18. An interjection is a word or small group of words that often stand alone and express a strong feeling.

OUCH! That bee sting really hurt!
HOORAY! I finally found Waldo!

Imperative Sentences

Imperative sentences tell someone to do something. The word imperative means “expressing a command, request, or strong encouragement.” Polite imperative sentences begin with “Please.” Each imperative sentence ends with a period. What else do you notice about the following imperative sentences?

Please lock the door when you leave.
Tell me everything that happened.

What is the subject of each sentence? There is no subject given directly. Instead, each sentence begins with a verb: lock or tell. The subject of an imperative sentence is understood because you are speaking to someone who is right in front of you. You don’t need to say “Joan, please lock the door” or “You tell me everything that happened.”

Look at each of the following sentences. After each one, write Excl if it is an exclamatory sentence or Imp if it is an imperative sentence.

1. Oh no! I just broke my unbreakable watch! 
2. Tell us about the book you just read.
3. What an incredible day this has been!
4. Please pass the ketchup.
5. Thank goodness! I’m glad that’s over!
More about **Word Structure**

Last week you saw how short-vowel patterns were used in words of two syllables. This week we will look at long-vowel patterns.

The **VCe** long-vowel pattern can often be found in the stressed final syllable of longer words: *replace, advise,* etc. Drop the final *e* when you add inflections: *advised, advising.*

Draw a slanted line between the syllables in each of the following two-syllable words. Underline the stressed syllable that has the **VCe** pattern. Write the inflected form of each verb on the lines provided. The first example is given.

1. **re/fuse, refused, refusing**  
2. **comp/rese, composing**  
3. **def/in/e, defining**  
4. **infl/a/e, inflating**

One other long-vowel spelling is also used very often. This is the **CVVC** pattern: a consonant followed by two vowel letters and another consonant. Sometimes the vowel letter is doubled (*meet*), but often two different vowel letters are combined (*rain, steam, road*). The same pattern is found in the stressed syllable of longer words (*contain, conceal*). Add inflections without making any change in the original word (*contained, containing*).

Draw a slanted line between the syllables in each of the following two-syllable words. Underline the stressed syllable with the **CVVC** pattern. Write the inflected form of each verb on the lines provided.

5. **rem/ain, remaining**  
6. **appeal, appealing**  
7. **maintain, maintaining**  
8. **reveal, revealing**  

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*The Family Learning Association — Spelling for Writing 5*
All the words in this week’s list end with unstressed final syllables. Pay close attention to the spelling and sound of each final syllable.

Some words end with the /is/ sound spelled -ice (notice), while other words end with the same sound spelled -ace (palace). The final /iː/ sound is spelled -age in words such as damage, while the final /in/ sound is spelled -ain in words such as captain.

**BASIC**

- palace
- notice
- voyage
- captain
- furnace
- bargain
- manage
- practice
- surface
- salvage
- curtain
- service
- message
- justice
- certain

1. Which Basic Words and Challenge Words end with the /is/ sound spelled -ace?

2. Which words end with the /is/ sound spelled -ice?

3. Which words end with the /iː/ sound spelled -age?

4. Which words end with the /in/ sound spelled -ain?

5. Which words begin with a short vowel in the first syllable?

6. Which words begin with the /ʌr/ or /ɔr/ sound in the first syllable?
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. How did he ______________ to win so many games?
2. The ______________ ran all the time during the cold weather.
3. I left a ______________ on your answering machine.
4. The ______________ learned his trade from a skilled worker.
5. Early settlers took a long sea ______________ to reach America.
6. The ______________ of this table is hard and smooth.
7. Did you ______________ how many flowers have bloomed?
8. The evil ______________ robbed people of their savings.
9. The ______________ at this restaurant is terrible!
10. The ship's ______________ managed to guide the vessel through the storm.

Writing Your Own Sentences

Use each of these words in a sentence:

bargain  salvage  certain  palace

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Varying Sentence Types

You have already seen ways to combine information into different types of sentences. Let’s review them and try them out in a paragraph.

◆ If two short sentences say that two subjects did the same thing, join them with the word and to form a compound subject.

I like pizza. John likes pizza. John and I like pizza.

◆ If two short sentences say that one subject did two things, join the verbs with the word and to form a compound predicate. You don’t need to repeat the subject.

We watched a movie. Then we went shopping. We watched a movie and then went shopping.

◆ If two sentences give different bits of information about the same subject, join them by using an appositive.

George Washington was from Virginia. He was the first president. George Washington, the first president, was from Virginia.

◆ If two sentences give information about one subject, you can sometimes turn the second sentence into a prepositional phrase.

My cat is black. He has white feet. My cat is black with white feet.

Here is a paragraph written by a fifth-grade student. It contains many short sentences. Rewrite the paragraph and vary the kinds of sentences you use. Make any other corrections that may be needed in spelling and punctuation.

I have a horse. Her name is Suzy. She is black. She has a brown main and black tail. She runs like the wind. She is very playful. She likes to chase dogs. She eats carrots and oats. She lives on my uncles farm. I don’t get to see her very often.
Word Building

Word building means just what it sounds like. You begin with a single word and create new, related words by adding prefixes at the beginning or inflections and suffixes at the end. We will begin by looking at prefixes and inflections. Here are some of the things to keep in mind when you build words.

