

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

There are many activities that you and your child can do at home to reinforce the correct spellings of these and similar words. As you work with your child, help him or her focus on the spelling pattern for each sound. Be sure to praise your child for each correctly spelled word and be patient when working with words that your child finds difficult. I hope that you and your child enjoy doing these activities together.

Dictate each of the words in the list to your child. Ask him or her to write the spelling words correctly on a separate sheet of paper.

1. *crust* crust
2. *pass* pass
3. *else* else
4. *skill* skill
5. *brag* brag
6. *zipper* zipper
7. *began* began
8. *collar* collar
9. *drag* drag
10. *smell* smell
11. *brick* brick
12. *felt* felt
13. *spill* spill
14. *button* button
15. *held* held
16. *trust* trust
17. *kept* kept
18. *trick* trick
19. *shell* shell
20. *begin* begin

Name _____

My School Word List

1. crust
2. pass
3. else
4. skill
5. brag
6. zipper
7. began
8. collar
9. drag
10. smell
11. brick
12. felt
13. spill
14. button
15. held
16. trust
17. kept
18. trick
19. shell
20. begin

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My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Label four envelopes with the following vowel sounds: **long a**, **long i**, **long o**, and **long u**. Say each word and have your child write it on an index card or a piece of paper. Ask him or her to point out the vowel-consonant-e pattern.

Example:

Chose has the **o-consonant-e** pattern.

Then have your child put the word in the envelope that is labeled with the vowel sound in the spelling word.

- | | |
|---------------------|----------|
| 1. <i>wise</i> | wise |
| 2. <i>huge</i> | huge |
| 3. <i>case</i> | case |
| 4. <i>alone</i> | alone |
| 5. <i>rise</i> | rise |
| 6. <i>cube</i> | cube |
| 7. <i>fame</i> | fame |
| 8. <i>beside</i> | beside |
| 9. <i>blame</i> | blame |
| 10. <i>chose</i> | chose |
| 11. <i>tire</i> | tire |
| 12. <i>became</i> | became |
| 13. <i>awhile</i> | awhile |
| 14. <i>spoke</i> | spoke |
| 15. <i>wife</i> | wife |
| 16. <i>drove</i> | drove |
| 17. <i>surprise</i> | surprise |
| 18. <i>scale</i> | scale |
| 19. <i>alive</i> | alive |
| 20. <i>invite</i> | invite |

1. wise
2. huge
3. case
4. alone
5. rise
6. cube
7. fame
8. beside
9. blame
10. chose
11. tire
12. became
13. awhile
14. spoke
15. wife
16. drove
17. surprise
18. scale
19. alive
20. invite

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My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child write each spelling word on an index card or a piece of paper, then sort the words into three groups according to the following **long a** spellings: **a**, **ai**, and **ay**. Have your child take the words in each group, identify the spelling pattern, and read the words aloud. Next, take all of the words and shuffle them. Read each word aloud and have your child write it. Have him or her check spellings against the list.

- | | |
|--------------------|---------|
| 1. <i>aim</i> | aim |
| 2. <i>holiday</i> | holiday |
| 3. <i>paper</i> | paper |
| 4. <i>station</i> | station |
| 5. <i>able</i> | able |
| 6. <i>crayon</i> | crayon |
| 7. <i>flavor</i> | flavor |
| 8. <i>lazy</i> | lazy |
| 9. <i>brain</i> | brain |
| 10. <i>anyway</i> | anyway |
| 11. <i>remain</i> | remain |
| 12. <i>favor</i> | favor |
| 13. <i>rail</i> | rail |
| 14. <i>grayest</i> | grayest |
| 15. <i>trailer</i> | trailer |
| 16. <i>lady</i> | lady |
| 17. <i>nation</i> | nation |
| 18. <i>relay</i> | relay |
| 19. <i>fail</i> | fail |
| 20. <i>radio</i> | radio |

Name _____

My School Word List

1. aim
2. holiday
3. paper
4. station
5. able
6. crayon
7. flavor
8. lazy
9. brain
10. anyway
11. remain
12. favor
13. rail
14. grayest
15. trailer
16. lady
17. nation
18. relay
19. fail
20. radio

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Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Play a game with the spelling words by having your child name and spell a word from clues you provide. Possible clues may include definitions, synonyms, antonyms, rhyming words, or hints to spelling patterns.

Examples:

A year is divided into four of these. (**season**)

If the temperature goes from 75 to 76, it increases by one what? (**degree**)

Short is a synonym for this word. (**brief**)

You buy an item for a good price. What is this called? (**deal**)

My Home Word List

- | | |
|--------------------|---------|
| 1. <i>field</i> | field |
| 2. <i>lead</i> | lead |
| 3. <i>speed</i> | speed |
| 4. <i>believe</i> | believe |
| 5. <i>deal</i> | deal |
| 6. <i>piece</i> | piece |
| 7. <i>reach</i> | reach |
| 8. <i>breeze</i> | breeze |
| 9. <i>speak</i> | speak |
| 10. <i>agree</i> | agree |
| 11. <i>least</i> | least |
| 12. <i>season</i> | season |
| 13. <i>between</i> | between |
| 14. <i>chief</i> | chief |
| 15. <i>steam</i> | steam |
| 16. <i>degree</i> | degree |
| 17. <i>reason</i> | reason |
| 18. <i>brief</i> | brief |
| 19. <i>repeat</i> | repeat |
| 20. <i>peach</i> | peach |

My School Word List

- | |
|-------------|
| 1. field |
| 2. lead |
| 3. speed |
| 4. believe |
| 5. deal |
| 6. piece |
| 7. reach |
| 8. breeze |
| 9. speak |
| 10. agree |
| 11. least |
| 12. season |
| 13. between |
| 14. chief |
| 15. steam |
| 16. degree |
| 17. reason |
| 18. brief |
| 19. repeat |
| 20. peach |

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My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Point out to your child that there are many ways of communicating an idea. Then provide him or her with two or three simple sentences that use spelling words. Ask your child to rewrite the sentences as many ways as possible.

Examples:

It was so cold last February that **icicles** hung on tree branches. (Last February, tree branches shone with **icicles** because it was so cold.)

