

CONTENTS

Lesson 1:	CVC & CVCC words w/final consonant teams	4
Lesson 2:	CVC & CVCC words w/final consonant blends.....	8
Lesson 3:	Long <i>ā</i> (silent <i>e</i> ; vowel teams <i>ay, ai</i>)	12
Lesson 4:	Long <i>ē</i> (vowel teams <i>ee, ea</i>)	16
Lesson 5:	Long <i>ī</i> (silent <i>e</i> ; <i>i</i> before two consonants; vowel team <i>igh</i>).....	20
Lesson 6:	Long <i>ō</i> (silent <i>e</i> ; <i>o</i> before two consonants; vowel teams <i>oe, oa, ow</i>).....	24
Lesson 7:	Long <i>ū</i> (silent <i>e</i> ; vowel teams <i>ue, ui</i>)	28
Lesson 8:	Vowel teams for / <i>oo</i> / (<i>ew, oo, ou</i>).....	32
Lesson 9:	Hard and soft <i>c</i> and <i>g</i>	36
Lesson 10:	<i>h</i> -teams (<i>ch, sh, th, wh</i>).....	40
Lesson 11:	Initial consonant blends (<i>s, r, l</i>).....	44
Lesson 12:	Three more consonant teams (<i>qu, dge, tch</i>).....	48
Lesson 13:	Three-letter consonant blends	52
Lesson 14:	Three sounds of <i>y</i> (<i>/y/, /ī/, /ē/</i>).....	56
Lesson 15:	Two sounds of <i>ey</i> (<i>/ā/, /ē/</i>).....	60
Lesson 16:	Vowel teams for / <i>oi</i> / (<i>oi, oy</i>) and / <i>ou</i> / (<i>ou, ow</i>)	64
Lesson 17:	Three more spellings of / <i>ū</i> / (<i>oo, ou, o</i>).....	68
Lesson 18:	Words ending in / <i>əl</i> / spelled <i>le</i> (<i>le</i> syllables).....	72
Lesson 19:	Words ending in / <i>əl</i> / spelled <i>el</i>	76
Lesson 20:	<i>r</i> -controlled vowel / <i>âr</i> / (<i>air, are, ear</i>)	80
Lesson 21:	<i>r</i> -controlled vowel / <i>ûr</i> / (<i>er, ir, ur</i>)	84
Lesson 22:	Consonant teams with silent letters (<i>mb, kn, wr</i>).....	88
Lesson 23:	Contractions.....	92
Lesson 24:	Plurals that add <i>-es</i>	96
Lesson 25:	Irregular plurals	100
Lesson 26:	Double Rule (1-1-1 words).....	104
Lesson 27:	Drop Rule (silent <i>e</i>).....	108
Lesson 28:	Change Rule (<i>y</i> to <i>i</i>)	112
Lesson 29:	Compound words; words accented on last syllable	116
Lesson 30:	Prefixes and suffixes	120
Lesson 31:	Two more vowel teams for / <i>ē</i> / (<i>ei, ie</i>); "i before e except after c" rule, part 1	124
Lesson 32:	Two more vowel teams for / <i>ā</i> / (<i>ei, eigh</i>); "i before e except after c" rule, part 2.....	128
Lesson 33:	Homophones	132
Lesson 34:	Vowel teams for / <i>ô</i> / (<i>aw, au, al/all</i>)	136
Dictionary	141



LESSON 1

Phonics Focus

- The vowel in CVC and CVCC words is usually short.
Ex: pat, pet, pit, pot, putt (golf)
- Mark short vowels with a breve.
ă ě ĭ ǒ ŭ
- Some **consonant teams** found at the end of short-vowel words are **ck; ng; nk; double f, l, s, z.**

- | | |
|-----------|---------------|
| 1. sing | <i>sing</i> |
| 2. tell | <i>tell</i> |
| 3. pass | <i>pass</i> |
| 4. thanks | <i>thanks</i> |
| 5. king | <i>king</i> |
| 6. pack | <i>pack</i> |
| 7. ink | <i>ink</i> |
| 8. pick | <i>pick</i> |
| 9. junk | <i>junk</i> |
| 10. lock | <i>lock</i> |
| 11. long | <i>long</i> |
| 12. cuff | <i>cuff</i> |
| 13. jazz | <i>jazz</i> |
| 14. does | <i>does</i> |
| 15. been | <i>been</i> |

Write the words that have the sound of short **ă**.