- When you add prefixes, do not make any change in the spelling of the word that follows.

  unlock  dislike  replay  preview  incorrect

- When a prefix ends with a consonant and the following word also begins with a consonant, both consonants should be included. This will mean doubled consonants in some words.

  misspell  dissolve  immature  connect  commit

- When you add inflections, you sometimes change the spelling at the end of the original word.

- If the word ends with a short vowel spelled with one vowel letter and one consonant, double the final consonant when adding inflections: plan, planned, planning.

- If the word ends with a silent e in the VCe long-vowel pattern, drop the e before adding inflections: hope, hoped, hoping.

Look at the words in italics in the following sentences. Use the prefixes and inflections given above to write the word that fits in each example.

1. Don’t lock the door. I don’t have a key to ____________ it.

2. You might spell every word on a test and still ____________ some words in your own writing.

3. We like to wade in the stream. We went ____________ yesterday.

4. Most of your answers are correct, but three of them are ____________.

Look at the following words and figure out what is wrong with each one. Use the editing symbols to show where a letter should be added or taken out. Then write the correct spelling.

5. dissolve ____________ 6. writeing ____________

7. spining ____________ 8. conect ____________

9. comit ____________ 10. waiting ____________
The suffix -ion can be added to many verbs to change them to nouns. For example, if you act (verb), then you are taking an action (noun).

Look carefully at each word on this list. Find the base word (verb) to which the suffix -ion is added.

**BASIC**
- action
- direction
- location
- connection
- objection
- vibration
- instruction
- invention
- relation
- election
- suggestion
- imitation
- protection
- selection
- decoration

**CHALLENGE**
- attraction
- donation
- infection
- graduation
- reflection

Many of the base words on this list end with the letter t (act, direct, and so on). With these words, the suffix -ion is added without any change in the spelling of the base word.

A few of the base words end with the syllable -ate (locate, vibrate). With these words, the final e is dropped before the suffix -ion is added (location).

1. Which Basic Words or Challenge Words add the suffix -ion to base words that end with the letters ct?

   ________________________________

   ________________________________

   ________________________________

   ________________________________

2. Which Basic Words or Challenge Words add the suffix -ion to base words that end with nt or st?

   ________________________________

3. Which Basic Words or Challenge Words add the suffix -ion to base words that originally ended in -ate?

   ________________________________

   ________________________________

**Note:** If you look at the word action, you can clearly see the base act and the suffix -ion. In the word location you see the base locate and the suffix -ion. As you find each base word, notice how the suffix is added. Is there any change in the spelling of the end of the base word?

Also notice that the ending -ion always has the sound of shun.


**PRACTICE**

**WEEK 23**

**Sentences**

Write the Basic Word or Challenge Word that fits in each sentence.

1. The passing trucks caused a _____________ in the house.

2. Could you see your _____________ in the water?

3. No one knows the exact _____________ of the buried treasure

4. I got a bad _____________ from that rusty nail.

5. The electric light is an extremely important _____________.

6. He made a good _____________ about repairing the boat.

7. Do you want to use this _____________ for the party?

8. The tiny umbrella gave little _____________ from the rain.

9. We have been going in the wrong _____________ for an hour!

10. I hope we make our _____________ with the next train.

**Definitions**

Write the word that matches each definition.

1. The process of voting to choose a candidate: _____________

2. A reason for opposing something: _____________

3. A gift made to charity: _____________

4. A copy of something: _____________

5. The act of choosing among different things: _____________
Punctuating Conversation

When you are telling a story, you sometimes want to write a conversation between two or more characters. Here are two sentences that are supposed to show that two characters are speaking, but they are not very clear.

Evan said you’ll never get that wagon out of the mud.
We can if we all work together replied Wilma.

Here are the same sentences with the proper punctuation. What has been added?

Evan said, “You’ll never get that wagon out of the mud.”
“We can if we all work together,” replied Wilma.

1. Use quotation marks (“ ”) before and after the exact words that the speaker says.
2. If you begin by telling who said something, use a comma (,) after the word said, just before the first quotation mark. If you end the sentence by telling who said something, then use a comma before the last quotation mark.
3. Begin the spoken section with a capital letter, even if it is not at the beginning of the sentence.
4. If the spoken section comes at the end of the sentence, put the last quotation mark after the final punctuation of the sentence.

Here is another sentence in which someone speaks. It has something different from the examples given earlier. What is new?

“Do you know where to find them?” he asked.

5. Since the speaker asks a question, a question mark is put before the last quotation mark. The words he asked go at the end of the sentence, followed by a period.

Here is a conversation between two people. Notice that a new paragraph is used when each new speaker says something. Add quotation marks and other punctuation needed to make this clear.

Where are you going asked the fox.

None of your business said Little Red Riding Hood.

The fox was surprised. I just wondered which way I should go to get to Cleveland he said.

Little Red Riding Hood said I don’t know. Maybe my grandma can tell you. I’m going to see her now.

The fox thought about it for a while. Then he said no, I don’t think so. I’ll just ask those hunters over there.
More about Word Building

Now that we have the noun suffix -ion, we can begin to build even more groups of words. Remember that you have already seen the prefixes un-, dis-, re-, mis-, re-, pro-, com-, con-, in-, im-, and ex-. Look back at Weeks 16-18 if you need to review these prefixes.

What do you notice about this group of words?

acts acted acting action react reaction

They are all built on the base act. The words acts, acted, and acting add inflections to show how the verb can be used in different ways in various sentences. Write the form of the verb act that fits in each of the following examples.

