

## Book Two

- 1 The Consonant Sounds [m] and [n]
- 2 The Consonant Sound [ŋ], Eng
- 3 More About Eng, [ŋ]
- 4 The Consonant Sounds [f] and [v]
- 5 The Consonant Sound [s]
- 6 The Consonant Sound [z]
- 7 Test One
- 8 The Suffixes *-ed* and *-ing*
- 9 How to Hear the Suffixes *-ing* and *-ed*
- 10 Practice Hearing *-ed*
- 11 The Suffix *-ed* is Always Spelled <ed>
- 12 Why *-ed* Has Different Pronunciations
- 13 Compounds Like *Blackbird* and *Catbird*
- 14 Compounds Like *Hilltop* and *Fireplace*
- 15 Review of Suffixes and Procedures
- 16 Test Two
- 17 Review of the Vowel Sounds [u], [ū], [ū], and [yū]
- 18 Review of Long and Short Vowel Patterns
- 19 Silent Final <e> in VCV
- 20 A Second Kind of Change: Deleting Letters
- 21 More About Deleting Silent Final <e>
- 22 Test Three
- 23 The Suffix *-s*
- 24 The Suffix *-s* and Nouns
- 25 Sometimes *-s*, Sometimes *-es*
- 26 When It's *-s* and When It's *-es*
- 27 Practice with *-s* and *-es*
- 28 A Third Kind of Change: Replacing Letters
- 29 Summary of the Suffixes *-s* and *-es*
- 30 More Practice with Plural Suffixes
- 31 More About Suffixes and <y> to <i> Changes
- 32 Test Four
- 33 The Consonant Sounds [h] and [th]
- 34 The Consonant Sounds [th] and [th]
- 35 The Consonant Sounds [w] and [y]
- 36 The Consonant Sounds [l] and [r]
- 37 More About [r]
- 38 Compounds Like *Backyard* and *Popcorn* — and Others
- 39 Compounds Like *Dogcatcher* and *Steamboat* — and Others
- 40 The Prefix *Re-*
- 41 The Meanings of *Re-*
- 42 Test Five
- 43 Review of Long and Short Vowel Patterns
- 44 Review of Consonant Sounds and Letters
- 45 Review of Vowel Sounds and Letters
- 46 Review of Prefixes and Suffixes
- 47 Review of Simple Addition and the Three Changes
- 48 Test Six

## Lesson One The Consonant Sounds [m] and [n]

1 You can hear the sound [m] at the end of *rum*. You can hear the sound [n] at the end of *run*.

In the words below [m] is spelled <m> or <mm>; [n] is spelled <n>, <nn>, or <kn>. Underline the letters that spell [m] and [n]:

smallest	swimmer	never	planning
running	enough	music	drummed
done	dinner	know	mother
animal	summer	children	cannot

2 Sort the sixteen words into these two groups:

**Words that contain the sound . . .**

[n]	[m]

3 Now sort the words that contain [m] into these two groups:

**Words in which [m] is spelled . . .**

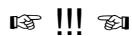
<m>	<mm>

4 Sort the words that contain [n] into these three groups:

**Words in which [n] is spelled . . .**

<n>	<nn>	<kn>

5 Two ways to spell [m] are \_\_\_\_\_ and \_\_\_\_\_. Three ways to spell [n] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



**Watch the Middles!**

children	
child	
	ren

cannot	
can	
	not

**Lesson Two**  
**The Consonant Sound [ŋ], Eng**

1 You can hear the sound \_\_\_\_\_ at the end of *rum*. You can hear the sound \_\_\_\_\_ at the end of *run*. At the end of *rung* you can hear the sound [ŋ]. The sound [ŋ] is called **eng**.

2 Most of the time [ŋ] is spelled <ng>, as in *rung*. But sometimes [ŋ] is spelled <n>.

3 Say the word *think*. There is a [k] right after the [ŋ]: [θɪŋk]. Put an X beside each word that has a [k] right after the [ŋ]. Counting *think*, there are three:

think <u>  X  </u>	going _____	thanks _____
uncle _____	along _____	things _____

4 Say the word *tangle*. There is a [g] sound right after the [ŋ]. Put an X beside each word that has a [g] right after the [ŋ]. There are four:

finger _____	hungry _____	song _____
being _____	single _____	language _____

5 In *think* the <k> spells [k], and [ŋ] is spelled <n>. And in *single* the <g> spells [g], and [ŋ] is spelled <n>. But in most words [ŋ] is spelled <ng>.

6 When there is a [k] or a [g] right after the sound [ŋ], [ŋ] is spelled \_\_\_\_\_, but everywhere else it is spelled \_\_\_\_\_.



## Word Squares

All but two of these words contain the sound [ŋ], spelled either <ng> or <n>:

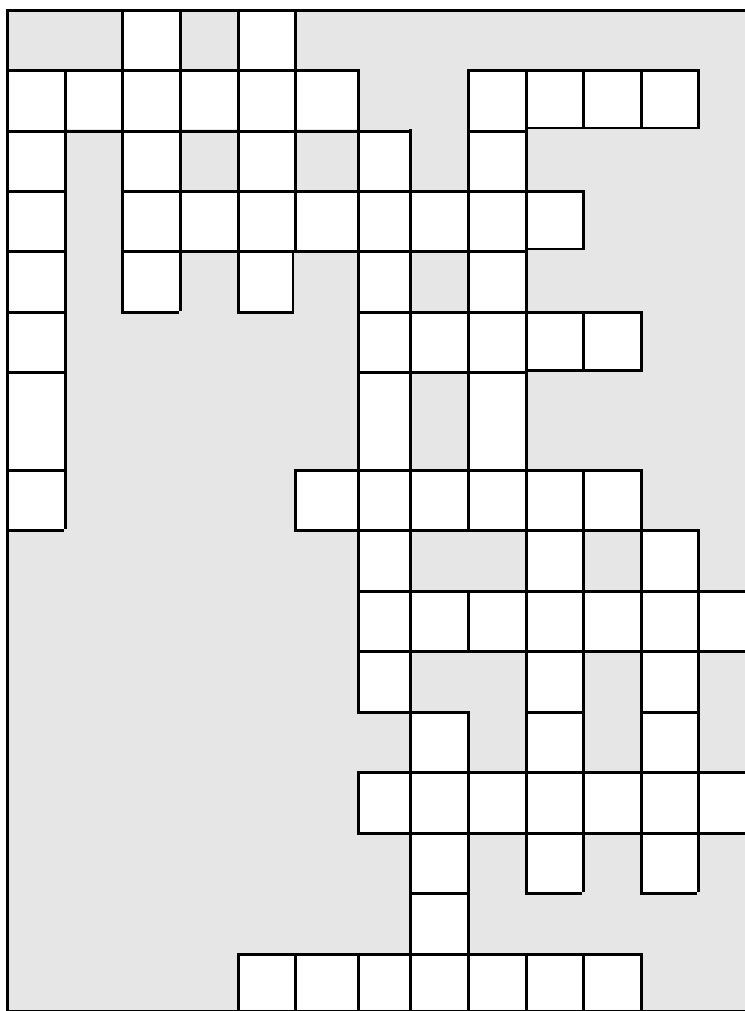
Four-letter word: dark

Five-letter words: thank, going, uncle, being

Six-letter words: finger, single, uncles, thinker

Seven-letter words: sunning, monkeys, further, dogging, landing

Eight- and nine-letter words: language, hungriest



The two words that do not contain [ŋ] are \_\_\_\_\_ and \_\_\_\_\_.

### Lesson Three More About Eng, [ŋ]

1 When there is a [k] or a [g] right after the sound [ŋ], [ŋ] is spelled \_\_\_\_\_, but everywhere else it is spelled \_\_\_\_\_.

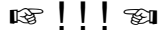
2 Underline the letters that spell [ŋ]:

think	going	thanks
uncle	along	things
finger	hungry	song
being	single	language

3 Sort the words into the matrix. Be careful! When you get done, two squares should be empty!

	Words with [g] or [k] right after the [ŋ]:	Words with no [g] or [k] after the [ŋ]
<b>Words with [ŋ] spelled &lt;n&gt;</b>		
<b>Words with [ŋ] spelled &lt;ng&gt;</b>		

**3 How Do You Spell [ŋ]?** When the sound [ŋ] has the sounds \_\_\_\_\_ or \_\_\_\_\_ right after it, it is spelled \_\_\_\_\_. Everywhere else it is spelled \_\_\_\_\_.



**Watch the Middles!**

Fill in the blanks. As you read and write the word parts, spell them out to yourself, letter by letter.

something	
some	
	thing

anything	
any	
	thing

everything	
every	
	thing

nothing	
no	
	thing

sunny		
sun		
	n	
		y

swimmer		
swim		
	m	
		er

## Lesson Four The Consonant Sounds [f] and [v]

1 You can hear the sound [f] at the end of *leaf*. You can hear the sound [v] at the end of *leave*.

2 Usually [f] is spelled <f>, but sometimes it is spelled <ff>, sometimes <ph>, sometimes <gh>.

The sound [v] is spelled <v> — except in one word, where it is spelled <f>. Underline the letters that spell [f] and [v]:

even	after	enough	every
safely	phone	five	laugh
visitor	coffee	further	follow
gave	elephant	handcuffs	life
fifth	of	stiff	father

3 Now sort the words into these groups. One word goes into two groups:

Words with [f] spelled <f>:		

Words with [f] spelled <ff>:	Words with [f] spelled <gh>:	Words with [f] spelled <ph>:



Words with [v] spelled <v>:		Word with [v] spelled <f>:

4 Four ways of spelling [f] are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

5 **How Do You Spell [v]?** Except in the word \_\_\_\_\_, [v] is spelled \_\_\_\_\_.



### Word Find

Find the twelve words that contain the sound [n]:

elephant    know        dinner        never  
century     brown        cannot        children  
phone        planning     running      sound

```

C H I L           T C E N
A C O N A       B A P E
P H D R E L     N T H V
L I I B N W N  K N O W
A L N R U N N  I N G R
N D N O L E P  H K N J
N R E L E P H  A N T L
I E R O W H O  N E L C
N N X N U A N  B V C A
G B S I P N E  F E D N
N R O C E N T  U R Y N
I O U N       T U R Y G O
P W N K           V Q U K T
I N D G           I D W C

```

Write the twelve words in alphabetical order:

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

## Lesson Five The Consonant Sound [s]

1 You can hear the sound [s] at the beginning and end of *stops*.

2 Underline the letters that spell [s]. It is spelled three different ways:

asked	across	single	once
century	placing	icy	school
coldest	kiss	elephants	guess

3 Way #1: [s] is spelled \_\_\_\_\_ in five of the words.

Way #2: [s] is spelled \_\_\_\_\_ in four of the words.

Way #3: [s] is spelled \_\_\_\_\_ in three of the words.

4 Sort the words into these three groups:

### Words with [s] spelled . . .

Way #1:	Way #2:	Way #3:

5 Three spellings of [s] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



**Word Squares.** Each of the following words contains the sound [s], spelled either <s>, <ss>, or <c>. Fit the words into the squares. Be sure to cross off each one as you fit it into the Squares:

Three-letter word: icy

Four-letter words: kiss, once, song

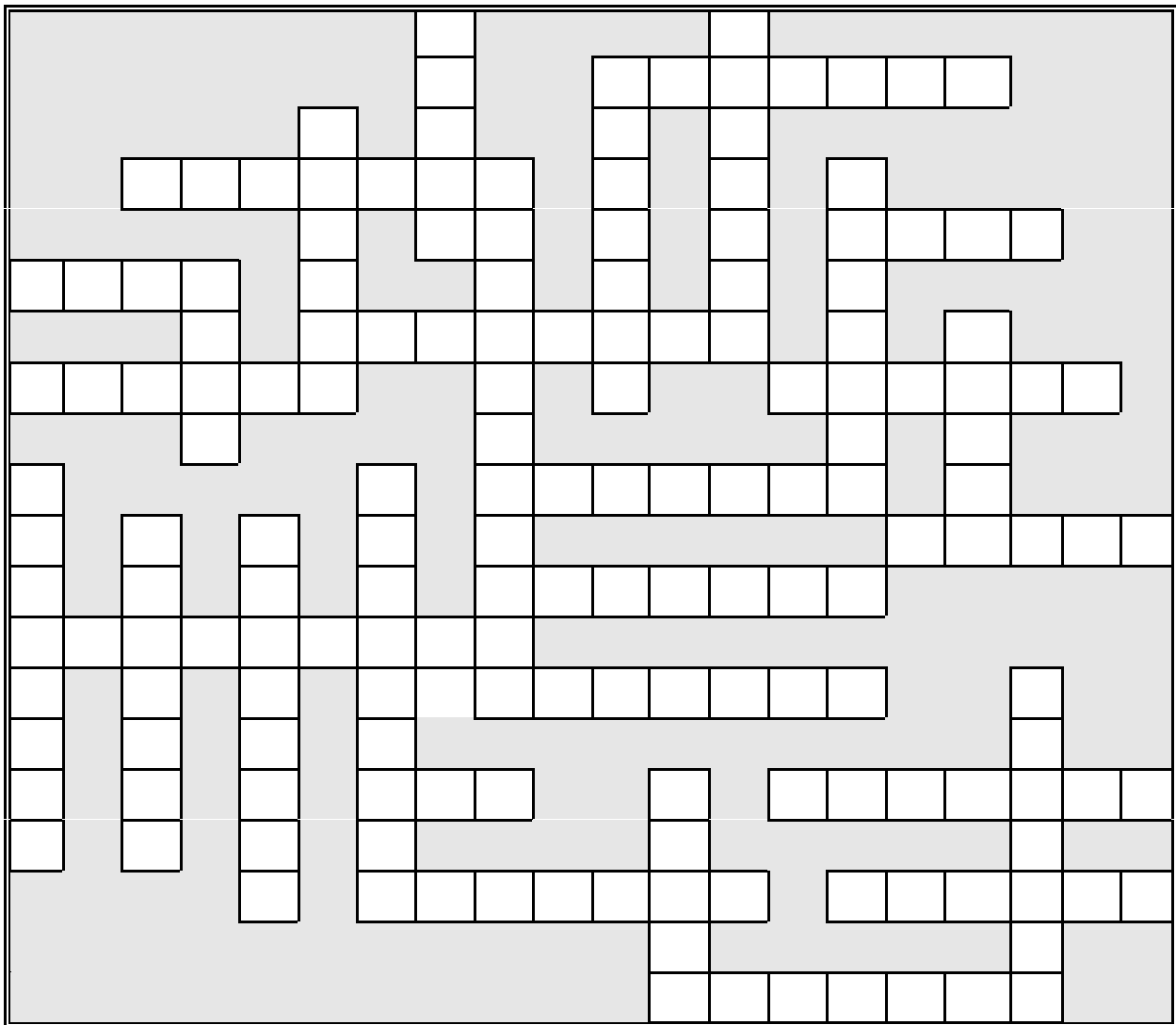
Five-letter words: asked, cents, guess, sound

Six-letter words: across, resell, summer, thanks

Seven-letter words: century, coldest, guessed, hardest, hottest, nearest, placing, spotted, started, starter, stopped, sunning, swimmer

Eight-letter words: lightest, smallest, surprise

Nine-letter words: elephants, hungriest, something



## Lesson Six The Consonant Sound [z]

- You can hear the sound [z] at the beginning and end of *zebras*.
- Underline the letters that spell [z] in each of these words. It is spelled three different ways:

always	mothers	zipper	has
these	music	follows	zoo
those	prize	surprise	buzz

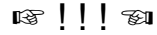
- Way #1: [z] is spelled \_\_\_\_\_ in eight of the words.  
Way #2: [z] is spelled \_\_\_\_\_ in three of the words.  
Way #3: [z] is spelled \_\_\_\_\_ in one of the words.
- Sort the words into these three groups:

### Words with [z] spelled . . .

Way #1:		Way #2:

The word with [z] spelled Way #3 is \_\_\_\_\_.

