

# Power Tools for Literacy



# Power Tools for Literacy

**ACCELERATED PHONICS, SYLLABLES and MORPHEMES**

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**Designed for Ages 9-21**

**Verena C. Rau**

Boatman and Willener Press

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**Attention Corporations, Universities, Colleges, and Professional Organizations:** Quantity discounts are available on bulk purchases of this book for educational purposes. For information, please contact powertoolsforlit@sbcglobal.net.

This book is dedicated to my husband, Greg, to my students who influenced the outcome, and to my fellow teachers who encouraged me along the way.

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#### PREFACE TO THE REVISED EDITION

This edition makes several important revisions to the original publication. Some entries in the Notes to Instructor (preceding every chapter) now adhere more closely to the principles of the Orton-Gillingham multisensory method. Certain vocabulary words have been changed in the early chapters to create lessons that are more accessible to younger children. The modifications also include simplified directions and new, fun activities. These changes make the revised program more user-friendly for students and instructors.

– *Verena Carol Rau*



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# Introduction

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*Power Tools for Literacy* consists of 300 systematic, engaging lessons that sustain motivation and bring about rapid improvement in reading, spelling, and vocabulary. Based on Orton-Gillingham principles, this program uses a highly effective, multisensory approach proven successful with struggling readers, students with learning disabilities or dyslexia, and English learners. Become an expert in teaching phonics, syllable patterns, syllable division, as well as Anglo-Saxon, Latin, and Greek morphemes. Designed for grades 3 through 12 and adults, *Power Tools for Literacy* lends itself to individual or group instruction. The appearance of the lessons is appropriate for any age group; material that seems tailored to young children has been avoided. Feedback from teachers at the elementary, middle, and high school levels indicates that their students find the program challenging and enjoyable.

The National Institute of Child Health and Human Development (NICHD) wrote the most comprehensive and influential report on all aspects of reading instruction in 1998. The report states, "For those children who are at risk for reading failure, highly direct and systematic instruction to develop phonemic awareness and phonics skills is required." In keeping with this principle, *Power Tools for Literacy* develops the ability to analyze and "chunk" words into predictable segments including phonemes, syllables, base words, prefixes, suffixes, Latin roots, and Greek combining forms. Learning to master and blend these phonetic elements and morphemes enables students to decode short and long words accurately.

In the early chapters, every lesson starts with single-syllable words, but quickly progresses to longer words. Prefixes and suffixes are introduced from the beginning and throughout the program. The last four chapters concentrate on Latin and Greek prefixes, suffixes, and roots. The meaning of these morphemes is emphasized and practiced.

*Power Tools for Literacy* uses a variety of interesting activities to cover the following topics:

- ◆ Short and long vowels with consonant blends and consonant digraphs
- ◆ R-controlled vowels, diphthongs, and vowel digraphs
- ◆ Short vowel signals
- ◆ Configuration of different kinds of syllables
- ◆ Rules for dividing polysyllabic words
- ◆ Accented and unaccented syllables
- ◆ Hard and soft **c** and **g**
- ◆ Reading, spelling, and defining 50 suffixes
- ◆ Spelling rules for adding suffixes to base words
- ◆ Vocabulary enrichment by reading, spelling, and defining 50 prefixes
- ◆ Assimilated prefixes
- ◆ Latin roots and Greek combining forms
- ◆ Weekly spelling lists that include high-frequency sight words

*Power Tools for Literacy* is teacher friendly. Every chapter is prefaced by a *Note to Instructor*, which explains each lesson, provides background information, and gives directions for best practices.

Since recall improves when we engage more than one modality, this program incorporates a multisensory approach involving the visual, auditory, and kinesthetic-tactile modalities. Multisensory principles activate every student's stronger learning style and strengthen the weaker modalities.

In each chapter, the four modalities are engaged by specific activities: discovering new syllable patterns, word sorts, decoding lessons, stories, dictation exercises, and weekly spelling lists. (Please see *Overview and Procedures* for more details.) Students have many opportunities to discover phonemic concepts and to formulate the underlying rules for themselves. Whenever possible, meaning is associated with the featured phonograms (units of sound represented in written form). Knowing the meaning of morphemes develops instant recognition of elements that occur in thousands of words and greatly increases students' vocabulary.

The spelling lessons and the dictation exercises are an essential component of this program. The weekly spelling lists parallel the presentation of phonograms and include phonetically irregular words and high-frequency sight words. Additionally, the dictation pages bring about improved spelling and decoding of phonetically regular words, and this in turn generalizes to many other words with similar patterns.

*Power Tools for Literacy* is only one component of an effective reading program. It should be coupled with a literature-based curriculum, accompanied by intensive vocabulary development. The NICHD report states, "Reading fluency, automaticity, and reading comprehension strategies within a literature-rich environment must be included to obtain maximum gains."

Please modify and adapt this program to fit the needs of your students. Some high school students may already have solid knowledge of short vowels, consonant blends, consonant digraphs, and long vowels; therefore, it may be appropriate to omit some of the first few lessons in the early chapters. I hope your students will make great strides toward becoming proficient readers!

Verena Rau,  
MS, Education of Learning Disabled Children  
Resource Specialist

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## Overview and Procedures

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*Power Tools for Literacy* provides decoding lessons, dictation exercises, and spelling activities for students who are placed in mainstreamed Language Arts classes, in reading intervention groups, in special education programs, and in private tutoring sessions. From our personal experience, we know that recall improves when we use more than one modality. For this reason, the lessons incorporate a multisensory approach. A multisensory method involves the visual, auditory, and kinesthetic-tactile modalities. The definition of *kinesthetic* refers to large muscle movements such as moving the arm when writing, whereas *tactile* refers to the feeling on the fingertips when moving a pencil. Another example of the tactile modality is the sensation in the mouth or on the lips when pronouncing words. In order to engage all of these modalities, the program alternates among the following kinds of lessons.

### **Introduction of a New Concept or a New Syllable**

Lesson 1 in each chapter introduces words with the same syllable or phoneme pattern. The teacher challenges students to find common aspects of the words and to formulate the underlying rules.

### **Decoding Exercises**

The Decoding Exercises comprise a variety of activities that teach students to read short and long words. Among the more prevalent activities are auditory discrimination exercises, word sorts, matching prefixes or suffixes to base words, using words in sayings and expressions, solving puzzles, reading stories, and separating words into syllables. The challenging tasks are usually on the top half of the page, whereas the lower half frequently includes a fun activity. Stories are included in Chapters 4 through 12.

### **The Code**

The unique aspect of this program is the use of syllable codes. Each kind of syllable has a code abbreviation. Using codes in conjunction with a multisensory technique reinforces the structure of previously covered morphemes and phonograms (written units of sound).

### **Dictation Exercises**

The instructor writes the code of a polysyllabic word on the board or shows it on the screen and then dictates the word. Students hear the word, write it, see it, and then pronounce it. This modality sequence improves the formation of letter-sound relationships in spelling as well as in reading recognition. After the instructor dictates fifteen words, the class reads the words aloud. It is often gratifying to see how quickly students respond to this activity and learn to read and spell difficult words.

### **Dictation Lists**

The dictation lists consist of phonemically regular words. They are on the same pages as the spelling lessons, entitled *Reading and Spelling for Mastery*. The purpose of the dictation lists is to determine whether students have mastered the phonograms that were taught in the corresponding decoding lesson, and whether they can reproduce these phonograms in

writing. When a student misses more than 20 percent of the words, the preceding decoding lesson needs to be reviewed.

### **Recommendation**

Schedule the decoding lessons and dictation exercises at least three times per week for approximately thirty minutes per session. The spelling activities will take another ten minutes per day.

### **Weekly Spelling Lists**

The Reading and Spelling for Mastery lists, when combined with the Proposed Spelling Activities listed in the Appendix, provide a weekly spelling program that correlates with the presentation of phonograms; therefore, it is imperative that the spelling program be used in conjunction with the decoding and dictation exercises. The purpose of these lists is to foster proficiency in reading and spelling three different kinds of words:

1. Practical words with the same phoneme pattern
2. High-frequency sight words that are phonetically irregular called Red Words
3. Homophones and homographs

If possible, the teacher introduces the spelling list on Mondays and requires students to complete two spelling exercises each day for four consecutive days. Additionally, two activities are assigned as homework. The test is given on Fridays. Students must read the list every day because they learn the high-frequency sight words and numerous exceptions through the spelling program. For best results, the teacher has everyone read the words individually while the rest of the class works on the exercises. Daily spelling practice is essential because the kinesthetic-tactile reinforcement strengthens retention of spelling words and simultaneously improves decoding.

### **Review**

Since most students with learning disabilities or dyslexia have difficulties remembering phonograms and morphemes, review is built into every chapter. A second highly effective tool for reinforcing previously covered concepts is the creation of a Decoding Binder for each child.

### **Decoding Binders**

Every student will need a binder, dividers, and binder paper. Please model and supervise the organization of the binders and the labeling for the following sections:

- |                          |             |                          |
|--------------------------|-------------|--------------------------|
| 1. Phonograms            | 4. Rules    | 7. Latin/Greek morphemes |
| 2. Red words             | 5. Prefixes |                          |
| 3. Homophones/Homographs | 6. Suffixes |                          |

### **Phonograms**

Students copy each new phonogram in this section and write four words that illustrate it.

### **Red Words**

Immediately after the weekly spelling list has been introduced, students copy the red words (tricky and phonetically irregular sight words) in this section. They are marked with an asterisk.



## **Homophones**

Right after introducing the weekly spelling list, the teacher asks students to copy the homophones and the homographs along with definitions in this section. Homophones (also known as homonyms) are two or more words with the same pronunciation, but with a different spelling and meaning such as *road, rode* or *they're, there, their*. Homographs are two or more words with the same spelling, but with a different pronunciation and meaning such as *live* (līve and lĭve). In order to differentiate homophones from homographs, students must mark homophones with a capital **H** and homographs with **HG**. Many of these words will also appear in the **Red Words** section.

## **Rules**

After a rule has been explained, students copy it in this section along with four words that illustrate it. Each new syllable pattern is included in the Rules section followed by five words (one for each vowel) that illustrate it.

## **Prefixes**

Students copy every new prefix in this section and include the pronunciation, the definition, and four words that illustrate it.

## **Suffixes**

Students copy every new suffix in this section and include the pronunciation, the definition, and four words that illustrate it.

## **Latin roots and Greek combining forms**

Students copy every new Latin root or Greek combining form in this section along with a definition and four words that illustrate it.

## **Decoding Binder Review**

The teacher finds a time slot every week to review the phonograms, rules, red words, homophones, homographs, prefixes, suffixes, and Latin/Greek morphemes. To review the red words and homophones/homographs, the teacher dictates these words first and then asks students to read them. All of the above concepts should be reviewed once a week for a minimum of five weeks. The amount of review depends on the age and strength of the group. Many students require more sessions in order to achieve mastery. If possible, the teacher displays a cumulative list of prefixes and a second list of suffixes in the classroom.

## **Recommendations**

1. Before you start using the lessons, learn how to administer an auditory discrimination test or have a speech and language pathologist give such a test. Children with auditory discrimination problems must first receive appropriate remediation. It is also important to administer diagnostic tests for word identification and for reading comprehension.
2. As you start using this program, model and instill a curiosity about words and their etymology (history or derivation of words). Encourage students to use a good dictionary or an electronic device to look up words and to ask questions about the origins of words.

The *American Heritage Dictionary* and *Webster's New World Dictionary* were used to check definitions and pronunciations.



# CHAPTER 1

## Closed Syllable

### Note to Instructor

It is important that you read the **Introduction** on page 1 and the **Overview and Procedures** on page 3 before you begin Chapter 1. Please read this **Note to Instructor** in its entirety as it explains the teaching techniques used in subsequent chapters.

Students must know the difference between consonants and vowels in order to succeed in the upcoming lessons. Please teach this concept and the names of the vowels to students who lack these skills.

Chapter 1 covers closed syllables, short vowels, consonant blends, consonant digraphs, and short-vowel signals. Lesson 1 introduces the closed syllable. Lessons 2 through 8 teach short vowels, one at a time, along with basic consonant concepts. Particular care must be given to ascertain students' mastery over the short vowel sounds because their differences are subtle and slight. Every lesson starts with single-syllable words and progresses to polysyllabic words.

The exercises in this chapter are especially important for learning-disabled and dyslexic students because one of their most common deficits is decoding letters in the correct order. They also have great difficulty in memorizing the short vowel sounds. The following lessons provide numerous exercises to remediate these weaknesses and spelling activities to solidify retention.

Some high school students may already have solid knowledge of short vowels, consonant blends, and digraphs; therefore, it may be appropriate to skip some of the early lessons, but do teach Lesson 1 and all of the lessons with the most important rules (1, 3a, 3b, 4a through 4e, 6a, 7 through 12b). Without this knowledge, students will be lost in subsequent chapters. Before you skip a particular lesson, make sure students have complete mastery over the material.

The skills in this chapter provide a foundation not only for thousands of Anglo-Saxon words, but also for a large number of Latin and Greek derivatives. Research by Stanback (1992) shows that 43 percent of all English words contain a closed syllable.

Please help students create a **Decoding Binder** as outlined in *Overview and Procedures* and show everyone how to record each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of the binder. The phonograms that must be included are written in boldface. Ask students to write four words that illustrate every entry and five words for every new syllable. Review all sections of the binder once a week for a minimum of five weeks.

**Lesson 1** introduces the **closed syllable**. This type of syllable is called **closed** because the vowel is closed in by one or more consonants on the right side. The code for this syllable is **cl**. It may be necessary to repeat Lesson 1 several times in order for students to retain the characteristics of a closed syllable. Before you hand out the worksheet, write the first question and the sample words on the board or show them on the screen. Ask your class, "What do these words have in common

*at, pass, swim, in, end, best, top, hot, up, drum?*” Give this hint: “It has to do with vowels and consonants.” Have a discussion about the common aspects of the words and allow students to struggle a bit. Then distribute the worksheet on page 12 and have everyone answer the five questions. Go over the answers and clarify misunderstandings. Next, record the correct responses on the board or show them on the screen. Finally, direct students to copy numbers 1 through 5 and to include five examples (one for each short vowel) in the Rules section of their Decoding Binders under the heading **Closed Syllable**.

Correct responses are

1. Every word has only one vowel.
2. The vowel is followed by one or more consonants on the right side. It doesn't matter whether or not there are consonants on the left side of the vowel.  
Many closed syllables start with vowels as in *at, up, end, if, ant*.
3. All of the vowels are short.
4. All are one-syllable words.
5. The code for a closed syllable is **cl**.

Mark the vowels immediately after students discover that all of the vowels are short. Mark a short vowel like this: stämp, höt. Explain that the marks above vowels are called **diacritical marks**. The name for a short vowel mark is **breve**, pronounced brēv or brĕv (derived from Latin *brevis*, which means *short* or *brief*). A long vowel mark is called a **macron**, pronounced mācron or mǎcron (derived from the Greek *makros*, which means *large* or *long*).

**Lesson 2a** reviews the configuration of closed syllables. The second activity introduces the short vowel **a**. This is an easy lesson. You might consider omitting it if you are teaching high school students.

**Lessons 2b** and **2c** review the short **a** sound and introduce beginning and ending consonant blends.

**After students have completed a worksheet, ask them to reread all of the words and sentences.**

**Lesson 2d** is a **Reading and Spelling for Mastery** page, which also includes Lesson 2f. It consists of a dictation and a spelling list comprised of words with short **a**, beginning blends, and ending blends. Assign two spelling exercises every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Students must read the spelling words daily before they begin the two activities. Explain the term homophone, also commonly called homonym: two or more words that have the same pronunciation but they differ in spelling and meaning (*have, halve, rap, wrap*). As you introduce the words on the spelling list, write the alternate spelling of each homophone on the board or show it on the screen, and discuss the two different definitions. Ask students to record every homophone in the Homophones section of their Decoding Binders, along with a definition. Homophones must be marked with a capital **H**.

**Red words:** The red words are high-frequency sight words that are phonetically irregular. Since they are the most difficult words to read and spell, students must write the red words in red pencil while they are practicing the spelling words in order to draw attention to these tricky sight words. The red words must also be entered in red pencil in the Red Words section of the Decoding Binders.

**Dictation lists:** The purpose of the dictation lists is to ascertain whether students are able to spell phonetically regular words according to the rules they have learned in the corresponding decoding lessons. In case anyone misses more than 20 percent, please review the previous lesson.

**Lesson 2e** teaches an alternate sound of **a** embedded in closed syllables. Its phonemic symbol is **ô**. It usually occurs when **a** is followed by the letter **l** as in *call, stall, talk, always, although*. Sometimes **a** also says **ô** when it is preceded by the letter **w** as in *wasp, want, wat, swap, swamp*; however, when **wa** is followed by the letters **g, x, or ck**, the **a** is short, *wag, wagon, wax, wacky, whack*. It is difficult to talk about a phonetic rule when it applies usually, but not always. For this reason, give students credit if they notice that **a** says **ô** when **a** comes before **l** and after **w**. Please help students with the sentences on the lower half of the page.

**Lesson 2f** (on the same page as Lesson 2d) is a **Reading and Spelling for Mastery** list containing words with the **ô** sound. Follow the format outlined in *Overview and Procedures* and Lesson 2d. Assign two appropriate spelling exercises every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Students must read the spelling words daily before they begin the two activities.

**Lesson 3a** introduces the **short i** sound and teaches the **First Rule of Syllabication**: “Every syllable must have one vowel sound. A one-syllable word is never divided.” After students complete the first exercise in this lesson, introduce the above syllabication rule and teach the following mini-lesson on the board. Say the word *handbag* slowly and clearly. Ask students to write the vowels they hear (ă,ă). Call on a volunteer to write the vowels on the board and mark them. Say the word again and explain that *handbag* is a two-syllable word because we can hear two vowel sounds. Follow the same procedure for these words: *backpack, swift, dismiss, landing, standstill, blast, Batman, catfish, hint, sandbag, tactic*. Next, continue with the rest of Lesson 3a. Ask students to record the First Rule of Syllabication in the Rules section of their Decoding Binders, along with four examples.