- _____
- _____
- _____
- _____

Write the word that has the sound of short **ě**.

- _____

Write the words that have the sound of short **ĭ**.

- _____
- _____
- _____
- _____
- _____

Write the words that have the sound of short **ǒ**.

- _____
- _____

Write the words that have the sound of short **ŭ**.

- _____
- _____

Write the sight words.

- _____
- _____

Write the words with the consonant team *ng*.

1. _____
.....

2. _____
.....

3. _____
.....

Write the words with the consonant team *nk*.

4. _____
.....

5. _____
.....

6. _____
.....

Write the words with the consonant team *ck*.

7. _____
.....

8. _____
.....

9. _____
.....

Write the words with *double f, l, s, or z*.

10. _____
.....

11. _____
.....

12. _____
.....

13. _____
.....

Write the sight words.

14. _____
.....

15. _____
.....

COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Go back and write over ...
 - vowels/vowel teams with RED
 - consonant teams/blends with BLUE
 - silent *e* with a SLASH
- Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.

1. _____
.....

2. _____
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3. _____
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4. _____
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5. _____
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6. _____
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7. _____
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8. _____
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9. _____
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10. _____
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11. _____
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12. _____
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13. _____
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14. _____
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15. _____
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JAZZ

Long ago, when people came from all different places to A•mer•i•ca, they didn't bring their **junk**; they brought the most im•por•tant things. This usually included some kind of instrument. People brought their songs and music from their homelands to **pass** on to their children. From this, a new kind of music that was a blend of music from two places was born in America. It's called **jazz**! Jazz is music from Africa and Europe. It began in New Orleans about 100 years ago. People there have **been** playing it ever since. You can play a jazz tune on an instrument or you can **sing** jazz. Jazz is a mix of set notes or words with long times where the notes or words are what the player feels moved to play. He **does** not follow the music. He goes with how he feels. Some of the first jazz musicians had funny names like Joe "**King**" Oliver and Jelly Roll Morton. But the most well known was Louis Armstrong. He began playing the cornet when he was only 13. **Thanks** to these men, America has a music all its own.

SPELLING SENTENCES: Use a spelling word to fill in the blank.

sing	pass	king	ink	junk	long	jazz	been
tell	thanks	pack	pick	lock	cuff	does	

1. Did you _____ your mom about the party?
2. A _____ wears a crown on his head.
3. Emma helped Mom _____ peaches for pies.
4. Spilled black _____ is hard to clean.
5. It has _____ three hours since we ate breakfast.
6. Mason got the _____ of his sleeve in the paint.
7. I give _____ for my meal.
8. Don't forget to _____ the door when you leave!
9. What _____ the bird do with the bits of string?
10. Please _____ your backpack with your school supplies.

DICTATION

SOUNDS

- | | | |
|-------|-------|-------|
| 1. | 4. | 7. |
| _____ | _____ | _____ |
| | | |
| _____ | _____ | _____ |
| 2. | 5. | 8. |
| _____ | _____ | _____ |
| | | |
| _____ | _____ | _____ |
| 3. | 6. | |
| _____ | _____ | |
| | | |
| _____ | _____ | |

SPELLING WORDS

- | | |
|-------|-------|
| 1. | 9. |
| _____ | _____ |
| | |
| _____ | _____ |
| 2. | 10. |
| _____ | _____ |
| | |
| _____ | _____ |
| 3. | 11. |
| _____ | _____ |
| | |
| _____ | _____ |
| 4. | 12. |
| _____ | _____ |
| | |
| _____ | _____ |
| 5. | 13. |
| _____ | _____ |
| | |
| _____ | _____ |
| 6. | 14. |
| _____ | _____ |
| | |
| _____ | _____ |
| 7. | 15. |
| _____ | _____ |
| | |
| _____ | _____ |
| 8. | |
| _____ | |
| | |
| _____ | |

SENTENCE

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LESSON 26

PHONICS FOCUS

- A 1-1-1 word has one syllable, one vowel, and ends in one consonant.
Ex. sad
- Double the final consonant of a 1-1-1 word when adding a suffix that begins with a vowel.
Ex. sad + er = sadder
sad + est = saddest
- Never double final **w, x, y**. **Ex. boxing**

