

Basic Speller: Contents — Book One

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Lesson One
Always Vowels: <a>, <e>, <i>, <o>

- 1 Our alphabet has twenty-six letters. Some are **VOWELS** and some are **CONSONANTS**. The four letters that are **always** vowels are <a>, <e>, <i>, and <o>.
- 2 Underline the vowel letters in each word as we have done with *itself* and *join*. Don't worry about the check marks yet:

itself✓ magic rabbit favor

join✓ bridge asking their

better knee village often

- 3 Now sort the words into these four groups and check them off the list as we have done with *itself* and *join*. Be careful: Most words go into more than one group:

Words with the . . .

vowel <a>	vowel <e>	vowel <i>	vowel <o>
	<i>itself</i>	<i>itself</i>	<i>join</i>
		<i>join</i>	

- 4 When we talk about letters, we put them inside pointed brackets, like this:

<a> <e> <i> <o>

- 5 Fill in the blanks. (Don't forget the pointed brackets!) Four letters that are always vowels are _____, _____, _____, and _____.

Lesson Two
Sometimes a Vowel, Sometimes a Consonant: <y>

1 Fill in the blanks. Don't forget the pointed brackets: The letters _____, _____, _____, and _____ are **always** vowels.

2 We can use the same word in different ways. For example, the word *blue* sometimes means a color, and sometimes it means "sad." We can also use the same letter in different ways. For example, three letters are sometimes used as vowels and sometimes as consonants. One of them is the letter <y>.

The letter <y> is a consonant when it spells the sound it spells in the word *yes*. When it spells any other sound, it is a vowel.

3 Listen to the sound the <y> is spelling or helping to spell in these words. Then sort the words into the two groups below:

gym yard years every
 type you they why
 beyond someday puppy yellow

Words in which the <y> is . . .

a consonant	a vowel

4 Fill in the blanks: The four letters that are always vowels are _____, _____, _____, and _____.

5 One letter that is sometimes a vowel and sometimes a consonant is _____.



Watch the Middles! Fill in the blanks the way we have with *beyond*. As you read and write the word parts, spell them out to yourself, letter by letter.

beyond	
be	<i>yond</i>
<i>be</i>	yond
<i>be</i>	<i>yond</i>
<i>beyond</i>	

years	
year	
	s

seventy	
seven	
	ty

away	
a	
	way

holiday	
holi	
	day

anyone	
any	
	one

Lesson Three
Sometimes a Vowel, Sometimes a Consonant: <w>

1 Fill in the blank: One letter that is sometimes a vowel and sometimes a consonant is _____. (Did you remember the pointed brackets?)

2 Two other letters that are sometimes vowels and sometimes consonants are <w> and <u>. The letter <w> is usually a consonant. It is a vowel only when it teams up with an <a>, <e>, or <o> to spell a single vowel sound — as in the words *draw*, *few*, and *low*. So the letter <w> is a vowel only in the two-letter teams <aw>, <ew>, and <ow>.

Everywhere else <w> is a consonant: It is a consonant when it spells the sound it does at the front of *way*. And it is a consonant when it teams up with <r> and <h> — as in *write* and *who*.

3 Listen to the sound the <w> is spelling or helping spell in each of these words. Then sort the words into the two groups below:

away	what	below	went
saw	write	would	now
yellow	women	few	white

Words in which the <w> is . . .

a vowel	a consonant

4 Each word in Column 1 below contains a <w> or a <y>. Sometimes the <w> or <y> is a consonant, sometimes a vowel. Spell each word in Column 1 backwards and you

will get a new word. Write these new words in Column 2. Then put a check mark after each word that contains a <w> or <y> that is a vowel. We've given you a start:

Column 1	Column 2
was	<i>saw</i> ✓
<i>dray</i> ✓	<i>yard</i>
flow	
wets	
straw	

Column 1	Column 2
pay	
war	
yaws	
draw	
wonk	

Lesson Four
Sometimes a Vowel, Sometimes a Consonant: <u>

1 The letter <u> is usually a vowel, but it is a consonant when it comes right after the letter <q>, as in *queen*, *quick*, or *unique*. Look carefully at the letter in front of the <u> in each of the following words and then sort the words into the two groups:

queen	quick	should	study	around
unique	you	duck	funny	question
quiet	full	blue	earthquake	squirrel

Words in which the <u> . . .

comes right after the letter <q>		does not come right after the letter <q>	

2 Fill in the blanks: The letter <u> is usually a _____, but it is a consonant when it comes right after the letter _____.

3 The letter <u> is also consonant anytime it spells the sound that is usually spelled with a <w>, the sound you hear at the beginning of *will* and *won't*. When <u> comes right after <q>, it often spells that <w> sound. Here are the seven words you just found in which <u> comes right after <q>:

queen	unique	quiet	quick
earthquake	question	squirrel	

The letter <u> spells the <w> sound in six of these words. Find those six words and write them into the following table:

4 In a few words <u> spells the [w] sound right after the letter <g>. Listen carefully to the sound spelled by the <u> in each of the following words and then sort the words

into the two groups:

language	gum	iguana	penguin
gun	begun	gull	argue

Words in which the letter <u> . . .

spells the [w] sound	does not spell the [w] sound	

5 Fill in the blanks: The letter <u> is usually a _____, but it is a consonant whenever it comes right after the letter _____. It is also a consonant whenever it spells the _____ as it does in the word _____.

6 The four letters that are always vowels are _____, _____, _____ and _____.

7 The three letters that are sometimes vowels and sometimes consonants are _____, _____, and _____. Did you remember the pointed brackets?



Word Find. Find the twenty words in the puzzle. Each word contains the letter <e>. As you find them, draw a circle around each one and check it off the list.

place	close	next	write	queen
went	white	below	new	quiet
yellow	years	they	language	men
penguin	enough	orange	home	were

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

Lesson Five
Practice with Vowel and Consonant Letters

1 Here are the letters in the English alphabet:

<a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z>

2 In the alphabet above cross off the four letters that are always vowels.

3 Now cross off the three letters that are sometimes vowels and sometimes consonants.

4 So the nineteen letters that remain are **always** consonants. Write them in the blanks below:

5 Read these words carefully. Listen and look for the <y>'s, <u>'s, and <w>'s:

yours	wonderful	women	below
true	lunch	language	quiet
yellow	away	brown	would
they	holiday	year	penguin

6 Sort the words into these groups:

Words with the consonant . . .

<u>	<w>	<y>

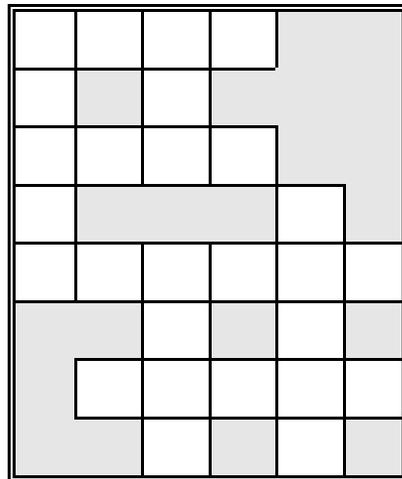
7 **Words with the vowel . . .**

<u>		<w>		<y>	



Word Squares. Fit the words into the squares. Count letters very carefully. As you use each word, check it off the list. Hint: Only one word has six letters, so start with it:

- Three-letter word: six
- Four-letter words: fast, loud, next
- Five-letter words: funny, quiet, women
- Six-letter word: yellow



Lesson Six V's and C's

1 We use 'v' to mark vowel letters, and we use 'c' to mark consonant letters — like this:

agree
vccvv

2 Mark the vowel and consonant letters in these words:

apple magic knee government

write their often stop

lunch women phone quiet

3 Mark the vowel and consonant letters in these words:

next penguin itself purple

always queen enough dinner

wonderful fuel might true

walk white would every

4 What do we mark with 'v', consonant letters or vowel letters?

5 What do we mark with 'c', consonant letters or vowel letters?

6 What four letters are always vowels? _____, _____, _____, and _____.

7 What three letters are sometimes vowels, sometimes consonants? _____, _____,
and _____.

8 Write a word in which <y> is a consonant: _____

9 Write a word in which <u> is a consonant: _____

10 Write a word in which <w> is a consonant: _____

11 Write a word in which <y> is a vowel: _____

12 Write a word in which <u> is a vowel: _____

13 Write a word in which <w> is a vowel: _____



Word Scrambles. Unscramble the letters and you will spell some of the words in
recent lessons:

klaw _____

thiew _____

tenx _____

ruet _____

ptso _____

tique _____

ehongu _____

yeerv _____

enequ _____

sawaly _____

enmow _____

dulow _____

gungaela _____

witer _____

**Lesson Seven
Test One**

Words	Fill in the blanks
0. <i>make</i>	Vowel letters = <u><a></u> and <u><e></u>
1.	Vowel letter = _____
2.	Vowel letters = _____ and _____
3.	Vowel letter = _____
4.	Consonant letters = _____, _____, and _____
5.	Consonant letters = _____, _____, and _____
6.	Vowel letters = _____ and _____
7.	Consonant letters = _____, _____, and _____
8.	Consonant letters = _____, _____, and _____
9.	Vowel letters = _____, _____, and _____
10.	Consonant letters = _____, _____, and _____

Words	Fill in the blanks
0. <i>make</i>	Vowel letters = <u><a></u> and <u><e></u>
1. <i>fast</i>	Vowel letter = <u><a></u>
2. <i>funny</i>	Vowel letters = <u><u></u> and <u><y></u>
3. <i>its</i>	Vowel letter = <u><i></u>
4. <i>next</i>	Consonant letters = <u><n></u> , <u><x></u> , and <u><t></u>
5. <i>white</i>	Consonant letters = <u><w></u> , <u><h></u> , and <u><t></u>
6. <i>they</i>	Vowel letters = <u><e></u> and <u><y></u>
7. <i>women</i>	Consonant letters = <u><w></u> , <u><m></u> , and <u><n></u>
8. <i>yellow</i>	Consonant letters = <u><y></u> , <u><l></u> , and <u><w></u>
9. <i>away</i>	Vowel letters = <u><a></u> , <u><a></u> , and <u><y></u>
10. <i>quiet</i>	Consonant letters = <u><q></u> , <u><u></u> , and <u><t></u>

Lesson Eight Letters and Sounds

1 Letters and sounds are two different things: Letters are things you **see**. Sounds are things you **hear**.

2 Say the word *e/se*. You should hear three sounds in it:

The first sound is spelled by the letter <e> at the front of the word.