**Lesson 3b** teaches the consonant digraphs **sh** and **ch** and explains the **Second Rule of Syllabication**: “A word that has two consonants between two vowels is divided between the consonants (căc-tus, nap-kîn). Do not divide between consonant digraphs (flash-light); since they make a single sound, treat them as one letter”. Students must apply this rule in the last exercise and copy it in the Rules section of their Decoding Binders, along with four examples.

Please adhere to the following steps for writing words in syllables.

Direct students to do these tasks:

1. Highlight the vowels in each word and draw a red line between the medial consonants.
2. Write the words in separate syllables, divided by a dash, and mark the vowels.
3. Have students underline every word they are able to read. Please help those who have not underlined all of the words.
4. When everyone is finished, ask students to raise their hands when they are able to read the first word.
5. Once all of the students raise their hands, direct the class to pronounce the word in unison when you say, “Now.” No one is allowed to pronounce the word before you say, “Now.” Otherwise, the weaker students won’t have enough time to decode the word and to participate.
6. Repeat the last two steps for each word. Pause between words to give everyone a chance to sound out the next one.
7. In case some students can’t read the entire word, ask a volunteer to say the first syllable and another volunteer to say the second syllable. Students then read the word in unison.

**Lesson 3c** teaches the consonant team **ng**, which says the sound you hear in *bang, bring, rang,* and *swing*. The second consonant team in this lesson is **nk**, which says **ng + k**, as in *bank, blink, crank,* and *ink*.

**Lesson 3d** introduces the consonant digraphs **th** and **wh** and reviews **ng**. The second page is a crossword puzzle that reviews consonant digraphs in two-syllable words.

**Lesson 3e** covers the exception of **long i** in closed syllables when followed by **nd, ld,** or **gh** as in *mind, mild,* and *tight*. The answer to the unscrambling puzzle is *flashlight*.

**Lesson 3f** is a **Reading and Spelling for Mastery** page consisting of a dictation and a spelling list with short and long **i**. Follow the format outlined in Lesson 2d. Assign two spelling exercises every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Students must read the spelling words daily before they begin the two activities.

**Lesson 4a** introduces the **short e** sound, as well as the prefixes **ex-** and **en-**. Ask students to enter the prefixes and definitions in the Prefixes section of their Decoding Binders along with four examples. The prefix **ex-** means *out of, away from, former*. The prefix **en-** means *into, onto, or within*.

Prefixes change the meaning of a base word. (A *base word* is the main part of a word that is stripped of prefixes and suffixes as in *chant* versus *enchanted*.) Starting with this lesson, write all prefixes on a chart that is displayed in the classroom.

**Lessons 4b** and **4c** explain the short-vowel signals **ll**, **ss**, **ff**, **ck**, **tch**, and sometimes **zz**. These short-vowel signals usually apply to one-syllable words as in *spill*, *press*, *stiff*, *check*, *patch*, *jazz*. When a one-syllable word has a prefix or a suffix, the short-vowel signal continues to apply as in *dispatch*, *packet*, *willful*. Ask students to copy the short-vowel signals and four examples for each in the Rules section of their Decoding Binders. Mnemonic device: Jeff will catch the ball and kick it to Tess. Next, students will choose missing words in common expressions. Tell everyone to write in pencil and to do the easy ones first. Consider allowing students to work with a partner. Explain the meaning of each expression.

**Lesson 4d** is a **Reading and Spelling for Mastery** page, which consists of a dictation and a spelling list with short **e** words and short-vowel signals. Follow the steps outlined in Lesson 2d and assign two appropriate spelling activities every day. Students must read the list daily prior to starting the exercises.

**Lesson 4e** reviews the configuration of closed syllables and the short vowels **a**, **i**, and **e**. The second activity requires students to syllabify polysyllabic words. Please follow steps 1 through 7 in Lesson 3b. The last exercise asks students to draw pictures of the symbols for the short vowels: **a** as in *apple*, **i** as in *igloo*, and **e** as in *elephant*.

**Lessons 5a** consists of two pages. The first page introduces the **short o** sound and contrasts it to **short e**. Please follow the directions from Lesson 4b for the next activity. The second page covers the exception of **long o** in closed syllables when followed by the consonants **l** or **st** (*roll*, *told*, and *most*). This rule has its own exceptions such as *cost* and *doll*.

**Lesson 5b** is a **Reading and Spelling for Mastery** page, which consists of a dictation and a spelling list with short and long **o**. Please follow the procedures outlined in Lesson 2d.

**Lesson 5c** is a crossword puzzle that reviews words with short **o**.

**Lesson 6a** (two pages) introduces the **short u** sound and teaches the **Third Rule of Syllabication**: "Words with three consonants between two vowels are often divided after the first consonant because the other two may form a blend (hun-dred, pil-grim). When the first syllable ends with a blend or a digraph, divide after the second consonant (pump-kin, wind-mill)." Ask students to copy the Third Rule of Syllabication in the Rules section of their Decoding Binders, along with four examples. Next, follow steps 1 through 7 in Lesson 3b.

**Lessons 6b** teaches the sound of **y** in the middle of words and the silent initial consonant in **kn**, **wr**, **gn**, and **ph**.

**Lesson 6c** is a **Reading and Spelling for Mastery** page consisting of a dictation and a spelling list with short **u** and irregular high-frequency words. Please follow the procedures from Lesson 2d.

**Lesson 7** Before you begin the lesson, review the following concept on the board. Say the word *inspect* slowly and clearly. Ask students to write the vowels they hear (i, e). Call on a volunteer to write the vowels on the board and mark them. Say the word again and explain that *inspect* is a two-syllable word because we hear two vowel sounds. Follow the same procedure for these words: *distract*, *prompt*, *enroll*, *invent*, *setback*, *inhabit*, *stock*, *cactus*, *contract*, *sprint*, *pickup*, *indent*. You are now ready to teach Lesson 7. Please review the **First Rule of Syllabication** listed on the worksheet because it teaches students how to determine the number of syllables in a word.

**Lesson 8** introduces the prefixes **un-**, **non-**, **dis-**, and **mis-**; **un-** means *not, the opposite of*, **non-** means *not*, **dis-** means *not, the opposite of, or without*, and **mis-** means *bad or wrong*. Students are asked to deduce the meaning of these prefixes from a list of four words that begin with each prefix. The second activity requires matching prefixes to base words. Ask students to enter the four prefixes and definitions in the Prefixes section of their Decoding Binders along with four examples for each.

**Lesson 9** introduces the suffixes **-ful** (*full of*), **-less** (*without*), and **-ness**, (*state or condition*), as well as the schwa sound. The phonetic symbol for the schwa sound is ə. The e in **-less** and **-ness** says the schwa sound. Vowels in suffixes usually say the schwa sound because most suffixes are unaccented. Ask students to copy these suffixes in the Suffixes section of their Decoding Binders along with a definition and four examples for each. Starting with this lesson and through subsequent chapters, write all suffixes on a chart that is displayed in the classroom.

**Lesson 10** is the first dictation exercise that uses the code. Please review Lesson 1 and remind students that the code **cl** stands for **closed** syllable. The code for a prefix is **pref** and **s** for a suffix. The purpose of this dictation exercise is to strengthen letter-sound relationships in spelling polysyllabic words. Initially, this activity may confuse students. They may need you to give detailed modeling and feedback on the board. This lesson requires students to remember the configuration of closed syllables, as well as the prefixes and suffixes covered so far. Please provide the code for each word orally and write it on the board or show it on the screen. Then dictate the word. It is important that you pronounce each word slowly and clearly as one unit. Students must mark the vowels; however, prefixes and suffixes are not marked. Once students have completed the dictation exercise, ask them to underline every word they are able to read without help. Have students read the words to you individually if possible. If that is not practical, follow the procedure discussed in Lesson 3b.

**Lesson 11** teaches the plural suffixes **-s** and **-es**; **-es** is used after nouns that end with **s**, **sh**, **ch**, **z**, or **x**, use **-s**, after all other letters. Use **-s** and **-es** also after third person singular verbs: *he calls, she acts, he catches, she dresses*.

**Lesson 12a** covers contractions and asks students to find the missing letters where two words are joined.

**Lesson 12b** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list of common contractions. Please follow the procedures from Lesson 2d. For one of the activities, give a practice test. Dictate the two words and have students write the contractions. When you give the spelling test, dictate the words on the left only; students then write the correct contraction.

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## 1 Closed Syllable

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What do these words have in common?

at pass in swim end best stop hot up club

1. How many vowels are in each word? \_\_\_\_\_
2. What kind of letter comes right after the vowel?  
\_\_\_\_\_
3. Is the vowel in each word long or short? \_\_\_\_\_
4. How many syllables does each word have? \_\_\_\_\_
5. This kind of syllable is called **closed**. Why do you think it has this name?  
\_\_\_\_\_

The code for a closed syllable is **cl**.



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## 2a Short a

---

Let's review **closed syllables**. Read these words: ban, at, cab, tax. List four things they have in common.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

In the next few lessons, you will learn the short vowel sounds. All of the words you will study fit the pattern of **closed syllables**. What is the code for a closed syllable? \_\_\_\_\_

Let's discuss the short vowel **a**. Say the word **apple** and listen to its first sound. You have just made a short **a** sound. Draw an apple at the bottom of the page.

Read words 1 through 7. Listen to the short **a** sound in each of them and mark it like this **ă**.

1. add    2. at    3. as    4. ax    5. has    6. bag    7. tan

Say the word **at**. Write a new word with the letter **b** in front of **at** \_\_\_\_\_. Try the letter **c** in front of **at** \_\_\_\_\_. Write four words with the letters **h, m, p, s** in front of **at**.

\_\_\_\_\_

Say the word **an**. Write a new word with the letter **c** in front of **an**: \_\_\_\_\_. Try the letter **m** in front of **an** \_\_\_\_\_. Write five words with the letters **b, f, r, p, t** in front of **an**.

\_\_\_\_\_

Read the words below and write each one under the heading that rhymes with it.

nap    rag    bad    tag    gap    wag    had    rap    dad

sad

cap

nag

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## 2b Beginning Blends with Short a

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Many words have two consonants before the vowel sound. When two different consonant sounds are right next to each other, they are called a **blend**. Blends that come before the vowel are called **beginning blends**.

Read the following words to yourself. Circle or highlight the words with beginning blends. Underline the words without blends:

- |         |         |          |          |          |          |
|---------|---------|----------|----------|----------|----------|
| 1. hat  | 5. scam | 9. mad   | 13. pan  | 17. had  | 21. clam |
| 2. crab | 6. tag  | 10. swam | 14. clap | 18. scan | 22. cab  |
| 3. map  | 7. blab | 11. grab | 15. brag | 19. glad | 23. snag |
| 4. plan | 8. flag | 12. sat  | 16. tap  | 20. drag | 24. cram |

Within each group, draw lines from the beginning blends on the left to the short **a** and consonant on the right to make new words. The word segments on the right may be used more than once. Write the new words on the lines.

gl	ab	→	1. <u>glad</u>
sl	ap	→	2. _____
sn	ad	→	3. _____
tr		→	4. _____
		→	5. _____
cl	an	→	1. _____
sc	ab	→	2. _____
bl	am	→	3. _____
		→	4. _____
		→	5. _____
		→	6. _____
cr	an	→	1. _____
br	ag	→	2. _____
sp	ab	→	3. _____
		→	4. _____
		→	5. _____

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## 2c Ending Blends with Short a

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Many words have two different consonants after the vowel sound. This is called an **ending blend**.

Say the word **and**. Listen to the ending blend. Write the consonants **l**, **h**, **b**, **br**, and **st** in front of **and**. Then read the new words.

1. \_\_\_and    2. \_\_\_and    3. \_\_\_and    4. \_\_\_and    5. \_\_\_and

Say the word **ant**. Listen to the ending blend. Write the consonants **r**, **gr**, **pl**, **sl**, and **sc** in front of **ant**. Read the new words.

1. \_\_\_ant    2. \_\_\_ant    3. \_\_\_ant    4. \_\_\_ant    5. \_\_\_ant

Say the word **ask**. Listen to the ending blend. Write the consonants **t**, **m**, **b**, **c**, and **fl** in front of **ask**. Then read the new words.

1. \_\_\_ask    2. \_\_\_ask    3. \_\_\_ask    4. \_\_\_ask    5. \_\_\_ask

Say the word **mast**. Listen to the ending blend. Change the first letter to the consonants **l**, **p**, **c**, **f**, and **bl**. Then read the new words.

1. \_\_\_ast    2. \_\_\_ast    3. \_\_\_ast    4. \_\_\_ast    5. \_\_\_ast

Say the word **camp**. Listen to the ending blend. Change the first letter to the consonants **r**, **l**, **d**, **cl**, and **st**. Then read the new words.

1. \_\_\_amp    2. \_\_\_amp    3. \_\_\_amp    4. \_\_\_amp    5. \_\_\_amp

Compound words connect two short words to form a new word, which combines both meanings. Draw lines from the words on the left to the ones on the right to make compound words. Write them on the lines. One word on the left will be used twice.

- |        |       |   |                   |
|--------|-------|---|-------------------|
| hand   | nap   | → | 1. <u>handbag</u> |
| back   | man   | → | 2. _____          |
| crafts | bag   | → | 3. _____          |
| cat    | stand | → | 4. _____          |
| band   | pack  | → | 5. _____          |
|        |       | → | 6. _____          |

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## 2d/2f Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with short a, beginning blends,  
and ending blends

a says ô, as in *tall, bald, talk,*

### Dictation List

1. fad
2. mad
3. sat
4. cat
5. flat
6. drag
7. flag
8. snag
9. flap
10. clap
11. trap
12. grab
13. crab
14. slam
15. swam
16. task
17. flask
18. plant
19. draft
20. craft

### 2d Spelling List

1. am
2. bag
3. map
4. man
5. plan
6. ask
7. band
8. hand
9. stand
10. brand
11. has
12. had
13. **have \* (H)**
14. **half \***
15. act
16. fact
17. lamp
18. stamp
19. fast
20. last

### 2f Spelling List

1. halt
2. salt
3. calm
4. **walk \***
5. **talk \***
6. **stalk \***
7. wad
8. want
9. all
10. call
11. wall
12. fall
13. wand
14. wasp
15. swan
16. swat
17. swap
18. swamp
19. **what \***
20. **was \***

**\*Red word:** A word that is hard to spell because it doesn't follow the phonetic rules.

**H = Homophones:** Two or more words that sound the same but have a different spelling and meaning (*have, halve, rap, wrap*).

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## 2e Sometimes a Says ô

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Do you remember what the symbol is for the short a sound? Draw it in the margin.

All of the words you have studied so far are examples of **closed** syllables. In some **closed** syllables, the letter **a** has a different sound. Say the following words and listen to the vowel sound.

1. all      2. ball      3. salt      4. swap      5. swat

We use the symbol **ô** to represent this sound. Read the following words and listen to the vowel sounds carefully. Write **ô** or **ă** next to each word.

- |          |       |           |       |           |       |           |       |
|----------|-------|-----------|-------|-----------|-------|-----------|-------|
| 1. draft | _____ | 7. salt   | _____ | 13. wasp  | _____ | 19. swamp | _____ |
| 2. call  | _____ | 8. stand  | _____ | 14. gasp  | _____ | 20. fall  | _____ |
| 3. hall  | _____ | 9. ball   | _____ | 15. bald  | _____ | 21. swat  | _____ |
| 4. grasp | _____ | 10. mall  | _____ | 16. tall  | _____ | 22. bland | _____ |
| 5. small | _____ | 11. fact  | _____ | 17. halt  | _____ | 23. wall  | _____ |
| 6. ramp  | _____ | 12. stall | _____ | 18. craft | _____ | 24. scald | _____ |

Study the pattern of the above words. Pay special attention to the letters that come before and after the **a** in each word. When does **a** say **ô**? What is the rule?

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The letter **a** also says **ô** when **alk** comes after it, as in *talk*. Did you notice the letter **l** is silent?

Use the following words in the sentences below: *balk*, *stalking*, *walk*

1. Don't \_\_\_\_\_ across the street without looking both ways.
2. Some horses \_\_\_\_\_ when they try to jump over a hurdle.
3. The cat was \_\_\_\_\_ a bird.

## 3a Short i, First Rule of Syllabication

Let's discuss the short vowel **i**. Say the word **igloo** and listen to its first sound. You probably know that an igloo is a small hut made of snow. Draw one at the bottom of the page. Next, read words 1 to 7, listen to the short **i** sound in each one, and mark it like this **ĭ**.

1. in    2. hint    3. it    4. if    5. milk    6. fit    7. grin

Beginning blends have two consonants before the vowel; ending blends have two consonants after the vowel. Sometimes three consonants come before or after a vowel. This is called a **cluster**. We will now practice these skills with the short vowels **i** and **a**. Fill in the blanks with **i** or **a** and mark them. Make sure the words make sense. Next, read the words.

- |            |             |              |              |
|------------|-------------|--------------|--------------|
| 1. sk___p  | 6. cl___p   | 11. str___ct | 16. br___sk  |
| 2. f___st  | 7. f___ct   | 12. m___sk   | 17. tw___st  |
| 3. f___st  | 8. sk___mp  | 13. dr___ft  | 18. s___lk   |
| 4. sw___ft | 9. cr___sp  | 14. dr___ft  | 19. c___mp   |
| 5. cl___p  | 10. gl___nd | 15. spr___nt | 20. scr___pt |

In the next few pages, you will learn some syllabication rules. They teach you how long words are put together. Your teacher will explain this rule and do a lesson with you.

### First Rule of Syllabication

Every syllable must have one vowel sound. A one-syllable word is never divided (trip, stamp).

Compound words connect two short words to form a new word, which combines both meanings. Draw lines from the words on the left to the ones on the right to make compound words. Write the new words on the lines. The words must make sense.