I plan to **buy** a new **iron** before the sale ends. (Before the sale ends, I would like to **buy** a new **iron**.)

1. *eyes* eyes
2. *icicle* icicle
3. *tight* tight
4. *climb* climb
5. *umpire* umpire
6. *highway* highway
7. *idea* idea
8. *flight* flight
9. *cycle* cycle
10. *fright* fright
11. *iron* iron
12. *slight* slight
13. *tiny* tiny
14. *higher* higher
15. *shy* shy
16. *hire* hire
17. *buy* buy
18. *might* might
19. *reply* reply
20. *title* title

1. eyes
2. icicle
3. tight
4. climb
5. umpire
6. highway
7. idea
8. flight
9. cycle
10. fright
11. iron
12. slight
13. tiny
14. higher
15. shy
16. hire
17. buy
18. might
19. reply
20. title

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My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child write two-line poems using the list of review words and the following words to create rhymes: **delay, season, flight, crust, wide, and flavor.**

Example:

I have discovered the
reason
That we celebrate the
season.

Encourage your child to find other words that rhyme with the remaining words on the list and write additional two-line poems.

- | | |
|--------------------|---------|
| 1. <i>begin</i> | begin |
| 2. <i>kept</i> | kept |
| 3. <i>trust</i> | trust |
| 4. <i>zipper</i> | zipper |
| 5. <i>awhile</i> | awhile |
| 6. <i>became</i> | became |
| 7. <i>beside</i> | beside |
| 8. <i>invite</i> | invite |
| 9. <i>favor</i> | favor |
| 10. <i>holiday</i> | holiday |
| 11. <i>relay</i> | relay |
| 12. <i>trailer</i> | trailer |
| 13. <i>agree</i> | agree |
| 14. <i>believe</i> | believe |
| 15. <i>field</i> | field |
| 16. <i>reason</i> | reason |
| 17. <i>buy</i> | buy |
| 18. <i>climb</i> | climb |
| 19. <i>might</i> | might |
| 20. <i>cycle</i> | cycle |

1. begin
2. kept
3. trust
4. zipper
5. awhile
6. became
7. beside
8. invite
9. favor
10. holiday
11. relay
12. trailer
13. agree
14. believe
15. field
16. reason
17. buy
18. climb
19. might
20. cycle

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Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child write the words in the word list in alphabetical order and number the words. Then erase the odd-numbered (or even-numbered) words and have your child fill in the missing words using the word list as a reference.

My Home Word List

- | | |
|-------------------|---------|
| 1. <i>poet</i> | poet |
| 2. <i>coast</i> | coast |
| 3. <i>pillow</i> | pillow |
| 4. <i>hotel</i> | hotel |
| 5. <i>also</i> | also |
| 6. <i>clothes</i> | clothes |
| 7. <i>pony</i> | pony |
| 8. <i>bold</i> | bold |
| 9. <i>moment</i> | moment |
| 10. <i>obey</i> | obey |
| 11. <i>grown</i> | grown |
| 12. <i>hello</i> | hello |
| 13. <i>motel</i> | motel |
| 14. <i>boast</i> | boast |
| 15. <i>glow</i> | glow |
| 16. <i>goal</i> | goal |
| 17. <i>poem</i> | poem |
| 18. <i>shown</i> | shown |
| 19. <i>hero</i> | hero |
| 20. <i>fold</i> | fold |

My School Word List

- | |
|------------|
| 1. poet |
| 2. coast |
| 3. pillow |
| 4. hotel |
| 5. also |
| 6. clothes |
| 7. pony |
| 8. bold |
| 9. moment |
| 10. obey |
| 11. grown |
| 12. hello |
| 13. motel |
| 14. boast |
| 15. glow |
| 16. goal |
| 17. poem |
| 18. shown |
| 19. hero |
| 20. fold |

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Write the spelling words on slips of paper. Fold each slip and put it into a box or grocery bag. Have your child take out a slip and hand it to you. Pronounce the word and have your child write it. An incorrectly spelled word should be returned to the box or bag. The goal is to spell all of the words correctly.

1. *flute* flute
2. *view* view
3. *student* student
4. *whose* whose
5. *clue* clue
6. *human* human
7. *juice* juice
8. *few* few
9. *true* true
10. *tube* tube
11. *truth* truth
12. *glue* glue
13. *dew* dew
14. *lose* lose
15. *tulip* tulip
16. *used* used
17. *due* due
18. *fruit* fruit
19. *music* music
20. *rule* rule

Name _____

My School Word List

1. flute
2. view
3. student
4. whose
5. clue
6. human
7. juice
8. few
9. true
10. tube
11. truth
12. glue
13. dew
14. lose
15. tulip
16. used
17. due
18. fruit
19. music
20. rule

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Dictate simple sentences to your child using the spelling words. Have your child rewrite each sentence as a question, an exclamation, or a command. Encourage your child to read the sentences aloud and to notice how the expression of his or her voice changes with different types of sentences.

Example:

The **foil** should be placed around the food. (Did you place the **foil** around the food?)

- | | |
|-------------------|---------|
| 1. <i>flour</i> | flour |
| 2. <i>however</i> | however |
| 3. <i>coil</i> | coil |
| 4. <i>enjoy</i> | enjoy |
| 5. <i>amount</i> | amount |
| 6. <i>powder</i> | powder |
| 7. <i>moist</i> | moist |
| 8. <i>vowel</i> | vowel |
| 9. <i>spoil</i> | spoil |
| 10. <i>flower</i> | flower |
| 11. <i>joint</i> | joint |
| 12. <i>joy</i> | joy |
| 13. <i>power</i> | power |
| 14. <i>royal</i> | royal |
| 15. <i>foil</i> | foil |
| 16. <i>plow</i> | plow |
| 17. <i>choice</i> | choice |
| 18. <i>mouth</i> | mouth |
| 19. <i>crowd</i> | crowd |
| 20. <i>mount</i> | mount |

Name _____

My School Word List

1. flour
2. however
3. coil
4. enjoy
5. amount
6. powder
7. moist
8. vowel
9. spoil
10. flower
11. joint
12. joy
13. power
14. royal
15. foil
16. plow
17. choice
18. mouth
19. crowd
20. mount

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Play a game with the spelling words by having your child name and spell a word from clues you provide. Possible clues may include definitions, synonyms, antonyms, rhyming words, or hints to spelling patterns.