The second sound is spelled by the letter <l>.

The third sound is spelled by the letter <s>.

The letter <e> at the end of *e/se* does not spell a sound.

So you can see four letters, but you can hear only three sounds.

3 First count the letters in each of the words below. Then count the sounds you hear in each one. Be careful: Sometimes two letters work together to spell just one sound. And sometimes a letter may not spell any sound at all, like the final 'e' in *e/se*. Fill in the blanks:

	How many letters?	How many sounds?
above	5	4
below		
always		
know		
seventy		
queen		
because		
before		
bridge		
knee		
would		
through		



Watch the Middles!

writes	
write	
	s

whoever	
who	
	ever

because	
be	
	cause

before	
be	
	fore

government	
govern	
	ment

wouldn't	
would	
	n't

Lesson Nine Writing Letters and Sounds

1 When we talk about **letters**, we put them inside pointed brackets, like this: <e>, <l>, <s>. And we call letters by their alphabet names: "ee," "ell," "ess."

But when we talk about **sounds**, we put them inside square brackets, like this: [e], [l], [s]. And we call sounds by names that sound just like the sounds themselves:

The sound [e] is "eh."

The sound [l] is "ll."

The sound [s] is "ss."

2 Draw a single line under each sound. Draw a double line under each letter:

[e] <e> <p> [t] [r] <m> [i] <q> [k] [j] <j>

3 In the word *enough* you see the letters _____, _____, _____, _____, _____, and _____.

4 In the word *thought* you see the letters _____, _____, _____, _____, _____, _____, and _____.

5 Which is the first sound you hear in *surprise* — <s> or [s]? _____

6 Which is the last sound you hear in *could* — <d> or [d]? _____

7 Is [l] called "ell" or "ll"? _____

8 Is <m> called "em" or "mm"? _____

9 In the word *else* are the sounds you hear <e>, <l>, and <s>, or [e], [l], and [s]? _____, _____, and _____.

10 In the word *sell* you hear the sounds _____, _____, and _____.

11 In the word *less* you hear the sounds _____, _____, and _____.

Lesson Ten
Practice with Vowel and Consonant Letters and Sounds

1 Count the letters and sounds and fill in the blanks:

	How many letters?	How many vowel letters?	How many consonant letters?	How many sounds?
penguin	7	2	5	7
village				
might				
those				
would				
write				
knows				
chance				
always				
height				
voted				
quick				
enough				
whose				
phone				

- 2 What do we mark with a 'v'? _____.
- 3 What do we mark with a 'c'? _____.
- 4 What four letters are always vowels? _____, _____, _____, and _____.
- 5 What three letters are sometimes vowels, sometimes consonants? _____, _____, _____.

6 Which one of these is a sound — [n] or <n>? _____.

7 Which one of these is a letter — [k] or <k>? _____.



Word Find

This Word Find is shaped like a C because it contains the following twelve words that all start with a **consonant**. As you find them, circle them, and check them off of the list:

below	people	page	quick
penguin	yellow	brothers	sisters
surprise	happy	hop	gets

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

After you find the twelve and have circled them, write them in alphabetical order in the blanks below:

1 _____ 4 _____ 7 _____ 10 _____

2 _____ 5 _____ 8 _____ 11 _____

3 _____ 6 _____ 9 _____ 12 _____

Lesson Eleven
Some Consonant Sounds and Spellings:
[p], [b], [t], [d], [k], and [g]

- 1 At the beginning and end of *pop* you can hear the sound [p].
At the beginning and end of *bob* you can hear the sound [b].
At the beginning and end of *toot* you can hear the sound [t].
At the beginning and end of *dude* you can hear the sound [d].
At the beginning and end of *kick* you can hear the sound [k].
At the beginning and end of *gag* you can hear the sound [g].

- 2 Read the following six words. Look and listen carefully. Then fill in the blanks:

pop bob toot dude kick gag

- 3 In *bob* the sound [b] is spelled with the letter _____.
- 4 In *pop* the sound [p] is spelled _____.
- 5 In *toot* the letter <t> spells the sound _____.
- 6 In *kick* the letter <k> at the front of the word spells the sound _____.
- 7 In *kick* the letters <ck> at the end of the word spell the sound _____.

Now try these:

- 8 The word *favor* contains two vowel letters: _____ and _____.
- 9 *Join* contains two consonant letters: _____ and _____.
- 10 *Write* contains three consonant letters: _____, _____, and _____.
- 11 The word *what* contains three consonant letters: _____, _____, and _____.
- 12 Which do we put inside brackets, letters or sounds? _____.



Word Changes

Remember to follow the directions carefully. Each time you make the changes, you should spell a new word to put into the blank at the right:

1. Write the word *toot*: _____
2. Take away the second vowel and change the second consonant to a <p>: _____
3. Change the first consonant in the word to the second consonant in the alphabet: _____
4. Move the <p> to the front of the word; change the <o> to an <i> and put it between the <p> and <c>; add a <k> to the end of the word: _____
5. Change the first consonant in the word to the eleventh letter in the alphabet: _____
6. Change the first <k> to the letter that comes right after it in the alphabet: _____
7. Take away the second consonant in the word and change the <k> to the letter that comes five places after it in the alphabet: _____
8. Change the first consonant in the word to the letter that comes four places after it in the alphabet: _____
9. Change the middle letter in the word to an <o>: _____

Riddle. A father who gets mad a lot might be called a

Word #9 Word #2

Lesson Twelve
The Consonant Sound [p]

- 1 Underline the letter that spells [p] in the word *perfect*.
- 2 Underline the letter that spells [b] in the word *behind*.
- 3 Underline the letter that spells [t] in *itself*.
- 4 Underline the letter that spells [d] in *wonderful*.
- 5 Underline the letter that spells [k] in *quiet*.
- 6 Underline the letter that spells [g] in *government*.
- 7 In *perfect* and *pop* the sound [p] is spelled <p>. But in many words [p] is spelled <pp>. Underline the letters that spell [p] in the following words:

open	appear	spaghetti	purple
puppies	picture	perfect	apple
helicopter	people	stopped	important
prevent	places	upon	zipper

- 8 Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with [p] spelled . . .

<p>	<pp>

9 Two ways of spelling [p] are _____ and _____.



Watch the Middles! Fill in the blanks. Remember that as you read and write the word parts, you should spell them out to yourself, letter by letter.

prevent	
pre	
	vent

perfect	
per	
	fect

appear	
ap	
	pear

surprise	
sur	
	prise

purples	
purple	
	s

picture	
pict	
	ure

Lesson Thirteen The Consonant Sound [b]

1 Underline the letters that spell the sound [b] in the following words:

blue	below	bridge	about
above	because	rabbit	number
between	bubble	before	brother
better	cabbage	robber	behind
hobby	books	bottom	crabby

2 Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with [b] spelled . . .

		<bb>

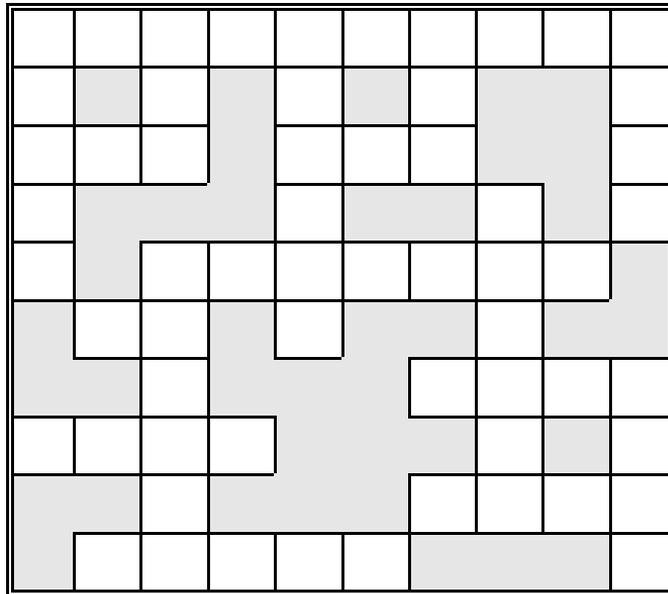
3 Two ways of spelling the sound [b] are _____ and _____.