- |      |       |   |                    |
|------|-------|---|--------------------|
| wind | nip   | → | 1. <u>windmill</u> |
| lip  | stall | → | 2. _____           |
| cat  | back  | → | 3. _____           |
| pin  | mill  | → | 4. _____           |
| half | kin   | → | 5. _____           |
| in   | stick | → | 6. _____           |
| nap  | ball  | → | 7. _____           |

## 3b Digraphs *sh, ch*, Second Rule of Syllabication

**Consonant digraphs** consist of two consonants that make a single sound such as **sh** in shift, ship, flash or crash and **ch** in chat, chip, chin, or branch.

Write **sh** or **ch** in the blanks below to make real words.

- |             |              |               |               |
|-------------|--------------|---------------|---------------|
| 1. fi_____  | 6. in_____   | 11. _____in   | 16. a_____    |
| 2. _____imp | 7. _____ip   | 12. _____in   | 17. pin_____  |
| 3. sta_____ | 8. _____ip   | 13. _____alk  | 18. da_____   |
| 4. _____ill | 9. sma_____  | 14. spla_____ | 19. _____ift  |
| 5. cra_____ | 10. _____ant | 15. _____ap   | 20. bran_____ |

Words with more than one syllable often have several consonants where the syllables connect. Here is an important rule for dividing words into syllables.

### Second Rule of Syllabication

A word that has two consonants between two vowels is divided between the consonants (pin-ball, nap-kin). Do not divide between consonant digraphs (with-in). Since they say a single sound, treat them as one letter.

Highlight the vowels in the words below. Draw a red line between the consonants in the middle. Then write the words in syllables, separated by dashes. Finally, mark the vowels. Do **not** divide between consonant digraphs; since they make single sound, treat them as one letter.

- |              |  |
|--------------|--|
| 1. catfish   | <u>c</u> ă <u>t</u> - <u>f</u> ī <u>sh</u> |
| 2. attach    | _____                                      |
| 3. flashback | _____                                      |
| 4. disband   | _____                                      |
| 5. rabbit    | _____                                      |
| 6. picnic    | _____                                      |
| 7. mishmash  | _____                                      |
| 8. chitchat  | _____                                      |
| 9. zigzag    | _____                                      |
| 10. dismiss  | _____                                      |

---

## 3c Consonant Teams *ng* and *nk*

---

The consonant team **ng** says the sound you hear in **bring**, **sang**, **swing**, and **fangs**. It usually comes at the end of words. Mark the vowels in numbers 1-4 and underline the words you can read.

1. bang      2. ring      3. rang      4. sting

The ending blend **nk** first says **ng** followed by the **k** sound as in **sink**, **tank**, **blink**, and **blank**. Mark the vowels in numbers 1-4, and underline the words you can read.

1. bank      2. ink      3. sank      4. drink

Complete the words by drawing lines to the correct consonant team. The words must make sense.

- |        |    |        |    |       |    |        |    |
|--------|----|--------|----|-------|----|--------|----|
| 1. bla | ng | 3. fli | ng | 5. ha | ng | 7. cra | ng |
|        | nk |        | nk |       | nk |        | nk |

- |        |    |        |    |         |    |        |    |
|--------|----|--------|----|---------|----|--------|----|
| 2. swi | ng | 4. dri | ng | 6. spri | ng | 8. bli | ng |
|        | nk |        | nk |         | nk |        | nk |

Sometimes you can make two words by keeping all of the consonants the same and only changing the vowels. Try **a** or **i** in the blanks to make new words and write them on the lines. The words must make sense.

- |           |       |             |       |
|-----------|-------|-------------|-------|
| 1. r__nk  | _____ | 6. s__ng    | _____ |
| 2. r__ng  | _____ | 7. bl__nk   | _____ |
| 3. s__nk  | _____ | 8. dr__nk   | _____ |
| 4. sl__ng | _____ | 9. cl__ng   | _____ |
| 5. cl__nk | _____ | 10. shr__nk | _____ |

Write four rhyming words for **ink** \_\_\_\_\_

Write three rhyming words for **bang** \_\_\_\_\_

Write three rhyming words for **ring** \_\_\_\_\_

Write two rhyming words for **bank** \_\_\_\_\_



---

## 3d Consonant Digraphs *th* and *wh*

---

English has two more consonant digraphs (two consonants that make a single sound). They are **th** as in *thin* and **wh** as in *whip*. The digraph **wh** occurs in the beginning of a word or a syllable. **Th** can appear at the beginning, in the middle, or at the end of a word. Do not divide long words between these consonants, unless each makes its own sound.

In each group, draw lines from the word starters on the left to the consonant digraphs on the right to make real words. You may use the consonant digraphs on the right more than once. Write the new words on the lines. Please take note: These words do **not** start with **wh**: *with, wing, witch, will, and wish*. We will also review **ng**.

thi	th	→	1. <u>thing</u>
ba	ng	→	2. _____
cli	z	→	3. _____
whi		→	4. _____
		→	5. _____
sla	th	→	1. _____
fif	ll	→	2. _____
thri	ng	→	3. _____
whi	m	→	4. _____
		→	5. _____
spri	ft	→	1. _____
thra	p	→	2. _____
thri	ng	→	3. _____
whi	sh	→	4. _____
		→	5. _____

Try to solve this scrambled puzzle:

The word starts with **b** and ends with **t**. The digraph is at the end of the first syllable. You use it after a shower.

tamhbt                      \_ \_ \_ \_ m \_ \_

### 3d continued

Write three rhyming words for **ash**: \_\_\_\_\_

Write three rhyming words for **ring**: \_\_\_\_\_

Write three rhyming words for **band**: \_\_\_\_\_

Use the words in the box to solve the crossword puzzle. Write in pencil and do the easy ones first.

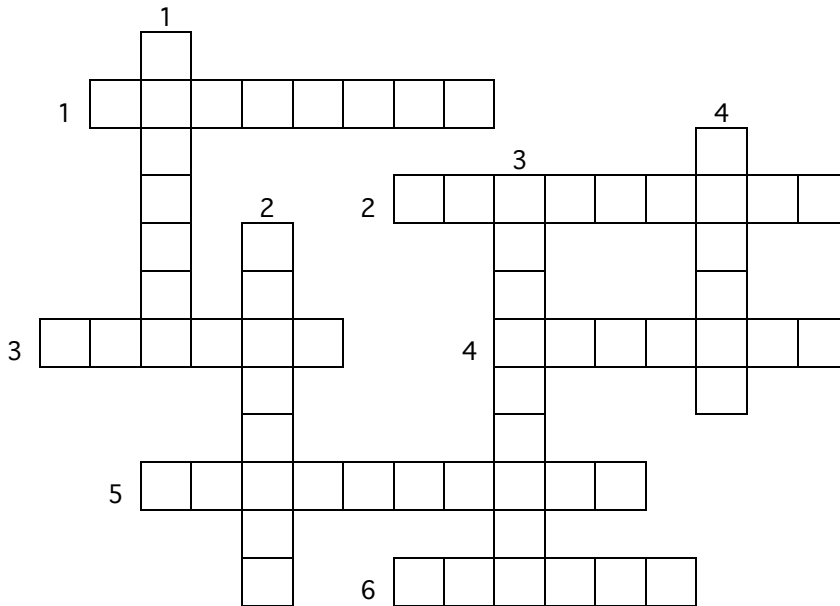
within	inking	grandchild	habitat	withstand
signal	thrilling	sandwich	fabric	whiplash

#### Across

1. You have it for lunch.
2. Has two different vowels, the digraph **th** is in the middle.
3. Same vowels, means *inside*.
4. Same vowels, it rhymes with *twinkling*.
5. Starts and ends with consonant blends, digraph **ch** is in the middle. You might be one.
6. No digraphs, first vowel is **i**. It lets you know when you can go.

#### Down

1. Where an animal lives
2. Has two digraphs; someone might get it in a car crash.
3. Starts and ends with digraphs, same vowel in each syllable; very fun and exciting.
4. No digraphs, first vowel is **a**; Used for making clothes.



---

## 3e Long *i* in Closed Syllables

---

When the letters **gh** follow the vowel **i**, they are silent and make the **i** long. A long **i** says its own name, as in the word "I". We mark long **i** by writing a small dash above it (**i**). The vowel **i** is also long when followed by the letters **ld** or **nd**.

Write the letter **i** next to each word and mark it long or short. You may need to try both sounds and choose the one that makes a real word. There are two exceptions: **gild** (short **i**) and **wind** (correct with long or short **i**).

- |                |                |                 |                 |
|----------------|----------------|-----------------|-----------------|
| 1. mind ____   | 7. shrimp ____ | 13. slight ____ | 19. sigh ____   |
| 2. sick ____   | 8. light ____  | 14. wild ____   | 20. high ____   |
| 3. right ____  | 9. rind ____   | 15. hind ____   | 21. mild ____   |
| 4. thrill ____ | 10. blind ____ | 16. sling ____  | 22. flight ____ |
| 5. child ____  | 11. thing ____ | 17. bright ____ | 23. shrink ____ |
| 6. sight ____  | 12. grind ____ | 18. kind ____   | 24. find ____   |

Unscramble this word to solve the puzzle:

g l a f t h i l s h :                      \_ \_ \_ \_ \_ l \_ \_ \_ \_ \_

1. It starts with the letter **f** and ends with the letter **t**. The letters **gh** are in the second syllable and come after the long **i**.
2. The first syllable ends with a consonant digraph.
3. You need it when it's dark.

Read the following words and write each one under the heading that rhymes with it.

kind, night, child, tight, find, fright, hind, mild, slight, grind, bind, plight

right

mind

wild

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## 3f Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with short **i**, short **a**,  
and consonant digraphs

Words with short **i**, long **i**,  
and consonant digraphs

### Dictation

1. sing
2. string
3. spring
4. milk
5. silk
6. swift
7. shift
8. thank
9. drank
10. swing
11. sang
12. this
13. that
14. hang
15. ship
16. chips
17. split
18. blink
19. dish
20. fish

### 3f Spelling List

1. did
2. **give \***
3. things
4. bring
5. with
6. wish
7. will
8. think
9. **which \* (H)**
10. **sign \***
11. night (H)
12. might (H)
13. right (H)
14. flight
15. high (H)
16. mind
17. kind
18. find
19. child
20. **children \***

\***Red word**, H = Homophone

---

## 4a Short e, Prefixes ex- and en-

---

Let's discuss the short vowel **e**. Say the word **elephant** and listen to its first sound. Draw an elephant on the back of this page. The word **elephant** is the symbol for short **e**. Next, read words 1 through 9, listen to the short **e** sound in each one, and mark it like this **ě**.

1. elf   2. end   3. egg   4. elm   5. else   6. red   7. pen   8. desk   9. left

Reminder: the symbol for short **i** is an igloo. Write **ĩ** or **ě** in the blanks to make real words. By the way, the letters **qu** say **kw**.

- |           |           |            |             |            |
|-----------|-----------|------------|-------------|------------|
| 1. m__lt  | 5. fr__sh | 9. sh__ft  | 13. r__st   | 17. dw__ll |
| 2. sl__p  | 6. th__ft | 10. ch__st | 14. s__lf   | 18. squ__d |
| 3. k__pt  | 7. qu__t  | 11. tr__p  | 15. st__ng  | 19. fl__sh |
| 4. b__nch | 8. qu__st | 12. sh__lf | 16. tr__nch | 20. qu__z  |

A prefix is a group of letters that comes before a base word or a syllable and changes the meaning. Draw lines from the prefixes to the base words or syllables to make new words. Write them on the lines. You will use each prefix more than once.

Prefixes	Base words/Syllables		
ex-	press	→	1. <u>express</u>
	it	→	2. _____
	list	→	3. _____
en-	act	→	4. _____
	trench	→	5. _____
			6. _____
ex-	chant	→	1. _____
	tract	→	2. _____
	pand	→	3. _____
en-	tinct	→	4. _____
	trust	→	5. _____

What does the prefix **ex-** mean? \_\_\_\_\_

What does the prefix **en-** mean? \_\_\_\_\_

## 4b Short-Vowel Signals *ff, ll, ss, zz*

English has several short-vowel signals, which come right after the short vowel. They say, "The vowel in front of me is short!" Some of the most common short-vowel signals are **ll** as in *fill*, **ss** as in *miss*, **ff**, as in *whiff*, and sometimes **zz** as in *jazz*. All of them have a single sound. These words do not follow the rule: **as, has, gas, was, is, his, us, bus, if, quiz, whiz, and yes.**

Draw lines from the word starters on the left to the short-vowel signals on the right (some will be used twice). Write the new words on another sheet of paper. Next, read the words.

- |        |    |        |    |         |    |
|--------|----|--------|----|---------|----|
| 1. sta | ss | 5. spi | ss | 9. swe  | ss |
| 2. cla | ll | 6. dre | ll | 10. pre | ll |
| 3. ja  | ff | 7. fi  | ff | 11. fri | ff |
| 4. be  | zz | 8. sni | zz | 12. cli | zz |

Read the words in the box and use them to complete the expressions. Write in pencil and do the easy ones first.

class shells fall fill miss wall wills cliff call dress

- |                      |                          |
|----------------------|--------------------------|
| 1. _____ the bill    | 6. _____ it quits        |
| 2. hit the _____     | 7. _____ up, or _____ up |
| 3. _____ in love     | 8. a test of _____       |
| 4. hit or _____      | 9. a _____ act           |
| 5. walk on egg _____ | 10. a _____ hanger       |

Write six rhyming words for **bill**:

\_\_\_\_\_

Write four rhyming words for **call**: \_\_\_\_\_

Write three rhyming words for **mess**: \_\_\_\_\_

Write two rhyming words for **whiff**: \_\_\_\_\_

## 4c Short-Vowel Signals *ck* and *tch*

Two more short-vowel signals are **ck** for the **k** sound and **tch** for the **ch** sound. Please note, the letter **t** in **tch** is silent. Remember, these signals are only used right after a short vowel.

Draw lines from the consonants and vowel on the left to the correct short-vowel signal on the right to make real words and write them on the lines. Next, read all of the new words.

ca		→	1. <u>catch</u>
de	ck	→	2. _____
cli		→	3. _____
stre	tch	→	4. _____
che		→	5. _____
scra		→	6. _____
fe	ck	→	7. _____
bri		→	8. _____
i	tch	→	9. _____
sti		→	10. _____
		→	11. _____

Draw lines to the correct word endings. Make sure the words make sense and follow the rule! Use short-vowel signals only when they come right after the vowel.

1. bra	nch	4. gli	nch	7. dre	nch	10. scra	nch
	tch		tch		tch		tch
2. pe	nk	5. dri	nk	8. qui	nk	11. sna	nk
	ck		ck		ck		ck
3. ske	nch	6. tra	nk	9. que	nch	12. tri	nk
	tch		ck		tch		ck

---

## 4d Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with short **e**, short **a**, short **i**, and short-vowel signals

### Dictation

1. tell
2. bell
3. sell H
4. mess
5. less
6. chess
7. then
8. cliff
9. sniff
10. fizz
11. jazz
12. neck
13. deck
14. peck
15. stick
16. black
17. fetch
18. patch
19. catch
20. bench

### 4d Spelling List

1. went
2. them
3. that
4. this
5. then
6. class
7. **guess \***
8. well
9. still
10. quiz
11. back
12. check
13. **wreck \* (H)**
14. quick
15. stretch
16. scratch
17. **says \***
18. **said \***
19. **when \***
20. **watch \***

\***Red word**, H = Homophone



## 4e Syllabication Practice

Let's review **closed syllables**. Read these words: split, ant, trip, band. List four things they have in common.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What is the code for a closed syllable? \_\_\_\_\_

In the last lesson, you learned the Second Rule of Syllabication. Here it is one more time.

### Second Rule of Syllabication

A word that has two consonants between two vowels is divided between the consonants (zig-zag, nap-kin). Do not divide between consonant digraphs (with-in). Since they say a single sound, treat them as one letter.

Highlight the vowels in the words below. Then draw a red line between the consonants in the middle. Next, write the words in syllables, separated by dashes, and mark the vowels, but do not mark the vowels in prefixes. Finally, read the words at your teacher's direction.

1. expand      ex - pãnd
2. invent      \_\_\_\_\_
3. affect      \_\_\_\_\_
4. helmet      \_\_\_\_\_
5. expect      \_\_\_\_\_
6. intend      \_\_\_\_\_
7. insect      \_\_\_\_\_
8. trespass      \_\_\_\_\_
9. fishnet      \_\_\_\_\_
10. inject      \_\_\_\_\_
11. embellish      \_\_\_\_\_
12. establish      \_\_\_\_\_

Draw the pictures prompts for short **a**, short **i**, and short **e** on the back of the paper.

## 5a Short o

Let's discuss the short vowel **o**. Say the word **octopus** and listen to its first sound. You probably know that an octopus has many arms and lives in the sea. Draw one on the back of this page. Read words 1 through 6, listen to the short **o** sound, and mark it like this **ō**.

1. on      2. off      3. opt      4. rock      5. stop      6. lock

We will now practice the short vowel **o** and contrast it to the short vowel **e**. Fill in the blanks with **o** or **e** and mark them. Make sure the words make sense. Read the words at your teacher's direction.