1. He ___________ like he owns the world.

2. They ___________ bravely during the storm last week.

3. We will ___________ when the time is right.

4. Who is ___________ in the play tonight?

The other three words add suffixes and prefixes: action, react, reaction. You can see that the verb act is the base for each one. Write the word that fits in each sentence.

5. We should take ___________ to avoid the problem.

6. How did they ___________ when you told them?

7. I had a bad ___________ to the poison ivy.

Here are some more words that can provide the base for related words using inflections and prefixes. The suffix -ion also fits in some cases. Write three related forms of each base word. The first example is given.

8. locate: relocate located location

9. correct: ___________ ___________ ___________

10. fold: ___________ ___________ ___________

11. connect: ___________ ___________ ___________

12. like: ___________ ___________ ___________
The Noun Suffixes -er, -or, -ist, -ment

The suffixes -er and -or can be added to verbs to change them to nouns. Each noun names the person or thing that does something. For example, someone who sings is a singer and something that reflects is a reflector.

The suffix -ist also indicates someone who does something. Notice how the end of some base words changes when this suffix is added: piano, pianist, for example.

The suffix -ment identifies a result or an action. If you enjoy something, you receive enjoyment.

As you say the words on this list, notice how the suffix is added to the base in each case. Sometimes the spelling of the base word is altered to accept the suffix -ist.

Write the Basic Words and Challenge Words that answer each question.

1. Which words end with the suffix -er?
   _______________________________________
   _______________________________________

2. Which words end with the suffix -or?
   _______________________________________
   _______________________________________

3. Which words end with the suffix -ist?
   _______________________________________
   _______________________________________

4. Which words end with the suffix -ment?
   _______________________________________
   _______________________________________

5. Which words begin with a short vowel in the first, stressed syllable?
   _______________________________________
   _______________________________________
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. There has been a lot of ________________ in his pitching.
2. Captain John Smith was an early ________________ in Virginia.
3. Have you received ________________ for the books you sold?
4. Charles Dickens was a famous ________________.
5. We got a lot of ________________ from our vacation.
6. The federal ________________ is in Washington, D.C.
7. I hope the ________________ can fix the tear in this coat.
8. A famous ________________ created this marble statue.
9. Clean air and water are important to the ________________.
10. Mr. Jones is ________________ of the band and chorus.

Connecting Base Words with Suffixes

Look at the base word in italics in each sentence below. In the blank space, write the spelling word that names someone who does the thing indicated by the base word. The first example is given.

1. A person who plays the violin is a ________________.
2. A ________________ is someone who has studied science.
3. Someone who practices law is a ________________.
4. Someone who surveys the land is a ________________.
5. Someone who plays the piano is a ________________.
Consistent Verb Tenses

What is wrong with this paragraph?

Last week my brother and I went to visit a farm. First we will watch some ducks swimming in the pond. Next we see a horse running across the field. Then a big storm came up and we will run into the house.

The paragraph starts by telling about something that happened last week. It says that someone went to visit a farm. The verb went is in the past tense, as it should be. Then the second sentence says, “We will watch some ducks.” This switches the verb to the future tense. The next sentence comes back to the present tense with the verb see. The last sentence uses the verb came, which is correct, but then it shifts to the future again at the end with “We will run into the house.”

This whole paragraph tells about something that happened in the past (last week), so all the verbs should be in the past tense. Add the correct verbs in the blank spaces.

Last week my brother and I went to visit a farm. First we
___________ some ducks swimming in the pond. Next we
_____ a horse running across the field. Then a big storm came up
and we _____________ into the house.

Write Your Own Paragraph

Now make up a paragraph telling about something that will happen in the future (or that you would like to happen). You might tell about a trip you hope to take, or you might describe how people may travel in space in the future. Make sure that all the verbs are in the future tense.

____________________________

____________________________

____________________________

____________________________
Word Families

As you have seen, you can sometimes add suffixes without changing the original word, but in other cases a change in spelling is required.

♦ If a suffix begins with a consonant, add it to the original word without any changes.

government enjoyment equipment payment shipment

In each of the following sentences, change the verb to a noun by adding the suffix -ment.

1. If you enjoy something, you receive ____________.
2. If you equip yourself to do something, you get the necessary ____________.
3. In order to govern people, it is necessary to form a ____________.
4. When you pay for something, you make a ____________.

♦ Some changes may be needed when adding suffixes that begin with a vowel.

• Drop the final e in the base word when you add -er or -or: give, giver; juggle, juggler, survive, survivor.
• Double the final consonant in short-vowel CVC words: drug, druggist; run, runner; shop, shopper.

These examples show how groups of related words can be built by using suffixes. In Week 23 you saw a group of words built on the base act: action, react, reaction, and so on. You also built several words on bases such as locate and correct by using prefixes and inflections as well as suffixes.

Each of these groups of words forms a word family. All words in each family are built on the same base. You can see the meaning of the base word in each of the related words.

Here are some word families. On the line at the end of each family, write the base word on which the family is built.

1. payed, payment, repay: ________________________________
2. governor, government, governing: ________________________________
3. player, replay, playing: ________________________________
4. connection, disconnect, connected: ________________________________
5. inventor, reinvent, invention: ________________________________
This week we will look at some words that you use when you study the English language. If you are not sure of the meaning of some of these words, look them up as you go along.