Examples:

You have an idea about something. What is this called? (**thought**)

Where might you find a boat? (**port**)

Remembered is the opposite of this word. (**forgot**)

My Home Word List

- | | |
|--------------------|----------|
| 1. <i>forgot</i> | forgot |
| 2. <i>bought</i> | bought |
| 3. <i>nor</i> | nor |
| 4. <i>haul</i> | haul |
| 5. <i>ought</i> | ought |
| 6. <i>forest</i> | forest |
| 7. <i>sport</i> | sport |
| 8. <i>thought</i> | thought |
| 9. <i>daughter</i> | daughter |
| 10. <i>port</i> | port |
| 11. <i>sort</i> | sort |
| 12. <i>record</i> | record |
| 13. <i>taught</i> | taught |
| 14. <i>brought</i> | brought |
| 15. <i>forth</i> | forth |
| 16. <i>because</i> | because |
| 17. <i>fought</i> | fought |
| 18. <i>report</i> | report |
| 19. <i>forty</i> | forty |
| 20. <i>caught</i> | caught |

My School Word List

- | |
|-------------|
| 1. forgot |
| 2. bought |
| 3. nor |
| 4. haul |
| 5. ought |
| 6. forest |
| 7. sport |
| 8. thought |
| 9. daughter |
| 10. port |
| 11. sort |
| 12. record |
| 13. taught |
| 14. brought |
| 15. forth |
| 16. because |
| 17. fought |
| 18. report |
| 19. forty |
| 20. caught |

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Point out the sound/ spellings that are the focus of this unit: /îr/ as in **near** and **cheer**; and /ûr/ as in **certain**, **burst**, and **firm**.

Have your child write each word on an index card or a piece of paper, then sort the words into an /îr/ pile and an /ûr/ pile. Next have him or her underline the spelling patterns in each group. Take the words in one group and read them aloud as your child writes them. Do the same with the other group. Have your child check his or her spellings against the list.

1. *near* near
2. *steer* steer
3. *certain* certain
4. *return* return
5. *tear* tear
6. *thirst* thirst
7. *perfect* perfect
8. *fear* fear
9. *term* term
10. *cheer* cheer
11. *turkey* turkey
12. *firm* firm
13. *ear* ear
14. *burst* burst
15. *rear* rear
16. *serve* serve
17. *year* year
18. *person* person
19. *clear* clear
20. *herd* herd

Name _____

My School Word List

1. near
2. steer
3. certain
4. return
5. tear
6. thirst
7. perfect
8. fear
9. term
10. cheer
11. turkey
12. firm
13. ear
14. burst
15. rear
16. serve
17. year
18. person
19. clear
20. herd

Name _____

Name _____

My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child write each word on an index card or a piece of paper. Shuffle the cards and have your child sort them according to these sound/spelling patterns: **long o**; /oo/ and /yoo/; /oi/ and /ou/; /or/ and /o/; /ir/ and /ur/. Have your child read the words aloud and underline the spelling patterns. Shuffle the cards again, draw a card, and say the word. Have your child write the word, then use the list to check the spelling. Repeat this activity for all twenty words.

- | | |
|--------------------|---------|
| 1. <i>clothes</i> | clothes |
| 2. <i>hello</i> | hello |
| 3. <i>moment</i> | moment |
| 4. <i>pillow</i> | pillow |
| 5. <i>few</i> | few |
| 6. <i>lose</i> | lose |
| 7. <i>used</i> | used |
| 8. <i>whose</i> | whose |
| 9. <i>amount</i> | amount |
| 10. <i>choice</i> | choice |
| 11. <i>flower</i> | flower |
| 12. <i>moist</i> | moist |
| 13. <i>because</i> | because |
| 14. <i>brought</i> | brought |
| 15. <i>caught</i> | caught |
| 16. <i>thought</i> | thought |
| 17. <i>certain</i> | certain |
| 18. <i>return</i> | return |
| 19. <i>tear</i> | tear |
| 20. <i>year</i> | year |

- | |
|-------------|
| 1. clothes |
| 2. hello |
| 3. moment |
| 4. pillow |
| 5. few |
| 6. lose |
| 7. used |
| 8. whose |
| 9. amount |
| 10. choice |
| 11. flower |
| 12. moist |
| 13. because |
| 14. brought |
| 15. caught |
| 16. thought |
| 17. certain |
| 18. return |
| 19. tear |
| 20. year |

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Your child can practice asking and answering questions at the same time that he or she is learning to spell words. Ask your child questions, using a spelling word in each question. Have him or her state the answer to the question in a complete sentence using the same spelling word. Then have your child repeat the spelling word and spell it aloud. Another time, reverse roles and have your child ask the questions.

Example:

What is something you like to **share**? (I like to **share** good books.)

My Home Word List

- | | |
|--------------------|---------|
| 1. <i>share</i> | share |
| 2. <i>cart</i> | cart |
| 3. <i>beware</i> | beware |
| 4. <i>march</i> | march |
| 5. <i>rare</i> | rare |
| 6. <i>army</i> | army |
| 7. <i>charge</i> | charge |
| 8. <i>stare</i> | stare |
| 9. <i>market</i> | market |
| 10. <i>compare</i> | compare |
| 11. <i>mark</i> | mark |
| 12. <i>alarm</i> | alarm |
| 13. <i>parent</i> | parent |
| 14. <i>chart</i> | chart |
| 15. <i>spare</i> | spare |
| 16. <i>smart</i> | smart |
| 17. <i>charm</i> | charm |
| 18. <i>scare</i> | scare |
| 19. <i>apart</i> | apart |
| 20. <i>spark</i> | spark |

My School Word List

- | |
|-------------|
| 1. share |
| 2. cart |
| 3. beware |
| 4. march |
| 5. rare |
| 6. army |
| 7. charge |
| 8. stare |
| 9. market |
| 10. compare |
| 11. mark |
| 12. alarm |
| 13. parent |
| 14. chart |
| 15. spare |
| 16. smart |
| 17. charm |
| 18. scare |
| 19. apart |
| 20. spark |

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

In this unit, your child will learn to spell words that use more than one letter to spell a vowel sound. Helping your child recognize and use spelling generalizations will enable him or her to transfer spelling skills to words not yet studied. For example, point out that in this unit, words contain letters that are not pronounced, such as the **a** in **bread** and the **o** in **tough**.