4 Two ways of spelling the sound [p] are _____ and _____. Did you remember the pointed brackets?



Word Squares. All of the seventeen words below contain the sounds [p] or [b]. Fit the words into the squares. Count letters carefully and try to think ahead about your choices. Start with those words about which you can be absolutely sure:

- Two-letter word: be
- Three-letter words: pop, apt, lap, pit
- Four-letter words: upon, stop, herb, rubs, nobs
- Five-letter words: below, happy
- Six-letter words: before, crabby, people
- Seven-letter word: bubbles
- Ten-letter word: helicopter



4 Underline the letters that spell [t], [p], and [b]:

surprise important help appear
about hobby because bridge
prevent between bottle ribbon

5 Sort the words into these three groups:

Words with . . .

[p] spelled <p>	[b] spelled 	[t] spelled <t>

6 The word with [p] spelled <pp> . . .

7 The word with [t] spelled <tt> . . .

8 The two words with [b] spelled <bb> . . .

--	--

9 Two ways of spelling [p] are _____ and _____.

10 Two ways of spelling [b] are _____ and _____.

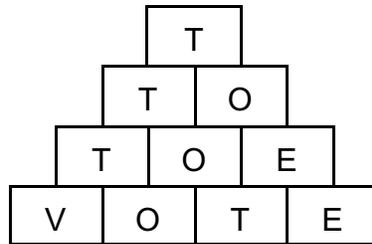
11 Two ways of spelling [t] are _____ and _____.



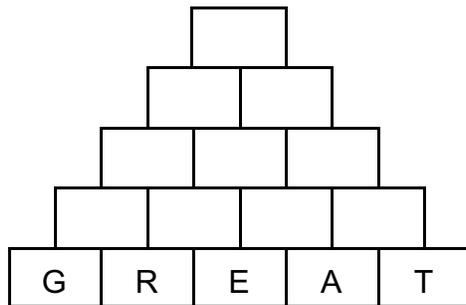
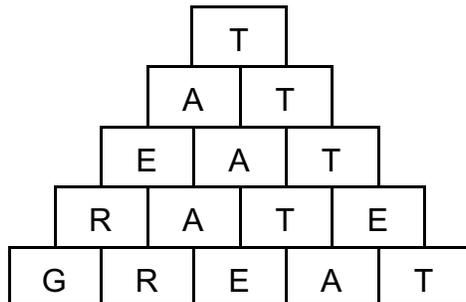
Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one

letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that until you get to the top.

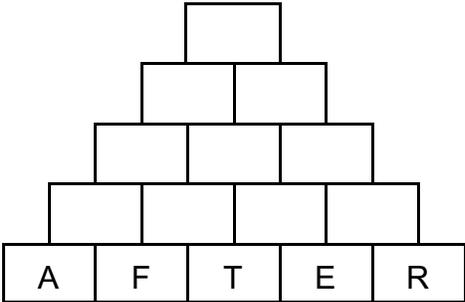
In the Word Pyramid below, each word must contain the sound [t] spelled <t>. The only three-letter word you can make out of *vote* is *toe*, which does contain <t> and goes right above *vote*. The only two-letter word you can make from *toe* is *to*. The only one-letter word with <t>, is *T*, which is short for “tee shirt” and is also used in the phrase, “My new bicycle suits me to a T.” Thus, the filled-out Pyramid would look like the following:



In the Pyramid below, you can make more than one four-letter word that contains [t] spelled <t>: *rate*, *tear*, and *gate*. Either one of them could go right above *great* in the Pyramid. Here is one solution. What other solution can you think of? Remember that each word must contain the sound [t] spelled <t>:



Here is another Pyramid with words that contain [t] spelled <t>:



Lesson Fifteen The Consonant Sound [d]

1 You can hear the sound [d] at the beginning and end of the word *dude*. Underline the letters that spell [d]:

ducks	holiday	differing	muddy
around	children	didn't	voted
add	middle	sudden	board
good	found	behind	said
beyond	study	danger	under
world	daddy	hidden	reddest

2 Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with the [d] spelled . . .

<d>	<dd>	

3 Two ways of spelling the sound [d] are _____ and _____.



Word Find. Find and circle the fifteen words that contain the sound [d]. Write the ones you find in alphabetical order at the bottom of the page:

children	different	found	aid	muddy
under	today	study	daddy	do
hidden	sudden	middle	add	had

```

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

Words in alphabetical order:

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

**Lesson Sixteen
Test Two**

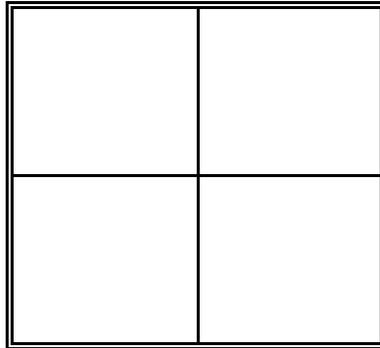
Words:	Fill in the blanks:
0. <i>brother</i>	[b] = <u></u>
1.	[b] = _____
2.	[p] = _____
3.	<w> = v or c? _____
4.	<y> = v or c? _____
5.	<u> = v or c? _____
6.	<u> = v or c? _____
7.	<w> = v or c? _____ ; <y> = v or c? _____
8.	<u> = v or c? _____
9.	<u> = v or c? _____
10.	[p] = _____ and _____

— Answers to Test Two —

Words:	Fill in the blanks:
0. <i>brother</i>	[b] = <u></u>
1. blue	[b] = <u></u>
2. page	[p] = <u><p></u>
3. below	<w> = v or c? <u>v</u>
4. year	<y> = v or c? <u>c</u>
5. would	<u> = v or c? <u>c</u>
6. quick	<u> = v or c? <u>c</u>
7. always	<w> = v or c? <u>c</u> ; <y> = v or c? <u>v</u>
8. under	<u> = v or c? <u>v</u>
9. enough	<u> = v or c? <u>v</u>
10. people	[p] = <u><p></u> and <u><p></u>

Lesson Seventeen Matrixes

1 A **matrix** can help you sort out sounds and letters. A **matrix** looks like a big square divided up into smaller squares, like this:

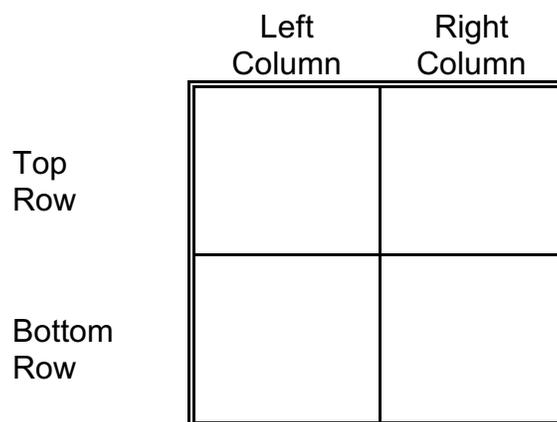


2 A matrix has **columns** and **rows**.

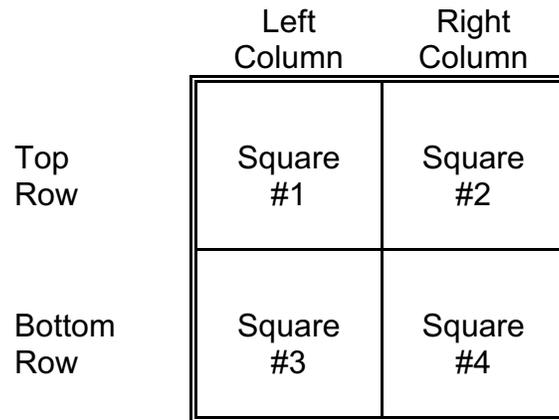
Columns run up and down on the page — like the stone columns in front of a big building.

Rows run across the page — like a row of people on a bench.

So we can label our matrix this way:



3 We can also number the little squares:



4 Squares #1 and #2 make up the top row. Which two squares make up the bottom row? _____ and _____

5 Squares #1 and #3 make up the left column. Which two squares make up the right column? _____ and _____

6 The left column and the top row overlap in Square #1. In what square do the left column and the bottom row overlap? _____

7 What column and row overlap in square #4? _____ column and _____ row

6 Be ready to talk about these questions:

Why do we put *holiday* in Square #3?

Why do we put *laugh* in Square #4?

7 Copy these words into the correct squares in the matrix:

study	sudden	perfect	board
bottle	queen	different	world
toward	seventy	surprise	number

7 What direction do columns go on the page? _____

8 What direction do rows go on the page? _____



Word Scrambles. Unscramble these letters to spell some of the words in this lesson. Some of them are quite hard, so don't be afraid to look over the word lists in this lesson for clues:

dudens _____	remunb _____
dusty _____	ardob _____
dowart _____	dahoily _____
trafe _____	lahug _____
driftneef _____	prerussi _____

**Lesson Nineteen
Practice with Matrixes**

1 Two ways of spelling [d] are _____ and _____.

2 Two ways of spelling [t] are _____ and _____.

3 Read these words carefully. Listen for the sounds [d] and [t]. Then sort the words into the matrix. Be careful! When you get done, one square should still be empty:

after between didn't drifting
bottle lasted bottom hotter
around hidden board study
daddy toward behind different

	Words with [d]	Words with no [d]
Words with [t]		
Words with no [t]		

4 List the words from the matrix that contain both [t] and [d]:

5 List the words that contain [t] but no [d]:

6 List the words that contain [d] but no [t]:



Watch the Middles!

differ	
dif	
	fer

toward	
to	
	ward

touches	
touch	
	es

between	
be	
	tween

Lesson Twenty Long and Short <a> and <e>

1 Say *at* and *ate* a few times. The sound the <a> spells in *at* is called **short <a>**. The sound the <a> spells in *ate* is called **long <a>**.

2 Listen carefully for the short <a>'s and long <a>'s in these words and sort the words into the two groups below:

magic	happy	came	someday
favor	laugh	scratch	than
name	place	same	last
chance	apple	station	take

Words with . . .

short <a>		long <a>	

3 Say *bet* and *beet* a few times. The sound the <e> spells in *bet* is **short <e>**. The sound the <ee> spells in *beet* is **long <e>**. Listen for the short <e>'s and long <e>'s in the following words. Then sort them into the two groups:

queen	best	question	believe
help	yellow	these	then
get	she	seat	leave
three	teacher	rent	seven

Words with . . .

short <e>		long <e>	



Word Find. The Find below is shaped like the word *LONG* because all thirty words in it contain a long <a> or a long <e>:

always	late	same
ate	leave	seat
be	may	she
between	meat	sheep
came	name	sleep
day	need	take
eat	page	theme
feet	peace	these
gave	place	three
he	queen	today