**BASIC**
- noun
- pronoun
- misspell
- alphabet
- capital
- period
- adjective
- homophone
- comma
- adverb
- colon
- topic
- library
- dictionary
- paragraph

**CHALLENGE**
- preposition
- conjunction
- possessive
- punctuation
- literature

Write the Basic Words and Challenge Words that answer each question.

1. Which word have only one syllable?
   
2. Which words have two syllables?
   
3. Which words have the /a/ sound in the stressed syllable?
   
4. Which words contain three syllables?
   
5. Which words contain doubled consonants?
   
6. Which words contain more than three syllables?

```
abcde
fghijkl
mnopqrstuvwxyz
```
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Be sure to use a ______________ at the end of a statement.
2. An __________ tells more about a verb or an adjective.
3. A __________ sounds like another word but has a different spelling.
4. Use a ________________ to check the spelling and meaning of difficult words.
5. The word and is a _________________ that joins two other words or groups of words.
6. Did you choose an interesting ________________ for your paper?
7. Proofread your work to make sure you don’t ________________ any words.
8. A ________________ contains several sentences on a single topic.
9. A ________________ letter begins every sentence.
10. You can get information from books in your school ________________.

Definitions

Write the word that matches each definition.

1. A word that names a person, place, or thing: ______________________
2. A word such as of or to that relates a noun or pronoun to other words: ______________________
3. The symbol (,) that separates words in a series: ______________________
4. All the letters used in a language: ______________________
5. The marks used to separate parts of sentences and to make meaning clear: ______________________

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Clear Pronoun References

What is confusing about these two sentences?

The fans cheered the runners on. They waved as they ran past.

The first sentence says that the fans cheered the runners. The second sentence says that "They waved as they ran past." Does the pronoun they refer to the fans or to the runners? Who waved? Obviously, you can't tell. The antecedent of the pronoun they is not clear. How would you rewrite this sentence?

Here are two ways to let the reader know who waved. Did you choose one of these?

The fans cheered the runners on. They waved as the runners ran past the stands.

The fans cheered the runners on and waved as they ran past the stands.

The first version repeats the word runners. The second version has a compound predicate showing that the fans did two things: cheered and waved. Now it is clear that the pronoun they refers only to the runners, since they are the ones who ran past.

In the following sentences, the pronoun in the second sentence of each pair could refer to more than one noun in the first sentence. Rewrite each example so that the pronoun reference is clear. Pick one noun in the first sentence, and make sure the second sentence shows the relationship that you want.

1. Ed was practicing with his coach. He wore a blue uniform.

2. The car scraped against the truck. It wasn't damaged very much.

3. Susan talked with her friend. She asked her for advice.

Note: Whenever a pronoun can refer to more than one noun, you must take care to make your sentences clear. Often you can do this by repeating one of the nouns in the second sentence. You can also use a compound predicate to show that the subject of the first sentence does two things.
More about Word Families

Here are some of the inflections, prefixes, and suffixes that have already been introduced:

**Inflections:** 
- s, -es, -ed, -ing 

**Prefixes:**
- un-, dis-, re-, mis-, pre-, in-

**Suffixes:**
- ion, -ment, -er, -or, -ist

Now look at the base words listed below. Form word families using the inflections, prefixes, and suffixes given above. Pick those that apply to each base word and write at least three more related words. The first example is given.

1. **ship:** shipment, shipped, shipping

2. **sail:** ____________________

3. **cover:** ____________________

4. **agree:** ____________________

5. **digest:** ____________________

6. **run:** ____________________

Now look at the sentences given below. Each group of three sentences is built around words in the same family. The base word is given at the beginning of each group of sentences. Write the related word that fits in each blank space.

1. **invent**
   - Marconi was the ________ of the radio.
   - Anyone who ________ things has to be smart.
   - Do you know who ________ the paper clip?

2. **call**
   - I can’t ________ the name of that song.
   - How many times have you ________ them?
   - He always ________ his pet snake “Bubba.”

3. **correct**
   - I goofed! One of my answers was ________.
   - Be sure to make the ________ on your paper.
   - Has the teacher ________ all the papers?
Contractions are shortened words made up of two separate words joined together. Part of the second word is left out and replaced by an apostrophe ('). Some of these contractions begin with pronouns followed by the verb to be: I am becomes I'm; you are becomes you're; and so on. Other contractions begin with a verb followed by a shortened form of the word not: is not becomes isn't; do not becomes don't; and so on.

**BASIC**

I'm
don't
you're
hasn't
he's
can't
she's
isn't
it's
aren't
we're
wasn't
they're
doesn't
weren't

Write the contraction that answers each question.

1. Which Basic Words begin with a pronoun followed by a contraction of the verb to be?

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. Which Basic Words begin with a verb followed by a contraction of the word not?

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

3. How is the contraction formed for all of the Challenge Words?

   ____________________________________________________________________

**CHALLENGE**

wouldn't
mustn't
shouldn't
won't
couldn't

Write the Challenge Words in alphabetical order.

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

Note: When contractions begin with pronouns followed by the forms of the verb to be, the beginning of the verb is omitted and replaced by an apostrophe. For the other words on this list, an apostrophe is always used to replace the second letter in the word not. All the Challenge Words have a verb followed by the contraction n't. Also notice that the words will not change the vowel sound to form the contraction won't.
Sentences

Write the contraction that is formed from the words given under each sentence.