- Three ways to spell [z] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Three ways to spell [s] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- The letter that sometimes spells [z] and sometimes spells [s] is \_\_\_\_\_.



## Word Scrambles

Each of the strings of letters below can be unscrambled to spell a word containing the sound [s] or [z]. We've told you in each case whether the word contains [s] or [z]:

wasaly \_\_\_\_\_ [z]

heets \_\_\_\_\_ [z]

swollof \_\_\_\_\_ [z]

ziper \_\_\_\_\_ [z]

dakes \_\_\_\_\_ [s]

cone \_\_\_\_\_ [s]

locdest \_\_\_\_\_ [s]

glines \_\_\_\_\_ [s]

shoet \_\_\_\_\_ [z]

**Lesson Seven  
Test One**

Words	Fill in the blanks
0. summers	[s] = <s> [m] = <mm> [z] = <s>
1.	[n] = ____ [ŋ] = ____
2.	[f] = ____ [n] = ____ [s] = ____
3.	[z] = ____ and ____
4.	[n] = ____ [s] = ____
5.	[s] = ____ [z] = ____
6.	[f] = ____ [ŋ] = ____
7.	[f] = ____ [n] = ____
8.	[ŋ] = ____ [j] = ____
9.	[s] = ____ [n] = ____
10.	[ŋ] = ____ [s] = ____

### Answers to Test One

Words	Fill in the blanks
0. summers	[s] = <u>&lt;s&gt;</u> [m] = <u>&lt;mm&gt;</u> [z] = <u>&lt;s&gt;</u>
1. <i>planning</i>	[n] = <u>&lt;nn&gt;</u> [ŋ] = <u>&lt;ng&gt;</u>
2. <i>elephants</i>	[f] = <u>&lt;ph&gt;</u> [n] = <u>&lt;n&gt;</u> [s] = <u>&lt;s&gt;</u>
3. zoos	[z] = <u>&lt;z&gt;</u> and <u>&lt;s&gt;</u>
4. <i>once</i>	[n] = <u>&lt;n&gt;</u> [s] = <u>&lt;c&gt;</u>
5. <i>surprise</i>	[s] = <u>&lt;s&gt;</u> [z] = <u>&lt;s&gt;</u>
6. <i>finger</i>	[f] = <u>&lt;f&gt;</u> [ŋ] = <u>&lt;n&gt;</u> [g] = <u>&lt;g&gt;</u>
7. <i>different</i>	[f] = <u>&lt;ff&gt;</u> [n] = <u>&lt;n&gt;</u>
8. <i>language</i>	[ŋ] = <u>&lt;n&gt;</u> [g] = <u>&lt;g&gt;</u> [j] = <u>&lt;g&gt;</u>
9. <i>century</i>	[s] = <u>&lt;c&gt;</u> [n] = <u>&lt;n&gt;</u>
10. <i>hungriest</i>	[ŋ] = <u>&lt;n&gt;</u> [s] = <u>&lt;s&gt;</u> [t] = <u>&lt;t&gt;</u>

## Lesson Eight The Suffixes *-ed* and *-ing*

1 Read these two phrases: *Last week* and *Right now*. Think about which phrase can go at the beginning of this sentence:

He is calling his sister.

Think about which one can go at the beginning of this sentence:

He called his sister.

Write the phrases *Last week* and *Right now* into the correct blanks:

\_\_\_\_\_ he called his sister.

\_\_\_\_\_ he is calling his sister.

2 A **free base** is an element that carries the basic meaning of a word and can stand free by itself as a word. A **suffix** is an element that goes after the base and cannot stand by itself as a word.

Analyze *called* and *calling* into a free base and a suffix:

Words	=	Free Base	+	Suffix
called	=		+	
calling	=		+	

3 The suffix *-ed* adds the meaning "in the past" to words, as in *Last week he **called** his sister.*

The suffix *-ing* adds the meaning "still going on," as in *Right now he is **calling** his sister.*

4 In "They showed us the books" what meaning does *-ed* add to *showed*?

\_\_\_\_\_



5 In "They are showing us the books" what meaning does *-ing* add to *showing*?

\_\_\_\_\_

6 Fill in either *-ed* or *-ing*. Show any twinning:

- a. The game end\_\_\_\_\_ two hours ago.
- b. The plane is land\_\_\_\_\_ right now.
- c. Last night we spot\_\_\_\_\_ a mouse in our house.
- d. She is play\_\_\_\_\_ the piano now.
- e. The old store burn\_\_\_\_\_ down yesterday.
- f. Yesterday a frog hop\_\_\_\_\_ right through our front door.
- g. They were just shut\_\_\_\_\_ down the carnival when we got there.
- h. They are still help\_\_\_\_\_ us all they can.

## Lesson Nine

### How to Hear the Suffixes *-ing* and *-ed*

1 Sometimes we say a word like *fishing* so that it sounds like *fishin'*. And sometimes we say *going to* so that it sounds like *gonna*: *I'm gonna go fishin'*.

But although the suffix *-ing* is pronounced different ways, it is always spelled <ing>!

2 The suffix *-ed* is also pronounced different ways, but it is always spelled <ed>. These three words each contain the suffix *-ed*. Say them very carefully:

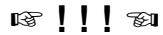
needed                  showed                  asked

In *needed* *-ed* sounds like [ɪd]. In *showed* *-ed* sounds like [d]. In *asked* it sounds like [t].

But although *-ed* is sometimes pronounced [ɪd], sometimes [d], and sometimes [t], it is always spelled <ed>!

3 Say each of the following words. In each one decide whether *-ed* sounds like [ɪd], [d], or [t]. Put the right pronunciation of *-ed* in each blank:

headed <u>  /ɪd/  </u>	helped _____	crabbed _____
longed _____	called _____	wanted _____
guessed _____	fueled _____	opened _____
ended _____	fished _____	numbered _____
planned _____	nodded _____	admitted _____
kicked _____	owned _____	watered _____
spotted _____	reached _____	warmed _____
started _____	laughed _____	followed _____



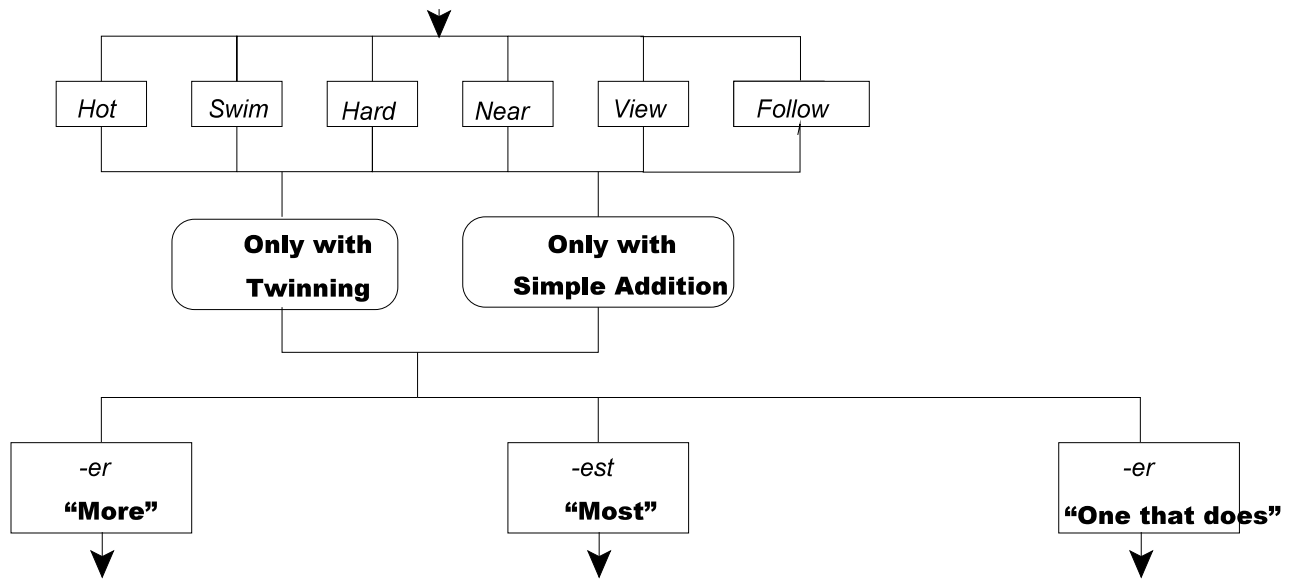
### Word Flow

The puzzle below is a **flow chart**. It flows from the top, where it says "Start," to the bottom, where the nine blank lines are.

The boxes with square corners contain **elements**. Each time you flow from the top to the bottom of the puzzle, you add elements together to spell a word. With this Word Flow you can go through nine times, spelling nine different words, one for each of the nine blank lines.

A box with rounded corners states **conditions** that must be met before you can go through that box. For example, you only go through the box that says "Only with twinning" if you are spelling a word that contains twinning. So you have to think and decide which condition box to go through.

As you spell out the nine words, write them into the nine blanks:




## Lesson Ten Practice Hearing *-ed*

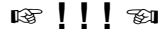
1 How is the suffix *-ing* always spelled? \_\_\_\_\_ How is the suffix *-ed* always spelled? \_\_\_\_\_

2 Read these words. Listen carefully to the suffix *-ed*:

headed	helped	crabbed	longed
called	wanted	guessed	fueled
opened	ended	fished	numbered
planned	noded	admitted	kicked
owned	watered	spotted	reached
warmed	started	laughed	followed

3 Sort the words into these three groups:

Words with <i>-ed</i> pronounced . . .			
[id]	[t]	[d]	



### Watch the Middles!

animal	
anim	
	al

lightest	
light	
	est

thinker	
think	
	er

fishhook	
fish	
	hook

admit	
ad	
	mit

bicycle	
bi	
	cycle

**Lesson Eleven**  
**The Suffix *-ed* is Always Spelled <ed>**

1 Below are seven words in which *-ed* is pronounced [id]. Analyze each one into a free base and the suffix *-ed*. Show any cases of twinning:

Word in which <i>-ed</i> is pronounced [id]:	=	Free Base	+ Suffix
headed	=	<i>head</i>	+ <i>ed</i>
wanted	=		+
ended	=		+
nodded	=		+
visited	=		+
spotted	=		+
started	=		+

2 Listen to the last sound in each of the seven free bases. All seven end in one of just two sounds.

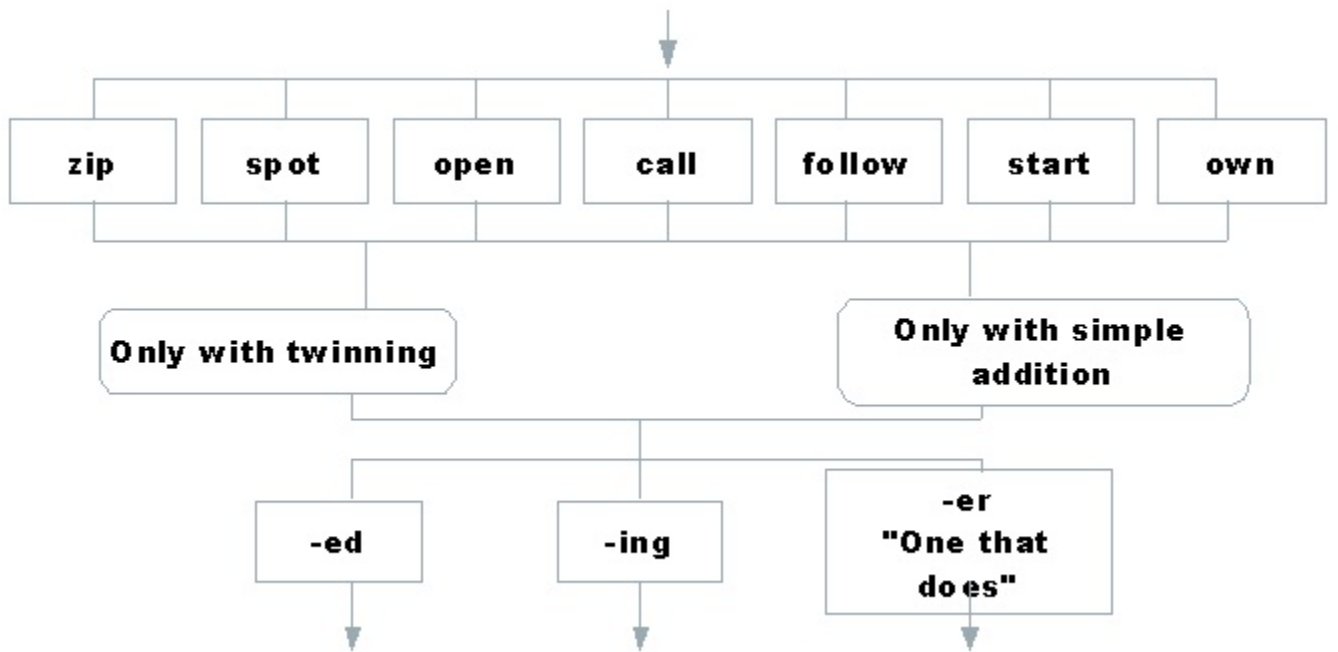
These two sounds are \_\_\_\_\_ and \_\_\_\_\_

3 The suffix *-ed* is pronounced \_\_\_\_\_ when it is added to words that end with the sounds \_\_\_\_\_ or \_\_\_\_\_, but it is still spelled \_\_\_\_\_.



**Word Flow**

This Word Flow allows you twenty-one passes from top to bottom to spell twenty-one different words. Remember to watch out for the condition boxes.




## Lesson Twelve

### Why *-ed* Has Different Pronunciations

1 Below are six words in which *-ed* is pronounced [t]. Analyze each one into a free base and the suffix *-ed*:

Words in which <i>-ed</i> is pronounced [t]:	=	Free Base	+	Suffix
helped	=		+	
guessed	=		+	
reached	=		+	
laughed	=		+	
fished	=		+	
kicked	=		+	

2 Listen to the last sound in the six free bases above. Each of them ends in one of six different sounds. List the sounds below:

--	--	--	--	--	--

3 The suffix *-ed* is pronounced \_\_\_\_\_ when it is added to words that end with the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

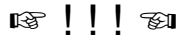
4 The suffix *-ed* is pronounced [ɪd] whenever it is added to words that end with the sounds \_\_\_\_\_ or \_\_\_\_\_.

5 Now you know when *-ed* is pronounced [ɪd] and when it is pronounced [t]. Everywhere else it is pronounced [d].



6 The suffix *-ed* is pronounced \_\_\_\_\_ when it is added to words that end with the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_; it is pronounced \_\_\_\_\_ when it is added to words that end with the sounds \_\_\_\_\_ and \_\_\_\_\_; and everywhere else it is pronounced \_\_\_\_\_.