- |            |            |            |              |
|------------|------------|------------|--------------|
| 1. cl__th  | 7. fl__ss  | 13. cr__ss | 19. cl__ck   |
| 2. str__ng | 8. d__ll   | 14. cr__ss | 20. st__mp   |
| 3. dw__ll  | 9. c__st   | 15. bl__nd | 21. pr__mpt  |
| 4. sp__ts  | 10. b__nch | 16. bl__nd | 22. f__lt    |
| 5. fr__g   | 11. sh__ck | 17. st__ck | 23. bl__ck   |
| 6. h__nk   | 12. qu__st | 18. fr__st | 24. str__tch |

Read the words in the box and use them to complete the expressions. Write in pencil and do the easy ones first.

boss job pop knock log strong shop dots clock hop doll lost

- |                         |                               |
|-------------------------|-------------------------------|
| 1. Stop the _____.      | 7. Connect the _____.         |
| 2. _____ till you drop. | 8. _____ on.                  |
| 3. _____ the question.  | 9. She is a _____.            |
| 4. _____ to it.         | 10. He _____ his senses.      |
| 5. You're the _____.    | 11. _____, _____ who's there? |
| 6. _____ as an ox       | 12. Great _____.              |

Write four rhyming words for these examples:

1. **log** \_\_\_\_\_
2. **block** \_\_\_\_\_
3. **stop** \_\_\_\_\_

## 5a continued

Sometimes you can make several words by keeping all of the consonants the same and only changing the vowels. Let's see how many words you can make by changing the vowels. Use **a**, **i**, **e**, and **o**. The words must make sense.

1. b\_\_nd (4) \_\_\_\_\_
2. ch\_\_mp (3) \_\_\_\_\_
3. l\_\_ft (3) \_\_\_\_\_
4. ch\_\_p (3) \_\_\_\_\_
5. st\_\_ck (3) \_\_\_\_\_
6. m\_\_ss (4) \_\_\_\_\_
7. l\_\_st (4) \_\_\_\_\_
8. bl\_\_nd (4) \_\_\_\_\_
9. fl\_\_p (3) \_\_\_\_\_
10. fl\_\_ck (4) \_\_\_\_\_

Do you remember the picture prompt for the short **o** sound? Draw it in the margin.

Write all of the short-vowel signals you have studied and add an example for each:

---

---

In some closed syllables the vowel **o** is not short. Sometimes **o** is long, even though it is the only vowel in the syllable. A long vowel says its own name. Therefore, long **o** sounds like the first sound in the word *old*. We mark a long vowel by writing a small line above it: **ō**.

Read these words and listen carefully to the vowel sounds. Write **ō** or **o** next to each word.

- |              |              |              |               |
|--------------|--------------|--------------|---------------|
| 1. most ___  | 5. roll ___  | 9. told ___  | 13. host ___  |
| 2. slosh ___ | 6. broth ___ | 10. poll ___ | 14. cold ___  |
| 3. post ___  | 7. prom ___  | 11. sold ___ | 15. fold ___  |
| 4. song ___  | 8. bold ___  | 12. cot ___  | 16. scold ___ |

Study words 1-16. When does **o** have a long vowel sound in closed syllables?

---

---

## 5b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Short **o** with blends, digraphs, short-vowel signals, and some long **o** sounds

### Dictation List

1. dock
2. lock
3. rock
4. sock
5. plot
6. frog
7. smog
8. drop
9. stop
10. long
11. fond
12. blond
13. chomp
14. stomp
15. toss
16. boss
17. cost
18. lost
19. frost
20. broth

### 5b Spelling List

1. clock
2. stock
3. block
4. socks
5. cloth
6. **month \***
7. **front \***
8. **from \***
9. cross
10. long
11. along
12. strong
13. post
14. most
15. almost
16. **roll \* (H)**
17. **comb \***
18. old
19. told
20. sold

\***Red word**, H = Homophone

## 5c Review of Short o

Read the words in the box to solve the crossword puzzle. Highlight the ones you can read and ask for help with the rest. Your teacher will help you read the clues. Use a pencil and do the easy ones first.

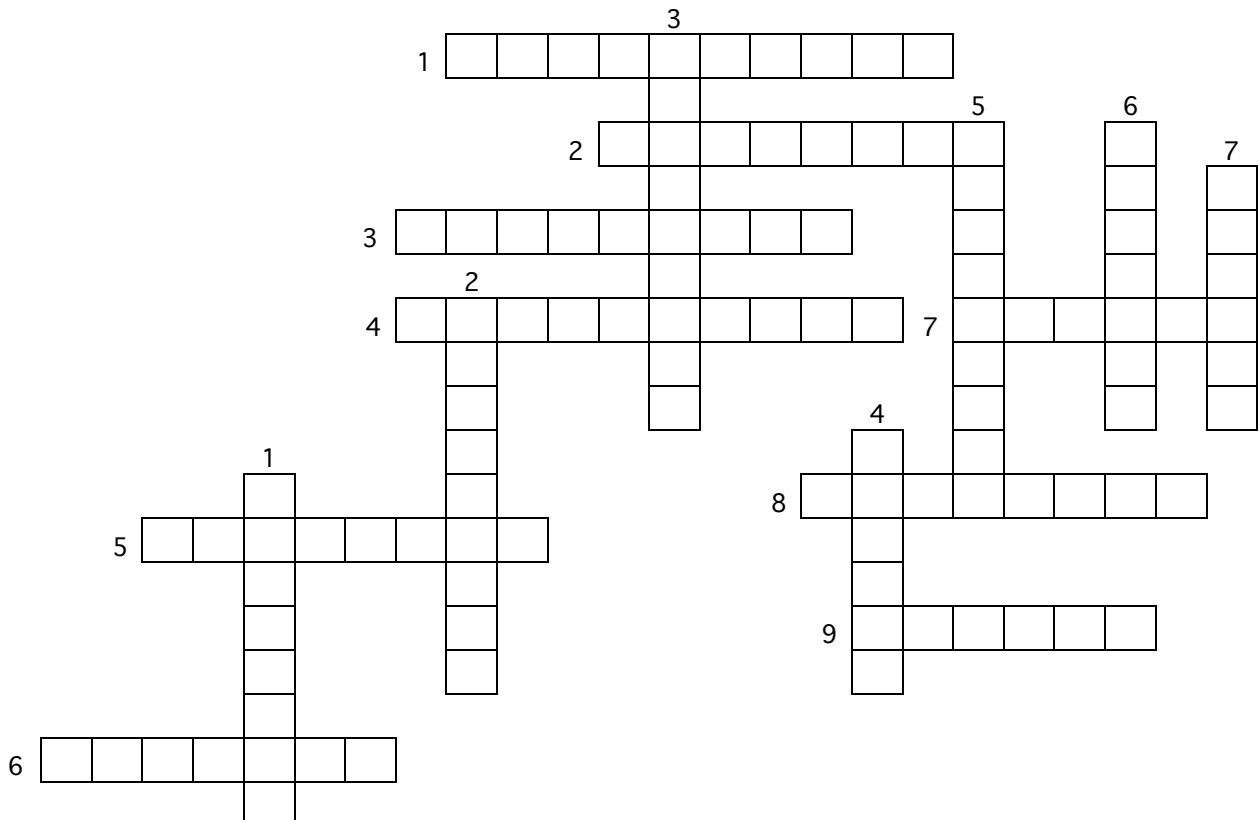
chopsticks softball bobsled snapshot liftoff cobweb hopscotch watchdog  
 crisscross eggnog slingshot crosswalk goblet bottom stopwatch compacts

### Across

1. It's like the letter *x*.
2. Small cars
3. You need it for crossing the street.
4. You eat with them.
5. It's a kind of picture
6. When a rocket rises
7. A nice glass
8. A game with teams
9. A kind of drink

### Down

1. An animal
2. A children's game
3. It's used to time someone.
4. A spider makes it.
5. Hunters used it.
6. A winter sport
7. The opposite of *top*



## 6a Short u, Third Rule of Syllabication

Let's discuss the short vowel **u**. Say the word **umbrella** and listen to its first sound. Draw a small umbrella at the top of this page. Next, read the following words, listen to the short **u** sound in each one, and mark it like this **ū**.

1. up      2. us      3. until      4. bug      5. luck      6. fun

We will now practice the short vowel **u** and contrast it to the short vowel **o**. Fill in the blanks with short **u** or short **o** and mark them. Make sure the words make sense.

- |           |            |             |             |
|-----------|------------|-------------|-------------|
| 1. dr__m  | 7. g__lp   | 13. c__st   | 19. cr__nch |
| 2. br__sh | 8. sk__nk  | 14. h__nk   | 20. h__lk   |
| 3. ch__p  | 9. st__mp  | 15. h__nk   | 21. cl__tch |
| 4. cr__st | 10. st__mp | 16. gl__t   | 22. scr__b  |
| 5. s__lk  | 11. tr__t  | 17. str__ck | 23. cr__ss  |
| 6. fl__sh | 12. shr__g | 18. pl__p   | 24. shr__b  |

### Third Rule of Syllabication

A word that has three consonants between two vowels is often divided after the first consonant because the other two may form a blend (ad-dress, sub-tract). When the first syllable ends with a blend or digraph, divide after the second consonant (kind-ness).

Highlight the vowels in the words below. Draw a red line between the syllables. Then write the words in syllables, separated by dashes. Finally, mark the vowels.

- |              |       |
|--------------|-------|
| 1. hundred   | _____ |
| 2. nutshell  | _____ |
| 3. gumdrop   | _____ |
| 4. impress   | _____ |
| 5. pumpkin   | _____ |
| 6. wrestling | _____ |
| 7. subtract  | _____ |
| 8. windmill  | _____ |
| 9. distress  | _____ |
| 10. unplug   | _____ |

## 6a continued

1. What are beginning blends? \_\_\_\_\_
2. What are ending blends? \_\_\_\_\_
3. What are consonant clusters? \_\_\_\_\_
4. What is the code for a closed syllable? \_\_\_\_\_

Say the word **pump**; listen to the ending blend. Change the first **p** to the following blends and digraph: **st, cl, sl, gr, and th**. Read the new words.

1. \_\_\_ump
2. \_\_\_ump
3. \_\_\_ump
4. \_\_\_ump
5. \_\_\_ump

Say the word **sunk**; listen to the ending blend. Change the letter **s** to the following blends or digraphs: **j, ch, sk, pl, and tr**. Read the new words.

1. \_\_\_unk
2. \_\_\_unk
3. \_\_\_unk
4. \_\_\_unk
5. \_\_\_unk

Say the word **hunt**; listen to the ending blend. Change the letter **h** to the following blends or digraphs: **bl, gr, st, br, and sh**. Read the new words.

1. \_\_\_unt
2. \_\_\_unt
3. \_\_\_unt
4. \_\_\_unt
5. \_\_\_unt

Say the word **lung**; listen to the ending digraph. Change the letter **l** to the following blends or clusters: **st, cl, sw, str, and spr**. Read the new words.

1. \_\_\_ung
2. \_\_\_ung
3. \_\_\_ung
4. \_\_\_ung
5. \_\_\_ung

Solve these puzzles. Insert short vowels in the blanks to make real words and write them on the lines.

1. Try **u** and **a**.      \_\_\_d\_\_\_lt      →      \_\_\_\_\_
2. Try **u** and **i**.      ch\_\_\_pm\_\_\_nk      →      \_\_\_\_\_
3. Try **a** and **u**.      \_\_\_lb\_\_\_m      →      \_\_\_\_\_
4. Try **i** and **o**.      ch\_\_\_pst\_\_\_cks      →      \_\_\_\_\_
5. Try **i** and **e**.      m\_\_\_ssp\_\_\_ll      →      \_\_\_\_\_
6. Try **i** and **u**.      r\_\_\_bb\_\_\_sh      →      \_\_\_\_\_
7. Try **a** and **e**.      \_\_\_x\_\_\_ct      →      \_\_\_\_\_

---

## 6b Silent Initial Consonants, Medial y

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Let's review **closed syllables**. Read these words: up, cram, end, print. List four things they have in common.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What is the code for a closed syllable? \_\_\_\_\_

The letters **k** and **g** are silent when paired with the letter **n** (kn, gn). When the letters **wr** are next to each other, the letter **w** is silent. Most words with the letters **kn**, **gn**, and **wr** came to English from Anglo-Saxon, the earliest form of English; however, we inherited some long words that start with **gn** from Greek.

Words that came to English from Greek use the letters **ph** for the sound of **f** and sometimes **y** for short **i**. Read the following words. Write the letter **G** next to the words we inherited from Greek and the letter **A** next to the words we inherited from Anglo-Saxon.

- |            |       |            |       |              |       |
|------------|-------|------------|-------|--------------|-------|
| 1. knock   | _____ | 8. wrap    | _____ | 15. knapsack | _____ |
| 2. knot    | _____ | 9. phonics | _____ | 16. gnash    | _____ |
| 3. wrist   | _____ | 10. knight | _____ | 17. Phillip  | _____ |
| 4. phlox   | _____ | 11. nymph  | _____ | 18. knack    | _____ |
| 5. gnat    | _____ | 12. lyrics | _____ | 19. symptom  | _____ |
| 6. wrong   | _____ | 13. knob   | _____ | 20. graph    | _____ |
| 7. phantom | _____ | 14. wrench | _____ | 21. written  | _____ |

Go back over the last twenty-one words and cross out the silent consonants. Write the letter **f** when you hear its sound. Read the words at your teacher's direction.

Do you remember all of the symbols you have learned for the short vowel sounds? Draw them in the space below and write the short vowels above them. There are five short vowels. If you need more space, use another sheet of paper.



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## 6c Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Short **u** with blends and digraphs

Short **u** with short-vowel signals  
and words with silent consonants

### Dictation

1. must
2. trust
3. stuck
4. buzz
5. fuzz
6. fuss
7. rush
8. brush
9. trunk
10. junk
11. dump
12. dusk
13. gulp
14. bulb
15. duct
16. bunch
17. grunt
18. stuff
19. lungs
20. stung

### 6c Spelling List

1. **us** \*
2. just
3. luck
4. truck
5. **numb** \*
6. **thumb** \*
7. **does** \*
8. stuff
9. clutch
10. **much** \*
11. **such** \*
12. full
13. pull
14. push
15. **put** \*
16. **graph** \*
17. **knock** \*
18. **knob** \*
19. **wrap** \* (H)
20. **wrong** \*

\***Red word**, H = Homophone

---

## 7 Review of Closed Syllables

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Syllables are organized around sounded vowels. The number of sounded vowels determines how many syllables a word has. When we hear only one vowel sound in a word, it means the word has only one syllable. For example, the words **up**, **sat**, **hill**, **met** and **top** are all one-syllable words because they have only one vowel sound. An example of a two-syllable word is **admit**. Since we hear the short sounds of **a** and **i**, **admit** is a two-syllable word.

The First Rule of Syllabication is complicated because it has four parts. Memorize the following four parts of this rule:

1. Each syllable must have one vowel sound.
2. A syllable cannot have more than one vowel sound.
3. A one-syllable word is never divided.
4. A word has the same number of syllables as the number of sounded vowels.

Read the following words and answer the questions. Listen closely to the vowel sounds.

	How many vowels can you hear?	How many syllables?
1. think		
2. drumstick		
3. attic		
4. camp		
5. absent		
6. swim		
7. Thanksgiving		
8. Atlantic		
9. dentist		
10. tent		
11. inventing		
12. ticket		
13. sprint		
14. establishment		

## 8 Prefixes *un-*, *non-*, *dis-*, *mis-*

A **prefix** is a group of letters that is added in front of a base word and changes the meaning of the word. How does the meaning of the word *plug* change when you add the prefix **un-** (unplug)? How does the meaning of the word *spell* change when you add the prefix **mis-** (misspell)?

Words with Prefixes	Prefix	Meaning of prefix
unlock, unpack, unjust, unfold	_____	_____
nonfat, nonstop, nonstick, nonprofit	_____	_____
distrust, disrupt, disinfect, dishonest	_____	_____
misprint, misstep, misspend, misled	_____	_____

Draw lines from the prefixes on the left to the base words on the right to make new words. Write them on the lines below. Use a pencil and do the easy ones first.

<b>un-</b>	match	→	1. _____
<b>non-</b>	miss	→	2. _____
<b>dis-</b>	wrap	→	3. _____
<b>mis-</b>	sense	→	4. _____
<b>un-</b>	tract	→	1. _____
<b>dis-</b>	spell	→	2. _____
<b>mis-</b>	fasten	→	3. _____
<b>non-</b>	skid	→	4. _____

Highlight the vowels in the words below and draw a red line between the syllables. Next, write the words in syllables, separated by dashes and mark the vowels. Reminder: Do not mark the vowel in prefixes.

1. disconnect \_\_\_\_\_
2. uncross \_\_\_\_\_
3. misconduct \_\_\_\_\_
4. unthankful \_\_\_\_\_
5. dissect \_\_\_\_\_

---

## 9 Suffixes *-ful*, *-less*, and *-ness*

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A **suffix** is a morpheme that is added to the end of a word. A morpheme is a group of letters that changes the meaning of a word. How does the meaning of the word *rest* change when you add the suffix **-less** (restless) or the suffix **-ful** (restful)? How does the meaning of the word *sick* change when you add the suffix **-ness** (sickness)?

Read the following words and listen carefully to the sound of **e**: softness, dampness  
fitness, windless, spotless, endless. What sound does the **e** say? \_\_\_\_\_

Good job if you noticed that the **e** in **-ness** and **-less** does not say short e or ě. The sound you hear in **-ness** and **-less** is called a schwa sound. Its symbol is ə. Many long words have schwa sounds. Look up the word **American**. How many schwa sounds can you hear in the word **American**? \_\_\_\_\_

Draw lines from the words on the left to the suffixes on the right to make new words. Write them on the lines below. The words must make sense.

thank		→	1. _____
self	<b>-ful</b>	→	2. _____
kind		→	3. _____
watch	<b>-less</b>	→	4. _____
thick		→	5. _____
mind	<b>-ness</b>	→	6. _____
help		→	7. _____
sad		→	8. _____
		→	9. _____
		→	10. _____
		→	11. _____

Sometimes it is possible to add the suffix **-ness** after another suffix to make more words, as in *thanklessness*. Create as many words as possible by adding **-ness** to some of the words in numbers 1-11 above. Next, write them on the lines. The words must make sense.