```

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

Lesson Twenty-One
Practice with Long and Short <a> and <e>

1 Draw a line under each of the sounds below, and draw a double line under each of the letters:

[p] <p> [b] <t> <d> [t] [d]

2 When we talk about _____, we put them in square brackets.

3 When we talk about _____, we put them in pointed brackets.

4 When we talk about short vowel sounds, we just put them in square brackets. So the short <a> sound is written [a]. And the short <e> sound is written [e].

5 But when we talk about long vowel sounds, we put them in square brackets and then put a dash over them. The dash that goes over long vowels is called a macron. So the long <a> sound is written [ā]. And the long <e> sound is written [ē].

6 Is the short <a> sound in at written [a] or [ā]? _____

Is the long <a> sound in ate written [a] or [ā]? _____

Is the short <e> sound in them written [e] or [ē]? _____

Is the long <e> sound in theme written [e] or [ē]? _____

7 Listen carefully for long and short vowel sounds in these words. Then sort the words into the groups below:

leave	than	same	then
went	three	land	station
chance	place	believe	she
make	best	question	laugh

Words with . . .

short <a>, [a]	long <a>, [ā]	short <e>, [e]	long <e>, [ē]

8 Write two other words that contain [a]: _____ and _____

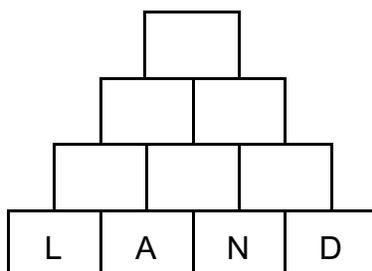
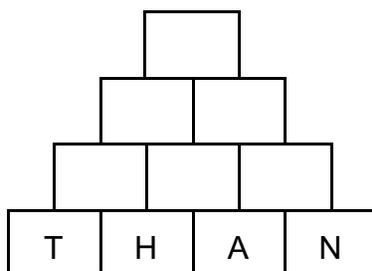
9 Write two other words that contain [ā]: _____ and _____

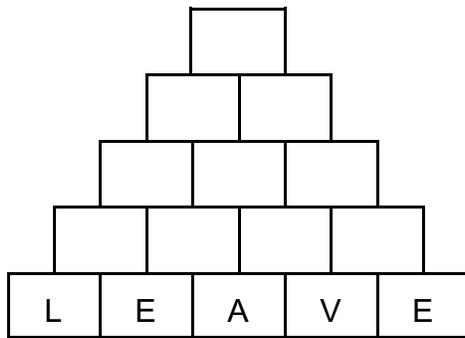
10 Write two other words that contain [e]: _____ and _____

11 Write two other words that contain [ē]: _____ and _____



Word Pyramids. The following Pyramids are made up of words that contain [a], [ā], [e], or [ē]:





Lesson Twenty-two Long and Short <i> and <o>

1 You can hear short <i> in the word *hid*. We write it this way: [i]. You can hear long <i> in the word *hide*. We write it [ī].

2 You can hear short <o> in the word *got*. We write it [o]. You can hear long <o> in the word *goat*. We write it [ō].

3 Listen carefully for the long and short <i>'s and <o>'s in these words. Then sort the words into the groups below:

big	sister	twice	write
close	hotter	home	soft
while	height	bridge	six
open	so	bottle	got
hop	those	hide	hid

Words with . . .

[i]	[ī]	[o]	[ō]

4 Read each word below carefully. If the vowel sound in a word is long, put an X in the "Long vowel" column. If the vowel sound in a word is short, put an X in the "Short vowel" column:

Word	Long vowel	Short vowel
then		X
bring		
hide		
last		
name		
still		
leave		
left		
long		
those		
height		
three		
day		
peace		
boot		
mask		
laugh		
twice		
soft		
ride		
hid		
chance		



Word Find. Find the twelve words that have either long or short <o>'s in them:

hotdog	cannot	long	close
open	dot	so	those
home	on	fox	got

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

List the words in alphabetical order:

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

Lesson Twenty-three The Four Long and Short <u> Sounds

1 There are two different short <u> sounds. You can hear the first one in the word *duck*. We write it this way: [u]. We can call it **short uh**.

You can hear the second short <u> sound in the word *bull*. We write it this way: [ù]. We can call it **short oo**.

2 There are also two different long <u> sounds. You can hear the first one in the word *tuna*. We write it [ū]. We call it **long oo**.

You can hear the second long <u> sound in the word *mule*. We write this second long <u> [yū]. We call it **long yoo**.

3 Listen for the short and long <u>'s in these words. Then sort the words into the four groups below:

but	used	good	touch
whose	school	few	music
govern	puppy	zoo	enough
fuel	could	through	rule
fruit	view	cube	number

Words with . . .

[u] as in <i>duck</i>	[ù] as in <i>bull</i>	[ū] as in <i>tuna</i>	[yū] as in <i>mule</i>

4 Write two other words with [u]: _____

5 Write two other words with [ù]: _____

- 6 Write two other words with [ū]: _____
- 7 Write two other words with [yū]: _____
- 8 Write two words with [i]: _____
- 9 Write two words with [ī]: _____
- 10 Write two words with [o]: _____
- 11 Write two words with [ō]: _____



Watch the Middles!

kicker	
kick	
	er

couldn't	
could	
	n't

viewer	
view	
	er

throughout	
through	
	out

Lesson Twenty-four
Long and Short Vowel Patterns: VCV and VCC

1 Write the short vowel sounds. Remember the two short <u> sounds. We've given you a start:

[a] ___ ___ ___ ___ ___

2 Now write the long vowel sounds. Remember the two long <u> sounds:

[ā] ___ ___ ___ ___ ___

3 Find the first vowel letter in each of the following words and mark it <v>. Then mark the next two letters. Mark consonant letters with a <c> and mark vowel letters with a <v>:

mask vcc	back	came	cube
kicker	write	those	home
rented	scratched	left	these
bottle	still	rules	often

4 Sort the words into these two groups:

Words with the pattern . . .

VCC		VCV	

5 Now sort the words into this matrix:

	Words with VCC	Words with VCV
Words with long vowels		
Words with short vowels		

6 Fill in the blanks with the words "long" or "short": In the words in this matrix, the vowels in the pattern VCC are _____, but in the pattern VCV the first vowels are _____.

Word Find. The Find below is shaped like a VCV because each of the twenty words in it contains a long vowel in the VCV pattern:

write	cube	hide	open	while
same	home	make	close	like
those	these	use	those	life
rule	ride	music	whose	theme
O N	D S	U K M	C T	D W
P R A	H O A	M A K E P	U S E	Y I C
E W R I	T E L I	K E L I F	E B T	W H I L E
N R C S	H I D E N	Z T	J E H	U X E R S
C U L A	E W H O	S E H	R O M	U S I C
O L O M	S G S C	C E O	K S S	V Y H D J
E S E E	I H A R	S N Q U	E H O M E	
E D E	T H E M E	W Z E		
T	J L O	V		

Lesson Twenty-five
Another Matrix with VCV and VCC

1 Listen carefully to the long and short vowel sounds in the following words. Then mark the first vowel letter in each word with a 'v' and the next two letters after that with either 'v' or 'c':

famous	back	sister	these
think	finest	long	home
dance	tuna	huge	music
system	while	which	region
rule	bottle	cube	simple

2 Sort the words into these two groups:

Words with . . .

long vowels		short vowels	

3 Now sort the words into this matrix:

	Words with VCC	Words with VCV
Words with long vowels		
Words with short vowels		

- 4 In the pattern VCC the vowel is _____, but in the pattern VCV the first vowel is _____.
- 5 The long vowel sounds are _____, _____, _____, _____, _____, and _____.
- 6 The short vowel sounds are _____, _____, _____, _____, _____, and _____.
- 7 The four letters that are always vowels are _____, _____, _____, and _____.
- 8 Three letters that are sometimes vowels, sometimes consonants are _____, _____, and _____.