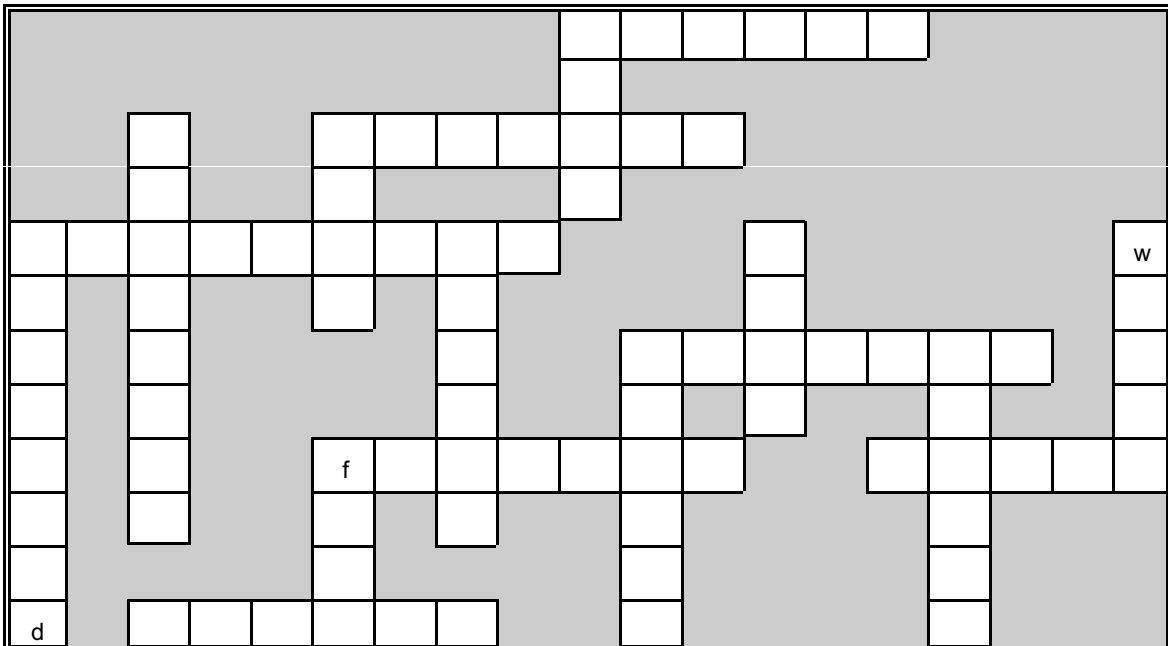
The suffix *-ed* is always spelled \_\_\_\_\_.



### Word Squares

You'll find some hints here and there:

- Four-letter words: open, hard, kind, fuel
- Five-letter words: could, would
- Six-letter words: opener, number, kinder, should, fueled
- Seven-letter words: hardest, kindest, fueling
- Eight-letter words: numbered, numberer
- Nine-letter word: numbering



## Lesson Thirteen

### Compounds Like *Blackbird* and *Catbird*

1 Compound words like *somebody* and *anyplace* simply combine two separate words into one: What used to be *some body* combines to become *somebody*; *any place* combines to become *anyplace*. Two words become one.

But notice this pattern: A **blackbird** is a **bird** that is **black**.

The compound *blackbird* doesn't just combine *black* and *bird* into one word. It gives us a short way to say "bird that is black."

There are several compound words that fit this same pattern. Fill in the blanks:

A bird that is black is a blackbird.

A bird that is blue is a \_\_\_\_\_.

A berry that is black is a \_\_\_\_\_.

A board that is black is a \_\_\_\_\_.

A print that is blue is a \_\_\_\_\_.

A room that is dark is a \_\_\_\_\_.

A man who is English is an \_\_\_\_\_.

A cat that is wild is a \_\_\_\_\_.

Lands that are wet are \_\_\_\_\_.

Paper that is waste is \_\_\_\_\_.

2 Now try some the other way around:

A blackbird is a bird that is black.

A redbird is \_\_\_\_\_.

A hothouse is \_\_\_\_\_.

A nobleman is \_\_\_\_\_.

A madman is \_\_\_\_\_.

Lowlands are \_\_\_\_\_.

A longhouse is \_\_\_\_\_.

Bluegrass is \_\_\_\_\_.

A flatcar is \_\_\_\_\_.

Gentlewomen are \_\_\_\_\_.

A wildfire is \_\_\_\_\_.

3 Now think about this pattern: A **catbird** is a **bird** like a **cat**.

To understand the compound *catbird* you need to understand how a catbird is like a cat. A catbird has several calls, one of which sounds like a cat's meowing. So a catbird is a bird that is like a cat because of the way it sounds.

See if you can figure out these:

If a catbird is a bird that is like a cat because of its sound, then a starfish is a \_\_\_\_\_ that is like a \_\_\_\_\_ because of its \_\_\_\_\_.

A firefly is a \_\_\_\_\_ that is like a \_\_\_\_\_ because of its \_\_\_\_\_.

Try some the other way around:

A fish that is like the sun because of its color is a \_\_\_\_\_.

A fish that is like a cat because of its whiskers is a \_\_\_\_\_.

A fruit that is like bread because of its texture is \_\_\_\_\_.

**Lesson Fourteen**  
**Compounds Like *Hilltop* and *Fireplace***

1 In the previous lesson you saw that a compound like *catbird* shortens the phrase "bird like a cat." Compounds like *hilltop* and *snowball* shorten phrases that are very similar:

A hilltop is the top **of** a hill.  
A snowball is a ball **of** snow.

Fill in the blanks:

A fingertip is the \_\_\_\_\_ of \_\_\_\_\_.  
A heartbeat is a \_\_\_\_\_ of \_\_\_\_\_.  
A raindrop is \_\_\_\_\_.  
A windstorm is \_\_\_\_\_.  
A fireball is \_\_\_\_\_.

2 Now try some the other way around:

The cap of the knee is the \_\_\_\_\_.  
The side of the mountain is the \_\_\_\_\_.  
The shore of the sea is the \_\_\_\_\_.  
At the circus the master of the ring is the \_\_\_\_\_.  
When you stand on the moon, the shine of the earth is \_\_\_\_\_.

3 Here is a similar pattern:

A fireplace is a place **for** fires.  
A flowerpot is a pot **for** flowers.

Fill in the blanks:

An armhole is a \_\_\_\_\_ for the \_\_\_\_\_.  
Wallpaper is \_\_\_\_\_ for the \_\_\_\_\_.  
A bookcase is a \_\_\_\_\_ for \_\_\_\_\_.

A shoestring is \_\_\_\_\_.

Earphones are \_\_\_\_\_.

An armband is a \_\_\_\_\_.

A battleship is a \_\_\_\_\_.

A birdcage is a \_\_\_\_\_.

A boathouse is a \_\_\_\_\_.

A classroom is a \_\_\_\_\_.

4 Try some the other way around:

A bell for the door is a \_\_\_\_\_.

The time for dinner is \_\_\_\_\_.

A hook for fish is a \_\_\_\_\_.

A cloth for dishes is a \_\_\_\_\_.

A spread for the bed is a \_\_\_\_\_.

A rack for books is a \_\_\_\_\_.

A house for boats is a \_\_\_\_\_.

A line for clothes is a \_\_\_\_\_.

Ware for dinner is \_\_\_\_\_.

A ring for the ear is an \_\_\_\_\_.

A shade for the eyes is an \_\_\_\_\_.

A brush for the hair is a \_\_\_\_\_.

Cuffs for your hands are \_\_\_\_\_.

A shoe for a horse is a \_\_\_\_\_.

A house for ice is an \_\_\_\_\_.

A tie for the neck is a \_\_\_\_\_.

A track for races is a \_\_\_\_\_.

A yard for ships is a \_\_\_\_\_.

## Lesson Fifteen

### Review of Suffixes and Procedures

1 Combine the following free bases and suffixes. Watch for and show any cases of twinning, as we have done with *running*:

Free Base	+ Suffix	= Word
run + <i>n</i>	+ <i>ing</i>	= <i>running</i>
small	+ er	=
brown	+ est	=
swim	+ er	=
plan	+ ed	=
drum	+ er	=
think	+ ing	=
go	+ ing	=
thank	+ ed	=
be	+ ing	=
stiff	+ est	=
laugh	+ ed	=
follow	+ er	=
sound	+ est	=
ask	+ ing	=
cold	+ er	=
kiss	+ ed	=
school	+ ing	=
guess	+ ed	=

2 Analyze each of the following words into a free base plus a suffix. Show any cases of twinning, as we have done with *running*:

<b>Word</b>	<b>= Free Base</b>	<b>+ Suffix</b>
running	= <i>run + n</i>	+ <i>ing</i>
laughing	=	+
sounding	=	+
asked	=	+
coldest	=	+
kissing	=	+
schooled	=	+
guessing	=	+
stiffer	=	+
being	=	+
thanking	=	+
going	=	+
thinker	=	+
drumming	=	+
planner	=	+
swimming	=	+
browner	=	+
smallest	=	+

3 One suffix spelled <er> adds the meaning \_\_\_\_\_; and one suffix spelled <er> adds the meaning \_\_\_\_\_.

4 Which suffix adds the meaning “most”? \_\_\_\_\_.

5 Which suffix adds the meaning “still going on”? \_\_\_\_\_



**Lesson Sixteen**  
**Test Two**

Words	Fill in the blanks
0. <i>fished</i>	<ed> = <u>[ t ]</u> [sh] = <u>&lt;sh&gt;</u>
1.	<ed> = <u>[   ]</u>
2.	[n] = _____ [ŋ] = _____
3.	Suffix means _____
4.	[ch] = _____ [t] = _____
5.	<ed> = <u>[   ]</u>
6.	[n] = _____ Free base + suffix = _____
7.	Free base + suffix = _____
8.	Free base + suffix = _____
9.	[f] = _____ [ŋ] = _____
10.	[f] = _____ [t] = _____

Words	Fill in the blanks
0. <i>fished</i>	<ed> = <u>[ t ]</u> [sh] = <u>&lt;sh&gt;</u>
1. <i>called</i>	<ed> = <u>[ d ]</u>
2. <i>ending</i>	[n] = <u>&lt;n&gt;</u> [ŋ] = <u>&lt;ng&gt;</u>
3. <i>helper</i>	Suffix means <u>"one that does"</u>
4. <i>reached</i>	[ch] = <u>&lt;ch&gt;</u> [t] = <u>&lt;ed&gt;</u>
5. <i>headed</i>	<ed> = <u>[ id ]</u>
6. <i>wanted</i>	[n] = <u>&lt;n&gt;</u> Free base + suffix = <u>want + ed</u>
7. <i>opener</i>	Free base + suffix = <u>open + er</u>
8. <i>watered</i>	Free base + suffix = <u>watered</u>
9. <i>following</i>	[f] = <u>&lt;f&gt;</u> [ŋ] = <u>&lt;ng&gt;</u>
10. <i>laughed</i>	[f] = <u>&lt;gh&gt;</u> [t] = <u>&lt;ed&gt;</u>

**Lesson Seventeen**  
**Review of the Vowel Sounds [u], [ù], [ū], [yū]**

- 1 You can hear the sound [u] in *duck*.  
 You can hear [ù] in *bull*.  
 You can hear [ū] in *tuna*.  
 You can hear [yū] in *mule*.

- 2 Underline the letters that spell [u], [ù], [ū], [yū]:

done      cube      moons      should  
 could      buzzer      review      too  
 use      rule      books      good  
 cub      full      would      some

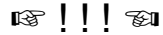
- 3 Sort the words into these three groups:

Words like <i>duck</i> with [u]	Words like <i>bull</i> with [ù]:	Words like <i>tuna</i> with [ū]:	Words like <i>mule</i> with [yū]:

- 4 Sort the words with [ù] into these three groups:

Word with [ù] spelled <u>	Words with [ù] spelled <oo>	Words with [ù] spelled <ou>

5 Three ways of spelling [ú] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



### Word Changes

1. Write the word *should* in the blank:..... \_\_\_\_\_
2. Take away the first two letters and put a <w> at the front of the word:..... \_\_\_\_\_
3. Take away the second vowel and the second consonant in the word and put another <o> in front of the <d>:..... \_\_\_\_\_
4. Change the <w> to the seventh letter of the alphabet:..... \_\_\_\_\_
5. Change the first <o> to the letter that comes three places after <o> in the alphabet, and then change the <d> to the letter that comes in between <v> and <x> in the alphabet:..... \_\_\_\_\_
6. Change the first consonant in the word to the second consonant in the alphabet:..... \_\_\_\_\_
7. Change the <w> to another <o>, and then put a <k> at the end of the word:..... \_\_\_\_\_
8. Take away the second consonant in the word.. \_\_\_\_\_
9. Change the first letter of the word to the letter that comes right before it in the alphabet:..... \_\_\_\_\_

**Riddle:** Someone who steals from a library is a \_\_\_\_\_  
Word #9      Word #7

## Lesson Eighteen Review of Long and Short Vowel Patterns

1 We use <v> to mark \_\_\_\_\_ letters. We use <c> to mark \_\_\_\_\_ letters. Draw a tic-tac-toe sign: \_\_\_\_\_

2 Mark the first vowel in each of these words with a <v>. Then mark the next two letters either <v> or <c>. If you get to the end of the word before you have marked all three letters, use the tic-tac-toe sign to mark the end of the word. Remember that if a word has more than one vowel letter, you start marking with the first one:

baby	bottle	brush	closed	alcohol
dance	doggy	coffee	likely	made
summer	rule	scene	selling	zipper
shut	has	thin	when	different

In words that end VC# mark the letter in front of the <v> either <v> or <c>.

3 Six of these words have the pattern \_\_\_\_\_.

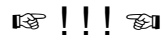
Ten have the pattern \_\_\_\_\_.

Four have the pattern \_\_\_\_\_.

4 Sort the words into this matrix:

	Words with the pattern:		
	VCV	VCC	CVC#
<b>Words with long vowels</b>			
<b>Words with short vowels</b>			

5 In the pattern VCV the first vowel is \_\_\_\_\_, but in the pattern VCC the vowel is \_\_\_\_\_ . And in the pattern CVC# the vowel is also \_\_\_\_\_ .



**Watch the Middles!**

whiteness	
white	
	ness

ripeness	
ripe	
	ness

likely	
like	ly
<i>like</i>	ly
<i>like</i>	ly
<i>likely</i>	

cutely	
cute	ly
<i>cute</i>	ly
<i>cute</i>	ly
<i>cutely</i>	

**Lesson Nineteen**  
**Silent Final <e> in VCV**

1 Here is a review of long and short vowels:

Short Vowels	Long Vowels
[a] as in <i>mad</i>	[ā] as in <i>made</i>
[e] as in <i>met</i>	[ē] as in <i>meet</i>
[i] as in <i>hid</i>	[ī] as in <i>hide</i>
[o] as in <i>hop</i>	[ō] as in <i>hope</i>
[u] as in <i>cut</i>	[ū] as in <i>coot</i>
[oo] as in <i>cook</i>	[yū] as in <i>cute</i>

2 Mark the first vowel in each word 'v'. Then mark the next two letters either 'v' or 'c'. If you get to the end of the word before you mark all three letters, use the tic-tac-toe sign to mark the end of the word:

hop	big	hid	mad
vc#			
hope	use	hide	made
cube	stripe	ate	ride
cub	strip	has	rid
name	cap	life	when
crab	home	thin	scene

In words that end VC# mark the letter in front of the V either 'v' or 'c'.

3 Sort the words into this matrix

**Words that end . . .**

	<b>CVC#</b>	<b>VCV</b>
<b>Words with long vowels:</b>	1	2
<b>Words with short vowels:</b>	3	4

4 In the CVC# pattern is the vowel long or is it short? \_\_\_\_\_

5 In the VCV pattern is the first vowel long or is it short? \_\_\_\_\_

6 All the words in square #2 in the matrix have a silent final <e> and long vowel sound. In each of these words the final <e> is the second vowel in the VCV pattern.

**Very often a final <e> is the second vowel in a VCV pattern and shows that the first vowel is long.**

7 In words like *made* the final <e> shows that the vowel in front of it is \_\_\_\_\_.



**Word Venn.** The following puzzle is called a Word Venn because it uses circles to help us sort things out in a way that was developed by an Englishman named John Venn. The Word Venn below defines two groups of words: (i) those that go inside the circle and (ii) those that go outside the circle (but inside the rectangle). Write the words into the Word Venn according to the following instructions:



Inside circle A put only words that end with a silent final <e> that marks a long vowel.