1. He __________ very good at math.
   (is not)
2. I hope __________ going with us to the movie.
   (you are)
3. She __________ at home when I called.
   (was not)
4. They say __________ going on vacation.
   (they are)
5. She __________ seem to know where he is.
   (does not)
6. I think __________ out of town.
   (he is)
7. I hope you __________ getting sick.
   (are not)
8. The bus __________ wait any longer for us.
   (will not)
9. I think __________ going to have another hot dog.
   (I am)
10. You __________ eat too many more peanuts.
    (must not)

Correcting Misspellings

The contractions given below have mistakes. Rewrite each one in its correct form.

1. wouldn’t ______________   2. were ________________
2. ca’nt ________________   4. its ________________
3. dos’nt ________________   6. wont ________________

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Compound Sentences

A **compound sentence** contains two simple sentences joined by the word *and*, *but*, or *or*. Each part of the compound sentence has its own subject and predicate.

Sometimes, two simple sentences give related information or tell that one thing happened as a result of something else. These can be joined by *and* to form a compound sentence. A comma is often used before the word *and*.

The singer sang his latest hit. The crowd loved it.
The *singer sang* his latest hit, *and* the *crowd loved* it.

The simple sentences tell what the singer did and how the crowd responded. The compound sentence shows how these two ideas are related.

- **Use** *and* to connect the following pairs of simple sentences to form a compound sentence.

1. My friend entered the contest. He won first prize.

2. Our neighbors went to Disney World. They enjoyed it a lot.

- **If** two simple sentences give contrasting information, **use** *but* to show the relationship.

   Rewrite each of the following pairs of simple sentences as compound sentences connected by the word *but*.

3. I looked all over the house. I couldn’t find my homework.

4. My dog chased the car for two blocks. He didn’t catch it.

- **Use the word** *or* to write a compound sentence that offers two choices or contrasting ideas.

5. We must leave right away. We will get caught in traffic.

6. The rain must come soon. Farmers will lose their crops.
Old English Words

Have you ever wondered why English has so many words with odd spellings and silent letters? Why do we have *gh* in *night* and *w* in *sword*? Why does the spelling change between singular and plural nouns such as *man* and *men* or *mouse* and *mice*?

For the answers to these questions, we have to look back 1500 years to the earliest stages of English. The language began when people from northern Germany migrated to England and settled there. This early Germanic form of the language has come to be called *Old English*. In Old English, all letters were pronounced. Some of these letters are still found in today’s spelling even though pronunciations have changed.

Here are some Old English words in their original spellings. Can you imagine what each word means? Write the modern English spelling in the blank space if you can figure it out.

1. cild __________ 2. mann __________ 3. hus __________
4. feld __________ 5. scip __________ 6. fisc __________

Most Old English words were short—only one or two syllables. To form longer words, Old English also used a word-building technique that we still use today: joining two short words to form a *compound word*. First, look at these individual Old English words followed by their modern spellings.

ren (rain)  sunna (sun)  heafod (head)
scima (light)  ece (ache)  boga (bow)  daeg (day)

Now look at the following Old English compound words made up of the individual words you just saw. Write the modern spelling after each Old English compound word.

7. renboga ______________________
8. sunnanscima ______________________
9. heafodece ______________________
10. Sunnandaeg ______________________

Week 27  Adjective Suffixes -ous, -ic, -ish, -ful, -less

Each of the suffixes in this lesson is used to create adjectives that tell more about nouns. As you look at each word, make sure you see the base to which each suffix is added. For example, the base of the adjective basic is the noun base.

**BASIC**
- heroic
- famous
- selfish
- restless
- shameful
- metallic
- humorous
- ticklish
- weightless
- faithful
- gigantic
- hazardous
- snobbish
- thoughtless
- wonderful

**CHALLENGE**
- strategic
- powerless
- mischievous
- sorrowful
- outlandish

Most suffixes can be added without any change in the base word. Be on the lookout for those few base words that do change when the suffix is added.

1. Which Basic Words and Challenge Words end with the suffix -ous?

2. Which words end with the suffix -ic?

3. Which words end with the suffix -ish?

4. Which words end with the suffix -ful?

5. Which words end with the suffix -less?

Note: Be careful with the word metallic, which doubles the final consonant in metal when the suffix is added. The base word giant adds the letter g when the adjective gigantic is formed. Notice that the word mischief changes the final letter to v when the suffix is added. Also, the adjective is the three-syllable word mischievous, not the four-syllable word mischievous. The stress remains on the first syllable in both mischief and mischievous.
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. The narrow, winding road was very ________________.
2. The fireman’s ________________ actions saved two people from the burning building.
3. The astronauts were ________________ when they left earth’s gravity during their flight to the moon.
4. We had a ________________ time at the circus.
5. That is the most ________________ costume I’ve ever seen!
6. He told a ________________ story at the beginning of his speech.
7. He is so ________________ that he won’t even lend me a nickel!
8. I was ________________ after staying in the house all day.
9. He was a ________________ friend through all their problems.
10. She is so ________________ that she won’t even speak to us.

Adding Suffixes to Base Words

Look at each base word in italics and then add the adjective that fits in each sentence.