- | | |
|--------------|-----------------|
| 1. boxing | <i>boxing</i> |
| 2. enjoyed | <i>enjoyed</i> |
| 3. thinnest | <i>thinnest</i> |
| 4. player | <i>player</i> |
| 5. mopped | <i>mopped</i> |
| 6. slowest | <i>slowest</i> |
| 7. quizzing | <i>quizzing</i> |
| 8. fittest | <i>fittest</i> |
| 9. snowing | <i>snowing</i> |
| 10. batter | <i>batter</i> |
| 11. tripped | <i>tripped</i> |
| 12. mixed | <i>mixed</i> |
| 13. flipping | <i>flipping</i> |
| 14. mowed | <i>mowed</i> |
| 15. jogger | <i>jogger</i> |

Write the spelling words where the final consonant was doubled before adding the suffix.

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-
-
-
-
-
-
-

Write the spelling words where the final consonant was not doubled.

-
-

Write the spelling words where the base word is not a 1-1-1 word.

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-
-
-
-

Write the words that have the *ing* suffix and circle the words with the final consonant doubled.

1. _____
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2. _____
.....

3. _____
.....

4. _____
.....

Write the words that have the *ed* suffix and circle the words with the final consonant doubled.

5. _____
.....

6. _____
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7. _____
.....

8. _____
.....

9. _____
.....

Write the words that have the *er* suffix and circle the words with the final consonant doubled.

10. _____
.....

11. _____
.....

12. _____
.....

Write the words that have the *est* suffix and circle the words with the final consonant doubled.

13. _____
.....

14. _____
.....

15. _____
.....

COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Go back and write over ...
 - vowels/vowel teams with RED
 - consonant teams/blends with BLUE
 - silent e with a SLASH
- Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.

1. _____
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2. _____
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3. _____
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4. _____
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5. _____
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6. _____
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7. _____
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8. _____
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9. _____
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10. _____
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11. _____
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12. _____
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13. _____
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14. _____
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15. _____
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GEORGE WASHINGTON

George Washington was the leader of a tough group of soldiers when America was fighting to be free from England's rule. The war had gone on for quite a while, and it was not looking good for America. Washington and his men, though getting tired, cold, and hungry, did not give up! They kept marching. His men were a **mixed** group. Some **enjoyed** the warmth of shoes, but some only got to wrap their feet in cloth. Some had no shoes at all! The men without shoes walked the **slowest**. Some men wore the **thinnest** clothes anyone had ever seen, even though it was winter and **snowing!** If they **tripped** and got wet, they would freeze. They were not the **fittest** group of men. But they had per•se•ver•ance. They did not give up because they knew they were helping America to be free. We owe a debt of thanks to Washington and his men.

SPELLING SENTENCES: Use a spelling word to fill in the blank.

boxing	thinnest	mopped	quizzing	snowing	tripped	flipping	jogger
enjoyed	player	slowest	fittest	batter	mixed	mowed	

1. The _____ match was held in a ring.
2. My brother _____ the neighbor's lawn.
3. The _____ ran a three-mile race.
4. The coin was _____ in the air.
5. Which runner is in the _____ shape?
6. Which _____ on your team wants to be the leader?
7. I like _____ myself with my math flashcards.
8. The _____ book on the shelf had twelve pages.
9. Many bluebirds _____ swimming in the birdbath.
10. Dad _____ up the spilled water.
11. The _____ runner came in last place.

DICTATION

SOUNDS

- | | | | | | |
|----|-------|----|-------|----|-------|
| 1. | _____ | 4. | _____ | 7. | _____ |
| | | | | | |
| | _____ | | _____ | | _____ |
| 2. | _____ | 5. | _____ | 8. | _____ |
| | | | | | |
| | _____ | | _____ | | _____ |
| 3. | _____ | 6. | _____ | | _____ |
| | | | | | |
| | _____ | | _____ | | _____ |

SPELLING WORDS

- | | | | |
|----|-------|-----|-------|
| 1. | _____ | 9. | _____ |
| | | | |
| | _____ | | _____ |
| 2. | _____ | 10. | _____ |
| | | | |
| | _____ | | _____ |
| 3. | _____ | 11. | _____ |
| | | | |
| | _____ | | _____ |
| 4. | _____ | 12. | _____ |
| | | | |
| | _____ | | _____ |
| 5. | _____ | 13. | _____ |
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| | _____ | | _____ |
| 6. | _____ | 14. | _____ |
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| 7. | _____ | 15. | _____ |
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SENTENCE

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