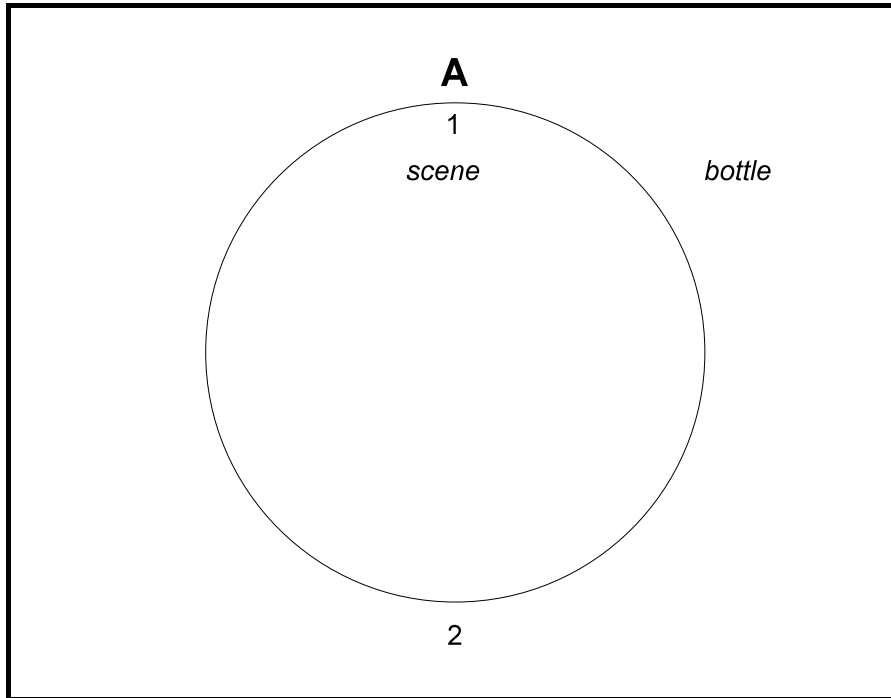
Outside the circle (but inside the rectangle) put only words that end with a silent final <e> that does not mark a long vowel.

bottle✓  
scene✓  
hide

make  
single  
ice

cube  
life  
once

house  
prize  
those



## Lesson Twenty

### A Second Kind of Change: Deleting Letters

1 The following rule is called the Rule of \_\_\_\_\_

Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

2 **Twinning Rule.** Except for the letter \_\_\_\_\_, you twin the final \_\_\_\_\_ of a free base that ends in the pattern \_\_\_\_\_ when you add a suffix that starts with a \_\_\_\_\_.

3 The Twinning Rule gives us one good reason for making a change when we add elements together to spell a word. Another good reason has to do with silent final <e>.

Sometimes when you add a suffix to a word that ends with a silent final <e> that shows that the vowel in front of it is long, you take away the final <e>: *hope + ing = hope + ing = hoping*

This change is called **deleting the final <e>**.

4 Analyze each of these words into a free base and a suffix. Each free base ends with a final <e> that shows that the vowel in front of it is long. Sometimes the final <e> was deleted when the suffix was added. Show any final <e>'s that have been deleted. Some of the suffixes may be new to you, but don't worry about that. Just remember that each word starts with a free base that ends with a silent final <e>:

Word	=	Free Base	+	Suffix
ripeness	=	<i>ripe</i>	+	<i>ness</i>
ripest	=	<i>ripé</i>	+	<i>est</i>
hopes	=		+	
hoping	=		+	
likely	=		+	
liked	=		+	
whiteness	=		+	
whitest	=		+	

<b>Word</b>	=	<b>Free Base</b>	+	<b>Suffix</b>
closes	=		+	
closed	=		+	
timer	=		+	
timely	=		+	
naming	=		+	
names	=		+	
cutely	=		+	
cutest	=		+	
places	=		+	
placed	=		+	
user	=		+	
useless	=		+	
writer	=		+	
writes	=		+	

5 In words where the final <e> was **not** deleted when the suffix was added, did the suffix start with a vowel or with a consonant? \_\_\_\_\_

6 In words where the final <e> **was** deleted, did the suffix start with a vowel or with a consonant? \_\_\_\_\_

7 **First Rule for Deleting Silent Final <e>**. If a word ends with a silent final <e> that shows that a vowel sound is long, you delete the silent final <e> when you add a suffix that starts with a \_\_\_\_\_



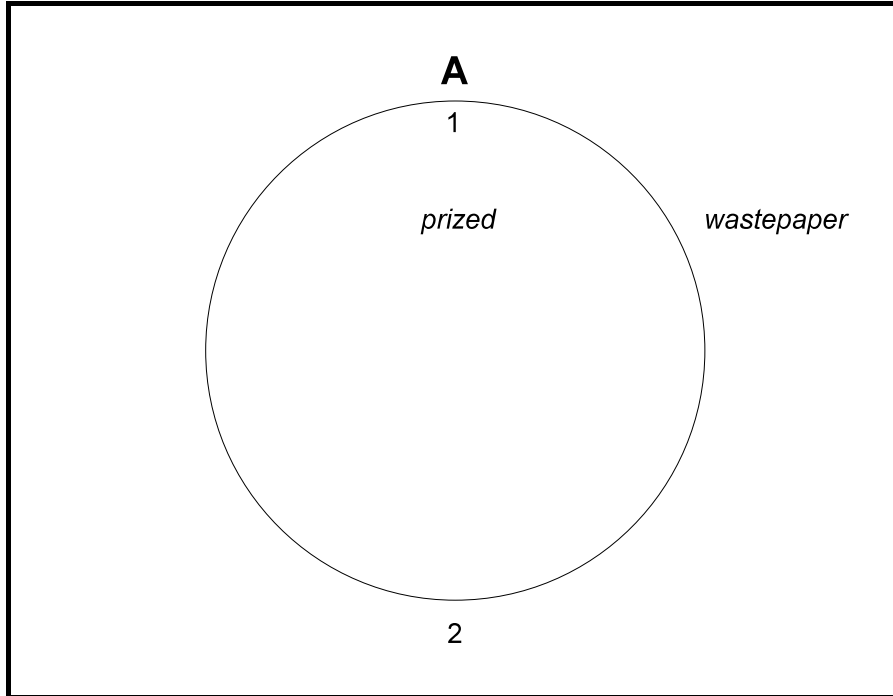
**Word Venn.** Inside the circle put only words in which a silent final <e> has been deleted. Outside the circle put words in which no silent final <e> has been deleted.

prized✓  
wastepaper✓  
icing

hiding  
bluebird  
cubed

gentlewomen  
striped  
fireball

placing  
shoestring  
being



## Lesson Twenty-one More About Deleting Silent Final <e>

1 **First Rule for Deleting Silent Final <e>**. If a free base ends with a silent \_\_\_\_\_ that shows that the vowel sound is \_\_\_\_\_, you \_\_\_\_\_ the silent final <e> when you add a \_\_\_\_\_ that starts with a \_\_\_\_\_.

2 Here is the reason for this final <e> deletion: In the word *hope* you need the <e> for the VCV pattern and to mark <o> as long: *hope*  
VCV

But when you add a suffix that starts with a vowel, such as *-ing*, the vowel at the front of the suffix can take the place of the <e> in the VCV pattern. You don't need the <e> anymore, so out it goes: *hope + ing = hope~~e~~+ing = hoping*  
VCV VCV

But if the suffix starts with a consonant, you still need the final <e> to make the VCV pattern, so it's *hopeless* not \**hopless*  
VCV VCC

3 Analyze each of these words into a free base and a suffix. Show any final <e>'s that have been deleted. Some of the suffixes may be new to you, but don't worry about that now:

Word	=	Free Base	+	Suffix
hoping	=		+	
hopes	=		+	
making	=		+	
makes	=		+	
timed	=		+	
timer	=		+	
naming	=		+	
names	=		+	
cutest	=		+	
cutely	=		+	
closed	=		+	
closing	=		+	

4 Combine these free bases and suffixes. Show any final <e>'s that must be deleted:

Free Base	+	Suffix	=	Word
close	+	ed	=	
close	+	es	=	
hide	+	ing	=	
hide	+	s	=	
home	+	er	=	
home	+	ing	=	
use	+	ed	=	
use	+	er	=	
ice	+	ing	=	
ice	+	y	=	
write	+	s	=	
write	+	er	=	



**Word Venn.** This Word Venn is different from the ones you've already done because it has not just one circle, but two that overlap one another. Inside circle A you should put only words that end with a silent final <e>. Inside circle B you should put only words that contain a long vowel sound. So inside area A+B you should put only words that (i) end with a silent final <e> and (ii) contain a long vowel sound.

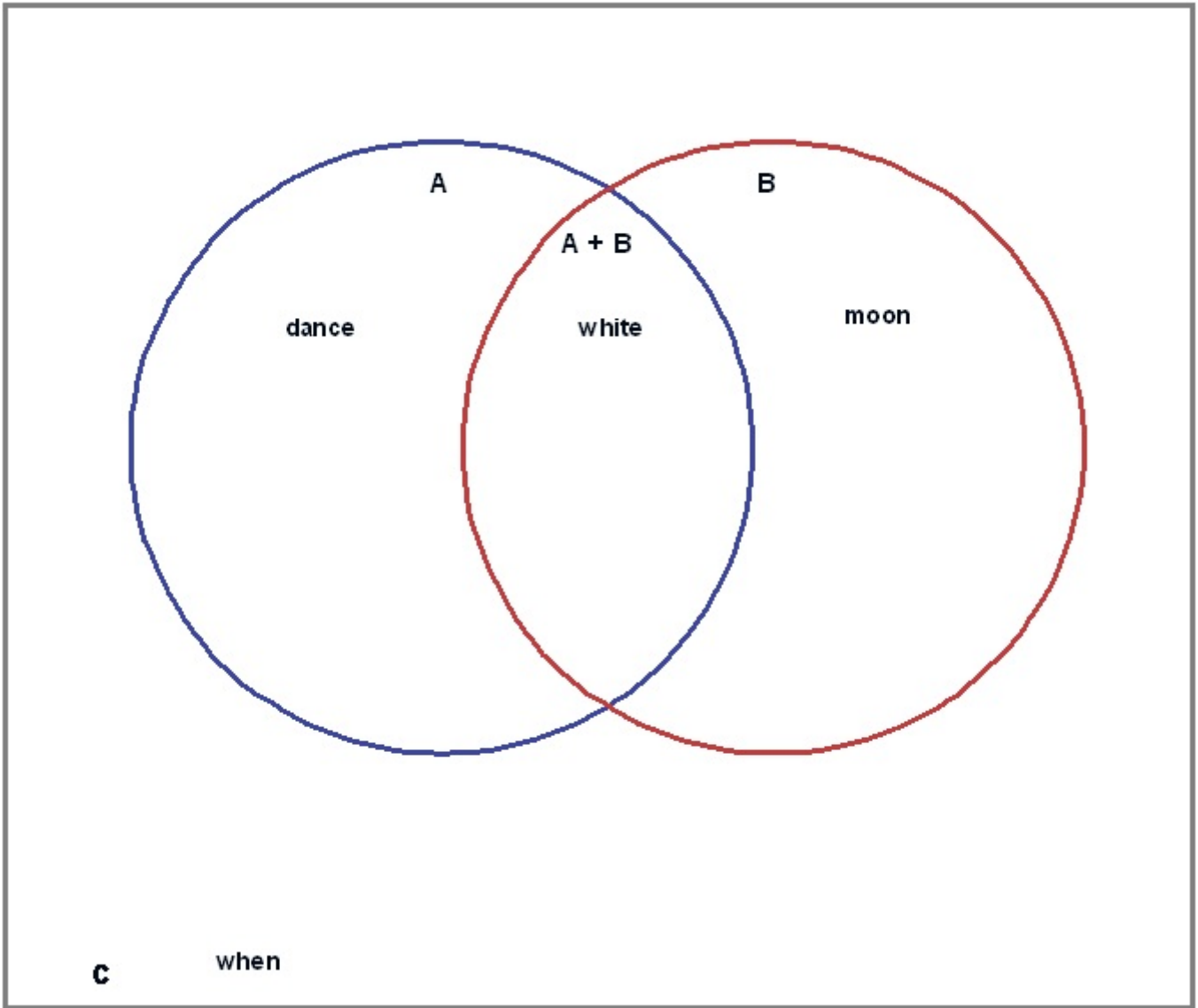
What kind of words should you put outside the circles in area C?

dance✓  
white✓  
moon✓  
when

some  
cute  
too  
brush

serve  
home  
boat  
crabonice

scene  
week  
think



**Lesson Twenty-two**  
**Test Three**

<b>Words</b>	<b>Show any changes:</b>
0. <i>cuter</i>	Free base + suffix = <u>          <i>cuté</i> + <i>er</i>          </u>
1.	Free base + suffix = _____
2.	Free base + suffix = _____
3.	Free base + suffix = _____
4.	Free base + suffix = _____
5.	Free base + suffix = _____
6.	Free base + suffix = _____
7.	Free base + suffix = _____
8.	Free base + suffix = _____
9.	Free base + suffix = _____
10.	Free base + suffix = _____



### Answers to Test Three

Words	Show any changes:
0. <i>cuter</i>	Free base + suffix + <u>    <i>cuté</i> + er    </u>
1. <i>names</i>	Free base + suffix = <u>    <i>name</i> + s    </u>
2. <i>closer</i>	Free base + suffix = <u>    <i>close</i> + er    </u>
3. <i>cubes</i>	Free base + suffix = <u>    <i>cube</i> + s    </u>
4. <i>hoping</i>	Free base + suffix = <u>    <i>hope</i> + ing    </u>
5. <i>likely</i>	Free base + suffix = <u>    <i>like</i> + ly    </u>
6. <i>user</i>	Free base + suffix = <u>    <i>use</i> + er    </u>
7. <i>icy</i>	Free base + suffix = <u>    <i>ice</i> + y    </u>
8. <i>ripeness</i>	Free base + suffix = <u>    <i>ripe</i> + ness    </u>
9. <i>whitest</i>	Free base + suffix = <u>    <i>white</i> + est    </u>
10. <i>crabby</i>	Free base + suffix = <u>    <i>crab</i> + b + y    </u>

## Lesson Twenty-three The Suffix -s

1 Read the twelve phrases below. Be sure you know what each one means:

<i>several chairs</i>	<i>one color</i>	<i>all the plates</i>
<i>an airport</i>	<i>many shows</i>	<i>each year</i>
<i>that elephant</i>	<i>three uncles</i>	<i>some songs</i>
<i>both sides</i>	<i>his phone</i>	<i>all mothers</i>

2 Now sort the phrases into these two groups:

### Phrases with italicized words that . . .

do not end in <s>	do end in <s>

3 Do the italicized words that do NOT end in <s> have the meaning "one" or do they have the meaning "more than one?" \_\_\_\_\_.

4 Do the italicized words that DO end in <s> have the meaning "one" or "more than one?" \_\_\_\_\_.

5 An **element** is the smallest part of a written word that adds meaning to the word.

Write the letter of the correct definition in each of the three blanks:

A **suffix** is \_\_\_\_\_

(a) an element that carries the basic meaning of a word and can have other elements added to it.

A **base** is \_\_\_\_\_

(b) a base that can stand free by itself as a word.

A **free base** is \_\_\_\_\_

(c) an element that goes at the end of a word and cannot stand by itself as a word.

6 Each of the italicized words that ends in <s> has two elements: a free base and the suffix -s. For instance, *chairs* = *chair* + *s*

*Chairs* means "more than one chair." If we take the -s away, the free base, *chair* means "one chair."

Does the suffix -s add the meaning "one" or does it add the meaning "more than one"? \_\_\_\_\_

7 Here are the italicized words that end with <s>. Analyze each one into its free base and suffix:

<b>Word</b>	<b>=</b>	<b>Free Base</b>	<b>+</b>	<b>Suffix</b>
chairs	=	<i>chair</i>	+	<i>s</i>
plates	=		+	
shows	=		+	
uncles	=		+	
songs	=		+	
sides	=		+	
mothers	=		+	

## Lesson Twenty-four The Suffix -s and Nouns

1 Here are some of the words from the last lesson:

chair      plate      show      uncle  
song      side      mother

They are all a kind of word called **nouns**. One way to describe a **noun** is to say that it is the name of a person, place, or thing.

Another way to describe a noun is to say that it makes sense when we put it into the blank of this sentence: "The \_\_\_\_\_ seemed okay."

Any word that makes sense in that blank is a noun. For instance, "The chair seemed okay."