My Home Word List

- | | |
|---------------------|-----------|
| 1. <i>meant</i> | meant |
| 2. <i>build</i> | build |
| 3. <i>flood</i> | flood |
| 4. <i>laugh</i> | laugh |
| 5. <i>breakfast</i> | breakfast |
| 6. <i>enough</i> | enough |
| 7. <i>sweater</i> | sweater |
| 8. <i>rough</i> | rough |
| 9. <i>bread</i> | bread |
| 10. <i>touch</i> | touch |
| 11. <i>spread</i> | spread |
| 12. <i>tough</i> | tough |
| 13. <i>already</i> | already |
| 14. <i>built</i> | built |
| 15. <i>ready</i> | ready |
| 16. <i>death</i> | death |
| 17. <i>young</i> | young |
| 18. <i>instead</i> | instead |
| 19. <i>heavy</i> | heavy |
| 20. <i>ahead</i> | ahead |

My School Word List

- | |
|--------------|
| 1. meant |
| 2. build |
| 3. flood |
| 4. laugh |
| 5. breakfast |
| 6. enough |
| 7. sweater |
| 8. rough |
| 9. bread |
| 10. touch |
| 11. spread |
| 12. tough |
| 13. already |
| 14. built |
| 15. ready |
| 16. death |
| 17. young |
| 18. instead |
| 19. heavy |
| 20. ahead |

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Play a game using the spelling words by having your child identify and spell a word from clues you provide. Possible clues would be definitions, synonyms, antonyms, rhyming words, or hints to spelling patterns.

Example:

This word means "baby sheep." (**lamb**)

1. *often* often
2. *knot* knot
3. *wring* wring
4. *island* island
5. *lamb* lamb
6. *answer* answer
7. *knee* knee
8. *written* written
9. *though* though
10. *knock* knock
11. *echo* echo
12. *known* known
13. *comb* comb
14. *wrong* wrong
15. *limb* limb
16. *knife* knife
17. *listen* listen
18. *honest* honest
19. *doubt* doubt
20. *calm* calm

Name _____

My School Word List

1. often
2. knot
3. wring
4. island
5. lamb
6. answer
7. knee
8. written
9. though
10. knock
11. echo
12. known
13. comb
14. wrong
15. limb
16. knife
17. listen
18. honest
19. doubt
20. calm

Name _____

Name _____

My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child read each /**qu**/ and /**squ**/ word aloud. Then take turns with your child using as many words as you can in one sentence.

Example:

The pigs **squirm**, **squeal**, and **squint** as they **squeeze** out of the pen into the sun.

Then read each word aloud as your child writes it. Have him or her check spellings against the list.

1. *quick*

quick

2. *quarter*

quarter

3. *squint*

squint

4. *quiz*

quiz

5. *squeeze*

squeeze

6. *quote*

quote

7. *quit*

quit

8. *squash*

squash

9. *queen*

queen

10. *squirm*

squirm

11. *quilt*

quilt

12. *quart*

quart

13. *squeal*

squeal

14. *quake*

quake

15. *quill*

quill

16. *quarrel*

quarrel

17. *square*

square

18. *quite*

quite

19. *question*

question

20. *quiet*

quiet

1. quick

2. quarter

3. squint

4. quiz

5. squeeze

6. quote

7. quit

8. squash

9. queen

10. squirm

11. quilt

12. quart

13. squeal

14. quake

15. quill

16. quarrel

17. square

18. quite

19. question

20. quiet

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Helping your child recognize and use spelling generalizations will enable him or her to transfer spelling skills to words not yet studied. For example, point out that the /j/ sound at the end of a word is often spelled **dge** or **ge**, while the /j/ sound in the beginning or middle of a word is usually spelled **gi** or **gy**. Ask your child to find and pronounce words with each of the /j/ positions. Then dictate sentences using the spelling words and have your child write each sentence.

My Home Word List

- | | |
|---------------------|----------|
| 1. <i>badge</i> | badge |
| 2. <i>gym</i> | gym |
| 3. <i>rigid</i> | rigid |
| 4. <i>gem</i> | gem |
| 5. <i>baggage</i> | baggage |
| 6. <i>range</i> | range |
| 7. <i>dodge</i> | dodge |
| 8. <i>package</i> | package |
| 9. <i>engine</i> | engine |
| 10. <i>cottage</i> | cottage |
| 11. <i>gigantic</i> | gigantic |
| 12. <i>edge</i> | edge |
| 13. <i>gentle</i> | gentle |
| 14. <i>strange</i> | strange |
| 15. <i>ridge</i> | ridge |
| 16. <i>cabbage</i> | cabbage |
| 17. <i>bridge</i> | bridge |
| 18. <i>hedge</i> | hedge |
| 19. <i>village</i> | village |
| 20. <i>judge</i> | judge |

My School Word List

1. badge
2. gym
3. rigid
4. gem
5. baggage
6. range
7. dodge
8. package
9. engine
10. cottage
11. gigantic
12. edge
13. gentle
14. strange
15. ridge
16. cabbage
17. bridge
18. hedge
19. village
20. judge

Name _____

Name _____

My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Ask your child to use a dictionary to look up the words in the list on this page. Have him or her write down one synonym, or word with the same meaning, for as many words as possible. Then have him or her write each word's antonym, or opposite.