Lesson Twenty-six The Pattern CVC#

1 In the pattern VCV the first vowel is _____, but in the pattern VCC the vowel is _____.

2 There is another pattern that contains a short vowel. But before we look at it, you must learn about the # sign: You can call # "the tic-tac-toe sign." It means "End of the word." When you are marking the 'v's and 'c's in a word and you come to the end of the word, you sometimes use the # to mark the end of the word, like this:

crab
vc#

3 Find the vowel marked 'v' in each word. Then mark the next two letters after that vowel, either 'v' or 'c'. If you get to the end of the word before you get all three letters marked, use the tic-tac-toe sign to mark the end of the word. Then look at the words that end VC#. If the letter right in front of the vowel is a consonant, mark it <c>, as we have done with *big*:

big cvc#	hide v	mad v	mask v
like v	hid v	made v	admit v
bring v	hop v	cut v	ride v
begin v	hope v	cube v	left v
nation v	then v	until v	these v

4 You should have found eight words with the pattern VCV and three words with VCC. You should also have found nine words with a different pattern. That new pattern is

_____.

5 Now sort the words into this matrix. It has six squares in it, but don't let that bother you. It works just like the four-square ones. But be careful: There should be three squares still empty when you are done:

	Words with VCV	Words with VCC	Words with CVC#
Words with long vowels			
Words with short vowels			

6 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!

nation	
nat	
	ion

greenest	
green	
	est

Lesson Twenty-seven
Test Three

Words	Fill in the blanks
0. <i>made</i>	[ā] = <u><a></u> , <d> spells <u>[d]</u>
1.	[a] = _____
2.	[e] = _____
3.	[d] = _____
4.	[a] = _____, [t] = _____
5.	[t] = _____
6.	<a> spells _____
7.	<ee> spells _____
8.	<w> = C or V? _____
9.	<t> spells _____
10.	[d] = _____

Test 3 Answers

Words	Fill in the blanks
0. <i>made</i>	[ā] = <a> , <d> spells [d]
1. ask	[a] = <a>
2. get	[e] = <e>
3. hide	[d] = <d>
4. after	[a] = <a> , [t] = <t>
5. went	[t] = <t>
6. place	<a> spells [ā]
7. queen	<ee> spells [ē]
8. write	<w> = C or V? C
9. toward	<t> spells [t]
10. differ	[d] = <d>

Lesson Twenty-eight The Suffixes *-er* and *-est*

1 Read the following sentences:

- a. Those are **green** apples.
- b. They are **greener** than the apples we had before.
- c. They are the **greenest** apples I have ever seen.
- d. Look at that **black** cloud!
- e. It is **blacker** than the other clouds.
- f. It must be the **blackest** cloud in the world!

2 Look at the words in bold type again and sort them into these three groups:

Words that end in <er>	Words that end in <est>	Words that don't end in <er> or <est>

3 Look again at the words that end in <er>. Each one is made up of two parts: a shorter word and the letters <er>. For instance, *greener* is made up of the shorter word *green* plus the letters <er>.

Greener means "more green." The part of *greener* spelled <green> carries the basic meaning of the word, "green." The part of *greener* spelled <er> adds the meaning "more." Since the parts spelled <green> and <er> add meaning to the word, we call them **elements**.

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

When we talk about elements, we italicize them, just as we italicize words: *greener* = *green* + *er*

4 Some elements are called **bases**. A **base** carries the basic meaning of the word. In the words *greener* and *greenest* the base is *green*.

Bases like *green* that can stand free by themselves as words are called **free bases**.

A **base** is an element that carries the basic meaning of the word and that can have other elements added to it.

Bases that can stand free by themselves as words — like *green* — are called **free bases**.

5 Some elements are not bases but add meanings to the base. The element *er* adds the meaning "more" to the base *green*: *Greener* means "more green."

The element *er* comes after the base and cannot stand free by itself as a word. An element like *er* that comes after the base and cannot stand free is called a **suffix**. When we write a suffix by itself, we put a hyphen in front of it, to show that it should have something added on there: *-er*.

A **suffix** is an element that goes after the base and that cannot stand free by itself as a word.

6 Here are the four words you found before that end in suffixes *-er* or *-est*. Divide each word into its two elements:

Word	=	First Element (Free Base)	+	Second Element (Suffix)
greener	=	<i>green</i>	+	<i>er</i>
greenest	=		+	
blacker	=		+	
blackest	=		+	

7 Be ready to talk about this question: If the suffix *-er* adds the meaning "more" to *greener* and *blacker*, what meaning do you think the suffix *-est* adds to *greenest* and *blackest*?

Lesson Twenty-nine Another Suffix Spelled <er>

1 In words like *blacker* and *greener* the suffix *-er* adds the meaning "more." But another suffix that is also spelled <er> adds a different meaning to words.

Divide each of the following words into a free base and this new suffix spelled <er> :

Word	=	Free Base	+	Suffix
player	=		+	
opener	=		+	
thinker	=		+	
scratcher	=		+	
kicker	=		+	
viewer	=		+	
worker	=		+	
starter	=		+	
follower	=		+	
traveler	=		+	
teacher	=		+	
backer	=		+	

A player is a person who plays a game, and an opener is something that opens something. So we can say that this suffix *-er* adds the meaning "one that does" whatever the base means.

2 Add the suffix *-er* to each of the following free bases to make words with the meaning "one that does":

Free Base	+	Suffix	=	Word
think	+	er	=	
call	+	er	=	

Free Base	+	Suffix	=	Word
publish	+	er	=	
wreck	+	er	=	
back	+	er	=	
own	+	er	=	
rent	+	er	=	
catch	+	er	=	
open	+	er	=	
follow	+	er	=	
travel	+	er	=	
view	+	er	=	

3 We have two suffixes spelled <er>. One adds the meaning _____
 _____ and the other adds the meaning _____
 _____.



Watch the Middles!

follower	
follow	
	er

traveler	
travel	
	er

Lesson Thirty The Rule of Simple Addition

1 Words like *greener*, *blackest*, and *player* divide into elements like this:

greener = green + er
blackest = black + est
player = play + er

Elements usually add together just like that with no change to any of them. And that leads us to our first spelling rule: the **Rule of Simple Addition**:

Rule of Simple Addition. 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 Below are some elements for you to add together. Some are free bases and some are suffixes. Some of the suffixes may be new to you, but don't let them scare you. Just remember that all these elements add together by simple addition:

Free Base + Suffix	=	Word
number + s	=	<i>numbers</i>
back + ed	=	
touch + ing	=	
few + est	=	
hard + est	=	
hope + less	=	
help + er	=	
laugh + ed	=	
soft + er	=	
govern + ed	=	
thought + less	=	
walk + ing	=	
new + er	=	

Free Base + Suffix	=	Word
scratch + er	=	
scratch + ing	=	
follow + ed	=	
follow + er	=	
travel + ing	=	
travel + er	=	
view + er	=	

4 Here are some others to do the other way around. We'll give you the word, and you divide them into their two elements:

Word	=	Free Base + Suffix
harder	=	<i>hard + er</i>
lifeless	=	
helping	=	
viewer	=	
newest	=	
headless	=	
drifting	=	
owner	=	
following	=	
walker	=	
scratched	=	
traveler	=	

5 "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."

This rule is called the Rule of _____.

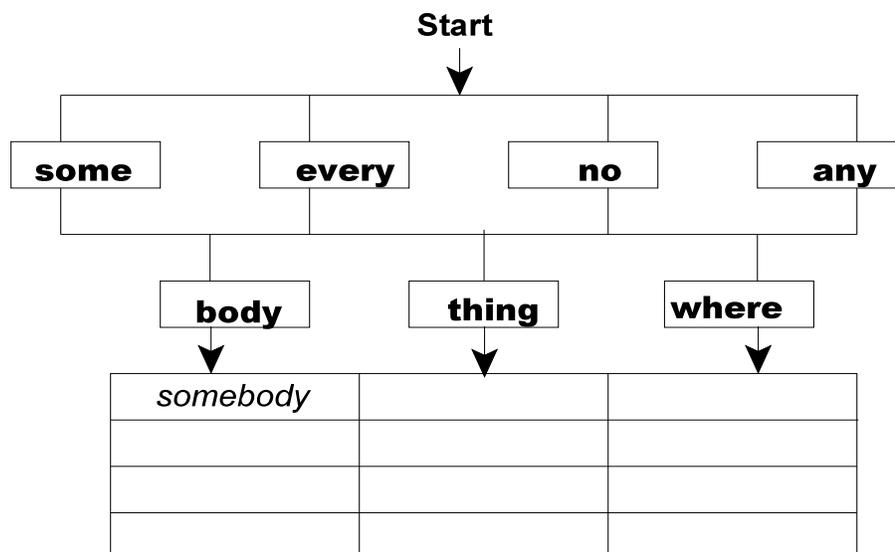
Lesson Thirty-one Compound Words

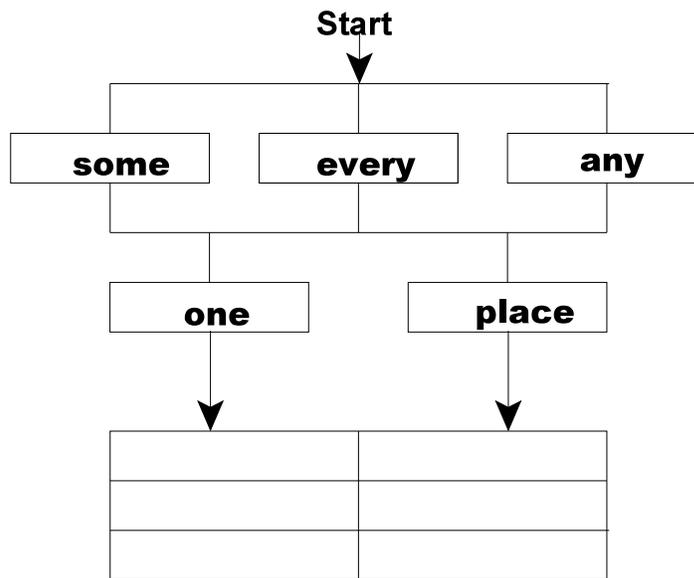
1 You have seen that written words are made up of parts that add meanings to the words and are called **elements**. Some words are made up of only one element, a **free base**, like *green* or *travel*. But most words are made up of more than one element. For instance, the word *greenest* is made up of the free base *green* and the suffix *-est*: *greenest* = *green* + *est*.