2 Try each of the six other words in the blanks below:

The \_\_\_\_\_ seemed okay.      The \_\_\_\_\_ seemed okay.  
The \_\_\_\_\_ seemed okay.      The \_\_\_\_\_ seemed okay.  
The \_\_\_\_\_ seemed okay.      The \_\_\_\_\_ seemed okay.

Are all six words nouns? \_\_\_\_\_

3 If we add the suffix -s to the noun *chair*, we still have a noun:

The chairs seemed okay.

Add the suffix -s to the other six nouns and try them in the blanks:

The \_\_\_\_\_ seemed okay.      The \_\_\_\_\_ seemed okay.  
The \_\_\_\_\_ seemed okay.      The \_\_\_\_\_ seemed okay.  
The \_\_\_\_\_ seemed okay.      The \_\_\_\_\_ seemed okay.

After you add the suffix -s to a noun, is it still a noun? \_\_\_\_\_

4 We use nouns to point to, or **refer to**, one or more persons, places, or things. Read these words:

chair      plate      show      uncle  
song      side      mother

Would you use them to refer to, or point to, only one of what they name or to more than one? \_\_\_\_\_

5 After you add the suffix -s to them, would you use them to refer to one or to more than one? \_\_\_\_\_

6 Usually when you use a noun to refer to more than one of something, you add the suffix \_\_\_\_\_.

7 A noun that is used to refer to only one of what it names is called a **singular noun**.

Nouns that are used to refer to more than one of what they name are called **plural nouns**.

A **singular noun** is called singular because it is used to refer to a single thing.

**Plural nouns** are used to refer to more than one thing. The word *plural* is related to the words *plus*, which has the meaning "more."

8 A noun that is used to refer to just one thing is called a \_\_\_\_\_.

9 Nouns that are used to refer to more than one thing are called \_\_\_\_\_.

10 Usually when you want to change a singular noun to a plural noun, you add the suffix \_\_\_\_\_.

## Lesson Twenty-five Sometimes -s, Sometimes -es

1 Usually when you use a noun to refer to more than one of something, you add the suffix \_\_\_\_\_.

The statement above is a good one, but there are some nouns for which it is not true. Sometimes when you want to refer to more than one of something, instead of adding -s, you add -es.

2 Some of the singular nouns below take -s to form their plural. Others take -es. Combine each singular noun with its suffix and write out the plural nouns. Show any cases of final <e> deletion:

<b>Singular Noun</b>	<b>+</b>	<b>Suffix</b>	<b>=</b>	<b>Plural Noun</b>
finger	+	s	=	<i>fingers</i>
house	+	es	=	
box	+	es	=	
brush	+	es	=	
father	+	s	=	
dance	+	es	=	
catch	+	es	=	
guess	+	es	=	
place	+	es	=	
speech	+	es	=	
pitch	+	es	=	
phone	+	s	=	
waltz	+	es	=	
surprise	+	es	=	
inch	+	es	=	

4 Sort the fifteen singular nouns into the following two groups:

**Singular nouns that take . . .**

<b>-s</b>	<b>-es</b>

**Lesson Twenty-six**  
**When It's -s and When It's -es**

1 In the last lesson you found these two groups of singular nouns:

**Singular nouns that take . . .**

<b>-es</b>	<b>-s</b>
house	father
box	phone
bus	finger
dance	
catch	
guess	
place	
speech	
pitch	
waltz	
surprise	
inch	

Sort these twelve singular nouns into this matrix. Remember that the letter <x> at the end of words spells the combination of sounds [ks]. When you get done, two of the squares should still be empty:



**Singular nouns that . . .**

	<b>end with the sounds [s], [z], [sh], or [ch]:</b>	<b>do not end with [s], [z], [sh], or [ch]:</b>
<b>Nouns that take -s:</b>		
<b>Nouns that take -es:</b>		

2 When you want to refer to more than one of something with a singular noun that ends in the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_, you add -es.

3 Now you can write a more useful rule for choosing -s and -es: When you want to refer to more than one of something with a noun that ends in the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_, you add -es, but with most other nouns you add \_\_\_\_\_.



## Word Changes

1. Write the word *catch* in the blank:..... \_\_\_\_\_
2. Add the suffix that means "more than one":.. \_\_\_\_\_
3. Change the <s> to the letter that comes right in front of it in the alphabet:..... \_\_\_\_\_
4. Change the first letter of the word to <w> and change the last letter to <s>:..... \_\_\_\_\_
5. Change the first vowel in the word to <l>:.. \_\_\_\_\_
6. Change the first letter in the word to the letter that comes between <o> and <q> in the alphabet and change the <s> back to <r>:..... \_\_\_\_\_
7. Add the suffix that means "more than one":.. \_\_\_\_\_
8. Take away the <p> and the <t>. Then move the <r> up to the front of the word:..... \_\_\_\_\_
9. Change the last letter of the word back to an <r>:..... \_\_\_\_\_

Riddle: A baseball player who makes a lot of money might be called a \_\_\_\_\_.

Word #9                      Word #6

## Lesson Twenty-seven Practice with -s and -es

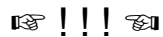
1 When you want to refer to more than one of something with a singular noun that ends in the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_, you add -es, but with most other nouns you add \_\_\_\_\_.

2 Add the suffix -s or -es to each of the following singular nouns. Show any cases of final <e> deletion:

Singular Noun	+ -s or -es	=	Plural Noun
chair	+	s	= <i>chairs</i>
box	+	=	
account	+	=	
book	+	=	
bottle	+	=	
brother	+	=	
dance	+	=	
guess	+	=	
inch	+	=	
house	+	=	
kiss	+	=	
pitch	+	=	
uncle	+	=	
surprise	+	=	
waltz	+	=	

3 Analyze each of the following plural nouns into a singular noun and suffix. Show any cases of final <e> deletion:

Plural Noun	=	Singular Noun	+ Suffix
bushes	=	<i>bush</i>	+ es
dances	=		+
surprises	=		+
catches	=		+
zoos	=		+
prizes	=		+
laughs	=		+
speeches	=		+
fathers	=		+
summers	=		+
taxes	=		+
brushes	=		+
houses	=		+
dinners	=		+
places	=		+



**Watch the Middles!**

account	
ac	
	count

society	
soci	
	ety

## Lesson Twenty-eight

### A Third Kind of Change: Replacing Letters

1 You have seen that singular nouns that end with the sounds [s], [z], [ch], or [sh] take the plural suffix -es. An example of another kind of singular noun that takes -es rather than -s is *story*, with its plural *stories*.

*Stories* can be divided into the singular noun *story* plus the suffix -es. But if we simply add those two elements together, we get a wrong spelling: *story* + *es* = *\*storyes*. Here is what really happens: *story* + *i* + *es* = *stories*

When we add -es to *story*, a letter is taken away and another one is put in its place.

What letter is taken away? \_\_\_\_\_

What letter is put in its place? \_\_\_\_\_

When we add the suffix -es to nouns like *story*, the <y> is replaced with \_\_\_\_\_.

2 The following rule is called the Rule of \_\_\_\_\_:

Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

Two reasons for making a change when you add elements together are **twinning final consonants** in words like *running* (*run* + *n* + *ing*) and **deleting final <e>** in words like *riding* (*ride* + *ing*). Changing the <y> to <i> in words like *stories* is a third kind of change. It is a third case where the Rule of Simple Addition does not apply.

3 Divide each of these plural nouns into its singular noun plus -es or -s. Show cases where the <y> changes to <i>:

Plural Noun	= Singular Noun + Change + Suffix		
stories	=	<i>story</i>	+ <i>i</i> + <i>es</i>
yesterdays	=	<i>yesterday</i>	+ <i>s</i>
doggies	=		+
schoolboys	=		+
supplies	=		+

Plural Noun	=	Singular Noun + Change + Suffix
countries	=	+
monkeys	=	+
babies	=	+
tries	=	+
societies	=	+
centuries	=	+
attorneys	=	+
hobbies	=	+

4 Look at the singular nouns in which the <y> changed to an <i>. Is the letter right in front of the <y> a vowel or is it a consonant? \_\_\_\_\_. Which suffix did they take, -es or -s? \_\_\_\_\_.

5 Look at the singular nouns in which the <y> did not change to an <i>. Is the letter right in front of the <y> a vowel or is it a consonant? \_\_\_\_\_. Which suffix did they take, -es or -s? \_\_\_\_\_

6 When you make a plural noun out of a singular noun that ends in the letter \_\_\_\_\_ with a \_\_\_\_\_ letter right in front of it, you change the \_\_\_\_\_ to \_\_\_\_\_ and add the suffix \_\_\_\_\_.



**Word Venn.** Inside circle A put only those singular nouns that use the suffix -es to form their plural. Inside circle B put only those singular nouns that end with the letter <y>.

What should you put inside area A+B? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What kind of singular nouns should you put in area C outside the circles? \_\_\_\_\_

---

---

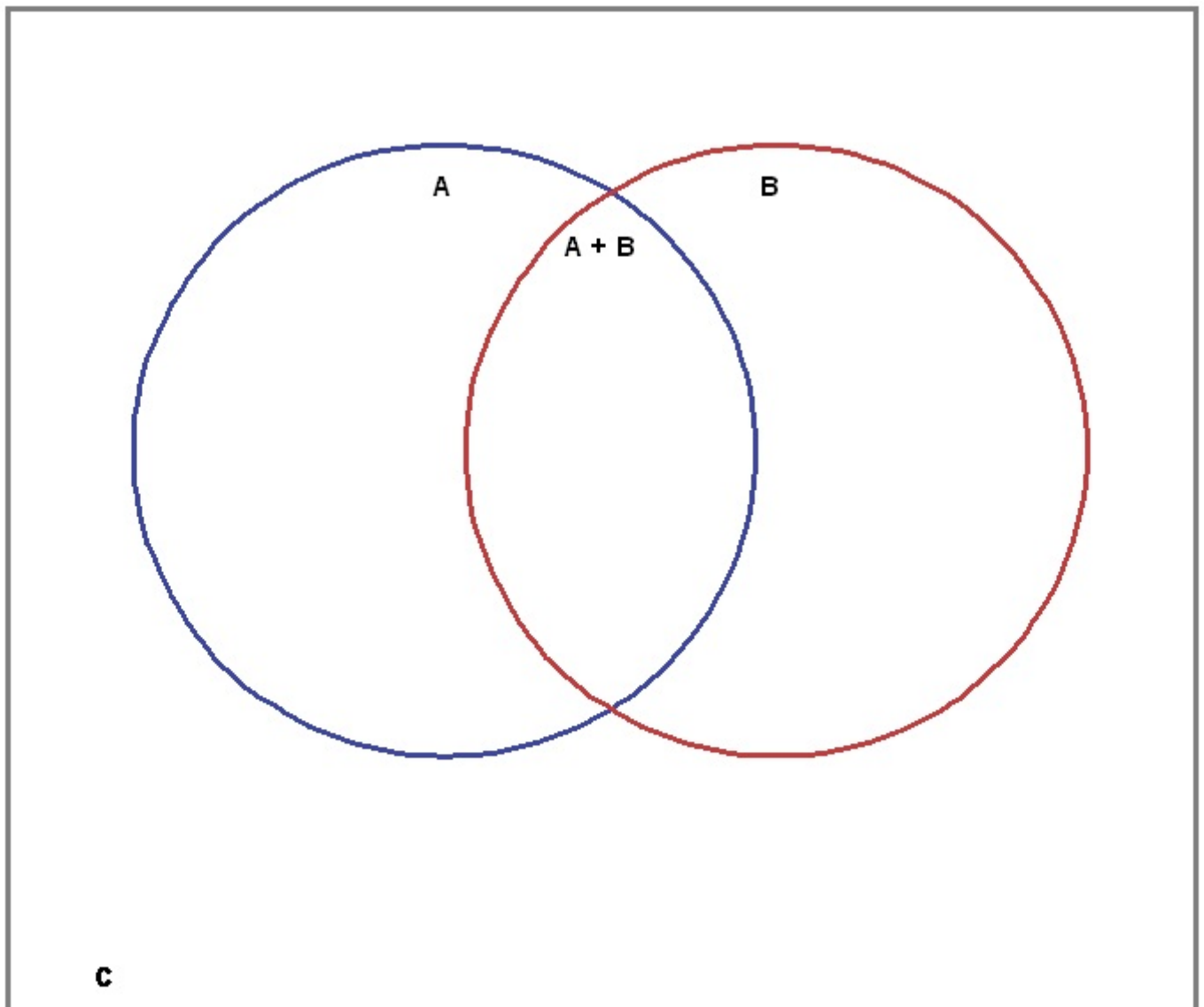
---

grass  
century  
replay  
rerun

box  
baby  
attorney  
bush

owner  
society  
Wednesday  
horseshoe

church  
worry  
monkey  
lunchroom



## Lesson Twenty-nine Summary of the Suffixes -s and -es

- 1 When you make a plural noun out of a singular noun that ends in the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_, you add -es.
  
- 2 When you make a plural noun out of a singular noun that ends in the letter <y> with a \_\_\_\_\_ letter right in front of it, you change the \_\_\_\_\_ to \_\_\_\_\_ and add the suffix \_\_\_\_\_.
  
- 3 But usually when you want to make a noun plural, you just add the suffix \_\_\_\_\_.
  
- 4 Now put those three statements together into one good rule for how to spell plural nouns with the -s or -es suffix:

### Rule for Spelling Plural Nouns

When you make a plural out of singular noun that ends in the sounds \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_, you add the suffix \_\_\_\_\_, and when you want to make a plural out of singular noun that ends in a <y> with a \_\_\_\_\_ letter right in front of it, you change the \_\_\_\_\_ to \_\_\_\_\_ and add the suffix \_\_\_\_\_, but with other nouns you just add the suffix \_\_\_\_\_.