\_\_\_\_\_

\_\_\_\_\_

What does the suffix **-ful** mean? \_\_\_\_\_

What does the suffix **-less** mean? \_\_\_\_\_

How does the suffix **-ness** change a base word? \_\_\_\_\_

---

## 10 Dictation Exercise (Teacher Page)

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Before you start this lesson, ask students to write the rules of closed syllables on notebook paper (Lesson 1). Go over the responses and have students make corrections and fill in what they missed. After discussing the answers, ask students to write the code for a closed syllable. The code is **cl**.

Review these prefixes and their meanings: **ex-** *out of, outside, away from*; **en-** *into, onto, or within*; **un-** *not*; **non-** *not*; **dis-** *not, opposite of*; **mis-** *wrong, bad*.

Review these suffixes and their meanings; **-ful** *full of*; **-less** *without*; **-ness** *state, condition*.

Next, provide the code for number 1 (cl-cl) orally and write it on the board or show it on the screen. Then dictate *publish* slowly and clearly as one unit. Students write the word in syllables, separate the syllables with a dash, and mark the vowels. The code for a prefix is **pref** and for a suffix **s**. Prefixes and suffixes are NOT marked.

Please follow the procedure listed in Note to Instructor, Lesson 10.

Syllables	Code	The teacher says	Students write
1. closed-closed or	(cl-cl)	publish	pŭb-lĭsh
2. closed-suffix or	(cl-s)	wishful	wĭsh-ful
3. prefix-closed or	(pref-cl)	uncross	un-crŏss
4. closed-suffix or	(cl-s)	wellness	wĕll-ness
5. prefix-closed or	(pref-cl)	enact	en-ăct
6. prefix-closed or	(pref-cl)	express	ex-prĕss
7. closed-suffix-suffix	(cl-s-s)	restlessness	rĕst-less-ness
8. prefix-closed-s or	(pref-cl-s)	unthankful	un-thănk-ful
9. closed-suffix or	(cl-s)	dampness	dămp-ness
10. prefix-closed or	(pref-cl)	miscast	mis-căst
11. closed-suffix or	(cl-s)	stillness	stĭll-ness
12. prefix-closed or	(pref-cl)	engulf	en-gŭlf
13. prefix-closed or	(pref-cl)	extract	ex-trăct
14. closed-closed or	(cl-cl)	mustang	mŭs-tăng
15. prefix-closed-suffix	(pref-cl-s)	distrustful	dis-trŭst-ful

Ask students to read the words. Please follow the procedures recommended in Notes to Instructor, Lesson 3b.

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# 11 Suffixes –s and –es

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The suffix **–s** changes a noun from singular (one) to plural (more than one): *one pencil, two pencils; one plant, six plants*. Sometimes we use **–es** instead of **–s**: *one batch, two batches*. After finishing numbers 1-16 below, study your answers to find the rules for when we use **–es**.

This same rule also applies to verbs (action words) that follow **he, she, it**, or a person's name. *I blush, he/she blushes, Matt pitches the ball*. This is called third person singular.

Write the plural form for each singular noun and third person singular for each verb.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. one box, two _____       | 9. I stretch, he/she _____  |
| 2. a dog, six _____         | 10. a block, two _____      |
| 3. a brush, lots of _____   | 11. you catch, he/she _____ |
| 4. a stamp, seven _____     | 12. one class, three _____  |
| 5. one dress, six _____     | 13. I jump, he/she _____    |
| 6. one hand, two _____      | 14. one glass, ten _____    |
| 7. a tax, lots of _____     | 15. a ranch, two _____      |
| 8. one dish, too many _____ | 16. You rush, he/she _____  |

Study the pattern. When do we use **–es**? \_\_\_\_\_

We also use **–es** after words that end in **z** as in quiz, quizzes, whiz, whizzes.

Rewrite the phrases by changing the underlined noun to mean *more than one*, or the plural. The verb *was* is used with one thing or noun. Use *were* for more than one thing or noun.

1. The bench was wet.    The benches were wet. \_\_\_\_\_
2. He lost his ticket. \_\_\_\_\_
3. My wish was granted. \_\_\_\_\_
4. The fox runs up the hill. \_\_\_\_\_
5. The sandwich is in the bag. \_\_\_\_\_

Rewrite the phrases by changing the pronoun **I** to **he** or **she**.

1. I watch a tennis match on tv. \_\_\_\_\_
2. I bring six pens to class. \_\_\_\_\_
3. I munch on a snack. \_\_\_\_\_
4. I cash a check at the bank. \_\_\_\_\_
5. I ask for help. \_\_\_\_\_

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## 12a Contractions

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The word *contract* can mean to make smaller or shorter. When we speak quickly, we often combine two words into one. The combined words are called *contractions*. In a contraction, one or more letters are missing. An apostrophe (') shows where the missing letters used to be.

Below, you will see the complete words and their contractions. Study the contractions carefully and write the missing letters on the lines.

- |                         |       |                        |       |
|-------------------------|-------|------------------------|-------|
| 1. cannot = can't       | _____ | 11. I + am = I'm       | _____ |
| 2. do + not = don't     | _____ | 12. you + are = you're | _____ |
| 3. did + not = didn't   | _____ | 13. we + are = we're   | _____ |
| 4. does + not = doesn't | _____ | 14. he + is = he's     | _____ |
| 5. is + not = isn't     | _____ | 15. he + has = he's    | _____ |
| 6. was + not = wasn't   | _____ | 16. I have = I've      | _____ |
| 7. are + not = aren't   | _____ | 17. it + is = it's     | _____ |
| 8. has + not = hasn't   | _____ | 18. what + is = what's | _____ |
| 9. have + not = haven't | _____ | 19. I + will = I'll    | _____ |
| 10. will + not = won't  | _____ | 20. we + will = we'll  | _____ |

Now fold this paper in half to hide numbers 1-20. Write the contractions for these words.

- |                  |       |                 |       |
|------------------|-------|-----------------|-------|
| 1. can + not =   | _____ | 11. I + am =    | _____ |
| 2. do + not =    | _____ | 12. you + are = | _____ |
| 3. did + not =   | _____ | 13. we + are =  | _____ |
| 4. does + not =  | _____ | 14. he + is =   | _____ |
| 5. is + not =    | _____ | 15. he + has =  | _____ |
| 6. was + not =   | _____ | 16. I + have =  | _____ |
| 7. are + not =   | _____ | 17. it + is =   | _____ |
| 8. has + not =   | _____ | 18. what + is = | _____ |
| 9. have + not =  | _____ | 19. I + will =  | _____ |
| 10. will + not = | _____ | 20. we + will = | _____ |

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## 12b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Short vowels with blends, clusters  
and short-vowel signals

Contractions

### Dictation

1. shrug
2. split
3. spring
4. struck
5. scrub
6. strong
7. stretch
8. thrill
9. scratches
10. script
11. crunch
12. trenches
13. shrimp
14. shrink
15. clock
16. strict
17. brisk
18. crosses
19. bulk
20. squint

### 12b Spelling

1. cannot = can't
2. do not = don't
3. **does not = doesn't \***
4. did not = didn't
5. has not = hasn't
6. have not = haven't
7. is not = isn't
8. are not = aren't
9. **was not = wasn't \***
10. **will not = won't \***
11. I am = I'm
12. **you are = you're \* (H)**
13. he has = he's (HG)
14. he is = he's (HG)
15. we are = we're
16. I have = I've
17. it is = it's (H)
18. **what is = what's \***
19. I will = I'll
20. we will = we'll

**\*Red Word**, H = Homophone



## CHAPTER 2

# Vowel-Consonant-e Syllable

### Note to Instructor

Chapter 2 introduces long vowels, one at a time, embedded in vowel-consonant-e syllables. Every lesson starts with single-syllable words and progresses to polysyllabic words. Closed syllables, short vowels, consonant blends, and short-vowel signals are reviewed. Some high school students may already have solid knowledge of the vowel-consonant-e syllable; therefore, it may be appropriate to skip some of the early lessons, but do teach Lesson 1 and all of the lessons with syllabication rules (1, 2a, 6, 9, 11a, 12a, 12b, 12c, 13, 14a, 15). Without this knowledge, students will be lost in subsequent chapters. Before you skip a lesson, make sure students have complete mastery over the material.

**Lesson 1** introduces the **vowel-consonant-e** syllable. The code for a vowel-consonant-e syllable is **vce**. It may be necessary to repeat Lesson 1 several times before students retain the characteristics of a vowel-consonant-e syllable. Before you hand out the worksheet, write the first question and the sample words on the board or show them on the screen. Ask your class, "What do these words have in common *ate, scrape, hike, smile, eve, these, drove, broke, use, cute?*" Have a discussion about the common aspects of the words and allow students to struggle a bit. Then distribute the worksheet and tell everyone to answer the questions. Next, discuss the answers and record the correct responses on the board or show them on the screen. Finally, direct students to copy numbers 1 through 5 below and to include five examples (one for each long vowel) in the Rules section of their Decoding Binders under the heading **Vowel-Consonant-e Syllable**.

Correct responses are

1. Every word has two vowels. The second vowel is always an **e**.
2. A consonant is between the vowels.
3. The first vowel is long; the **e** is silent.
4. All are one-syllable words. (Every syllable has one vowel sound; silent vowels don't count.)
5. The code is **vce**.

Mark the vowels immediately after students discover that the first vowel is long and the **e** is silent.

Mark the vowel-consonant-e syllable as follows: rōpē. The long vowel mark is called a **macron**.

### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Homophones marked **H** and homographs marked **HG** must be included in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, and rule, require students to add four words that illustrate it.
3. Review all sections of the binder once a week for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 2a** covers the long **a** sound and requires students to remember the configuration and the code for closed (cl) and vowel-consonant-e (vce) syllables. Next, the **Fourth Rule of Syllabication** is introduced: "Divide a word that has a vowel-consonant-e syllable after the silent e (*line-up*)."  
Have students record this rule in the Rules section of their Decoding Binders, along with four examples.

**Lesson 2b** (on the same page as Lesson 3b) is a **Reading and Spelling for Mastery** list. It consists of words with long **a** and silent **e**. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky sight words. As you introduce the words on the spelling list, write the alternate spelling of each homophone on the board or show it on the screen, and discuss the two different definitions. Ask students to record every homophone in the Homophones section of their Decoding Binders, along with a definition. Homophones must be marked with an **H**.

**Lesson 3a** introduces the long **i** sound and reviews closed syllables. The second activity requires students to create compound words from two lists. The code is introduced for words with different syllables. A word that consists of a closed and a vowel-consonant-e syllable, such as *sunshine* has a code of **cl-vce**. The word *sidewalk* has a code of **vce-cl**. A word that has two vowel-consonant-e syllables, such as *snakebite*, has a code of **vce-vce**. Tell your class to write the compound words on notebook paper first. Afterwards, students write the compound words in pencil under the correct code. Provide help as needed. Consider setting up a contest and allowing students to work with a partner. When everyone has finished, go over the compound words, and teach the third activity. Next, have students read all of the words on this page one more time.

**Lesson 3b** (on the same page as Lesson 2b) is a **Reading and Spelling for Mastery** list. It contains the homograph **live**. Explain that homographs are two words with the same spelling, but they have different meanings and different pronunciations, such as *live, present, separate, refuse*. Ask students to record every homograph in the Homophones section of their Decoding Binders, along with a definition. Homographs must be marked like this **HG**. Next, follow the directions from Lesson 2b.

**Lesson 4** covers the long **e** sound. The second exercise requires students to write words in syllables and to denote the code for each word. For example, the word **suppose** is divided like this: sup-  
pose, with a code of cl-vce; the word **makeup** is divided like this: make-up, with a code of vce-cl. The code for the prefix **ex-** is **pref**. The code for the suffixes **-less** and **-ness** is **s**. Prefixes and suffixes are not marked. Treat the prefixes that have not yet been introduced as closed syllables.

Direct students to do the following tasks:

1. Highlight the vowels in each word and draw a red line between the syllables.
2. Write the words in separate syllables, divided by dashes, and mark the vowels.
3. Denote the code.
4. Students will underline every word they are able to read. Provide help to those who have not underlined all of the words.
5. Ask students to raise their hands when they can read the first word.
6. Once all students raise their hands, direct the class to pronounce the word in unison when you say, "Now." No one is allowed to say the word before you say, "Now." Otherwise, the weaker students won't be able to participate because they don't have enough time to decode the word.
7. Repeat the last two steps for each word. Pause between words to give everyone a chance to sound out the next one.
8. In case some students can't read the entire word, ask a volunteer to say the first syllable and another volunteer to say the second syllable. Students then read the word in unison.

**Lesson 5a** presents words with the letters **k** and **c** and asks students to deduce the following rule: Use **k** in front of the letters **e** and **i**; otherwise use **c**. The letter **k** is also used in one-syllable, Anglo-Saxon words as part of an ending blend or after long vowels (*tank, bulk, sake, broke*).

**Lesson 5b** introduces **hard** and **soft c**. The letter **c** says the **s** sound when **e**, **i**, or **y** follow directly after **c** as in *cent, dance, civil, cypress*. This is called **soft c**. When any other letter follows **c**, it says the **k** sound you hear in *cat, close, act, crisscross*. This is called **hard c**. The suffixes **-ance** and **-ence** are introduced. Both say **ans** and mean *state* or *condition*. Ask students to enter **hard** and **soft c**, along with four examples for each in the Rules section of their Decoding Binders.

Suggestion: Using the words in the box of Lesson 5b, write each word on the board or show it on the screen one at a time. Underline the letter that follows **c** or **g**. Ask students to decode each word silently before saying the word in unison. Explain why each **c** says **s** or **k**. Repeat this procedure for hard and soft **g** in Lesson 5c. If you need more examples, go to Chapter 8.

**Lesson 5c** introduces **hard** and **soft g**. The letter **g** says **j** when **e**, **i**, or **y** follow directly after **g** as in *gem, gist, gym, huge*. This is called soft **g**. When any other letter follows **g**, it is hard and says **g** as in *go, flag, game, plug*. The exceptions to soft **g** are words that are derived from old English or Norse: *gift, give, girl, giggle, get*. Here is a mnemonic device that might help: Race a circus bicycle in a huge, giant gym. The last exercise introduces the short-vowel signal **dge** as in *bridge, hedge, dodge*. Ask students to write these three rules and four examples for each in their binders. As of now, students are just exposed to these concepts. Chapter 8 covers **hard** and **soft c** and **g** more thoroughly.

**Lesson 5d** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list with hard and soft **c** and **g**, as well as **dge**. Assign two activities every day and require students to read the list daily prior to starting the exercises. Follow the directions from Lessons 2b and 3b.

**Lesson 6** introduces the long **o** sound and requires students to rewrite phonetically spelled words in standard English. Words with long **o** are **vce** syllables, whereas words with short **o** need short-vowel signals (ck or ss). The second exercise covers the **Fifth Rule of Syllabication**: "A compound word is divided between the words that create it (cup-cake, pot-hole)." Have students record this rule in the Rules section of their Decoding Binders, along with four examples.

**Lesson 7a** discusses the two sounds of long **u**. The letter before the **u** determines whether **u** says its name (**ū**, *use*) or is pronounced (**ōō**, *prune*). When **u** follows the consonants **r** and **l**, it says **ōō** as in *lure, rule*. This is also usually true after the consonants **d**, **j**, **t**, and sometimes **n** as in *duke, June, tune, nude*. When the tongue forms the consonant preceding **ōō**, it is on the palate, right behind the upper incisors. (It would be awkward for your tongue to say long u after **r**, **l**, **d**, **j**, and **t**.) When **u** follows any other consonant, it says its own name (**ū**) as in *cute, fuse*.

**Lesson 7b** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list of words with long **o** and long **u**. Assign two spelling exercises every day and require students to read the word on a daily basis. Follow the directions from Lessons 2b and 3b.

**Lesson 8a** introduces the following rule: "When **v** is at the end of a word, it must be followed by silent **e**." The letter **o** may be affected in strange ways by the **ve** ending. It may say the short **u** sound as in *glove, love* or it may say **ōō**, *move*. In many other words, the **o** is long as in *stove, grove*.

**Lesson 8b**: There is no worksheet. Please teach this mini-lesson on the board. At the end of words, the letter **s** is doubled after a short vowel as in *mess, miss, loss, stress*; however, after a short vowel and two different consonants, **s** is usually followed by a silent **e**. Write these words on the board: *sense, base, chose, tense, false, rise, else, glimpse, use, case, rinse, pose, lapse, wise*. Tell students to draw two columns on a sheet of paper with these two headings: 1. long vowel 2. short vowel. Direct everyone to write the words under the correct category. Ask students, "How can we know whether the first vowel is long or short?" The words with short vowels have two different consonants between the first vowel and the **e**, which protects the short vowel from the **vce** rule.

**Lesson 9** teaches the rules for recognizing the number of syllables in words of various lengths.

**Lesson 10a** directs students to syllabify words with closed and vowel-consonant-e syllables. After students have completed the worksheet, ask them to highlight or underline every word they are able to read without help. Next, follow steps 4 through 8 from Lesson 4.

**Lesson 10b** is a dictation exercise that requires students to remember the configuration of closed and vowel-consonant-e syllables and to write words according to the code. Please provide the code for each word orally and write it on the board. (The code for each word is supplied for you.) Then dictate the word. It is important that you pronounce each word slowly and clearly as a unit. Once students have completed the dictation exercise, have them underline every word they are able to read. Next, follow steps 4 through 8 from Lesson 4.

**Lesson 11a** introduces the **Sixth Rule of Syllabication**: “A word that has four consonants between two vowels is often divided after the second consonant; however, this doesn’t always work. Look for beginning or ending consonant blends, digraphs, or clusters. Then decide where to divide (hand-stand).” The second activity asks students to create compound words and write them under the correct code. Have students record this rule in their Decoding Binders with four examples.

**Lesson 11b** is a dictation exercise. It may be necessary to model the more difficult codes and words on the board before you dictate the list. Follow the steps from Lesson 4 and Lesson 10b.