- | | |
|--------------------|---------|
| 1. <i>apart</i> | apart |
| 2. <i>chart</i> | chart |
| 3. <i>parent</i> | parent |
| 4. <i>scare</i> | scare |
| 5. <i>built</i> | built |
| 6. <i>instead</i> | instead |
| 7. <i>meant</i> | meant |
| 8. <i>ready</i> | ready |
| 9. <i>answer</i> | answer |
| 10. <i>honest</i> | honest |
| 11. <i>often</i> | often |
| 12. <i>listen</i> | listen |
| 13. <i>quiet</i> | quiet |
| 14. <i>quit</i> | quit |
| 15. <i>quite</i> | quite |
| 16. <i>square</i> | square |
| 17. <i>baggage</i> | baggage |
| 18. <i>gem</i> | gem |
| 19. <i>judge</i> | judge |
| 20. <i>strange</i> | strange |

- | |
|-------------|
| 1. apart |
| 2. chart |
| 3. parent |
| 4. scare |
| 5. built |
| 6. instead |
| 7. meant |
| 8. ready |
| 9. answer |
| 10. honest |
| 11. often |
| 12. listen |
| 13. quiet |
| 14. quit |
| 15. quite |
| 16. square |
| 17. baggage |
| 18. gem |
| 19. judge |
| 20. strange |

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Read each word that has a double consonant aloud. Have your child underline each double consonant.

Examples: bottle, middle

Then read the words that have two different consonants before the le ending. Have your child draw a circle around the two different consonants.

Examples: sample, jungle

My Home Word List

- | | |
|--------------------|---------|
| 1. <i>bottle</i> | bottle |
| 2. <i>pebble</i> | pebble |
| 3. <i>single</i> | single |
| 4. <i>jumble</i> | jumble |
| 5. <i>tickle</i> | tickle |
| 6. <i>rattle</i> | rattle |
| 7. <i>middle</i> | middle |
| 8. <i>bubble</i> | bubble |
| 9. <i>sample</i> | sample |
| 10. <i>cattle</i> | cattle |
| 11. <i>snuggle</i> | snuggle |
| 12. <i>kettle</i> | kettle |
| 13. <i>jungle</i> | jungle |
| 14. <i>ankle</i> | ankle |
| 15. <i>giggle</i> | giggle |
| 16. <i>simple</i> | simple |
| 17. <i>settle</i> | settle |
| 18. <i>temple</i> | temple |
| 19. <i>battle</i> | battle |
| 20. <i>mumble</i> | mumble |

My School Word List

- | |
|-------------|
| 1. bottle |
| 2. pebble |
| 3. single |
| 4. jumble |
| 5. tickle |
| 6. rattle |
| 7. middle |
| 8. bubble |
| 9. sample |
| 10. cattle |
| 11. snuggle |
| 12. kettle |
| 13. jungle |
| 14. ankle |
| 15. giggle |
| 16. simple |
| 17. settle |
| 18. temple |
| 19. battle |
| 20. mumble |

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

In this unit, your child will learn to spell words that have **le** and **en** endings. To help your child associate spelling patterns with the sounds they stand for, say each spelling word. Use each word in a sentence and have your child write the sentence. Have him or her check spellings against the word list.

1. *stumble* stumble
2. *trouble* trouble
3. *eagle* eagle
4. *harden* harden
5. *brighten* brighten
6. *thicken* thicken
7. *wrinkle* wrinkle
8. *soften* soften
9. *lighten* lighten
10. *table* table
11. *dampen* dampen
12. *moisten* moisten
13. *double* double
14. *weaken* weaken
15. *tighten* tighten
16. *example* example
17. *darken* darken
18. *tremble* tremble
19. *fasten* fasten
20. *blacken* blacken

Name _____

My School Word List

1. stumble
2. trouble
3. eagle
4. harden
5. brighten
6. thicken
7. wrinkle
8. soften
9. lighten
10. table
11. dampen
12. moisten
13. double
14. weaken
15. tighten
16. example
17. darken
18. tremble
19. fasten
20. blacken

Name _____

My Home Word List

**Spelling Practice
Activity**

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Write the **er** and **or** endings on index cards. Say a spelling word and have your child hold up the card that has the corresponding ending letters. He or she should then spell the word aloud. Finally, have your child write the word and circle the ending.

1. *gather* gather
2. *winter* winter
3. *master* master
4. *tractor* tractor
5. *shower* shower
6. *major* major
7. *danger* danger
8. *enter* enter
9. *whether* whether
10. *water* water
11. *thunder* thunder
12. *eager* eager
13. *bitter* bitter
14. *silver* silver
15. *minor* minor
16. *neither* neither
17. *wonder* wonder
18. *either* either
19. *rather* rather
20. *together* together

Name _____

My School Word List

1. gather
2. winter
3. master
4. tractor
5. shower
6. major
7. danger
8. enter
9. whether
10. water
11. thunder
12. eager
13. bitter
14. silver
15. minor
16. neither
17. wonder
18. either
19. rather
20. together

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Your child can practice asking and answering questions at the same time that he or she is learning to spell words. Ask your child questions, using a spelling word in each question. Have him or her state the answer to the question in a complete sentence using the same spelling word. Then have your child repeat the spelling word and spell it aloud. Another time, reverse roles and have your child ask the questions.

My Home Word List

- | | |
|---------------------|----------|
| 1. <i>cuter</i> | cuter |
| 2. <i>nearer</i> | nearer |
| 3. <i>thinnest</i> | thinnest |
| 4. <i>kinder</i> | kinder |
| 5. <i>easiest</i> | easiest |
| 6. <i>funnier</i> | funnier |
| 7. <i>nearest</i> | nearest |
| 8. <i>happier</i> | happier |
| 9. <i>kindest</i> | kindest |
| 10. <i>thinner</i> | thinner |
| 11. <i>quietest</i> | quietest |
| 12. <i>funniest</i> | funniest |
| 13. <i>safer</i> | safer |
| 14. <i>quieter</i> | quieter |
| 15. <i>safest</i> | safest |
| 16. <i>quicker</i> | quicker |
| 17. <i>cutest</i> | cutest |
| 18. <i>easier</i> | easier |
| 19. <i>quickest</i> | quickest |
| 20. <i>happiest</i> | happiest |

My School Word List

1. cuter
2. nearer
3. thinnest
4. kinder
5. easiest
6. funnier
7. nearest
8. happier
9. kindest
10. thinner
11. quietest
12. funniest
13. safer
14. quieter
15. safest
16. quicker
17. cutest
18. easier
19. quickest
20. happiest

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Homophones are words that sound the same but are spelled differently. Dictate sentences for the homophones in Unit 23 to your child. Have him or her say the homophone in each sentence and spell it aloud. Then have him or her name the spelling word that is a homophone for the word used, use it in a sentence, and spell it aloud. Finally, have your child write the pair of homophones.