- 5 Analyze each of these plural nouns into a singular noun plus a plural suffix. Show any letters that must be deleted or replaced:

Plural Noun	=	Singular Noun	+	Plural Suffix
countries	=	<i>country</i> + <i>i</i>	+	es
years	=		+	
freeways	=		+	
turtles	=		+	
elephants	=		+	



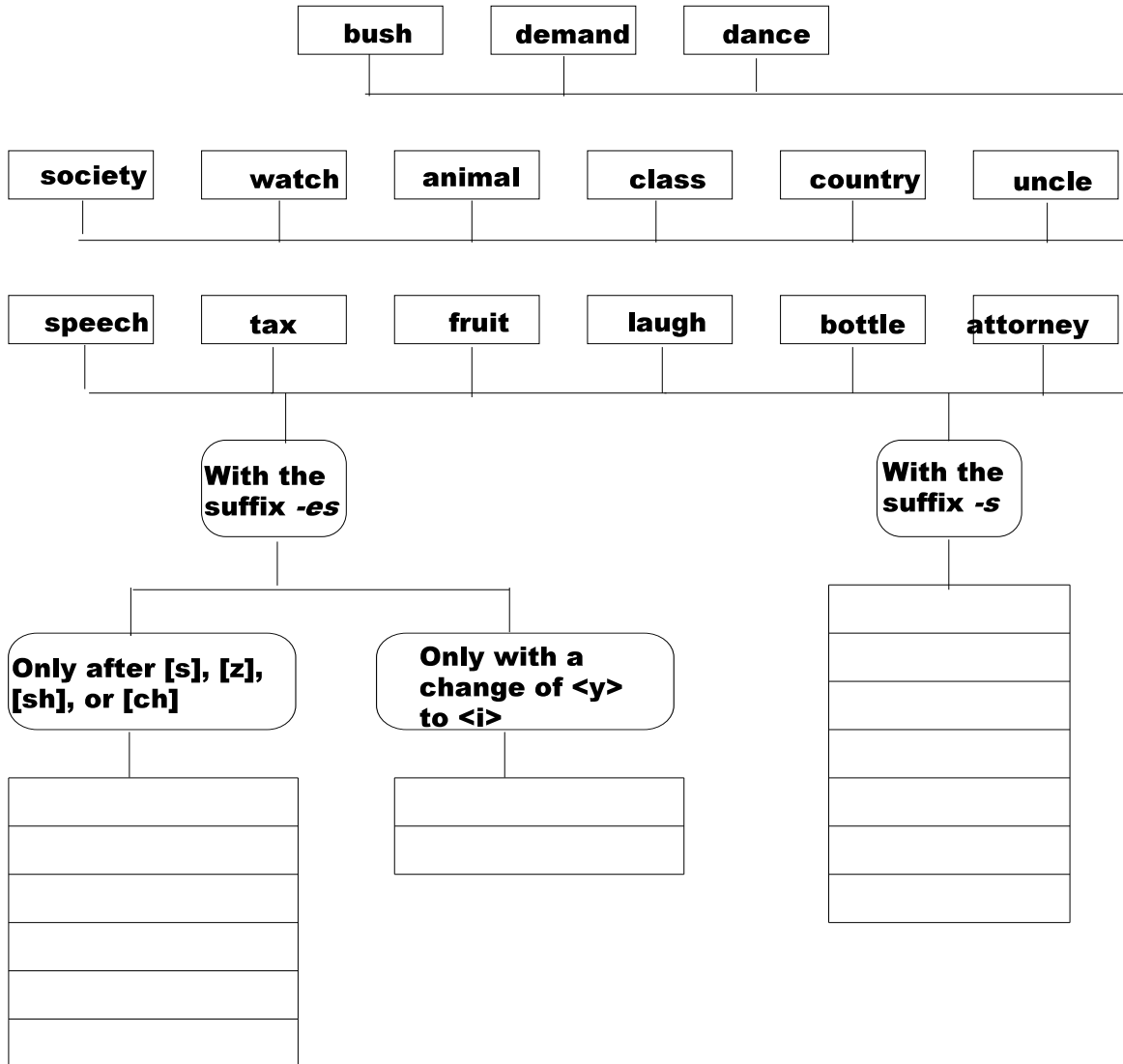
<b>Plural Noun</b>	<b>= Singular Noun</b>	<b>+ Plural Suffix</b>
dances	=	+
monkeys	=	+
kisses	=	+
families	=	+
schoolboys	=	+

6 Add the correct suffix to each of these singular nouns to make them plural, again showing any letters that must be deleted or replaced:

<b>Singular Noun</b>	<b>+ Suffix</b>	<b>= Plural Noun</b>
try <i>+i</i>	+ <i>es</i>	= <i>tries</i>
Wednesday	+	=
speech	+	=
surprise	+	=
attorney	+	=
mommy	+	=
price	+	=
beauty	+	=
society	+	=
country	+	=

## Lesson Thirty More Practice with Plural Suffixes

1 With this Word Flow you can change the fifteen singular nouns at the top of the page into fifteen plural nouns. Trace your path carefully. Decide which suffix each singular noun takes and in which box each plural noun should be written:



2 Now write the fifteen plural nouns in alphabetical order:

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

3 Nouns that refer to more than one thing are called \_\_\_\_\_

4 Nouns that refer to just one thing are called \_\_\_\_\_

5 Be ready to talk about these questions:

1. What is a suffix?
2. What is a plural suffix?
3. What is a noun?
4. What is a singular noun?
5. What is an element?
6. What four letters are always vowels?
7. What letters are sometimes vowels, sometimes consonants?
8. What letters are always consonants?

**Lesson Thirty-one**  
**More About Suffixes and <y> to <i> Changes**

1 Here is another chance for you to try out your new rule for spelling plural nouns. Add either -s or -es to each singular noun. Be sure to show any changes:

<b>Singular Noun</b>	<b>+</b>	<b>Suffix</b>	<b>=</b>	<b>Plural Noun</b>
ability + <i>i</i>	+	es	=	<i>abilities</i>
dance	+		=	
six	+		=	
yesterday	+		=	
blackberry	+		=	
demand	+		=	
breath	+		=	
Wednesday	+		=	
family	+		=	
design	+		=	
buzz	+		=	
library	+		=	
beauty	+		=	
pattern	+		=	
success	+		=	
attorney	+		=	

2 You've seen that <y> changes to <i> when you add the suffix -es to singular nouns that end in a <y> with a consonant right in front of it. A <y> with a consonant in front of it also changes to <i> also when you add the suffixes -ed or -er or -est.

3 Watch for all kinds of changes when you combine the following words and suffixes to make new words:

<b>Word</b>	<b>+</b>	<b>Suffix</b>	<b>=</b>	<b>New Word</b>
supply	+	er	=	<i>supply + i + er</i>
bottle	+	ed	=	
arrive	+	ing	=	
hop	+	er	=	
white	+	est	=	
like	+	ed	=	
try	+	ed	=	
use	+	er	=	
yes	+	es	=	
surprise	+	ed	=	

4 Here are some to do the other way around:

<b>Word</b>	<b>=</b>	<b>Shorter Word</b>	<b>+</b>	<b>Suffix</b>
dancer	=	<i>danc<del>e</del></i>	+	<i>er</i>
supplied	=		+	
waltzing	=		+	
arrived	=		+	
designer	=		+	
sorriest	=		+	
phoning	=		+	
writer	=		+	
guessing	=		+	
pitcher	=		+	

**Lesson Thirty-two**  
**Test Four**

Words	Analysis
0. <i>families</i>	Singular Noun + Suffix = <i>family + i + es</i>
1.	Free Base + Suffix = _____
2.	Free Base + Suffix = _____
3.	Free Base + Suffix = _____
4.	Free Base + Suffix = _____
5.	Singular Noun + Suffix = _____
6.	Free Base + Suffix = _____
7.	Singular Noun + Suffix = _____
8.	Shorter Word + Suffix = _____
9.	Singular Noun + Suffix = _____
10.	Singular Noun + Suffix = _____

### Answers to Test Four

Words	Analysis
0. <i>families</i>	Singular Noun + Suffix = <u>family + i + es</u>
1. <i>bushes</i>	Free Base + Suffix = <u>bush + es</u>
2. <i>houses</i>	Free Base + Suffix = <u>house + es</u>
3. <i>dances</i>	Free Base + Suffix = <u>dance + es</u>
4. <i>catches</i>	Free Base + Suffix = <u>catch + es</u>
5. <i>attorneys</i>	Singular Noun + Suffix = <u>attorney + s</u>
6. <i>tried</i>	Free Base + Suffix = <u>try + i + ed</u>
7. <i>beauties</i>	Singular Noun + Suffix = <u>beauty + i + es</u>
8. <i>supplier</i>	Shorter Word + Suffix = <u>supply + i + er</u>
9. <i>societies</i>	Singular Noun + Suffix = <u>society + i + es</u>
10. <i>Wednesdays</i>	Singular Noun + Suffix = <u>Wednesday + s</u>

**Lesson Thirty-three**  
**The Consonant Sounds [h] and [th]**

1 You can hear the sound [h] at the beginning of *help*.

2 Usually [h] is spelled <h>, and sometimes <wh>. Underline the letters that spell [h] in the following words:

who	anyhow	have	whom
behind	whole	helicopter	height
ahead	perhaps	whose	heard

3 The sound [h] is spelled \_\_\_\_\_ in eight of the words.

It is spelled \_\_\_\_\_ in four of the words.

4 Sort the words into these two groups:

**Words with [h] spelled . . .**

<h>	<wh>

5 Two ways to spell [h] are \_\_\_\_\_ and \_\_\_\_\_.

6 You can hear the sound [th] at the beginning of *thing*.

7 Underline the letters in the words below that spell [th]. Be careful! Some of the words do not contain [th] — and so in these words you should not underline any letters:

something	earth	thirty	through
thank	might	high	thin
light	thought	church	fifth
short	often	white	hothead



8 Sort the words into these groups:

Words with [th]	Words with no [th]

9 The two words with <th> but not [th] are \_\_\_\_\_ and \_\_\_\_\_.

10 How many ways did you find to spell [th]? \_\_\_\_\_

11 **How to Spell [th].** The sound [th] is always spelled \_\_\_\_\_.

That is an easy rule — and a good one!



## Lesson Thirty-four The Consonant Sounds [th] and [θ]

1 There are two sounds that are spelled <th> and that sound very much alike. You worked with the first one in Lesson Thirty-three: the [θ] sound that you can hear at the front of the word *thin*.

You can hear the other <th> sound at the front of the word *then*. You can hear the difference between the two if you say *thin* and *then* right after one another two or three times. *Thin* starts with the sound [θ]. *Then* starts with the other sound, which we will write out as [tʰ].

So *thin* starts with [θ], and *then* starts with [tʰ].

You can also hear the two sounds at the end of *bath* and *bathe*. *Bath* ends with [θ]. *Bathe* ends with [tʰ].

2 Sort the words below into the two groups:

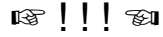
thank	breath	that	further
thief	breathe	fifth	athlete
though	thought	cloth	clothes
thick	thousand	they	this
there	smooth	father	tooth

### Words that contain . . .

[θ]		[tʰ]	

3 In all of the words that contain [θ], how is [θ] spelled? \_\_\_\_\_

4 So in this lesson you've seen that <th> spells two different sounds. The two sounds that are spelled <th> are \_\_\_\_\_ and \_\_\_\_\_.



**Word Find.** This Find contains twenty words that all start with the sounds [th] or [tʰ]. But this one is a little different from the ones you've done so far. We are not going to tell you what the twenty words are ahead of time. You will have to find them on your own. After you have found them, sort them into the two groups described below:

T H R E E T H R E W T M E  
H E O U T H A T H X H M T  
E N X T H E E H U L O T H  
N J T H E M S E L V E S H O  
H I R F T H A E O U  
I R E T H R T H U G  
E T F T A T H I S H  
F Y O H N H D A N  
D U R I K E W N H  
B F E N O Y C D E

Words that Start with [th]:		Words that Start with [tʰ]:	

## Lesson Thirty-five The Consonant Sounds [w] and [y]

1 You can hear [w] at the beginning of *wet*.

You can hear [y] at the beginning of *yet*.

2 Underline the letters that spell [w] and [y] in these words:

warm	yours	yearly	would
swimmer	woman	toward	yowl
yard	rewind	quick	square
beyond	words	twinning	young

3 Sort the words into these groups:

### Words with the sound . . .

[w]:		[y]:

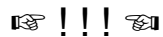
4 Sort the words with [w] into these two groups:

**Words with [w] spelled . . .**

<w>		<u>:

5 Two ways of spelling [w] are \_\_\_\_\_ and \_\_\_\_\_.

6 In all six of the words that contain [y], the [y] sound is spelled \_\_\_\_\_.



### Word Scrambles

If you unscramble the letters in each of the words below and fit them into the boxes, you will spell five other words that all contain the sounds [w] or [y]. We have given you a start by filling in the letters that spell [w] or [y] in each of the words you are trying to spell:

rods	w						
sour	y						
moan	w						
relay	y						
boned			y				

## Lesson Thirty-six The Consonant Sounds [l] and [r]

1 You can hear [l] at the beginning of the word *lay*.

You can hear [r] at the beginning of the word *ray*.

2 The sound [r] is usually spelled <r>, <rr>, or <wr>. The sound [l] is usually spelled <l> or <ll>. Underline the letters that spell [l] or [r]:

alcohol	color	doorbell	square
earth	write	parrot	animal
wrong	other	follow	sorry
lucky	right	written	girl
lighthouse	hello	worry	arrive

3 Sort the words into these groups. Be careful! Three words go into both groups:

**Words with . . .**

[r]		[l]	

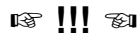
4 The sound [l] is spelled \_\_\_\_\_ in six words.  
 The sound [l] is spelled \_\_\_\_\_ in three words.

5 Sort the words with [l] into these two groups:

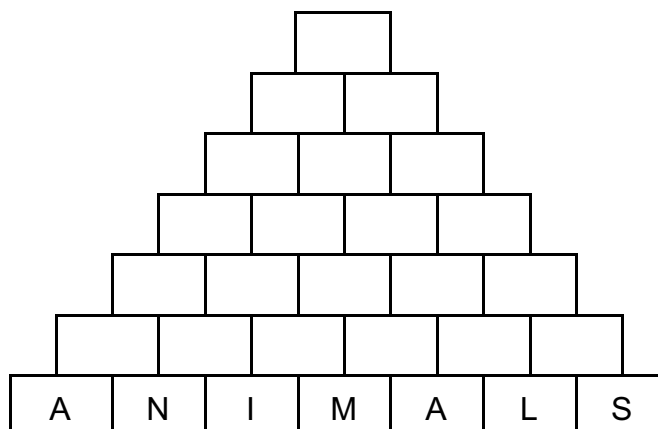
**Words with [l] spelled . . .**

<l>	<ll>

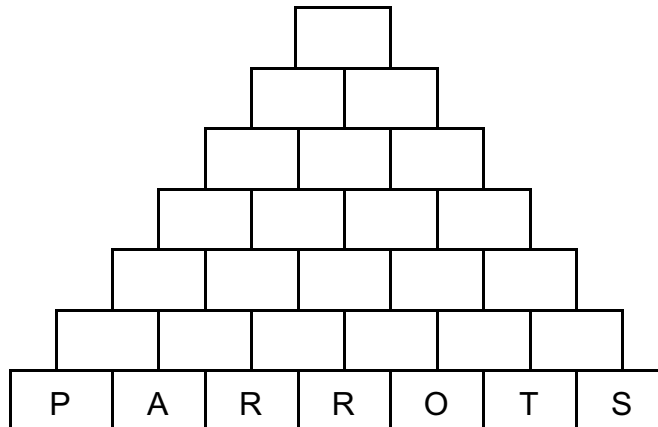
6 Two ways to spell [l] are \_\_\_\_\_ and \_\_\_\_\_.



**Word Pyramids.** The following Pyramid is made up of words that contain the sound [l] spelled <l>:



The following Pyramid is made up of words that contain the sound [r] spelled <r>:





## Lesson Thirty-seven More About [r]

1 The sound [r] is usually spelled <r> or <rr>, and sometimes <wr>. Underline the letters that spell [r]:

across	write	parrot	another
earth	sorry	other	wrong
right	written	arrive	airport
worry	together	over	square

2 In nine words [r] is spelled \_\_\_\_\_. In four words [r] is spelled \_\_\_\_\_.  
In three words [r] is spelled \_\_\_\_\_.

3 Now sort the words with [r] into these groups:

### Words with [r] spelled . . .

<r>	<rr>	<wr>

4 Three ways to spell [r] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



## Word Squares

All but three of the words in this Squares contain the sound [r].