1. Someone who acts without thought is ________________.
2. Something made of metal is ________________.
3. Something the size of a giant is ________________.
4. Someone who behaves with mischief is ________________.
5. Something that relates to strategy is ________________.
6. Someone who is a snob is ________________.
7. A story that has humor is ________________.
Clear Subjects

What is unclear about these sentences?

Babe Ruth hit hundreds of home runs. They say he was one of the greatest hitters in baseball.

Who are They in the second sentence? Who says that Ruth was one of the greatest hitters? Vague subjects like this one weaken your writing because they do not specify who says or does something. How could you improve the second sentence by making the subject more specific?

Here is one way to improve the original example. We have supplied some specific words that tell exactly who says that Babe Ruth was a great hitter.

Babe Ruth hit hundreds of home runs. **Sports writers and fans agree** that he was one of the greatest hitters in baseball.

Look at each of the following pairs of sentences. In the second sentence of each pair, you will find a vague subject such as *they, this, or it*. On the blank line, rewrite the second sentence so that the subject refers to something specific in the first sentence.

1. The actor won an important award. **It was a great honor for him.**

2. Benedict Arnold was an American general before he went over to the British side during the revolution. **This has caused his name to be associated with treason ever since.**

3. George Washington was a surveyor in his early days. **This caused him to travel into much of the unexplored wilderness.**

4. The team won most of its games and played in the finals. **It was the cause for much rejoicing among fans.**
Latin Words

Earlier you saw that the German language provided the basis for Old English. Did you know that you also use many Latin words every day? Latin was the language spoken more than 2000 years ago by the people of the Roman Empire. At that time, Roman armies occupied much of Europe, including England.

Thousands of Latin words have been added to the English language over the centuries. In particular, words were borrowed from Latin as knowledge of science increased during the period called the Renaissance about 500 years ago.

Here are a few Latin words and their English meanings. After each Latin word you will see some related words based on the Latin root. A root is the part of a foreign word that has been taken into English and has contributed its meaning to other words.

\[ \text{aqua: (water): aquatic, aquarium, aqueduct} \]
\[ \text{mare: (sea): marine, maritime, submarine} \]
\[ \text{gravis: (heavy, serious): grave, gravity} \]
\[ \text{terra: (earth): terrace, terrarium} \]

Look at the following Latin words and their English meanings. After each one, write a word that is built on the Latin root. The first example is given.

\[ \text{sol (sun): } \underline{\text{sol}} \underline{\text{ar}} \]

\[ \text{computare (to count): } \underline{\text{comp}} \underline{\text{ute}} \underline{\text{ate}} \]

\[ \text{fabula (story): } \underline{\text{fa}} \underline{\text{bul}} \underline{\text{a}} \]

\[ \text{canis (dog): } \underline{\text{ca}} \underline{\text{n}} \underline{\text{i}} \underline{\text{s}} \]

\[ \text{felis (cat): } \underline{\text{fe}} \underline{\text{l}} \underline{\text{i}} \underline{\text{s}} \]

\[ \text{unus (one): } \underline{\text{un}} \underline{\text{u}} \underline{\text{s}} \]

\[ \text{flamma (fire): } \underline{\text{fla}} \underline{\text{m}} \underline{\text{ma}} \]

\[ \text{frigidus (cold): } \underline{\text{fri}} \underline{\text{gi}} \underline{\text{d}} \underline{\text{u}} \underline{\text{s}} \]

Note: You can probably see that these Latin words provide the roots for the following modern words: \text{computer, fable, canine, feline, unit, flame, and frigid.}
Notice the sound of the stressed syllable as you pronounce each of the three-syllable words on this list. You will often find familiar spelling patterns in these stressed syllables.

Also notice that a few words have two different vowel sounds in syllables that come right next to each other (sta/di/um).

**BASIC**

monument
regular
permanent
teakettle
hesitate
indicate
industry
popular
consistent
imitate
positive
hurricane
marketplace
stadium
ornament

**CHALLENGE**

concentrate
genuine
compensate
reluctant
comprehend

Write the Basic Words and Challenge Words that answer each question.

1. Which words have a short vowel in the stressed syllable?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Which words have a long vowel in the stressed syllable?
   __________________________________________
   __________________________________________

3. Which words have an r-controlled vowel in the stressed syllable?
   __________________________________________

4. Which words have two different vowel sounds in syllables that come one after the other?
   __________________________________________
   __________________________________________

5. Which are compound words?
   __________________________________________

**Note:** You know that each syllable has its own vowel sound. Sometimes a syllable contains only a vowel sound and nothing else. You see this in several of the words on this list. It may help to practice writing these words with syllables separated by slanted lines: mon/i/ment, reg/i/lar, hes/i/late, pop/i/lar, and so on. This shows that some syllables contain only a vowel letter. If you’re not sure how the syllables are divided in some words, look them up in a dictionary.
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. The football game will be played in the new ________________.
2. The automobile ________________ employs thousands of people.
3. He wore thick glasses to ________________ for being nearsighted.
4. She is a ________________ customer at this store.
5. I can’t ________________ on my work with all this noise!
6. The wind and water of the ________________ caused much damage.
7. He did not ________________ what you said.
8. Must you always ________________ everything I do?
9. The huge ________________ was carved from stone.
10. Use this ________________ to decorate the tree.
11. The new museum will provide a ________________ home for the dinosaur bones.
12. I am ________________ to lend them any more money.

Syllable Division

Put a slanted line between each syllable in these words. Try them first and then check the dictionary to see if you are right. The first example is already given.