**Lesson 12a** introduces the past tense suffix **-ed** with its three sounds **d**, **t**, and **əd**. Explain this rule: when **-ed** says the sound of **d** or **t**, it does not form a separate syllable because there is no additional vowel sound as in *planned* and *stopped*. When **-ed** is added to verbs that end with the letters **d** or **t**, it says **əd**, which means there is another sounded vowel, resulting in a second syllable: *land-ed*, *lift-ed*. Have students record the three sounds of **-ed** and add two examples for each sound.

**Lesson 12b, 12c** covers the rules for adding **-ed** to verbs with closed and vce syllables. Give students time to discover the rules for themselves by analyzing the spelling patterns of words 1-20.

1. In verbs with a **vce** pattern, drop the silent **e** before adding **-ed** as in *hope*, *hoped*, *like*, *liked*.
2. In verbs with one consonant after a short vowel, double the consonant before adding **-ed** to protect the short vowel from the power of the silent **e** as in *stop*, *stopped*, *hum*, *hummed*.
3. Make no changes when the verb has two consonants because the short vowel is already protected from the power of the silent **e**, as in *plant*, *planted*, *land*, *landed*.

Ask students to record these concepts in the Suffixes and Rules sections of their Decoding Binders, along with definitions and four examples for each of the three rules.

**Lesson 12d** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list with past tense verbs that end in **-ed**. Please follow the directions from Lessons 2b and 3b.

**Lesson 13** introduces the suffixes **-en** and **-est**. The same rules apply as for the suffix **-ed**. Ask students to record these concepts in the Suffixes and Rules sections of their Decoding Binders, along with definitions and four examples for each.

**Lesson 14a** introduces the present-participle suffix **-ing** and explains how to add it to verbs. The present participle consists of the conjugated verb **to be** followed by a verb + **-ing** as in *I am walking*, *you are cooking*, *he is laughing*, *we are swimming*, *they are studying*. The rules are the same as for adding **-ed** to verbs (or for adding any suffix that starts with a vowel). Have students record these rules in the Suffixes and the Rules sections of their Decoding Binders, along with four examples.

**Lesson 14b** is a **Reading and Spelling for Mastery** page, which consists of a dictation list and a spelling list with **-ing** words. Follow the directions from Lesson 2b.

**Lesson 15** introduces the prefix **a-** and reviews **un-**, **dis-**, **non-**, and **mis-**. The prefix **a-** says the schwa sound (ə) and means *on*, *in*, or *without*. **Un-** and **non-** mean *not*; **dis-** means *not*, *opposite of*, *without*; **mis-** means *bad* or *wrong*. Require everyone to enter the prefix **a-** in the Prefixes section of their Decoding Binders along with the definition and four examples.

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# 1 Vowel-Consonant-e Syllable

---

What do these words have in common?

ate scrape hike smile eve these drove broke cute use

1. How many vowels are in each word? \_\_\_\_\_  
What is the second vowel in each word? \_\_\_\_\_
2. What kind of letter is between the vowels? \_\_\_\_\_
3. Is the first vowel long or short? \_\_\_\_\_  
What does the **e** say? \_\_\_\_\_
4. How many vowel sounds are in each word? \_\_\_\_\_  
How many syllables are in each word? \_\_\_\_\_
5. This type of syllable is called **vowel-consonant-e**. Why do you think it has this name?  
\_\_\_\_\_

The code for a vowel-consonant-e syllable is **vce**.

---

## 2a Long a, Fourth Rule of Syllabication

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The long **a** sound is easy to learn because it says its own name. Do you remember the pattern of vowel-consonant-e syllables? The first vowel is long, followed by a consonant, and a silent e. The **silent e** has the power to make the first vowel long. Mark a vowel-consonant-e syllable like this: *lāte*; *gāme*.

Say the following words, listen to the long **a** sound in each one, and mark the vowels.

1. made      2. cake      3. ate      4. grape

Read the words below and mark the vowels. Write the name of the syllable next to each one. Use the code **cl** for closed syllables and **vce** for vowel-consonant-e syllables. Then read the words.

1. made \_\_\_\_    5. stamp \_\_\_\_    9. blade \_\_\_\_    13. snack \_\_\_\_    17. brave \_\_\_\_  
2. mad \_\_\_\_    6. shape \_\_\_\_    10. flask \_\_\_\_    14. blaze \_\_\_\_    18. scrape \_\_\_\_  
3. back \_\_\_\_    7. plate \_\_\_\_    11. skate \_\_\_\_    15. plant \_\_\_\_    19. scrap \_\_\_\_  
4. bake \_\_\_\_    8. ants \_\_\_\_    12. snake \_\_\_\_    16. quake \_\_\_\_    20. strand \_\_\_\_

### Fourth Rule of Syllabication

Divide a word that has a vowel-consonant-e syllable after the silent **e** (name-tag).

Highlight the vowels in the following words and draw a red line between the syllables. Then draw a line from the first syllable of each word to the correct code on the left. Next, draw a line from the second syllable of each word to the correct code on the right. Finally, read the words.

<b>cl</b>	inflate	<b>cl</b>
	takeoff	
	stalemate	
	handmade	
<b>pref</b>	engrave	<b>s</b>
	blameless	
	shameful	
	exhale	
<b>vce</b>	makeshift	<b>vce</b>

On the back, write four rhyming words for **save**, four for **late**, and four for **cake**.

---

## 2b/3b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Vowel-consonant-e words

### 2b Spelling List

1. **have** \* (H)
2. gave
3. save
4. made (H)
5. plane (H)
6. name
7. came
8. same
9. take
10. make
11. shake
12. safe
13. sale (H)
14. late
15. date
16. rate
17. gate
18. state
19. plate
20. trade

Vowel-consonant-e words

### 3b Spelling List

1. time
2. like
3. five
4. drive
5. ride
6. side
7. wide
8. nine
9. ninth
10. file
11. life
12. fine
13. tire
14. fire
15. mile
16. smile
17. **white** \*
18. **while** \*
19. **live** \* (HG)
20. **give** \*

\***Red word**, **H = Homophones**: Two or more words that sound the same but have a different spelling and meaning. **HG = Homographs**: Words that are spelled alike but have a different meaning and sometimes a different pronunciation (live, live).

## 3a Long i

The long i sound is easy to learn because it also says its own name. Read words 1 through 6, listen to the long i sound in each one, and mark the vowels like this: *prīde*

1. hide    2. pipe    3. like    4. dime    5. glide    6. knife

Read the following words and mark the vowels. Write the code of each syllable on the line. Use the code **cl** for closed syllables and **vce** for vowel-consonant-e syllables. Then read the words.

1. crime \_\_\_\_\_    4. flip \_\_\_\_\_    7. split \_\_\_\_\_    10. spine \_\_\_\_\_  
 2. shine \_\_\_\_\_    5. bribe \_\_\_\_\_    8. stripe \_\_\_\_\_    11. spin \_\_\_\_\_  
 3. shin \_\_\_\_\_    6. spite \_\_\_\_\_    9. chime \_\_\_\_\_    12. glide \_\_\_\_\_

Use the chart to create compound words. Combine a first-syllable word with a second-syllable word. Write the new words on notebook paper first. Then write them under the correct code in pencil. Do the easy ones first. The words must make sense!

First-Syllable Words				Second-Syllable Words			
snake	sun	like	side	cone	wise	walk	size
cap	life	pin	line	tap	shine	time	man
pine	wire			bite	stripe		

**vce-vce**

**cl-vce**

**vce-cl**

1. snakebite                      1. \_\_\_\_\_                      1. \_\_\_\_\_  
 2. \_\_\_\_\_                      2. \_\_\_\_\_                      2. \_\_\_\_\_  
 3. \_\_\_\_\_                      3. \_\_\_\_\_                      3. \_\_\_\_\_  
 4. \_\_\_\_\_

**Review:** Some closed syllables have a long **i** sound. For example, the **i** is long when the letters **gh** follow it as in *tight, might, night*. The vowel **i** may also be long when the letters **ld** or **nd** follow it as in *wild, bind, rind*. Write **i** next to each word and mark it long or short.

1. mind \_\_\_\_\_    4. shrimp \_\_\_\_\_    7. plight \_\_\_\_\_    10. find \_\_\_\_\_  
 2. slight \_\_\_\_\_    5. bright \_\_\_\_\_    8. grind \_\_\_\_\_    11. kind \_\_\_\_\_  
 3. trip \_\_\_\_\_    6. child \_\_\_\_\_    9. thrill \_\_\_\_\_    12. mild \_\_\_\_\_



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## 4 Long e

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You have probably guessed already that the long **e** sound says its own name. Read the following **vowel-consonant-e** words, listen to the long **e** sound in each one, and mark the vowels.

1. eve      2. these      3. Pete      4. theme      5. sphere

Review the four rules of syllabication listed in your binder. Afterwards, highlight the vowels in the words below and draw a red line between the syllables. Next, write the words in syllables, separated with a dash. Finally, mark the vowels and denote the code. The code for a prefix is **pref** and for a suffix **s**. Prefixes and suffixes are not marked.

- |                |  |
|----------------|--|
| 1. evening     | <u>    ēvə-nɪŋ    </u> <u>    vce - cl    </u> |
| 2. athlete     | _____  |
| 3. spiteful    | _____  |
| 4. adhere      | _____  |
| 5. extreme     | _____  |
| 6. makeup      | _____  |
| 7. concrete    | _____  |
| 8. nameless    | _____  |
| 9. expect      | _____  |
| 10. discrete   | _____  |
| 11. stampede   | _____  |
| 12. cashmere   | _____  |
| 13. lateness   | _____  |
| 14. atmosphere | _____  |

List the four things all **vowel-consonant-e** syllables have in common.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

---

## 5a Consonants *k* and *c*

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The **k** sound is spelled in two different ways. Sometimes we use **k**, but more often we use **c**. Highlight the following words you can read and try to figure out the rule.

- |          |          |           |            |             |
|----------|----------|-----------|------------|-------------|
| 1. crime | 5. fact  | 9. bike   | 13. Ken    | 17. scratch |
| 2. kept  | 6. like  | 10. club  | 14. cave   | 18. kennel  |
| 3. act   | 7. quake | 11. crave | 15. clutch | 19. sketch  |
| 4. kill  | 8. cape  | 12. kind  | 16. stake  | 20. ketchup |

When do we use **k**? \_\_\_\_\_

The consonant **k** is also used in ending blends as in *blank*, *silk*. Use **c** before all other letters. The words *skate*, *skunk* and *skull* are exceptions.

Use the rule to fill in the blanks with the letters **c** or **k**. Read the words at your teacher's direction.

- |           |            |            |             |             |
|-----------|------------|------------|-------------|-------------|
| 1. ___lap | 5. ___iss  | 9. ___ids  | 13. sa___e  | 17. ___rib  |
| 2. ___ake | 6. ___lock | 10. ___ram | 14. ___op   | 18. sna___e |
| 3. ___ick | 7. ___ite  | 11. ___ut  | 15. s___ill | 19. ___lose |
| 4. ___it  | 8. ___loth | 12. ___ing | 16. ta___e  | 20. s___id  |

**Review from Chapter 1:** The consonants **ck** also say the **k** sound. When do we use **ck**?

---

Let's practice the **k** sound after long and short vowels. Draw lines from the word starters on the left to the correct word endings on the right. Write the new words on another sheet of paper and read them. Some word starters will have two answers.

- |         |    |         |    |
|---------|----|---------|----|
| 1. bra  |    | 7. li   |    |
| 2. sti  | ke | 8. de   | ke |
| 3. ca   |    | 9. qua  |    |
| 4. ne   |    | 10. bi  |    |
| 5. qui  | ck | 11. sna | ck |
| 6. stri |    | 12. sta |    |

---

## 5b Hard and Soft c

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When do we use the letter k? Write the rule. \_\_\_\_\_

Read the following words. What does the letter c say in these words? \_\_\_\_\_

1. cent    2. face    3. city    4. cinch    5. pricy    6. face    7. twice    8. cylinder

Study words 1-8. When does the letter c say s? \_\_\_\_\_

Highlight the following words you can read and write them under the correct heading.

cave	civil	cell	expect	spicy	fence	clump
cement	crisp	cost	since	crate	cross	icy

**Hard c (c says k)**

**Soft c (c says s)**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

These two common suffixes have a soft c sound: **-ance** and **-ence**. They are both noun endings and say *əns*, *balance*, *silence*. They mean *state* or *condition*. What is the name of this symbol ə and what does it say? \_\_\_\_\_

Highlight the following words you can read. Many of them are challenging. Write the number of syllables each word has on the lines.

- |                   |                      |                      |
|-------------------|----------------------|----------------------|
| 1. entrance _____ | 7. graceful _____    | 13. trace _____      |
| 2. price _____    | 8. evidence _____    | 14. attendance _____ |
| 3. sentence _____ | 9. distance _____    | 15. presence _____   |
| 4. dance _____    | 10. slice _____      | 16. glance _____     |
| 5. instance _____ | 11. spacecraft _____ | 17. residence _____  |
| 6. dice _____     | 12. absence _____    | 18. central _____    |

## 5c Hard and Soft g

The rules you learned in the last lesson also apply to the letter **g**. The letter **g** says the **j** sound when the letters **e**, **i**, and **y** follow it: *stage, gist, gym*. This is called **soft g**. When any other letter follows **g**, it makes the **g** sound you hear in *gave* and *got*. This is called **hard g**.

Highlight the words you can read. On the lines, write the sound that **g** says: **g** as in *go* and **j** as in *gym*. This rule has many exceptions. Some of them are *girl, get, gift, give, and giggle*.

- |            |       |            |       |            |       |
|------------|-------|------------|-------|------------|-------|
| 1. grass   | _____ | 6. game    | _____ | 11. fringe | _____ |
| 2. gymnast | _____ | 7. gel     | _____ | 12. glide  | _____ |
| 3. gem     | _____ | 8. age     | _____ | 13. page   | _____ |
| 4. twigs   | _____ | 9. grim    | _____ | 14. flag   | _____ |
| 5. range   | _____ | 10. sponge | _____ | 15. genes  | _____ |

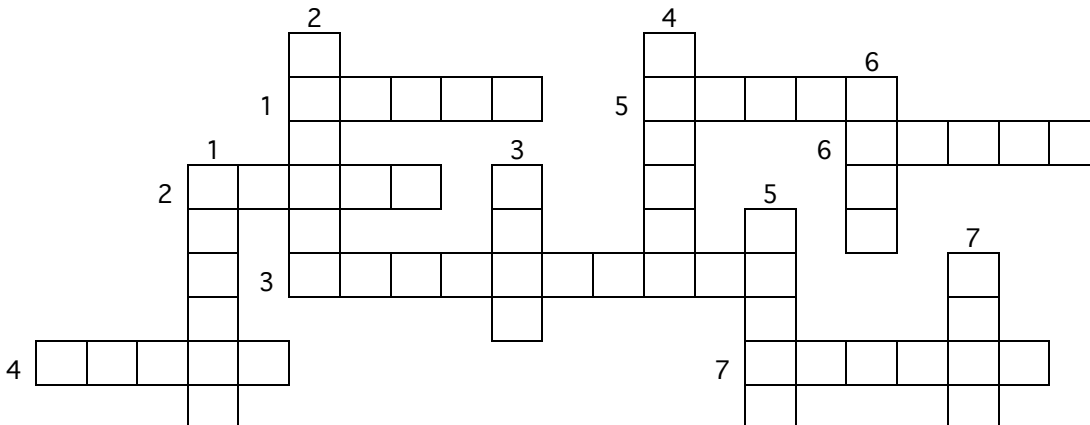
Here is a new short-vowel signal, **dge**. It says **j**. The letter **d** is silent and protects the short vowel from the power of the silent **e**. Use **dge** right after a short vowel: *judge, hedge*. After a long vowel use **ge**: *age, page*. After a consonant use **ge**: *change, bulge*.

Highlight the following words you can read and use them to solve the crossword puzzle.

dodge	pledge	ridge	edge	judge	cage	engagement
budge	page	lodge	stage	grudge	fridge	bridge

- Across**
1. The upper crest of a hill
  2. To move slightly or unwillingly
  3. A promise to get married
  4. The boss in court
  5. A place to stay
  6. To get away from a flying object
  7. Holding anger for a long time.

- Down**
1. A crossing over a river
  2. A cold place for food
  3. A sheet of paper in a book
  4. A promise to take certain actions
  5. Where a play happens
  6. On the outer side of an object
  7. A place to keep a wild animal



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## **5d** Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Vowel-consonant-e words

Vowel-consonant-e words and words with the short-vowel signal **-dge**

### **Dictation**

1. shame
2. rake
3. chime
4. shine
5. stake (H)
6. crime
7. shave
8. drape
9. bride
10. gripe
11. frame
12. swipe
13. crate
14. prime
15. blaze
16. scale
17. twine
18. pride
19. prize
20. strike

### **5d** Spelling List

1. face
2. pace
3. place
4. trace
5. space
6. ice
7. rice
8. nice
9. spice
10. twice
11. price
12. slice
13. age
14. page
15. stage
16. wages
17. edge
18. pledge
19. judge
20. bridge

H = Homophone



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## 7a Long u

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Read the following **vowel-consonant-e** words, listen to the long **u** sound in each of them, and mark the vowels.

1. use      2. cute      3. fume      4. pure      5. cube      6. fuse

Long **u** says a different sound when it follows the letters **d, j, l, r, t** and sometimes **n**. Notice, how your tongue is on your palate, right behind your upper front teeth when you say the previous consonant sounds. Read words 1-6 below and listen to the **u** sound in each one. The dictionary uses the phonetic spelling **oo** for this sound.

1. dune      2. June      3. lure      4. rule      5. tune      6. numeral

Read the following vowel-consonant-e words and listen carefully to the two different sounds of **u**. Next to each word write **ū** or **oo**.