Three-letters:        ate

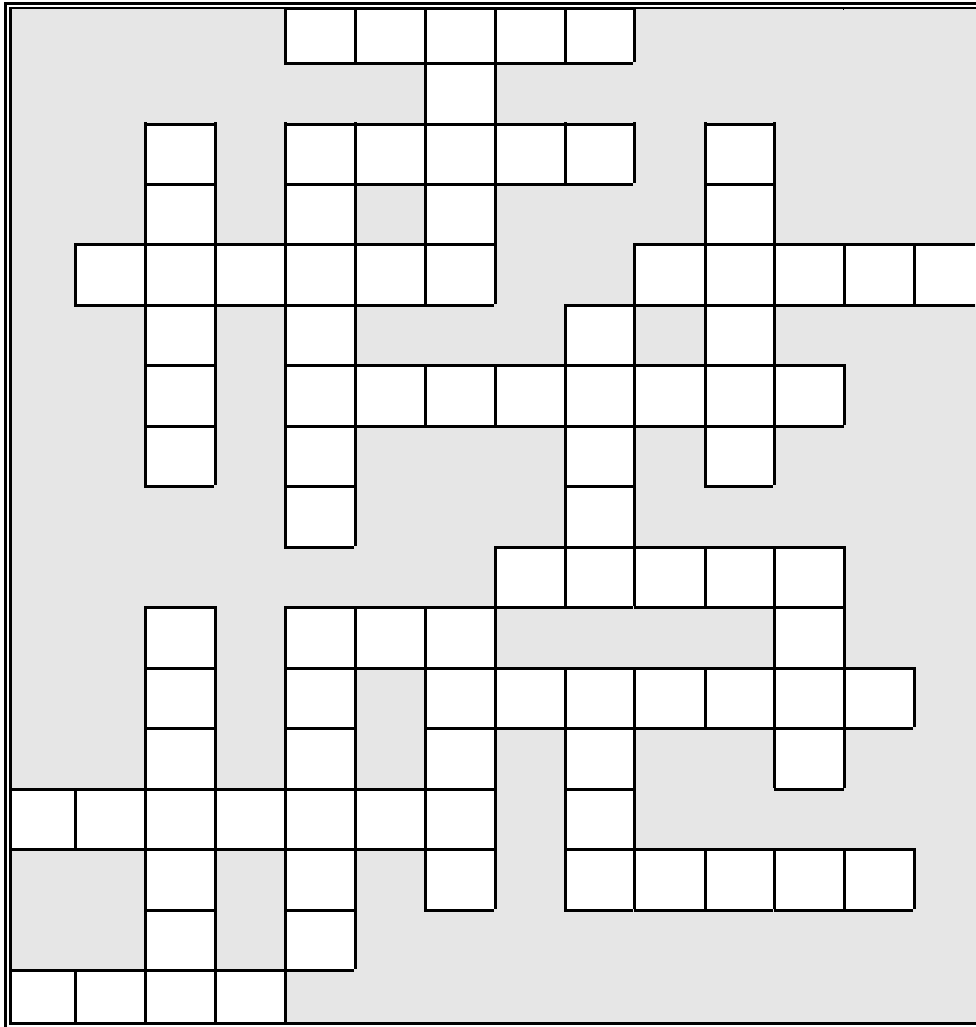
Four-letters:        over, girl, goes

Five-letters:        earth, right, worry, other, wrong, round, often, three

Six-letters:         across, writer, parrot, arrive

Seven-letters:      sorrier, written, another, airport

Eight-letters:      together



The words that do not contain [r] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Lesson Thirty-eight**  
**Compounds Like *Backyard* and *Popcorn* — and Others**

1 You have seen that compound words like *raindrop*, *flowerpot*, and *catbird* shorten phrases that contain words like *of*, *for*, and *like*: "a drop **of** rain," "a pot **for** flowers," "a bird **like** a cat." Other compounds shorten similar phrases that contain other words:

A backyard is a yard **in** the back.  
A farmhouse is a house **on** a farm.  
A seashell is a shell **from** the sea.

Fill in the blanks:

Soil **at** the top is \_\_\_\_\_.  
A house **with** a light is a \_\_\_\_\_.  
A step **to** the side is a \_\_\_\_\_.  
A spot **on** the sun is a \_\_\_\_\_.  
Light **from** the moon is \_\_\_\_\_.  
An ache **in** your head is a \_\_\_\_\_.

2 Now try some the other way around:

A sunburn is a \_\_\_\_\_.  
A headlight is a \_\_\_\_\_.  
An eardrum is a \_\_\_\_\_.  
A tabletop is the \_\_\_\_\_.  
A sailboat is a \_\_\_\_\_.  
A sidewalk is a \_\_\_\_\_.

3 The following compounds shorten phrases like those with which you have been working. But some of them contain words with which you haven't yet worked. See how you can do at analyzing the compounds to show the phrases they shorten:

A dogfight is a \_\_\_\_\_.  
An eyebrow is a \_\_\_\_\_.  
Backspin is \_\_\_\_\_.  
A churchyard is a \_\_\_\_\_.

A campfire is a \_\_\_\_\_.

A middleman is a \_\_\_\_\_.

Rainwater is \_\_\_\_\_.

4 The compound *popcorn* shortens the phrase "corn that pops." The following compounds follow that same pattern. Fill in the blanks:

A dog that watches is a \_\_\_\_\_.

A table that turns is a \_\_\_\_\_.

A worm that glows is a \_\_\_\_\_.

A torch that blows is a \_\_\_\_\_.

A line that guides is a \_\_\_\_\_.

A man who works is a \_\_\_\_\_.

5 Now try these slightly different ones:

When the earth quakes, it's an \_\_\_\_\_.

When a tooth aches, it's a \_\_\_\_\_.

When your nose bleeds, it's a \_\_\_\_\_.

When your heart beats, it's a \_\_\_\_\_.

When some land slides, it's a \_\_\_\_\_.

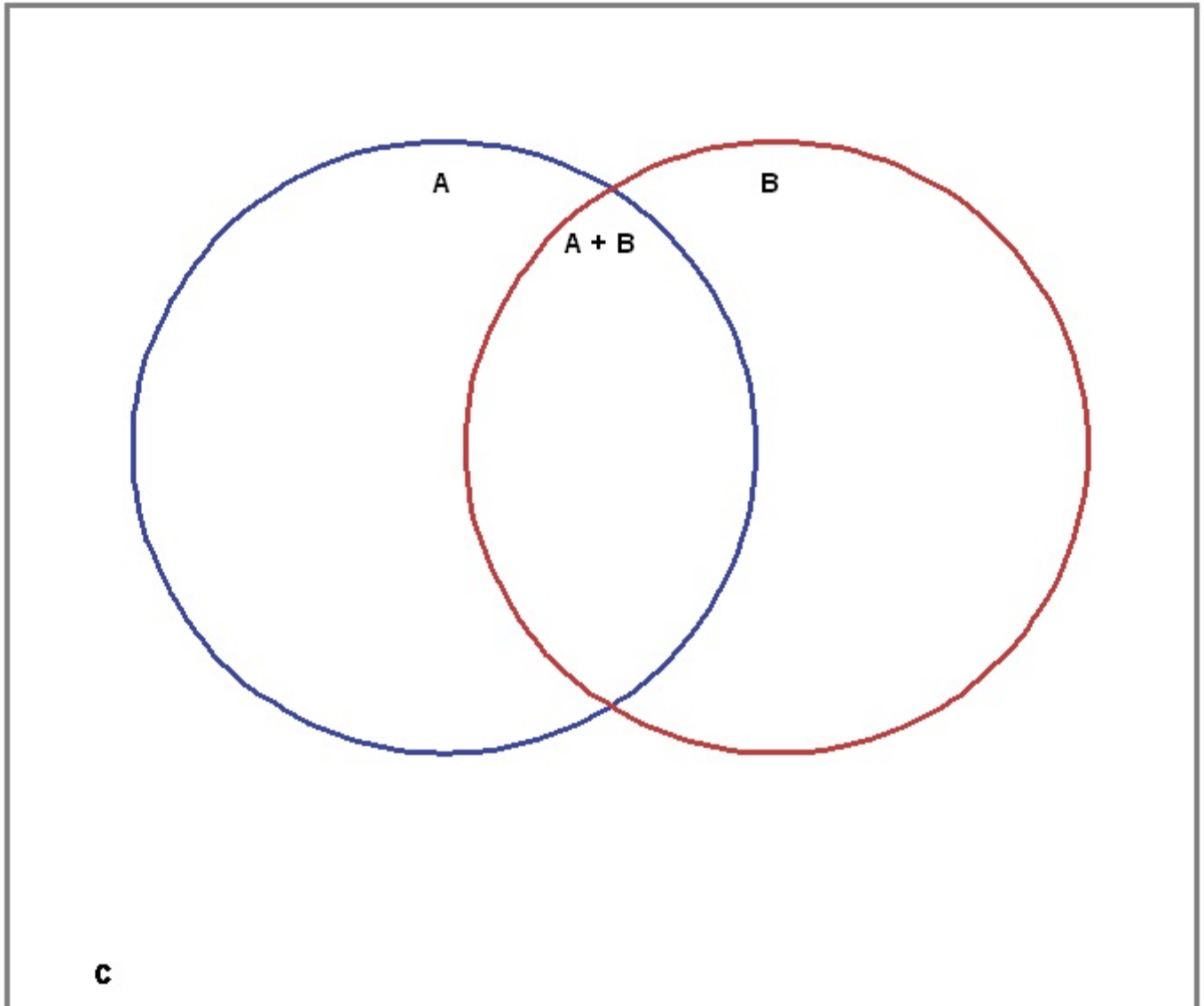
When day breaks, it's \_\_\_\_\_.

When a snake bites, it's a \_\_\_\_\_.



**Word Venn.** Inside circle A put only words containing the sound [r]. Inside circle B put only words containing the sound [l]:

earthquake	turntable	often	toothpaste
yearly	parrot	wrong	landslide
whole	rainwater	helicopter	thought
themselves	headache	guideline	motorcycle



**Lesson Thirty-nine**  
**Compounds Like *Dogcatcher* and *Steamboat* — and Others**

1 The following compounds all contain the suffix *-er* that means "one that does":

Someone who catches dogs is called a dogcatcher.

Someone who slaps backs is called a \_\_\_\_\_.

Someone who keeps books is called a \_\_\_\_\_.

Someone who goes to church is called a \_\_\_\_\_.

Someone who makes dresses is called a \_\_\_\_\_.

Someone who fights fires is called a \_\_\_\_\_.

Someone who owns a home is called a \_\_\_\_\_.

Someone who breaks the law is called a \_\_\_\_\_.

Something that saves one's life is called a \_\_\_\_\_.

Someone who builds ships is called a \_\_\_\_\_.

Someone who holds stock is called a \_\_\_\_\_.

Someone who makes trouble is called a \_\_\_\_\_.

2 Here is a new pattern. Fill in the blanks:

If steam runs the boat, it is called a steamboat.

If wind runs the mill, it is called a \_\_\_\_\_.

If a motor runs the cycle, it is called a \_\_\_\_\_.

If water turns the wheel, it is called a \_\_\_\_\_.

3 And here is a lightly different pattern:

A bee that makes honey is called a \_\_\_\_\_.

A girl who works with cows is called a \_\_\_\_\_.

A glass that measures the hours is called an \_\_\_\_\_.

A mate who shares a room is called a \_\_\_\_\_.

A man who makes sales is called a \_\_\_\_\_.

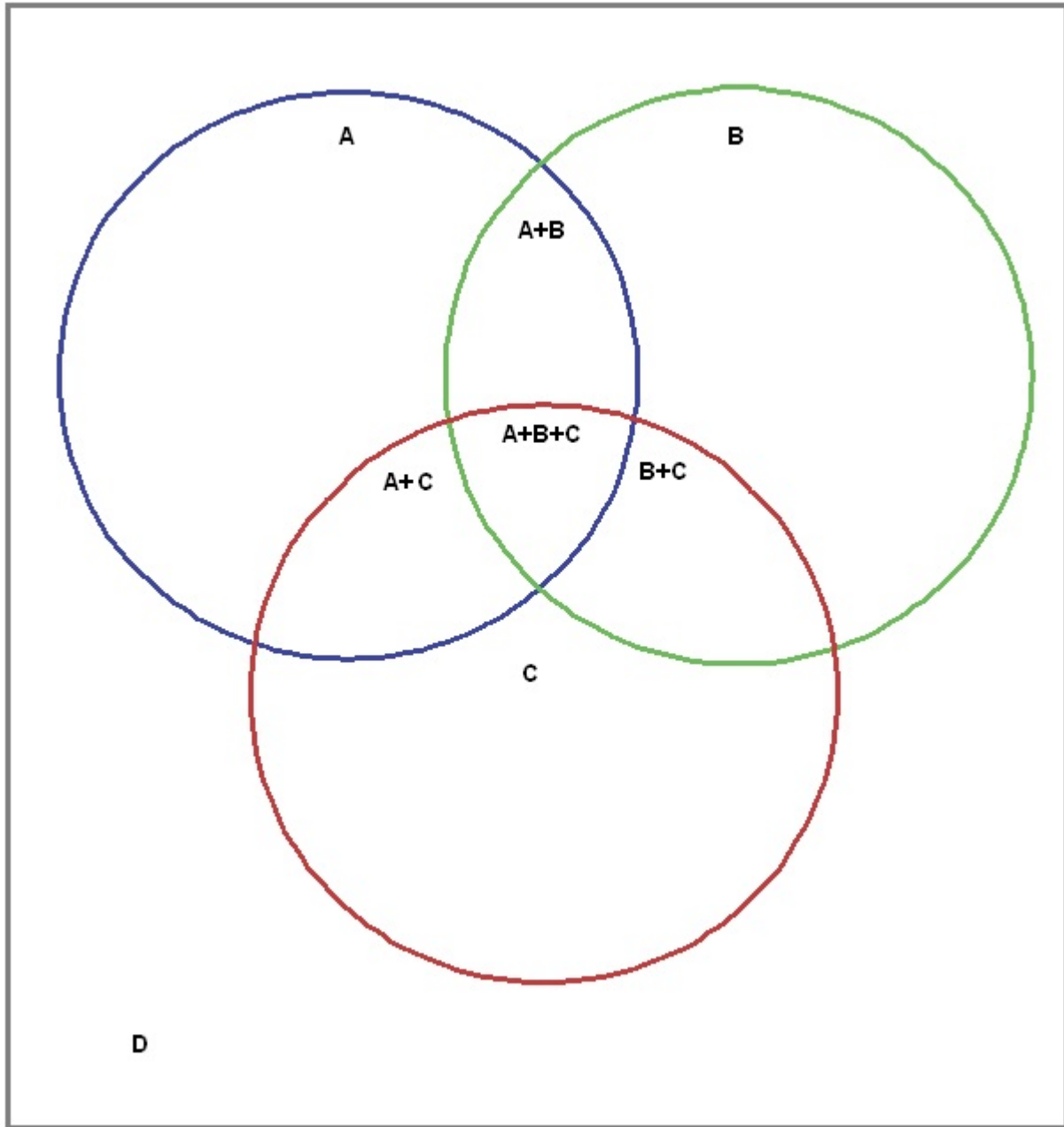
4 Fill in the blanks:

- Bread you make with ginger is gingerbread.
- Sauce you make with apples is \_\_\_\_\_.
- A knife you carry in your pocket is a \_\_\_\_\_.
- Wax made by bees is \_\_\_\_\_.
- Cake eaten with coffee is \_\_\_\_\_.
- Work you do at home is \_\_\_\_\_.
- A pot in which you make tea is a \_\_\_\_\_.
- A tub in which you take baths is a \_\_\_\_\_.
- A room in which you take baths is a \_\_\_\_\_.
- Paste with which you clean your teeth is \_\_\_\_\_.
- Water in which you wash dishes is \_\_\_\_\_.
- The room in which you eat lunch is the \_\_\_\_\_.
- A field in which people fight a battle is a \_\_\_\_\_.



**Word Venn.** This Venn can be a bit tricky because you have eight different groups to worry about. But if you go slowly and surely and are careful to check off words as you enter them into the circles, you should be able to get things all sorted out. Inside circle A put only compound words that contain the sound [r]. Inside circle B put only compounds that contain the sound [l]. Inside circle C put only compounds that contain the letter <y> spelling a vowel sound. In area D put any words that don't belong in A, B, or C:

bookkeeper	daybreak	honeybee	toothache
firefighter	troublemaker	headlight	schoolboy
roommate	eyebrow	pocketknife	dogfight
battlefield	lawbreaker	blackberry	motorcycle





**Lesson Forty**  
**The Prefix Re-**

1 An element is a part of a written word that adds meaning to the word.

A suffix is \_\_\_\_\_

\_\_\_\_\_.

A base is \_\_\_\_\_

\_\_\_\_\_.

A free base is \_\_\_\_\_

\_\_\_\_\_.

A bound base is \_\_\_\_\_

\_\_\_\_\_.

2 Here is a new term: A **prefix** is an element that cannot stand free as a word and goes at the front of words.

All of the following words contain the same prefix. Analyze each word into its prefix and free base:

<b>Word</b>	<b>=</b>	<b>Prefix</b>	<b>+</b>	<b>Free Base</b>
rebuild	=		+	
reheat	=		+	
rewrite	=		+	
replay	=		+	
redo	=		+	
relive	=		+	

3 Think about what the word *rebuild* means. Then think about what the free base *build* means. Which of these meanings does the prefix *re-* add to the word *rebuild*? "Not," "Again," "More than one," or "Yesterday"? \_\_\_\_\_

- 4 Be ready to talk about these questions:
- A. How did you figure out what the prefix was?
  - B. How did you figure out what the prefix meant?