Some words have more than one base. For instance, *somebody* is made up of the two free bases *some* and *body*: In the word *somebody* two shorter words have combined into one longer one.

Words like *somebody* that are made up of two or more shorter words are called **compound words**, or just **compounds**.

2 Starting at **START**, trace down the lines and through the boxes. As you combine the first words with the second words, you will make twelve compound words. We've given you a bit of a start:





4 We have ten common compound words that start with the free base *some*, like *somebody* and *someone*. See how many of the other eight you can think of to fill in the ten blanks below. (If you can think of more, good! Just add extra blanks.)

<i>somebody</i>			
<i>someone</i>			

5 Divide these compounds into their free bases:

Compound	= Free Base #1	+ Free Base #2
everyday	=	+
nothing	=	+
anymore	=	+
somewhere	=	+

Lesson Thirty-two One Kind of Change: Adding Letters

- 1 One suffix *-er* adds the meaning _____ to words. Another suffix *-er* adds the meaning _____.
- 2 The suffix that adds the meaning "most" to words is _____.
- 3 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.

- 4 Now we are going to look at one of those reasons for making a change when we add elements together. Read these sentences and sort the seven bold-face words into the groups below:
- a. Those are **big** oranges.
 - b. They are **bigger** than the oranges we had before.
 - c. They are the **biggest** oranges I have ever seen.
 - d. That is **hot** soup.
 - e. It is **hotter** than the soup we had before.
 - f. It is the **hottest** soup I have ever eaten.
 - g. She is a good **swimmer**.

Words that end with <i>-er</i>	Words that end with <i>-est</i>	Words that don't end with <i>-er</i> or <i>-est</i>

5 In the column labeled "Words" below write the words you found that end with either *-er* or *-est*.

Each of these five words is made up of two elements: a free base and a suffix. But when you take the two elements apart, you find an extra letter right in the middle. Divide each of the four words into its two elements and show the extra letter — just as we have done with *bigger*:

Word	=	Free Base	+	Letter	+	Suffix
<i>bigger</i>	=	<i>big</i>	+	<i>g</i>	+	<i>er</i>
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	



Word Changes

1. Write the word *wettest*: _____
2. Take away the suffix. Be sure you also take away the extra letter! _____
3. Write the word backwards and then put an <s> in front of it: _____
4. Change the last letter in the word to the letter that comes seven places in front of it in the alphabet: _____
5. Move the <p> up to the front of the word. Then move the <st> to the end: _____
6. Take away the second consonant in the word: _____

Riddle: A dog who has been for a swim is a _____
Word #2 Word #6

Lesson Thirty-three Review of Long and Short Vowel Patterns

1 Find the vowel letter marked <v> in each of these words. Then mark the next two letters, either 'v' or 'c'. If you get to the end of the word before you get all three letters marked, use the tic-tac-toe sign, #, to mark the end of the word. Then with any words that end VC#, mark the letter in front of the vowel 'c' if it is a consonant:

station v	close v	number v	admit v
get v	system v	genes v	place v
spotting v	swim v	until v	wetness v
open v	finest v	cube v	rule v
middle v	famous v	white v	begin v

2 Now sort the words into this matrix. Be careful! There should be three squares still empty when you are done:

	Words with VCV	Words with VCC	Words with CVC#
Words with long vowels			
Words with short vowels			

3 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 _____.



Word Squares. Each of the words below contains a short vowel in the VCC pattern. Be careful and start with what you are sure of:

Four-letter words: left, went, walk

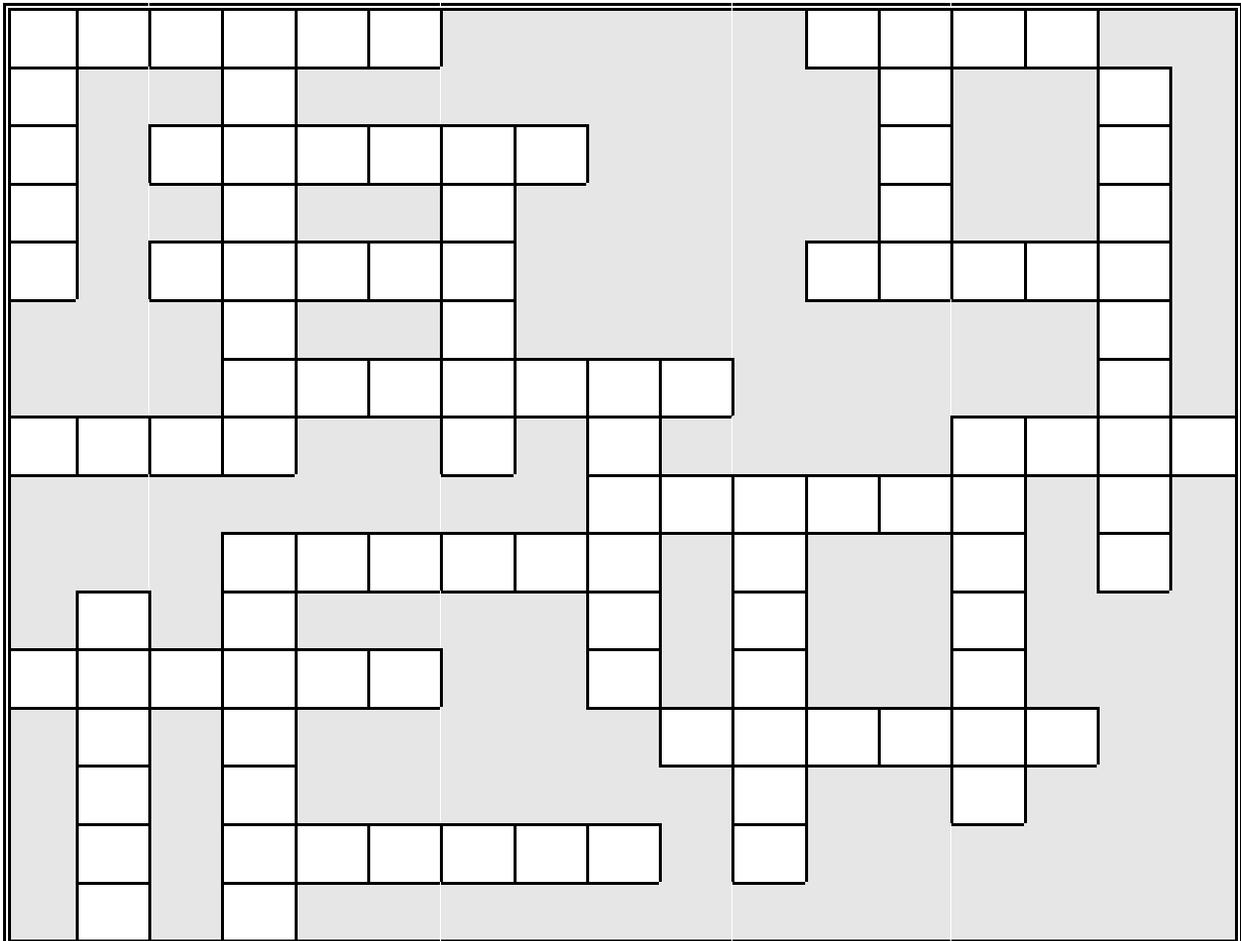
Five-letter words: ended, wreck, after, sunny

Six-letter words: spotty, middle, batter, number, helper, cannot, sudden, hidden, ladder, sadden

Seven-letter words: maddest, hottest, stretch, written

Eight-letter word: thinnest

Nine-letter word: backbones



Lesson Thirty-four Twinning Final Consonants

1 Analyze these words:

Word	=	Free Base	+ Extra Letter	+ Suffix
bigger	=	<i>big</i>	+ <i>g</i>	+ <i>er</i>
biggest	=		+	+
hotter	=		+	+
hottest	=		+	+
saddest	=		+	+
thinner	=		+	+
swimmer	=		+	+

2 Now look at the work you just did: Is the extra letter always a vowel or is it a consonant? _____ Is the extra letter always the same as the last consonant in the free base? _____

3 When an extra consonant is added this way, the change is called **twinning**.

Be ready to talk about this question: Why is this change called twinning?

4 Add these words and suffixes together. In each case there should be twinning, so don't forget the twin consonant:

Twin				
Free Base	+ Consonant	+	Suffix	= Word
twin	+ <i>n</i>	+	ing	= <i>twinning</i>
red	+	+	er	=
can	+	+	ed	=
cut	+	+	ing	=
fun	+	+	y	=

Twin				
Free Base	+ Consonant	+ Suffix	=	Word
fat	+	+ er	=	
mud	+	+ y	=	
rob	+	+ er	=	
swim	+	+ er	=	
hop	+	+ ed	=	
sun	+	+ y	=	
stop	+	+ er	=	
slip	+	+ ing	=	
plan	+	+ er	=	



Watch the Middles!