- | | |
|-------------------|--------|
| 1. <i>lone</i> | lone |
| 2. <i>break</i> | break |
| 3. <i>waist</i> | waist |
| 4. <i>passed</i> | passed |
| 5. <i>sore</i> | sore |
| 6. <i>cellar</i> | cellar |
| 7. <i>roll</i> | roll |
| 8. <i>died</i> | died |
| 9. <i>past</i> | past |
| 10. <i>steak</i> | steak |
| 11. <i>role</i> | role |
| 12. <i>steel</i> | steel |
| 13. <i>loan</i> | loan |
| 14. <i>dyed</i> | dyed |
| 15. <i>seller</i> | seller |
| 16. <i>brake</i> | brake |
| 17. <i>soar</i> | soar |
| 18. <i>steal</i> | steal |
| 19. <i>stake</i> | stake |
| 20. <i>waste</i> | waste |

Name _____

My School Word List

1. lone
2. break
3. waist
4. passed
5. sore
6. cellar
7. roll
8. died
9. past
10. steak
11. role
12. steel
13. loan
14. dyed
15. seller
16. brake
17. soar
18. steal
19. stake
20. waste

Name _____

Name _____

My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Write a sentence for each of the spelling words in the review list, but leave out the spelling word, replacing it with a blank line. Give the list to your child and ask him or her to fill in each blank with a word that makes sense in each sentence.

- | | |
|---------------------|----------|
| 1. <i>middle</i> | middle |
| 2. <i>sample</i> | sample |
| 3. <i>simple</i> | simple |
| 4. <i>single</i> | single |
| 5. <i>moisten</i> | moisten |
| 6. <i>example</i> | example |
| 7. <i>fasten</i> | fasten |
| 8. <i>trouble</i> | trouble |
| 9. <i>together</i> | together |
| 10. <i>tractor</i> | tractor |
| 11. <i>whether</i> | whether |
| 12. <i>wonder</i> | wonder |
| 13. <i>cuter</i> | cuter |
| 14. <i>easier</i> | easier |
| 15. <i>funniest</i> | funniest |
| 16. <i>quietest</i> | quietest |
| 17. <i>break</i> | break |
| 18. <i>past</i> | past |
| 19. <i>steel</i> | steel |
| 20. <i>waste</i> | waste |

1. middle
2. sample
3. simple
4. single
5. moisten
6. example
7. fasten
8. trouble
9. together
10. tractor
11. whether
12. wonder
13. cuter
14. easier
15. funniest
16. quietest
17. break
18. past
19. steel
20. waste

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Read the spelling words aloud to your child. Have your child tell you if the word is singular or plural. Have him or her say the word and write it, then tell the other form (singular or plural) and write that word. There are some words in the list that have the same spelling in both singular and plural forms.

My Home Word List

- | | |
|--------------------|----------|
| 1. <i>woman</i> | woman |
| 2. <i>fish</i> | fish |
| 3. <i>mouse</i> | mouse |
| 4. <i>children</i> | children |
| 5. <i>leaves</i> | leaves |
| 6. <i>self</i> | self |
| 7. <i>child</i> | child |
| 8. <i>women</i> | women |
| 9. <i>goose</i> | goose |
| 10. <i>calf</i> | calf |
| 11. <i>leaf</i> | leaf |
| 12. <i>geese</i> | geese |
| 13. <i>calves</i> | calves |
| 14. <i>mice</i> | mice |
| 15. <i>selves</i> | selves |
| 16. <i>ox</i> | ox |
| 17. <i>popcorn</i> | popcorn |
| 18. <i>elf</i> | elf |
| 19. <i>oxen</i> | oxen |
| 20. <i>elves</i> | elves |

My School Word List

1. woman
2. fish
3. mouse
4. children
5. leaves
6. self
7. child
8. women
9. goose
10. calf
11. leaf
12. geese
13. calves
14. mice
15. selves
16. ox
17. popcorn
18. elf
19. oxen
20. elves

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Fold a sheet of paper lengthwise into three columns. Title the columns **Prefix**, **Base Word**, and **Spelling Word**. Pronounce each spelling word for your child. Have him or her write each word's prefix in the first column, the base word in the second column, and the whole word in the third column. Then have your child pick three spelling words with each prefix and use them in sentences.

My Home Word List

- | | |
|---------------------|-----------|
| 1. <i>unlucky</i> | unlucky |
| 2. <i>review</i> | review |
| 3. <i>preschool</i> | preschool |
| 4. <i>unfair</i> | unfair |
| 5. <i>reheat</i> | reheat |
| 6. <i>prepay</i> | prepay |
| 7. <i>untie</i> | untie |
| 8. <i>recover</i> | recover |
| 9. <i>preview</i> | preview |
| 10. <i>unhappy</i> | unhappy |
| 11. <i>rewrite</i> | rewrite |
| 12. <i>pretest</i> | pretest |
| 13. <i>rebuild</i> | rebuild |
| 14. <i>uncover</i> | uncover |
| 15. <i>recheck</i> | recheck |
| 16. <i>unlock</i> | unlock |
| 17. <i>preheat</i> | preheat |
| 18. <i>unsafe</i> | unsafe |
| 19. <i>reread</i> | reread |
| 20. <i>unpack</i> | unpack |

My School Word List

- | |
|--------------|
| 1. unlucky |
| 2. review |
| 3. preschool |
| 4. unfair |
| 5. reheat |
| 6. prepay |
| 7. untie |
| 8. recover |
| 9. preview |
| 10. unhappy |
| 11. rewrite |
| 12. pretest |
| 13. rebuild |
| 14. uncover |
| 15. recheck |
| 16. unlock |
| 17. preheat |
| 18. unsafe |
| 19. reread |
| 20. unpack |

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Read the spelling words to your child. Have him or her write the words. Then have your child circle the suffix. Finally, have your child choose eight spelling words and write sentences with a different spelling word in each one.