- |               |                |                 |                |
|---------------|----------------|-----------------|----------------|
| 1. fluke ____ | 6. cube ____   | 11. tube ____   | 16. prune ____ |
| 2. cure ____  | 7. duke ____   | 12. mute ____   | 17. crude ____ |
| 3. mule ____  | 8. pure ____   | 13. spruce ____ | 18. plume ____ |
| 4. lure ____  | 9. brute ____  | 14. fuse ____   | 19. dude ____  |
| 5. muse ____  | 10. truce ____ | 15. rule ____   | 20. ruse ____  |

Highlight the vowels in the following words and draw a red line between the syllables. Then draw a line from the first syllable in each word to the correct code on the left. Next, draw a line from the second syllable to the correct code on the right. Finally, read the words at your teacher's direction.

	confuse	
cl	rudeness	cl
	endure	
	purebred	
pref	pollute	s
	jukebox	
	excuse	
vce	useful	vce
	include	

---

## 7b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Vowel-consonant-e words

### Dictation

1. rode (H)
2. note
3. vote
4. nose (H)
5. tone
6. hope
7. joke
8. broke
9. spoke
10. froze
11. drove
12. quote
13. chose
14. tune
15. rule
16. June
17. cube
18. pure
19. cure
20. cute

Vowel-consonant-e words and irregular spelling patterns

### 7b Spelling

1. phone
2. home
3. roll \* (H)
4. hole (H)
5. whole \* (H)
6. wrote \* (H)
7. close (H)
8. clothes \* (H)
9. those
10. some \*
11. come \*
12. done \*
13. none \*
14. gone \*
15. move \*
16. prove \*
17. sure \*
18. use (HG)
19. June
20. huge \*

\*Red word, H = Homophone, HG = Homograph



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## 8a Ending v Sound

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Our language has this strange rule, “No word shall end with the letter **v**. It must be followed by silent **e**.” This causes some confusion because it is hard to know whether the **e** is part of a vowel-consonant-e syllable, or whether it is there because a word can't end with the letter **v**. Therefore, we often don't know whether the preceding vowel is long or short.

There are three common words that we must memorize: **have**, **give**, and **live**. These words have short vowels, even though they end with silent **e**. The word **live** is a homograph. It says **live** and **live**. Notice the two different meanings. Memorize these words.

The letter **o** is affected in strange ways by the **ve** ending. It often says the short **u** sound. When it sounds like short **u**, it is called **Scribe o**. In the Middle Ages when scribes had to copy whole books by hand, the letters **u**, **v**, **w**, **m**, and **n** all looked very similar. To make the book easier to read, the scribes simply changed **uve** to **ove**.

Read the following words and write them under the correct category.

- |          |           |           |            |           |
|----------|-----------|-----------|------------|-----------|
| 1. stove | 5. strove | 9. love   | 13. grove  | 17. move  |
| 2. shove | 6. glove  | 10. clove | 14. novel  | 18. drove |
| 3. above | 7. wove   | 11. prove | 15. oven   | 19. hovel |
| 4. cove  | 8. grovel | 12. rove  | 16. shovel | 20. movie |

**o says ō**

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**o says ŭ**

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**o says ōō**

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**o says ǒ**

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Copy **have**, **give**, and **live** (**live** with a long **i** and a short **i** with its two meanings) in the Phonograms section of your Decoding Binder. Write a sentence for each word.

---

## 9 Review of Vowel-Consonant-e Syllables

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Syllables are organized around sounded vowels. The number of sounded vowels determines how many syllables a word has. When we hear only one vowel sound in a word, it means the word has only one syllable. For example, the words *take*, *drove*, and *shine* are all one-syllable words because they only have one vowel sound. The **e** is silent, and silent vowels don't count. An example of a two-syllable word is *homemade*. Since we only hear the long sounds of **o** and **a**, *homemade* is a two-syllable word.

Do you remember the four parts of the First Syllabication Rule?

1. Each syllable must have one vowel sound.
2. A syllable cannot have more than one vowel sound; silent vowels don't count.
3. A one-syllable word is never divided.
4. A word has the same number of syllables as the number of sounded vowels.

Read the following words and answer the questions. Listen closely to the vowel sounds.

	How many vowels can you see?	How many vowels can you hear?	How many syllables are in the word?
1. hopeful			
2. spoke			
3. sideswipe			
4. crisp			
5. reptile			
6. atmosphere			
7. basement			
8. incomplete			
9. watch			
10. imbalance			
11. likewise			
12. closeness			

# 10a Closed and Vowel-Consonant-e Syllables

Before you do the next activity, review the rules for hard and soft **c** and **g** in Lessons 5b and 5c. Then highlight the vowels in the words below and write the words in syllables, separated by dashes. Next, mark the vowels and denote the code. Finally, read the list.

1. expire \_\_\_\_\_
2. stagehand \_\_\_\_\_
3. district \_\_\_\_\_
4. advice \_\_\_\_\_
5. fireplace \_\_\_\_\_
6. balance \_\_\_\_\_
7. stalemate \_\_\_\_\_
8. concentrate \_\_\_\_\_

Use the words in the box for the crossword puzzle. Do the easy ones first and use a pencil.

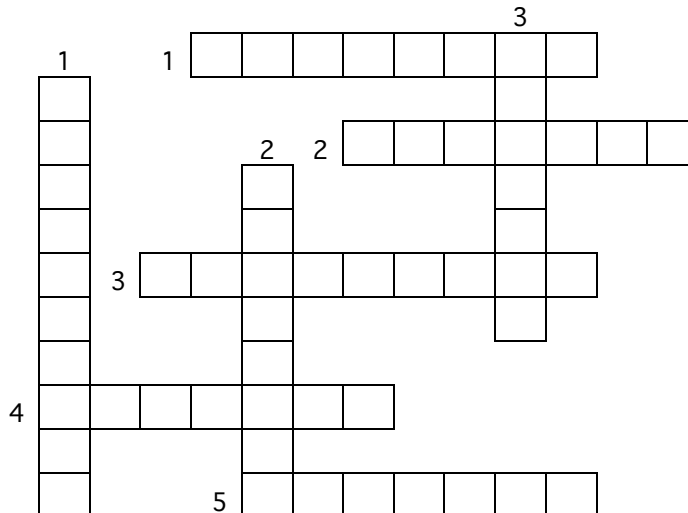
trumpet, complete, combine, address, limestone, instruct, explode, confiscate

**Across**

1. cl-cl, starts with a vowel, to teach
2. cl-cl, makes music
3. vce-vce, a type of rock
4. cl-cl, where you live
5. pref-vce, starts with a vowel, blow up

**Down**

1. has three syllables, to take something away
2. cl-vce, to finish
3. cl-vce, starts with a consonant, to put two or more things together



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## 10b Dictation Exercise (Teacher Page)

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Provide the code orally and write it on the board or show it on the screen. Then dictate each word. Have students write the word in syllables, separate the syllables with dashes, and mark the vowels. The code for a prefix is **pref**. Treat prefixes and suffixes that have not been taught yet as closed syllables. The code for a suffix is **s**; prefixes and suffixes are not marked.

The following prefixes are included: *ex-*, *en-*, *un-*, *non-*, *dis-*, and *mis-*.

- |  |                   |
|--|-------------------|
| 1. vowel-consonant-e – suffix or (vce-s)                           | plātē-ful         |
| 2. closed – closed or (cl-cl)                                      | cōn-quēst         |
| 3. closed – closed or (cl-cl)                                      | shām-rōck         |
| 4. vowel-consonant-e – suffix or (vce-s)                           | blāmē-less        |
| 5. prefix – vowel-consonant-e or (pref-vce)                        | dis-pōsē          |
| 6. closed – suffix or (cl-s)                                       | sōft-ness         |
| 7. prefix – closed or (pref-cl)                                    | non-stīck         |
| 8. closed – closed or (cl-cl)                                      | pīl-grīm          |
| 9. vowel-consonant-e – vowel-consonant-e or (vce-vce)              | fīrē-sīdē         |
| 10. prefix – closed – closed or (pref-cl-cl)                       | mis-cōn-dūct      |
| 11. closed – vowel-consonant-e or (cl-vce)                         | ād-mīrē           |
| 12. closed – vowel-consonant-e or (cl-vce)                         | trāns-pōsē        |
| 13. prefix – closed or (pref-cl)                                   | ex-trāct          |
| 14. prefix – vowel-consonant-e or (pref-vce)                       | en-clōsē          |
| 15. vowel-consonant-e – vowel-consonant-e or (vce-vce)             | dātē-līnē         |
| 16. prefix – vowel-consonant-e – suffix – suffix or (pref-vce-s-s) | un-grātē-ful-ness |

Ask students to read the words.

Please follow the procedure recommended in Note to Instructor, Lesson 4.

# 11a Sixth Rule of Syllabication

## Sixth Rule of Syllabication

A word that has four consonants between two vowels is often divided after the second consonant. This doesn't always work. Look for beginning or ending consonant blends, digraphs, or clusters. Then decide where to divide (hand-stand).

Highlight the vowels in the words below. Then write the words in syllables, separated by dashes. Next, mark the vowels, and denote the code. Finally, read the list.

1. landslide \_\_\_\_\_
2. wingspan \_\_\_\_\_
3. lampshade \_\_\_\_\_
4. crosscheck \_\_\_\_\_
5. grandstand \_\_\_\_\_
6. inscribe \_\_\_\_\_
7. stovepipe \_\_\_\_\_
8. illustrate \_\_\_\_\_
9. hamstring \_\_\_\_\_
10. knickknack \_\_\_\_\_
11. transplant \_\_\_\_\_

Read the following words. Write **cl** next to each word with a closed syllable and **vce** next to each word with a vowel-consonant-e syllable.

- |                |                |                |                 |
|----------------|----------------|----------------|-----------------|
| 1. hand _____  | 4. home _____  | 7. craft _____ | 10. shake _____ |
| 2. space _____ | 5. grave _____ | 8. fire _____  | 11. sick _____  |
| 3. brush _____ | 6. whole _____ | 9. stone _____ | 12. sale _____  |

Use words from numbers 1-6 above and add words from numbers 7-12 to make compound words. Write them on a separate sheet of paper first. Then write them in pencil under the correct heading.

**cl-vce**

**vce-vce**

**vce-cl**

_____	_____	_____
_____	_____	_____

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## 11b Dictation Exercise (Teacher Page)

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Provide the code orally and write it on the board or show it on the screen. Then dictate each word. Have students write the word in syllables, separate the syllables with dashes, and mark the vowels. The code for a prefix is **pref**; the code for a suffix is **s**. Prefixes and suffixes are not marked.

The following prefixes are reviewed: *ex-*, *en-*, *un-*, *non-*, *dis-*, and *mis-*. The suffixes *-less*, *-ful*, and *-ness* are reviewed.

- |  |                |
|--|----------------|
| 1. closed – vowel-consonant-e or (cl-vce)              | īg-nīte        |
| 2. prefix – vowel-consonant-e or (pref-vce)            | un-sāfe        |
| 3. vowel-consonant-e – suffix or (vce-s)               | shāmē-less     |
| 4. closed – suffix – suffix or (cl-s-s)                | thānk-ful-ness |
| 5. prefix – vowel-consonant-e or (pref-vce)            | mis-quōte      |
| 6. prefix – vowel-consonant-e or (pref-vce)            | ex-cūse        |
| 7. prefix – closed or (pref-cl)                        | non-stōp       |
| 8. closed – vowel-consonant-e or (cl-vce)              | vōl-ūmē        |
| 9. prefix – vowel-consonant-e or (pref-vce)            | en-grāve       |
| 10. closed – closed – vowel-consonant-e or (cl-cl-vce) | ēs-tīm-āte     |
| 11. prefix – closed or (pref-cl)                       | dis-rūpt       |
| 12. vowel-consonant-e – suffix (vce-s)                 | clōse-ness     |
| 13. vowel-consonant-e – vowel-consonant-e or (vce-vce) | sīde-līne      |
| 14. prefix – closed or (pref-cl)                       | non-stōp       |
| 15. prefix – closed – closed or (pref-cl-cl)           | dis-īn-fēct    |

Ask students to read the words.

Please follow the procedure recommended in Note to Instructor, Lesson 4.

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## 12a The Suffix -ed

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Many words that end in closed or in vowel-consonant-e syllables are verbs (action words). Verbs frequently have suffixes attached to them. A suffix is a group of letters that is added to the end of a base word. A suffix changes the base word's meaning. Here is an example that uses the verb **talk** by itself and with the suffix **-ed**.

Jason and Vanessa **talk** on the phone almost every day. On Tuesday, they **talked** for more than an hour.

Fill in the blanks with the verbs **hike** and **hiked**.

Julia and her family like to \_\_\_\_\_ on weekends.

Last Saturday they \_\_\_\_\_ six miles.

How did adding **-ed** to the verbs **talk** and **hike** change the meaning of the verbs?

---

You are correct if you discovered that adding **-ed** to a verb changes the meaning from present tense (something happens now) to past tense (something happened a while ago.)

The suffix **-ed** has three different sounds. Sometimes it says the **d** sound you hear in the words **planned** and **filled**. Sometimes it says the **t** sound you hear in the word **scraped** and **thanked**. When **-ed** says **d** or **t**, it is not a separate syllable.

The third sound **-ed** says is **əd** as in the words **melted** and **bonded**. The **rotated ə** is called a **schwa sound**. When **-ed** says **əd**, the suffix is a separate syllable.

Read each word below and listen closely to the sound of **-ed**. Then write **t**, **d**, or **əd** next to the word.

- |                    |                   |                    |
|--------------------|-------------------|--------------------|
| 1. planted _____   | 8. landed _____   | 15. rusted _____   |
| 2. tuned _____     | 9. honked _____   | 16. piled _____    |
| 3. inspected _____ | 10. smiled _____  | 17. shrugged _____ |
| 4. talked _____    | 11. scraped _____ | 18. trusted _____  |
| 5. stomped _____   | 12. folded _____  | 19. snaked _____   |
| 6. ruled _____     | 13. sloped _____  | 20. hinted _____   |
| 7. phoned _____    | 14. hummed _____  | 21. stopped _____  |

Here is a sentence that will help you remember the three sounds of **-ed**:  
I jumped, I yelled, and then I landed.

## 12b Pronunciation of -ed

What three sounds does the suffix **-ed** say? \_\_\_\_\_

Read these words and write them under the correct heading.

rested    trapped    shined    prodded    planned    packed    chatted    munched    jogged  
 watched    texted    poked    buzzed    trotted    slipped    pulled    funded    inflamed

-ed = d	-ed = t	-ed = əd

What letters come before **-ed** when it says **əd**? \_\_\_\_\_

English has important spelling rules for adding the suffix **-ed** to verbs. Mark the first vowel in each verb below. Then study the verbs carefully, and answer questions 1-3.

- |                     |                     |                     |                    |
|---------------------|---------------------|---------------------|--------------------|
| 1. grip – gripped   | 6. scrape – scraped | 11. grade – graded  | 16. ask - asked    |
| 2. shrug – shrugged | 7. stop – stopped   | 12. slam – slammed  | 17. melt – melted  |
| 3. like – liked     | 8. hum - hummed     | 13. smile – smiled  | 18. camp – camped  |
| 4. plan - planned   | 9. hop – hopped     | 14. thank - thanked | 19. chime - chimed |
| 5. spot – spotted   | 10. hope – hoped    | 15. drift – drifted | 20. trim – trimmed |

1. What is the rule for adding **-ed** to verbs that have a short vowel followed by one consonant? \_\_\_\_\_
2. What is the rule for adding **-ed** to verbs that have a long vowel followed by one consonant and a silent **e**? \_\_\_\_\_
3. What is the rule for adding **-ed** to verbs that have a short vowel followed by two consonants? \_\_\_\_\_



---

## 12c Adding *-ed* to Verbs

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What are the rules for adding *-ed* to closed and vowel-consonant-e syllables?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Write the past tense for the following verbs. (Many present tense verbs are also nouns).

- |          |       |           |       |
|----------|-------|-----------|-------|
| 1. hike  | _____ | 9. joke   | _____ |
| 2. step  | _____ | 10. drift | _____ |
| 3. test  | _____ | 11. base  | _____ |
| 4. tug   | _____ | 12. wilt  | _____ |
| 5. drum  | _____ | 13. grin  | _____ |
| 6. hire  | _____ | 14. blink | _____ |
| 7. sulk  | _____ | 15. scrub | _____ |
| 8. strap | _____ | 16. prune | _____ |

You've learned the spelling rules for adding the suffix *-ed* to base words. Now we need to talk about exceptions.

Usually, **vce** syllables have only one consonant before the silent **e**; however, the letters **st** are an exception. Even though there are two consonants before the silent **e** in words like **taste**, **waste**, **baste**, **paste**, and **haste**, we put these words in the vce category. To change these verbs to the past tense, drop the silent **e** and add *-ed*.

1. taste+ed = \_\_\_\_\_ 2. waste+ed = \_\_\_\_\_ 3. paste+ed = \_\_\_\_\_

Most verbs form the past tense by adding *-ed*; however, there are a number of verbs that form the past tense differently. Draw a line to the correct past tense for these verbs.

- |         |                |          |                  |         |                |
|---------|----------------|----------|------------------|---------|----------------|
| 1. rise | rised<br>rose  | 4. drink | drank<br>drinked | 7. hide | hided<br>hid   |
| 2. cut  | cuttetd<br>cut | 5. bite  | bit<br>bited     | 8. ride | ridetd<br>rode |
| 3. sink | sank<br>sinked | 6. drive | drove<br>drived  | 9. make | made<br>maked  |

---

## **12d** Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Adding the suffix **-ed** to verbs with closed and vowel-consonant-e patterns

### Dictation

1. clapped
2. slipped
3. lasted
4. piled
5. trimmed
6. timed
7. skipped
8. stacked
9. smiled
10. tricked
11. shrugged
12. faded
13. quoted
14. listed
15. fumed
16. strapped
17. taped
18. scrubbed
19. planted
20. shifted

### 12d Spelling

1. stopped
2. planned
3. voted
4. grabbed
5. **laughed \***
6. graded
7. **lived \***
8. filled
9. filed
10. hoped
11. hopped
12. closed
13. used
14. liked
15. dropped
18. **moved \***
17. thanked
18. trusted
19. lifted
20. asked

**\*Red word**

---

## 13 Suffixes *-en* and *-est*

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The suffix **-en** says **ən**. How does the suffix **-en** change the meaning of the underlined base words in numbers 1-3? Fill in the blanks with these words: flatten, lighten, widen.