These Middles are a bit different from the ones you've done so far because they involve twinning. Other than that, they work just like the others.

planner		
plan	n	
		er

swimmer		
swim	m	
		er

twinning		
twin	n	
		ing

stopped		
stop	p	
		ed

Lesson Thirty-five Twinning Depends on the Suffix

1 Analyze each of the following words into a free base and a suffix. Some of the words contain twinning and some do not. Show any twin consonants that were added. Then answer the question in the right column.

You will find four suffixes you have not worked much with yet: *-ment*, *-ness*, *-s*, and *-ly*.

Words	=	Free base and suffix, plus any twinned consonants	Was there twinning?
shipping	=	<i>ship + p + ing</i>	Yes
shipment	=	<i>ship + ment</i>	No
saddest	=		
sadness	=		
getting	=		
gets	=		
wetter	=		
wetness	=		
hottest	=		
hotly	=		
canning	=		
cans	=		

3 Look at the six words in which there was twinning. Did the suffix start with a consonant or did it start with a vowel? _____.

4 Look at the six words in which there was no twinning. Did the suffix start with a consonant or did it start with a vowel? _____.

5 Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____ of the free base.

6 True or false? When you add a suffix that starts with a consonant to a free base, you do not twin the final consonant of the free base. _____



Word Scrambles

Unscramble the letters and you will spell some of the words with twinning that you have been working with in the last two lessons:

mimsiwgn	
nynus	
trewet	
gribge	
desoptt	
thostte	
phisped	
napnerl	
mydud	
fetrat	

Lesson Thirty-six Twinning Depends on the Pattern, Too

1 Fill in the blanks: Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____ of the free base.

2 Analyze each of the following words into a free base and a suffix. Some of the words contain twinning and some do not. Show any twin consonants that were added. Then answer the question in the right column:

Words	=	Free base and suffix, plus any twinned consonants	Was there twinning?
redder	=	<i>red + d + er</i>	Yes
louder	=	<i>loud + er</i>	No
fatter	=		
greater	=		
spotted	=		
lasted	=		
nodding	=		
landing	=		
browner	=		
thinner	=		
running	=		
turning	=		
saddest	=		
drifting	=		
airy	=		
furry	=		

3 In the words you just worked with, was there always twinning? _____

4 Sort the free bases you found above into the two following groups:

Free bases with which, when the suffix was added, there was . . .

twinning		no twinning	

5 Fill in the blanks: Sometimes when you add a suffix that starts with a

_____ to a free base, you twin the final _____ of the free base.



Watch the Middles!

furry		
fur	r	
		y

thinner		
thin	n	
		er

airy	
air	
	y

louder	
loud	
	er

Lesson Thirty-seven A First Twinning Rule

1 Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____ of the free base.

2 In the last lesson, you found eight free bases in which there was twinning when a suffix that starts with a vowel was added. Here they are again. Mark the last three letters in each of them with a <v> for a vowel letter, a <c> for a consonant, and mark the end of the word with the tic-tac-toe sign:

spot	fat	red	nod
cvc#			
thin	run	fur	sad

You should have found that the last three letters of all eight free bases have the same pattern. This pattern is _____.

3 Here are the free bases you found in the last lesson in which there was no twinning when the suffix was added. In each of them mark the last three letters either <v> or <c> and mark the end of the word with the tic-tac-toe sign:

loud	great	last	land
vvc#			
brown	turn	drift	air

4 You should have found that none of these eight free bases end in the pattern CVC#. Instead, they all end in one of two different patterns.

These two patterns are _____ and _____. Free bases in which there is twinning end in the pattern _____, but free bases in which there is no twinning do not.

5 Add the suffixes to the free bases, and show how they go together in the Analysis column. Sometimes there will be twinning, and sometimes there will not. Remember your Twinning Rule!

Free Base	+ Suffix	=	Analysis	=	Word
twin	+ ing	=	<i>twin + n + ing</i>	=	<i>twinning</i>
hot	+ er	=		=	
fat	+ er	=		=	
flat	+ ness	=		=	
own	+ er	=		=	
ask	+ ing	=		=	
sun	+ s	=		=	
hot	+ ly	=		=	
nod	+ ed	=		=	
loud	+ er	=		=	
great	+ ness	=		=	
fur	+ y	=		=	

6 **A Note About <x>**. Look at the following words:

box	boxer
fix	fixed
fox	foxes
six	sixes
tax	taxing
wax	waxy

Do the words in the left column seem to fit the pattern for twinning? _____

Do the suffixes in the words in the right column start with vowels? _____

Is there twinning in the words in the right column? _____

The reason that we do not twin the letter <x> in these (or any) words is that <x> spells two sounds: [ks]. When we say that a word must end CVC for twinning to take place, we are saying that the word must end with a single consonant letter that spells a single consonant sound. So since it spells two sounds, we never twin the letter 'x'.

7 You now can write a rule that will tell you when to twin final consonants:

Twinning Rule. Except for the letter <x>, you twin the final _____
of a free base that ends in the pattern _____ when you add a suffix that
starts with a _____.

Lesson Thirty-eight Practice with Twinning

1 **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 _____.

2 Analyze each of the following words into a free base and a suffix and show any twin consonants that have been added:

Word	=	Free base plus suffix and any twin consonant
a. batter	=	<i>bat + t + er</i>
b. stopped	=	
c. setting	=	
d. flatly	=	
e. headed	=	
f. freshest	=	
g. muddy	=	
h. chaired	=	
i. sadness	=	
j. browner	=	
k. greatness	=	

3 In the matrix on the next page the letters at the top of the "Words" columns match the letters in front of the words you just worked with. For instance, the column marked 'a.' below is for word 'a.', *batter*. Look at the work you just did. Answer each question in each column with either a 'Y' for "yes" or an 'N' for "no", as we have done in the column for word "a.":

	Words										
	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Does the free base end in the pattern CVC#?	Y										
Does the suffix start with a vowel?	Y										
Is there twinning?	Y										

4 In the cases where there is twinning, does the free base always end CVC#?

5 In the cases where there is twinning, does the suffix always start with a vowel?



Watch the Middles!

Here are some more Middles with twinning.

flatten		
flat	t	
		en

setter		
set	t	
		er

Lesson Thirty-nine
Test Four

Words	Analyze each word into a free base plus suffix, but show any twinning.
0. <i>batter</i>	<i>bat + t + er</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Answers to Test Four

Words	Divide each word into a free base plus suffix. Show any twinning.
0. <i>batter</i>	<i>bat + t + er</i>
1. <i>wettest</i>	<i>wet + t + est</i>
2. <i>sunny</i>	<i>sun + n + y</i>
3. <i>bigger</i>	<i>big + g + er</i>
4. <i>stopped</i>	<i>stop + p + ed</i>
5. <i>sadness</i>	<i>sad + ness</i>
6. <i>flatly</i>	<i>flat + ly</i>
7. <i>owned</i>	<i>own + ed</i>
8. <i>swimming</i>	<i>swim + m + ing</i>
9. <i>planned</i>	<i>plan + n + ed</i>
10. <i>airy</i>	<i>air + y</i>

Lesson Forty Why We Twin: VCC Again

1 Analyze these words into free bases and suffixes, and show the twinning:

Word	=	Free base + Twin consonant + Suffix
canned	=	<i>can + n + ed</i>
hopping	=	
planner	=	
capped	=	
stripped	=	
robbing	=	
winning	=	
hidden	=	

2 In the table below write out the free bases you found. Then mark the last three letters in each of these eight free bases with either 'v' or 'c'. Use the tic-tac-toe sign to mark the end of the word.

<i>can</i> cvc#			

3 You should have found that all eight words have the same pattern. That pattern is _____ . In the patterns VCC and CVC# is the vowel usually long or usually short? _____ .

So all of the eight free bases contain short vowels and end in the pattern CVC#. When we add suffixes to them, we want the longer words we spell to have a VCC pattern to mark those same short vowels.

4 Here are the eight longer words that contain twinning. Mark the first vowel letter in each one with a 'v'. Then mark the next two letters either 'v' or 'c':

canned	planner	stripped	winning
vcc			
hopping	capped	robbed	hidden

5 You should have found the same pattern in all eight of the longer words. That pattern is _____.

6 In the patterns VCC and CVC# is the vowel usually long or usually short? _____
_____.

7 Do the eight free bases have short vowels or long ones? _____

8 Do the eight longer words that contain twinning have short vowels or long ones?

9 **Twinning Rule.** Except for _____, you twin the _____
_____ of a free base that ends in the pattern _____ when you add a
_____ that starts with a _____.

Lesson Forty-one
More About Why We Twin: VCV vs. VCC

1 When we use the Twinning Rule to add suffixes like *-ing* to free bases like *hop*, we end up with words that have the VCC pattern that keeps the vowels in the words looking short:

hop + ing = hop + p + ing = hopping
vcc

But look at what would happen if we used the Rule of Simple Addition:

hop + ing = *hoping
vcv

The asterisk (*) in front of a spelling means that it is wrong!

If we used Simple Addition:

Canned would be *can* + *ed* = **caned*

Planning would be *plan* + *ing* = **planing*

Capped would be *cap* + *ed* = **caped*

Stripped would be *strip* + *ed* = **striped*

Robbing would be *rob* + *ing* = **robing*

Winning would be *win* + *ing* = **wining*

5 Write out the spellings that have asterisks in front of them. Then mark the first vowel in each of these spellings with a 'v' and mark the next two letters either 'v' or 'c'.