1. *farmer* farmer
2. *skater* skater
3. *painter* painter
4. *camper* camper
5. *listener* listener
6. *banker* banker
7. *owner* owner
8. *learner* learner
9. *hiker* hiker
10. *catcher* catcher
11. *speaker* speaker
12. *climber* climber
13. *player* player
14. *reader* reader
15. *baker* baker
16. *dreamer* dreamer
17. *reporter* reporter
18. *builder* builder
19. *singer* singer
20. *leader* leader

Name _____

My School Word List

1. farmer
2. skater
3. painter
4. camper
5. listener
6. banker
7. owner
8. learner
9. hiker
10. catcher
11. speaker
12. climber
13. player
14. reader
15. baker
16. dreamer
17. reporter
18. builder
19. singer
20. leader

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Many children enjoy typing on a computer keyboard. This can lead to valuable spelling practice because searching for and striking each letter key focuses attention on the order of letters in a word.

Pronounce each spelling word and have your child type it. Check the spellings of the words with your child. If you do not have a computer available, dictate the spelling words and have your child write the words with the suffix **-ful** in one color pen, and the words with the suffix **-less** in a different color pen.

1. *joyful* joyful
2. *helpless* helpless
3. *restful* restful
4. *careless* careless
5. *useful* useful
6. *thankless* thankless
7. *peaceful* peaceful
8. *hopeless* hopeless
9. *thankful* thankful
10. *cloudless* cloudless
11. *powerful* powerful
12. *helpful* helpful
13. *powerless* powerless
14. *careful* careful
15. *restless* restless
16. *wasteful* wasteful
17. *cheerful* cheerful
18. *useless* useless
19. *playful* playful
20. *thoughtful* thoughtful

Name _____

My School Word List

1. joyful
2. helpless
3. restful
4. careless
5. useful
6. thankless
7. peaceful
8. hopeless
9. thankful
10. cloudless
11. powerful
12. helpful
13. powerless
14. careful
15. restless
16. wasteful
17. cheerful
18. useless
19. playful
20. thoughtful

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child write a paragraph, perhaps about what happened to him or her this year, using as many of the spelling words as he or she can. Write a paragraph of your own as well. Both of you should erase the spelling words in your paragraphs and exchange them. Fill in the spelling words in each other's paragraphs and exchange them again for checking. Be as creative as possible with this activity.

1. *January* January
2. *February* February
3. *March* March
4. *April* April
5. *May* May
6. *June* June
7. *July* July
8. *August* August
9. *September* September
10. *October* October
11. *November* November
12. *December* December
13. *calendar* calendar
14. *Sunday* Sunday
15. *Monday* Monday
16. *Tuesday* Tuesday
17. *Wednesday* Wednesday
18. *Thursday* Thursday
19. *Friday* Friday
20. *Saturday* Saturday

Name _____

My School Word List

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December
13. calendar
14. Sunday
15. Monday
16. Tuesday
17. Wednesday
18. Thursday
19. Friday
20. Saturday

Name _____

Name _____

My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Ask your child to create a crossword puzzle using as many of the words from this review list as he or she can. Be sure that your child prepares a list of appropriate clues, such as "I am the second month of the year." Have your child give the crossword puzzle to different family members to solve.

1. *mice* mice
2. *fish* fish
3. *mouse* mouse
4. *leaf* leaf
5. *preschool* preschool
6. *reread* reread
7. *rewrite* rewrite
8. *untie* untie
9. *builder* builder
10. *listener* listener
11. *reporter* reporter
12. *speaker* speaker
13. *careless* careless
14. *thoughtful* thoughtful
15. *useful* useful
16. *useless* useless
17. *April* April
18. *February* February
19. *Saturday* Saturday
20. *Wednesday* Wednesday

1. mice
2. fish
3. mouse
4. leaf
5. preschool
6. reread
7. rewrite
8. untie
9. builder
10. listener
11. reporter
12. speaker
13. careless
14. thoughtful
15. useful
16. useless
17. April
18. February
19. Saturday
20. Wednesday

Name _____

Name _____

My Home Word List

My School Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Create index cards for these spellings of the /sh/ and /zh/ sounds: **sh**, **-tion**, **-sion**, **-tient**, and **-cian**. Read each spelling word aloud. Have your child repeat the word, choose the card that shows the /sh/ or /zh/ spelling for that word, and then write the spelling word. Ask him or her to use the word in a sentence.

1. *election* election
2. *invitation* invitation
3. *shadow* shadow
4. *motion* motion
5. *shoulder* shoulder
6. *dictionary* dictionary
7. *fiction* fiction
8. *abolish* abolish
9. *division* division
10. *multiplication* multiplication
11. *patient* patient
12. *publish* publish
13. *shelter* shelter
14. *constellation* constellation
15. *magician* magician
16. *constitution* constitution
17. *imitation* imitation
18. *capitalization* capitalization
19. *confusion* confusion
20. *exclamation* exclamation

1. election
2. invitation
3. shadow
4. motion
5. shoulder
6. dictionary
7. fiction
8. abolish
9. division
10. multiplication
11. patient
12. publish
13. shelter
14. constellation
15. magician
16. constitution
17. imitation
18. capitalization
19. confusion
20. exclamation

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Create a list of possessives without using an apostrophe ('s or s'). Be sure to use the spelling words from the list.

Examples:
the book of my **daughter**
the school of my **sisters**

Then ask your child to write the form with 's or s'.