1. hes/i/ta/e 2. genui/ne
3. po/pu/lar 4. perma/nent
5. com/pe/heid 6. cre/a/tion
7. indus/try 8. monu/ment
9. regu/lar 10. con/cen/trate
Varying Word Order

What do you notice about this short paragraph?

We all wanted to go see the movie. We heard that it was great. We couldn’t wait to see it.

Every sentence begins the same way. In fact, every sentence begins with the subject. How can you avoid this problem and get more variety in your sentences?

1. Begin with an adverb that tells when, how, or where something happened.

   The flood waters rose around the base of the house.  
   Suddenly the flood waters rose around the base of the house.

   Rewrite the following sentence by beginning with an adverb.

   I like to watch baseball on television.

2. Move the end of the sentence to the beginning. This lets you bring important information to the reader’s attention right away.

   We hurried to the car because the rain was starting.
   Because the rain was starting, we hurried to the car.

   Rewrite this sentence by moving the information from the end to the beginning.

   Thomas Jefferson became president in 1801.

3. You can combine short sentences to form longer ones.

   Mark Twain wrote Life on the Mississippi. It tells about people in towns along the river.
   In Life on the Mississippi, Mark Twain tells about people in towns along the river.

   Rearrange word order in each of the following examples.

   James Madison was secretary of state in the Jefferson administration. Madison became president in 1809.

   My family moved to Illinois. I was 12 years old.
Latin Prefixes and Roots

Last week you saw some individual Latin words that provide the roots for English words. In English, there are even more words made up of Latin prefixes combined with roots.

Here are five Latin prefixes followed by four roots used in English words.

- **com-, con-** (with)  
- **ex-** (out of)  
- **im-, in-** (in)  
- **ad-** (to, toward)  
- **pro-** (forward)  
- **port** (portare: to carry)  
- **duct** (ducere: to lead)  
- **mit** (mittere: to send)  
- **ject** (jeter: to throw)

Now look at the words given below. Write the Latin prefix and the Latin word that provides the root used to build each word. Also write the definition of each English word. Use a dictionary if you need help. The first example is given.

1. **export**: prefix **ex-** + Latin root **portare**.
   
   Definition: to send goods to be sold in other countries

2. **conduct**: prefix __________ + Latin root ______________
   
   Definition: ________________

3. **project**: prefix __________ + Latin root ______________
   
   Definition: ________________

4. **admit**: prefix __________ + Latin root ______________
   
   Definition: ________________

5. **import**: prefix __________ + Latin root ______________
   
   Definition: ________________

Write sentences using three of the words listed above.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The suffixes -ize and -ify can be added to nouns or adjectives to change them to verbs. Many verbs that end with the suffix -ate originated in Latin words.

**BASIC**
- criticize
- notify
- dedicate
- itemize
- horrify
- locate
- civilize
- purify
- dictate
- modernize
- beautify
- inflate
- authorize
- classify
- illustrate

**CHALLENGE**
- narrate
- terrorize
- mystify
- demonstrate
- specialize

Write the Basic Words and Challenge Words that answer each question.

1. Which verbs end with the suffix -ize?
   -
   -

2. Which verbs end with the suffix -ify?
   -
   -

3. Which verbs end with the suffix -ate?
   -
   -

4. Which verb is related to the noun mystery?
   -

5. Which verb is related to the noun beauty?
   -

6. Which verb is related to the noun horror?
   -

7. Which verb is related to the adjective pure?
   -

**Note:** Look for the base word in those verbs that end with -ize and -ify. Notice especially when the end of the base word changes to accept the suffix: pure - purify and horror - horrify, for example.
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. Did you _______________ everyone of the change in time?
2. The city is going to _______________ the old theater.
3. Filters can be used to _______________ the muddy water.
4. She can _______________ some free time to the animal shelter.
5. Which artist will _______________ the new book?
6. The flowers and plants will _______________ the town square.
7. I can’t _______________ that town on the map.
8. She will _______________ in history in college.
9. We can _______________ these rocks according to size.
10. The source of the strange noise continued to _______________ everyone.

Definitions

Write the word that fits each definition.

1. To say what is good or bad about something: _______________
2. To give official permission: _______________
3. To fill someone with great fear: _______________
4. To fill something with air or gas: _______________
5. To explain or show how something is done: _______________
Parallel Sentence Structure

What do you notice about the following sentence?

Last Saturday Evan mowed the lawn, washed the car, and then he had to clean out the garage.

The sentence begins by telling about two things Evan did: He mowed the lawn and washed the car. These two parts of the sentence are in parallel structure because they are expressed in the same way and are organized according to the same pattern. When the end of the sentence says that "he had to clean out the garage," the parallel structure is broken.

Rewrite the sentence so that the three parts after the word Evan are all in parallel structure.

______________________________________________________________

In order to make the parallel structure consistent, the last part needs to have a verb in the past tense followed by an object; "cleaned out the garage."

Rewrite each of the following sentences so that it has parallel structure.

1. The new car is comfortable, efficient, and it isn't very expensive either.

______________________________________________________________

2. The storm blew down trees, knocked over buildings, and it caused damage to power lines, too.

______________________________________________________________

3. Early pioneers had to have hope, courage, and they had to be patient as well.

______________________________________________________________

4. The movie was funny, interesting, and it had lots of excitement.

______________________________________________________________
Greek Words

When you say telephone and microscope and helicopter, you are naming modern inventions using words that originated in an ancient language. That ancient language is Greek, spoken more than 2000 years ago, even before the Romans began to conquer much of the world. In fact, the Greek language influenced Latin to a great extent. English has borrowed words from the Greek language because Greek words have very clear meanings and refer to things that have become important in modern science and medicine in particular.