* <i>caned</i> vcv		

You should have found that they all have the same pattern. This pattern is _____ . In the patterns VCC and CVC# the vowel is usually _____ , but in the pattern VCV the first vowel is usually _____ .

5 If we used the Rule of Simple Addition when we added suffixes like *-ing* to free bases like *hop*, we would end up with spellings that have the VCV pattern and look as if they have long rather than short vowels: *Hoping* is pronounced with a long <o>.

But when we use the Twinning Rule, we end up with spellings that have the VCC pattern and thus look as if they have the short vowel we want them to have: *Hopping* has the pattern VCC and is pronounced with short <o>.

And that is why we twin.



Word Find

This Find is shaped like the word TWIN (sort of) because it contains these twelve words, all of which have twinning within them:

hottest	wetter	sunny	bigger
stopped	swimming	slipped	hopping
hidden	muddy	canning	saddest

O

```

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

Lesson Forty-two The Consonant Sounds [k] and [g]

1 You can hear the sound [k] at the beginning and end of *kick*.

You can hear the sound [g] at the beginning and end of *gag*.

In the words below the sound [k] is spelled <c>, <k>, <ck>, <cc>, or <ch>. The sound [g] is spelled <g>, <gg>, or <gh>. Underline the letters that spell either [k] or [g] in each word:

music	goods	bigger	books
according	language	school	could
dogging	because	kicker	blackest
ducks	works	caller	account
again	biggest	ghost	spaghetti

2 Sort the words into these two groups:

Words that contain . . .

[k]	[g]

3 Now sort the words that contain [g] into these three groups:

Words in which [g] is spelled . . .

<g>	<gg>	<gh>

4 Sort the words that contain [k] into these five groups. Be careful because one word goes into two groups:

Words in which [k] is spelled . . .

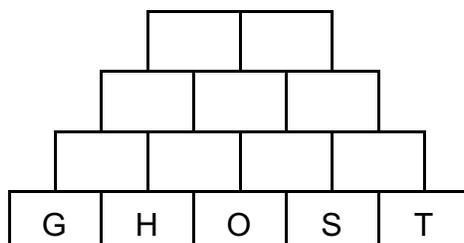
<c>	<k>	<ck>	<cc>	<ch>

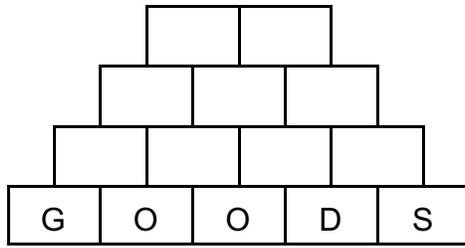
5 Five ways to spell [k] are _____, _____, _____, _____, and _____.

6 Three ways to spell [g] are _____, _____, and _____.



Word Pyramids. The following Pyramids are made up of words that contain the sound [g]:





Lesson Forty-three The Consonant Sound [j]

1 You can hear the sound [j] at the beginning and end of *judge*.

Underline the letters that spell [j] in these words. Sometimes [j] is spelled <j>, sometimes <g>, sometimes <dg>. Be careful: One word has the sound [j] spelled two different ways:

large magic general gym
 enjoy joined bridge danger
 orange language judge huge

2 In these twelve words:

Spelling #1: [j] is spelled _____ eight times;

Spelling #2: [j] is spelled _____ three times;

Spelling #3: [j] is spelled _____ twice.

3 Sort the twelve words into these three groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3

4 Three different ways of spelling [j] are _____, _____, and _____.

Lesson Forty-four The Consonant Sound [ch]

1 You can hear the sound [ch] at the beginning and at the end of *church*.

Underline the letters that spell the sound [ch] in each of these words. Sometimes [ch] is spelled <ch>, sometimes <tch>, and sometimes <t>:

chair	children	much	century
each	nature	kitchen	which
picture	catch	such	feature

2 In these twelve words

Spelling #1: [ch] is spelled _____ six times;

Spelling #2: [ch] is spelled _____ four times;

Spelling #3: [ch] is spelled _____ twice.

3 Sort the twelve words into these three groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3

4 Three ways of spelling [ch] are _____, _____, and _____.

5 Here are some words you worked with in the last lesson:

fatter	hardest	kinder	numbers
opening	water	system	spotter
started	simple	country	zipper
stopping	ribbon	bubble	suddenly
middle	beginner	around	children

Sort the words into these groups. Be careful! Some words go into more than one group:

Words with . . .

[p] spelled <p>	[p] spelled <pp>	[b] spelled

[b] spelled <bb>	[t] spelled <t>	

[t] spelled <tt>	[d] spelled <d>	[d] spelled <dd>

Lesson Forty-five The Consonant Sound [sh]

1 You can hear the sound [sh] at the beginning and end of *shush*.

Underline the letters that spell [sh]. Sometimes it is spelled <sh>, sometimes <t>, sometimes <c>, sometimes <s>:

nation	publisher	sheep	fresh
ocean	prevention	sure	action
should	opposition	shipment	fishing

2 In these twelve words

Spelling #1: the sound [sh] is spelled _____ in six words;

Spelling #2: the sound [sh] is spelled _____ in four words;

Spelling #3: the sound [sh] is spelled _____ in one word;

Spelling #4: the sound [sh] is spelled _____ in one word.

3 Now sort the twelve words into these four groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3	Spelling #4

4 Four ways of spelling [sh] are _____, _____, _____, and _____. Three ways

of spelling [ch] are _____, _____, and _____.

5 Look at and listen to these words and then fill in the blanks:

again could just dogging
thin magic ghost kicked
bridge according school judge

Three ways of spelling [j] are _____, _____, and _____.

Three ways of spelling [g] are _____, _____, and _____.

Five ways of spelling [k] are _____, _____, _____, _____, and _____.



Watch the Middles!

shipment	
ship	
	ment

prevention	
prevent	
	ion

according	
accord	
	ing

publisher	
publish	
	er

Lesson Forty-six Review of Consonants

1 Underline the letters that spell [k], [g], [j], [ch], and [sh] in these words:

nation	catch	magic	according
ghost	ocean	children	judge
cabbage	gurdd	should	each
sure	kitchen	language	nature
just	baggy	because	century

2 Sort the words into these five groups. Be careful! Some words go into more than one group:

Words with . . .

[k]	[g]	[j]

Words with . . .

[ch]	[sh]

3 Now sort the words into these groups:

Words with [ch] spelled . . .

<t>	<ch>	<tch>

Words with [j] spelled . . .

<g>	<j>	<dg>

Words with [k] spelled . . .

<c>	<cc>	<k>

- 4 The word with [sh] spelled <t> is _____.
- 5 The word with [sh] spelled <c> is _____.
- 6 The word with [sh] spelled <sh> is _____.
- 7 The word with [sh] spelled <s> is _____.

Lesson Forty-seven Review of Long and Short Vowels

1 Read the following words and listen carefully to the vowel sounds in them:

mean	cause	think	view
dance	toot	though	height
head	come	played	could

2 Sort the twelve words into the blanks:

Vowel Sound	The word with this vowel sound in it
Short <a>, [a]	<i>dance</i>
Long <a>, [ā]	
Short <e>, [e]	
Long <e>, [ē]	
Short <i>, [i]	
Long <i>, [ī]	
Short <o>, [o]	
Long <o>, [ō]	
Short uh, [u]	
Short oo, [ú]	
Long oo, [ū]	
Long <yu>, [yū]	

3 Mark the first vowel letter in each word below with a '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, do these two things: (i) use the tic-tac-toe sign to mark the end of the word, (ii) mark the letter right in front of the VC# either 'v' or 'c':

open	slip	follow	number
system	zipper	bubble	cabbage
else	famous	happy	hobby
huge	lining	little	made
notice	music	picture	finest
century	simple	stripes	tuna

4 Now sort the words into this matrix:

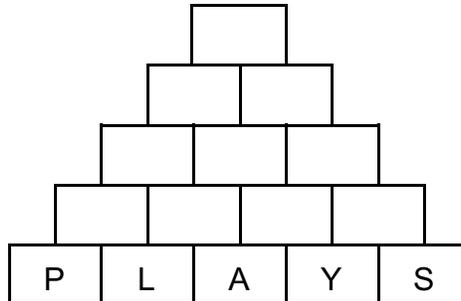
Words with . . .

	VCV	VCC	CVC#
Words with long vowels			
Words with short vowels			

5 In the patterns _____ and _____ the vowel is usually short, but in the pattern _____ the first vowel is usually long.



Word Pyramids. The following Pyramid is made up of words that contain a long or short <a>:



Lesson Forty-eight
Test Six

Words	Analyze each word into a free base plus a suffix
0. <i>thinnest</i>	Free base + suffix = <u> <i>thin + n + est</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 = _____

Test Six Answers

Words	Analyze each word into a free base plus a suffix
0. <i>thinnest</i>	Free base + suffix = <u> <i>thin</i> + <i>n</i> + <i>est</i> </u>
1. zipper	Free base + suffix = <u> zip + p + er </u>
2. guessed	Free base + suffix = <u> guess + ed </u>
3. views	Free base + suffix = <u> view + s </u>
4. thinker	Free base + suffix = <u> think + er </u>
5. spotting	Free base + suffix = <u> spot + t + ing </u>
6. kindest	Free base + suffix = <u> kind + est </u>
7. harder	Free base + suffix = <u> hard + er </u>
8. meaner	Free base + suffix = <u> mean + er </u>
9. numbers	Free base + suffix = <u> number + s </u>
10. fueled	Free base + suffix = <u> fuel + ed </u>