Examples:
my **daughter's** book
my **sisters'** school

- | | |
|-----------------------|------------|
| 1. <i>farmer's</i> | farmer's |
| 2. <i>poets'</i> | poets' |
| 3. <i>group's</i> | group's |
| 4. <i>calf's</i> | calf's |
| 5. <i>watches'</i> | watches' |
| 6. <i>fish's</i> | fish's |
| 7. <i>poem's</i> | poem's |
| 8. <i>calves'</i> | calves' |
| 9. <i>brother's</i> | brother's |
| 10. <i>herd's</i> | herd's |
| 11. <i>couples'</i> | couples' |
| 12. <i>mother's</i> | mother's |
| 13. <i>wives'</i> | wives' |
| 14. <i>child's</i> | child's |
| 15. <i>fathers'</i> | fathers' |
| 16. <i>daughter's</i> | daughter's |
| 17. <i>sisters'</i> | sisters' |
| 18. <i>children's</i> | children's |
| 19. <i>wife's</i> | wife's |
| 20. <i>sons'</i> | sons' |

Name _____

My School Word List

1. farmer's
2. poets'
3. group's
4. calf's
5. watches'
6. fish's
7. poem's
8. calves'
9. brother's
10. herd's
11. couples'
12. mother's
13. wives'
14. child's
15. fathers'
16. daughter's
17. sisters'
18. children's
19. wife's
20. sons'

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Make up sentences for the spelling words with the suffixes **-ness** and **-ment**, and read them to your child. Have him or her say the spelling word in each sentence and spell it aloud. Then have him or her use the word in a sentence of his or her own. Finally, have your child write the sentence that he or she made up. Check that your child has spelled the word correctly.

My Home Word List

1. *kindness* kindness
2. *treatment* treatment
3. *stillness* stillness
4. *apartment* apartment
5. *fitness* fitness
6. *pavement* pavement
7. *weakness* weakness
8. *shipment* shipment
9. *brightness* brightness
10. *agreement* agreement
11. *placement* placement
12. *illness* illness
13. *enjoyment* enjoyment
14. *darkness* darkness
15. *movement* movement
16. *softness* softness
17. *boldness* boldness
18. *payment* payment
19. *thickness* thickness
20. *sadness* sadness

My School Word List

1. kindness
2. treatment
3. stillness
4. apartment
5. fitness
6. pavement
7. weakness
8. shipment
9. brightness
10. agreement
11. placement
12. illness
13. enjoyment
14. darkness
15. movement
16. softness
17. boldness
18. payment
19. thickness
20. sadness

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Have your child write a paragraph using as many of the spelling words as he or she can. Write a paragraph of your own as well. Both of you should erase the spelling words in your paragraphs and exchange them. Fill in the spelling words in each other's paragraphs and exchange them again for checking. Be as creative as possible with this activity.

1. *tablecloth* tablecloth
2. *everyone* everyone
3. *nearby* nearby
4. *outdoors* outdoors
5. *high school* high school
6. *anywhere* anywhere
7. *flashlight* flashlight
8. *air mail* air mail
9. *whenever* whenever
10. *driveway* driveway
11. *sometimes* sometimes
12. *seat belt* seat belt
13. *basketball* basketball
14. *mailbox* mailbox
15. *babysitter* babysitter
16. *upstairs* upstairs
17. *everyday* everyday
18. *alarm clock* alarm clock
19. *newspaper* newspaper
20. *weekend* weekend

Name _____

My School Word List

1. tablecloth
2. everyone
3. nearby
4. outdoors
5. high school
6. anywhere
7. flashlight
8. air mail
9. whenever
10. driveway
11. sometimes
12. seat belt
13. basketball
14. mailbox
15. babysitter
16. upstairs
17. everyday
18. alarm clock
19. newspaper
20. weekend

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Use a world map or an atlas to show your child the places mentioned in this spelling list and the countries for each nationality. Point to a country and ask: What country is this? (Help him or her read the map.) Then ask: What do you call a citizen of this country?

Example:

Point to Germany on the map and ask:

What country is this?
(Germany)

What do you call a citizen of this country? **(a German citizen)**

- | | |
|-----------------------|------------|
| 1. <i>Greek</i> | Greek |
| 2. <i>Russian</i> | Russian |
| 3. <i>Africa</i> | Africa |
| 4. <i>American</i> | American |
| 5. <i>Europe</i> | Europe |
| 6. <i>Indian</i> | Indian |
| 7. <i>Japanese</i> | Japanese |
| 8. <i>Australia</i> | Australia |
| 9. <i>French</i> | French |
| 10. <i>Antarctica</i> | Antarctica |
| 11. <i>Canadian</i> | Canadian |
| 12. <i>Chinese</i> | Chinese |
| 13. <i>Mexican</i> | Mexican |
| 14. <i>Spanish</i> | Spanish |
| 15. <i>America</i> | America |
| 16. <i>German</i> | German |
| 17. <i>Italian</i> | Italian |
| 18. <i>British</i> | British |
| 19. <i>Asia</i> | Asia |
| 20. <i>Irish</i> | Irish |

Name _____

My School Word List

1. Greek
2. Russian
3. Africa
4. American
5. Europe
6. Indian
7. Japanese
8. Australia
9. French
10. Antarctica
11. Canadian
12. Chinese
13. Mexican
14. Spanish
15. America
16. German
17. Italian
18. British
19. Asia
20. Irish

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Prepare a list of the spelling words from this review unit, leaving either the base word or the end of the word off of each spelling word. Give the list to your child and ask him or her to search the list on this page to fill in the missing part of each word.

Examples:

_____ ball (**basketball**)
broth _____ (**brother's**)

Then dictate the words and have your child write each one.

My Home Word List

1. *dictionary* dictionary
2. *fiction* fiction
3. *abolish* abolish
4. *division* division
5. *brother's* brother's
6. *children's* children's
7. *fathers'* fathers'
8. *mother's* mother's
9. *agreement* agreement
10. *enjoyment* enjoyment
11. *kindness* kindness
12. *thickness* thickness
13. *basketball* basketball
14. *everyday* everyday
15. *everyone* everyone
16. *sometimes* sometimes
17. *Africa* Africa
18. *American* American
19. *Chinese* Chinese
20. *Spanish* Spanish

My School Word List

1. dictionary
2. fiction
3. abolish
4. division
5. brother's
6. children's
7. fathers'
8. mother's
9. agreement
10. enjoyment
11. kindness
12. thickness
13. basketball
14. everyday
15. everyone
16. sometimes
17. Africa
18. American
19. Chinese
20. Spanish

Spelling Connections Grade 4

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