5 Not all words that start out with the letters <re> contain the prefix *re-*. Four of the following words do — and four do not:

redraw      reader    rewritten    reach  
 ready      relight    reddest    remake

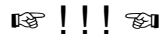
Write down the four words that contain the prefix *re-*:

--	--	--	--

Write down the four words that do not contain the prefix *re-*:

--	--	--	--

6 Be ready to talk about this question: How did you figure out which four words contained the prefix *re-*?



**Watch the Middles!**

relight	
re	
	light

rewrite	
re	
	write

relit	
re	
	lit

rewritten	
re	
	written

## Lesson Forty-one The Meanings of Re-

- 1 Sometimes the prefix *re-* means "Again" and sometimes it means "Back."
- 2 All of the words below contain the prefix *re-*. Divide each word into its prefix and its shorter word. Then in the last column write down either "Again" or "Back," depending on what you think the *re-* means in that word.

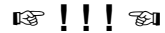
Word	=	Prefix	+	Shorter Word	Re- means:
repay	=	<i>re</i>	+	<i>pay</i>	"Back"
recycled	=		+		
replace	=		+		
rewriting	=		+		
rebuild	=		+		
rebounds	=		+		
reselling	=		+		
replayed	=		+		
reheat	=		+		
refueled	=		+		
rerunning	=		+		

- 3 Seven of the shorter words you found above can be divided into an even shorter free base plus a suffix. Write the seven words in the "Words" column below and divide each one into its free base and suffix. Show any twinning and final <e> deletion:

Word	=	Free Base	+	Suffix
	=		+	
	=		+	
	=		+	
	=		+	
	=		+	

<b>Word</b>	<b>= Free Base + Suffix</b>
=	+
=	+

4 Sometimes the prefix *re-* means \_\_\_\_\_ and sometimes it means \_\_\_\_\_.



### Word Find

Find these twelve words, each of which contains the prefix *re-*:

repay	recycle	replace	rewrite
rebuild	replay	refuel	redo
relive	relight	redraw	rewritten

R E W R T T N D R A W R E P L  
 E R J M Z R E P L A Y R E P L A  
 R E C Y C L E R E Q U I W R C E  
 E P B L W R I T E B C R E  
 M A U D H E G F N D J I F H  
 R Y I R E P L A C E M H T U E  
 E B R E W R I T T E N J E E H  
 B U E O L M G C Y C L R L  
 U I C D O N H R L I R E W R I  
 I L Y I G H T K E A L E A O E L  
 L T R E L I V E P R E D R A W H  
 D O E H V W U A E B O E D W C

Words in alphabetical order:

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

**Lesson Forty-two**  
**Test Five**

Words	Analysis
1.	[r] = _____; [t] = _____
2.	[y] = _____; [n] = _____
3.	[r] = _____; [v] = _____
4.	[r] = _____; [th] = _____
5.	[r] = _____; [th] = _____
6.	Prefix + Free Base + Suffix = _____
7.	Prefix + Free Base + Suffix = _____
8.	Prefix + Free Base = _____
9.	Free Base + Suffix = _____
10.	[r] = _____; [t] = _____

### Answers to Test Five

Words	Analysis
1. <i>parrot</i>	[r] = <rr> ; [t] = <t>
2. <i>beyond</i>	[y] = <y> ; [n] = <n>
3. <i>arrive</i>	[r] = <rr> ; [v] = <v>
4. <i>breathe</i>	[r] = <r> ; [th] = <th>
5. <i>earth</i>	[r] = <r> ; [th] = <th>
6. <i>replaying</i>	Prefix + Free Base + Suffix = <i>re + play + ing</i>
7. <i>recycled</i>	Prefix + Free Base + Suffix = <i>re + cyclé + ed</i>
8. <i>rebuild</i>	Prefix + Free Base = <i>re + build</i>
9. <i>sorrier</i>	Free Base + Suffix = <i>sorry + i + er</i>
10. <i>written</i>	[r] = <wr> ; [t] = <tt>

## Lesson Forty-three Review of Long and Short Vowel Patterns

1 Mark the first vowel in each of these words with a 'v'. Then mark the next two letters, either 'v' or 'c'. If you get to the end of the word before you have marked three letters, use the tic-tac-toe sign to mark the end of the word:

baby	hobbies	monkey	white	grandfather
follows	cutely	icing	pattern	home
scene	yes	reddest	rid	watches
union	yesterday	hot	that	then
ate	placing	ride	these	whole

Now in words ending VC# mark the letter in front of 'v' either 'v' or 'c'.

2 Sort the words into this matrix:

**Words with the pattern . . .**

	VCC	CVC#	VCV
<b>Words with short vowels:</b>	1	2	3
<b>Words with long vowels:</b>	4	5	6

3 In the patterns \_\_\_\_\_ and \_\_\_\_\_ the vowels are \_\_\_\_\_, but in the pattern \_\_\_\_\_ the first vowel is \_\_\_\_\_.

4 Mark the first vowel in each of these words with a 'v'. Then mark the next two letters, either 'v' or 'c':

hopes      alcohol      uncle      hobbies      even      cutest  
 seller      sister      union      whose      yesterday      whitest  
 placing      lucky      follow      safely      wrong      written

5 Now sort the words into this matrix. Several squares should be empty when you are done:

**Words with . . .**

	VCC	VCV
Words with [a]		
Words with [e]		
Words with [i]		
Words with [o]		
Words with [u]		
Words with [ā]		
Words with [ē]		
Words with [ī]		
Words with [ō]		
Words with [ū]		
Words with [yū]		







**Lesson Forty-five**  
**Review of Vowel Sounds and Letters**

1 Circle the letters that are spelling the first vowel sound in these words:

safely ready teachers sister grandfather  
 hiding often loading buzzing moon  
 united cutest good dancing after  
 gave yesterday even princess cycle  
 watered show brother rulers book  
 play hello freeways dinners whitest  
 mommy those young who full

2 Sort the words into these groups. Each word goes into just one group:

**Words with the sound . . .**

[a]	[ā]	[e]

3

**Words with the sound . . .**

[ē]	[ī]	[ɪ]

4

**Words with the sound . . .**

[o]	[ō]	[u]

5

**Words with the sound . . .**

[ù]	[ū]	[yū]

6 In the words above two ways to spell [ā] are \_\_\_\_\_ and \_\_\_\_\_.

7 In the words above two ways to spell [e] are \_\_\_\_\_ and \_\_\_\_\_.

8 Three ways to spell [ē] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

9 Two ways to spell [ī] are \_\_\_\_\_ and \_\_\_\_\_.

10 Two ways to spell [o] are \_\_\_\_\_ and \_\_\_\_\_.

11 Three ways to spell [ō] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

12 Three ways to spell [u] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

13 Two ways to spell [ù] are \_\_\_\_\_ and \_\_\_\_\_.

14 Three ways to spell [ū] are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

15 One way to spell [yū] is \_\_\_\_\_.



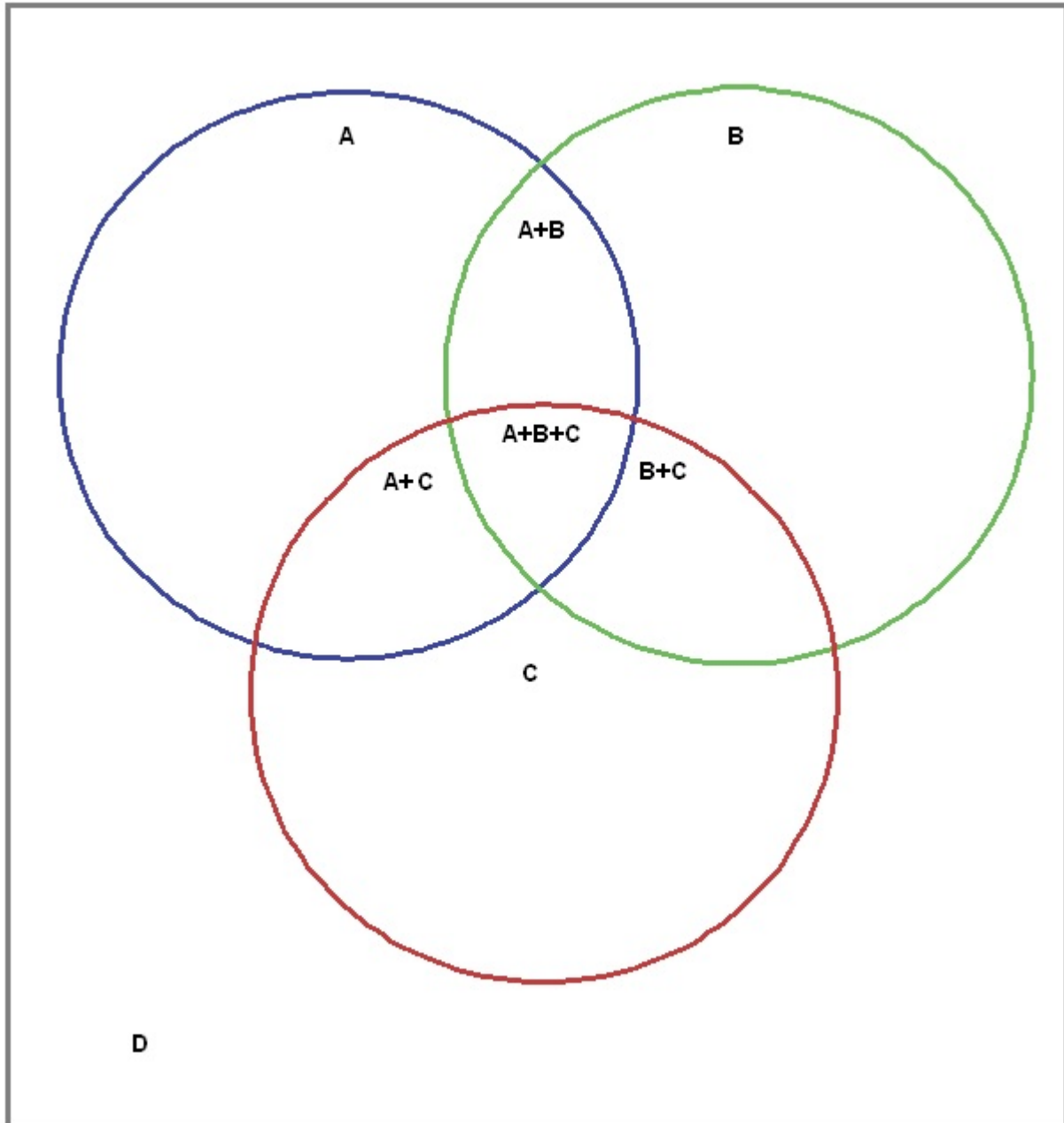
**Word Venn.** Inside the A circle put only words that contain the sound [a]. Inside circle B put words that contain the sound [g], and inside circle C put words that contain [k].

thinking  
thought  
watchdog  
cowgirl  
dogcatcher

glasses  
laughed  
handcuffs  
daybreak  
through

English  
grandmother  
after  
alcohol  
square

knees  
ghosts  
language  
dancing  
catches



**Lesson Forty-six**  
**Review of Prefixes and Suffixes**

1 An element that cannot stand free as a word and goes at the front of a word is called a \_\_\_\_\_.

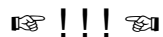
2 An element that cannot stand free as a word and goes at the end of a word is called a \_\_\_\_\_.

3 Some of these words have both a prefix and a suffix. Some have just a prefix. Some have just a suffix. Analyze each word into its free base and any prefixes or suffixes it may have.

<b>Word</b>	<b>=</b>	<b>Analysis</b>
rebounds	=	<i>re + bound + s</i>
monkeys	=	
unmixed	=	
reviewed	=	
churches	=	
quickest	=	
visiting	=	
repays	=	
refueled	=	
undresses	=	
thoughts	=	
unsafe	=	
rebuilding	=	
reheated	=	

4 Add these prefixes, words, and suffixes together to spell some longer words.

Prefixes, words, and suffixes	=	Longer Word
read + er	=	<i>builder</i>
ghost + s	=	
design + er + s	=	
re + light + ing	=	
un + load + ed	=	
work + er + s	=	
young + est	=	
show + ing + s	=	
re + do + ing	=	
demand + ed	=	
breathe + ing	=	
princess + es	=	
turtle + s	=	
breath + less + ly	=	
round + est	=	
heat + er + s	=	



**Watch the Middles!**

ghosts	
ghost	
	s

supply	
sup	
	ply

**Lesson Forty-seven**  
**Review of Simple Addition and the Three Changes**

1 Divide these words into shorter words and suffixes. Be sure you show any cases of twinning, final <e> deletion, or <y>'s that are changed to <i>:

<b>Word</b>	<b>=</b>	<b>Analysis</b>	<b>+ Suffix</b>
libraries	=	<i>library + i</i>	+ <i>es</i>
maddest	=		+
recycles	=		+
societies	=		+
helicopters	=		+
rerunning	=		+
named	=		+
shutter	=		+
families	=		+
rewriting	=		+
ruler	=		+
stories	=		+

2 Add these prefixes, words and suffixes together. In your analysis show any twinning or final <e> deletion, or <y>'s that are changed to <i>'s:

<b>Prefixes, Words, and Suffixes</b>	<b>Analysis</b>	<b>Longer Word</b>
family + es	<i>family + i + es</i>	<i>families</i>
century + es		
un + plan + ed		
short + est		



Prefixes, Words, and Suffixes	Analysis	Longer Word
re + live + ed		
brother + s		
mad + er		
book + keep + er		
un + time + ed		
teach + er + s		
supply + es		
success + es		
zoo + s		
think + er + s		
un + done		
full + est		
society + es		
book + s		
quick + est		
ghost + s		
un + mix + ed		
clothe + ing		
picnic + s		
supply + er + s		
six + th + s		
head + ache + s		
ice + y + est		
re + view + er + s		

**Lesson Forty-eight**  
**Test Six**

Words	Analysis
1.	Prefix + Free Base + Suffix = _____
2.	Free Base + Suffix = _____
3.	[p] = ____, [t] = ____, [r] = ____
4.	Free Base + Free Base = _____
5.	Free Base + Suffix= _____
6.	[yū] = ____, <s> = [__]
7.	[k] = __ and __, <s> = [__]
8.	[y] = ____, [ā] = ____
9.	[s] = __ and __, [z] = ____
10.	Prefix + Free Base + Suffix + Suffix = _____

### Answers to Test Six

Words	Analysis
1. <i>unmixed</i>	Prefix + Free Base + Suffix = <u>un + mix + ed</u>
2. <i>churches</i>	Free Base + Suffix = <u>church + es</u>
3. <i>pattern</i>	[p] = <u>&lt;p&gt;</u> , [t] = <u>&lt;tt&gt;</u> , [r] = <u>&lt;r&gt;</u>
4. <i>grandfather</i>	Free Base + Free Base = <u>grand + father</u>
5. <i>clothing</i>	Free Base + Suffix = <u>clothé + ing</u>
6. <i>unions</i>	[yū] = <u>&lt;u&gt;</u> , <s> = [z]
7. <i>picnics</i>	[k] = <u>&lt;c&gt;</u> and <u>&lt;c&gt;</u> , <s> = [s]
8. <i>yesterday</i>	[y] = <u>&lt;y&gt;</u> , [ā] = <u>&lt;ay&gt;</u>
9. <i>princesses</i>	[s] = <u>&lt;c&gt;</u> and <u>&lt;ss&gt;</u> , [z] = <u>&lt;s&gt;</u>
10. <i>reviewers</i>	Prefix + Free Base + Suffix + Suffix = <u>re + view + er + s</u>