Here are some Greek words that have been adapted to the English language. Write the modern English spelling for each word. The English spelling is often shorter than the original Greek, and the k in Greek often changes to c in English. The first example is given.

1. mousike  music  2. choros  
3. magikos  4. kritikos  
5. systema  6. papyros  
7. epidemia  8. skeletos  

Here are some more Greek words followed by their English meanings. Write a modern English word built on the Greek root. Most words combine two Greek roots.

9. therme (heat) + metron (measure)  thermometer  
10. mikros (small) + skopos (look at):  
11. auto (self) + graphein (to write):  
12. bios (life) + graphein (to write):  
13. pneumon (lung):  
14. heliko (spiral) + pteron (wing):  
15. demos (people) + kratia (rule):  

Note: The words are 1. music; 2. chorus; 3. magic; 4. critic; 5. system; 6. paper; 7. epidemic; 8. skeleton; 9. thermometer; 10. microscope; 11. autograph; 12. biography; 13. pneumonia; 14. helicopter; 15. democracy.
The words on this list have unusual features that may make them difficult. Sometimes the difficult spot involves a doubled consonant letter; other times it may be a vowel letter. Underline the part of each word that you must watch for.

**BASIC**
column
embarrass
suggest
medicine
official
cemetery
surprise
occasion
marriage
parallel
occupy
spaghetti
excellent
campaign
committee

**CHALLENGE**
achievement
acquaint
lieutenant
recommend
pneumonia

Write the Basic Words and Challenge Words that answer each question.

1. Which words have short e in the stressed syllables?
   ______________________________________
   ______________________________________
   ______________________________________

2. Which words have other short vowels in the stressed syllables?
   ______________________________________
   ______________________________________

3. Which words have long vowels in the stressed syllables?
   ______________________________________
   ______________________________________

4. Which words contain doubled consonants?
   ______________________________________
   ______________________________________

*The Family Learning Association — Spelling for Writing 5*
Sentences

Write the Basic Word or Challenge Word that fits in each sentence.

1. ________________ lines are always the same distance apart.

2. A ________________ will meet to decide what to do.

3. Arrange all these numbers in a single ________________.

4. Can you ________________ a good book on dinosaurs?

5. The first airplane flight was an amazing ________________.

6. The party was supposed to be a ________________, but it wasn’t.

7. I’d like a big plate of ________________ for dinner.

8. Can someone ________________ a name for our new puppy?


10. I hope your mistake didn’t ________________ you too much.

Correcting Misspellings

Each of the following words is misspelled. Without looking back at the list, write the correct spelling. Check your work at the end.

1. spagetti ________________ 2. suprise ________________

3. medecine ________________ 4. occassion ________________

5. mariage ________________ 6. acheivement ________________

7. paralel ________________ 8. leutenant ________________

9. embarass ________________ 10. aquaint ________________
Avoiding Unnecessary Words

What would you think if you got a note like this one?

Don’t forget to be sure to check all the windows and doors before you leave and make sure they are all closed in case it rains or the weather is bad.

This note uses far too many words to convey a simple message: “Be sure to close all the windows and doors when you leave.” All the other words are unnecessary and just get in the way.

When you write, try not to use more words than you need. One of the reasons for editing your work is to make sure that unnecessary words are removed. In particular, don’t use several words with similar meanings if one word will do.

Each of the following sentences has too many words. Rewrite each sentence to make it as brief and clear as possible. Also proofread your revised sentences carefully; there may be misspellings in the original sentences.

1. I was really scarred and frightened and didn’t like it much.

2. That great big huge bear was mean and ferocious.

3. The brave, bold astronauts courageously flew into the farthest reaches of outer space many miles from earth.

4. My teacher taught and explained how to solve the difficult problem that gave us a lot of difficulty.

5. There is no doubt that Abraham Lincoln was certainly one of the greatest presidents that the United States has ever had at any time in the past during its history.
French Words

In addition to the languages already discussed, French has also contributed many words to English. Although French words entered English over many centuries, the greatest influence came after King William I of France conquered England in 1066. Some French words are spelled the same in both languages, although pronunciation is different. Other French words have changed spelling when they were adapted to English.

Here are some words that are used in English without any change in spelling. Did you know that all of these words are actually French? Look up any words you don’t know.

- action
- avenue
- boulevard
- certain
- chandelier
- cruel
- final
- force
- general
- noble

Write three sentences using at least three of the preceding words.

Here are some French words that have changed slightly. Write the English spelling for each word.

1. actif
2. bouton
3. nombre
4. soudain
5. gentil
6. difficile
7. ordinaire
8. musique

Note: Did you see that these words are active, button, number, sudden, gentle, difficult, ordinary, and music?
Spelling for Writing

In just a few minutes a week, your child will:

♦ Learn to identify common, logical spelling patterns,
♦ Graduate quickly to more complex words,
♦ Become a confident, independent speller and writer!

Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

♦ Accurate spelling contributes to the clarity of written messages.
♦ Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
♦ Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories help them see the value of learning to spell!