1. Your backpack is light compared to mine. Would you mind carrying my books to \_\_\_\_\_ my backpack?
2. The sidewalk in front of school is not wide enough for all the kids when they come to school or go home. The principal asked the district office to \_\_\_\_\_ it.
3. It is best to recycle flat cans. Please \_\_\_\_\_ your cans before you toss them in the bin.

In sentences 1-3, the suffix **-en** changes an adjective to a verb (action word). Now it means to make light, to make wide or whatever the quality described by the adjective.

The suffix **-en** is also added to verbs to show that something happened in the past. This is called **past participle**. We use **has**, **have**, and **had** along with a verb + the suffix **-en** (*has taken, have chosen*).

Fill in the blanks with these words: hidden, stolen, written, driven

1. My dad has \_\_\_\_\_ me to school for the last month.
2. The pen-pals have \_\_\_\_\_ to each other for a long time.
3. My mother said, "The robbers have \_\_\_\_\_ the laptop, but they didn't find the five dollar bills which were \_\_\_\_\_ in the bottom of the desk."

The suffix **-est** says **əst** and changes the meaning of an adjective. Read these examples: a long race, the longest race, a bright light, the brightest light, a brave firefighter, the bravest firefighter. How does the suffix **-est** change the meaning of the adjectives?

---

The rules for adding **-en** and **-est** are the same as for adding **-ed**.

Add **-est**

Add **-est**

Add **-en**

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. safe _____ | 6. red _____   | 11. sad _____   |
| 2. cold _____ | 7. late _____  | 12. damp _____  |
| 3. slim _____ | 8. fast _____  | 13. rot _____   |
| 4. fine _____ | 9. hot _____   | 14. spoke _____ |
| 5. big _____  | 10. wide _____ | 15. shake _____ |

---

## 14a Adding *-ing* to Verbs

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We often use verbs that are followed by the suffix **-ing** as in talk, talking, save, saving. Such an **-ing** form of a verb usually follow the verb **to be** or its conjugated forms (**am, is, are, was, were, been, and be**). This is called **present participle** as in *I am walking, he is swimming, we are laughing, they are shopping*.

Mark the first vowel in each of the words below. Study the spelling patterns of the words carefully, and notice the changes when the suffix **-ing** is added.

- |                     |                       |                       |
|---------------------|-----------------------|-----------------------|
| 1. drive – driving  | 7. shop – shopping    | 13. get – getting     |
| 2. swim – swimming  | 8. strike – striking  | 14. help – helping    |
| 3. shift – shifting | 9. squint – squinting | 15. hope – hoping     |
| 4. blame – blaming  | 10. tug – tugging     | 16. shine – shining   |
| 5. act – acting     | 11. gripe – griping   | 17. scrub – scrubbing |
| 6. slip – slipping  | 12. bump – bumping    | 18. blink – blinking  |

What are the rules? \_\_\_\_\_

---

Write the above **-ing** words under the correct heading below.

Last consonant in the base word is doubled	The e in the base word is dropped	No changes are needed

Thumbs up, if you discovered that the rules for adding the suffix **-ing** are the same as for adding the suffixes **-ed, -en, -est**, or most other suffixes that start with vowels. The suffix **-ing** has the same power as the **e** in a vce syllable. It makes the vowel before it long.

- In a base word with a vce pattern, drop the **e** before adding **-ing**.
- In a base word with a closed pattern that ends with only one consonant, double the consonant before adding **-ing**.
- Make no changes when the base word has two consonants at the end.

---

## 14b Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Adding the suffixes **-ing**, **-en**, and **-est** to base words with closed and vowel-consonant-e patterns

### Dictation

1. chipping
2. trapping
3. joking
4. shrugging
5. fretting
6. slipping
7. chasing
8. stepping
9. plotting
10. shaving
11. grading
12. planting
13. fuming
14. choking
15. bragging
16. dating
17. clogging
18. sifting
19. piling
20. shifting

### 14b Spelling

1. stopping
2. liking
3. checking
4. **wrapping \* (H)**
5. chopping
6. **writing \* (H)**
7. quoting
8. planning
9. lifting
10. using
11. saving
12. asking
13. making
14. hoping
15. **moving \***
16. **coming \***
17. biggest
18. widen
19. happen
20. happening

\***Red word**, H = Homophone

---

## 15 Prefixes *a-*, *un-*, *dis-*, *non-*, *mis-*

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A prefix is a group of letters that comes before a base word and changes its meaning. The prefix **a-** means *on*, *in*, or *without*. Listen to the sound of the prefix **a-** in these words.

1. aside      2. along      3. awake      4. awhile      5. amiss      6. adrift

The prefix **a-** does not have a long or a short **a** sound. What sound does **a-** say? \_\_\_\_\_

Review: Here are some prefixes you studied in Chapter 1. They are **un-** as in *unfit*, **dis-** as in *dismiss*, **non-** as in *nonsmoking* and **mis-** as in *misplace*.

Draw lines from the prefixes to the base words to make real words.

- |        |          |        |       |
|--------|----------|--------|-------|
| 1. un  | spell    | 5. un  | tract |
| 2. mis | fat      | 6. mis | stop  |
| 3. dis | grateful | 7. dis | take  |
| 4. non | connect  | 8. non | kind  |

What does the prefix **un-** mean? \_\_\_\_\_

What does the prefix **non-** mean? \_\_\_\_\_

What does the prefix **mis-** mean? \_\_\_\_\_

What does the prefix **dis-** mean? \_\_\_\_\_

Using prefixes is a shortcut to expressing ideas. Isn't it faster to say *I distrust her* than *I do not trust her* or *we drink nonfat milk* than *we drink milk without fat*? Insert the prefixes **un-**, **dis-**, **non-**, and **mis-** to shorten the meaning of the following underlined phrases.

1. If you do not like it, you \_\_\_\_\_ it.
2. I was not happy with my grade in math; I was \_\_\_\_\_ with my grade.
3. Manuel put his book in the wrong place; he \_\_\_\_\_ his book.
4. My father did not want our phone number listed in the phone book; he wanted an \_\_\_\_\_ number.
5. What my little brother said made no sense; what he said was \_\_\_\_\_.
6. The teacher said, "Kids who behave badly while I'm gone will face consequences; so, do not \_\_\_\_\_."
7. My mother says it is not safe to walk home after dark; she says it is \_\_\_\_\_.
8. To bake chicken, I like to use a pan that doesn't stick. I will use a \_\_\_\_\_ pan.

## CHAPTER 3

# Open Syllable

### Note to Instructor

Chapter 3 contains challenging information that is vital in understanding subsequent chapters; therefore, older students should complete all pages. For younger children or students with severe learning disabilities, consider teaching Lessons 1-6a only and completing the rest of the chapter after you have taught Chapters 4 and 5.

Students will be studying prefixes in this chapter because many prefixes are open syllables. It is important at this point to introduce some basic linguistic terms that will explain how words are put together. Let's start with the term **morpheme**. A morpheme is the smallest unit of meaning. For example, the word **unlikely** consists of a base word, **like**, which is modified by the prefix **un-** and the suffix **-ly**. Therefore, the word **unlikely** has three morphemes, or three units of meaning. Most Anglo-Saxon base words are **free morphemes**. A free morpheme can occur alone and make sense by itself; however, prefixes and suffixes may be attached as in these examples *luck, lucky, unlucky* or *print, reprint, reprinting*. Most Latin base words, called **roots**, are **bound morphemes**, which means they don't make sense as separate words. Latin roots have prefixes and or suffixes that precede or follow them. For example, the Latin root **sist**, which means *to stand*, occurs with many different prefixes or suffixes: *insist, insistent, consistency, desist, assistance, persist, irresistible*; however, **sist** is not used by itself. To become good readers, students need to be aware of morphemes as well as of phonograms. Knowing the meaning of prefixes, base words, and suffixes strengthens instant recognition of elements that occur in thousands of words and greatly increases students' vocabulary. Teach these terms before you begin Lesson 6a and 6b: **morpheme**, **free morpheme**, **bound morpheme**, and **root**. Explain that every base word or root, every prefix, and every suffix represents one morpheme.

**Lesson 1** introduces the **open syllable**. This type of syllable is called **open** because the vowel is the last letter in the syllable, and it is NOT closed in or followed by any consonants on the right side. The code for an open syllable is **op**. Before you hand out the worksheet, write the first question and the sample words on the board or show them on the screen. Ask your class, "What do these words have in common *we, she, be, I, hi, so, go, no, flu?*" Have a discussion about the common aspects of the words and allow students to struggle a bit. Distribute the worksheet and have everyone answer the questions. Go over the answers and clarify misunderstandings. Next, record the correct responses on the board or show them on the screen in any order. Finally, direct students to copy numbers 1 through 5 and to include five examples in the Rules section of their Decoding Binders under the heading **Open Syllable**. Correct responses are

1. All of these words have only one vowel.
2. The vowel is at the end of a syllable; or, every word ends with a vowel.
3. All of the vowels are long.
4. All are one-syllable words.
5. The code for an open syllable is **op**.

Mark the vowels immediately after students discover that all of the vowels are long. Mark the open syllable as follows: shē.

**Reminders:**

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Homophones marked **H** and homographs marked **HG** must be included in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, require students to add four words that illustrate it.
3. Review all sections of the binder once a week for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 2a** Before you start this lesson, ask students to write the four characteristics and the code of closed, vowel-consonant-e, and open syllables. Discuss the responses and have everyone correct their errors. The first activity in Lesson 2a requires students to name different kinds of syllables and to mark the vowels. The second paragraph introduces the tricky **Seventh Rule of Syllabication**: “When a word has one consonant between two vowels, it is often divided after the first vowel (lā-bel). This means the first syllable is open and the vowel is long. Sometimes the word is divided after the consonant (lĕv-el). This means the first syllable is closed and the vowel is short.” Tell your class that they may need to pronounce the word with both a long and a short vowel and then pick the one that makes sense. Ask students to record this rule in the Rules section of their Decoding Binders, along with four examples. Since the second activity is very challenging, consider teaching it one word at a time. Next, follow the guidelines for reading syllabicated words from Chapter 2, Lesson 4.

**Lesson 2b** (on the same page as Lesson 5b) is a **Reading and Spelling for Mastery** list consisting of high frequency words with open, closed, and vowel-consonant-e patterns. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. Homophones and homographs must be included in the Homophone section, along with definitions. In order to differentiate homophones from homographs, students must mark homophones with a capital **H** and homographs with **HG**. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky words.

**Lesson 3** is a Dictation Exercise requiring students to apply the Seventh Rule of Syllabication. It is very challenging to apply this rule to dictated words. Students will need lots of positive coaching to understand whether the medial consonant stays with the first syllable or must be moved to the second syllable. For example, the first dictation word on this page is *locate* (lō-cāte). Supply the code, **op-vce**, orally and write it on the board or show it on the screen. Then say, “Locate.” In case some students write *lōc-āte*, ask them to mark the vowels and pronounce the word with a short **o**. Demonstrate on the board that the **c** must be moved into the second syllable to keep the first syllable open. Next, write (lō-cāte) on the board, mark the vowels and repeat the word, “Locate.” In case students become very frustrated, guide them through the lesson one word at a time.

**Lesson 4** provides more practice on the Seventh Rule of Syllabication and introduces the **Eight Rule of Syllabication**. “Sometimes a vowel is a syllable all by itself as in *e-ven*, *i-con*, *o-val*; this means the vowel is an open syllable with a long vowel sound. A single vowel can also be a prefix as in *a-long*, *a-cross*.” Have students record this rule in the Rules section of their Decoding Binders, along with four examples. The first activity requires students to apply the Seventh and Eighth Rules of Syllabication. Ask students to highlight the vowels and to draw a red line before or after each medial consonant. When some students divide a word incorrectly, ask them to pronounce the word based on the way they divided it. Once they mispronounce the word, this difficult rule will start to make sense. The following suggestion might be helpful. Tell everyone to syllabicate the first word only. Then call on a volunteer to write it on the board. Ask students to give reasons why they think the word is divided correctly or incorrectly. Use these steps for every word. Follow the guidelines for reading syllabicated words as outlined in Chapter 2, Lesson 4.

**Lesson 5a** is a crossword puzzle that uses words with open, closed, and vce syllables.



**Lesson 5b** (on the same page as Lesson 2b) is a **Reading and Spelling for Mastery** list with difficult words. For younger children, cross out the eight most difficult words and exchange them with these words: we, me, he, she, be, so, go, do. Follow the procedures outlined in Lesson 2b.

**Lesson 6a** (two pages) introduces prefixes that have an open-syllable configuration and establishes that meaning is associated with prefixes. Introduce the terms **morpheme**, **free morpheme**, and **bound morpheme** (the definitions are in the second paragraph of Notes to Instructor). Explain that every prefix, suffix, and base word or root represents one morpheme. If you are teaching younger children, introduce these terms gradually. When students make the connection between the definition of prefixes and their pronunciations, instant recognition should ensue. After students have completed Lesson 6a, ask them to record the prefixes, their definitions, and four examples in the Prefixes section of their Decoding Binders. The terms **morpheme**, **free morpheme**, and **bound morpheme** must be included in the Rules section, along with definitions. Because this lesson may be too difficult for younger children or severely learning disabled students, consider teaching Lessons 1-6a only and completing the rest of the chapter after you have taught Chapters 4 and 5. Write all prefixes on a chart that is displayed in the classroom.

<b>re-</b>	<i>again, anew</i>	<b>pro-</b>	<i>forward, for, supporting of</i>
<b>pre-</b>	<i>before</i>	<b>e-</b>	<i>out of, away from</i>
<b>de-</b>	<i>away from, down, the opposite of</i>	<b>ex-</b>	<i>out of, away from, former (Review)</i>

The assimilated prefix **e-** is introduced, which is a variant of **ex-**. An assimilated prefix changes its last letter to sound better with the first letter of a Latin root: **ex-** + *rase* = *erase*, **ex-** + *ject* = *eject*. The proper term for this phenomenon is the Greek word **euphony** (the prefix **eu** means good and **phon** means sound).

**Lesson 6b** introduces the assimilated prefixes **co-**, **col-**, and **com-**. They are variants of **con-** and mean *together* or *with*. An assimilated prefix often changes its last letter to match the first letter of the base word or Latin root, **con-** + *lapse* = *collapse*, **con-** + *mute* = *commute*. When **con-** precedes a root that starts with **b**, **p**, and **m**, it changes to **com-** (**con-** + *bat* = *combat*, **con-** + *pile* = *compile*, **con-** + *mute* = *commute*). The prefix **co-** is used before vowels or the letter **h**. Use **con-** in front of all other letters. (The assimilated prefix **cor-** will be covered in Chapter 4.) The accent in most two- and three-syllable words is on the first syllable; however, in words that start with a prefix, the accent is usually on the base word. Please see Chapter 9 for more details.

**Lesson 6c** is a Dictation Exercise. Follow the directions from Lesson 4.

**Lesson 7a** provides more practice on the Seventh and Eighth Rules of Syllabication.

**Lesson 7b** (on the same page as Lesson 12b) is a **Reading and Spelling for Mastery** list comprised of words with open-syllable prefixes and some words that end in **-a** as in *extra*, *comma*, *pasta*. The homographs **refuse** and **present** are included. Ask students to write two sentences for *refuse*:

1. *rē-fuse'* *unwilling to do a task* 2. *rěf'-use* *trash* and three sentences for *present*: 1. *prēs'ent* *gift* 2. *at this time now* 3. *prē-sent'* *give a talk*. Follow the procedures outline in Lesson 2.

**Lesson 8** requires students to apply various syllabication rules. Follow the usual procedure for reading syllabicated words (Chapter 2, Lesson 4).

Reminder: Require students to record all rules, prefixes, and suffixes in the relevant sections of their Decoding Binders.

**Lesson 9** discusses the **Ninth Rule of Syllabication**, "Divide a word after a prefix or before a suffix and keep the base word intact, if possible." This rule takes precedence over the Second and Third Rules of Syllabication. The Second Rule states, "A word that has two consonants between two vowels is divided between the consonants (*hel-met*)." The Third Rule states, "A word that has three consonants between two vowels is often divided after the first consonant (*pil-grim*, *hun-dred*)." The following words illustrate how the Ninth Rule of Syllabication takes precedence over the second and third rules: *re-strict-ing*, *de-frost-ed*, *re-print-ed*. In Anglo-Saxon words, prefixes and suffixes are usually separate syllables (*fast-est*, *damp-en*). In the following words it is not possible to keep

the base word intact because the **e** in the vce syllables needs to be dropped: wid-en, fad-ed, rip-en, vot-ing. When a word has a doubled consonant before a suffix that starts with a vowel, divide the word between those consonants to keep the base word intact (flat-ten, run-ning). These complicated rules have purposefully been kept off the worksheet. Please teach them gradually, especially to younger children.

**For your information:** The rules for Latin derivatives are different. In Latin derivatives, the last letter of the root often joins a suffix when the suffix begins with a vowel (ac-tive, vi-sor, in-ter-nal).

**Lesson 10a** (two pages) Before you begin this lesson, dictate the following review quiz to see whether students remember the rules (from chapter 2) for adding suffixes that begin with vowels:

1. *widen* 2. *flatten* 3. *saddest* 4. *latest* 5. *strongest* 6. *raked* 7. *jumped* 8. *scrubbed* 9. *chopping* 10. *smiling*. Do not grade this quiz, but review as necessary because students will need to remember this rule in order to add the suffix **-y** to base words. This lesson deals with the three sounds of **y**.

1. As a consonant, **y** says the beginning sound of such words as *yes, yet, yoke, and yell*.
2. As a vowel, **y** says **long i** at the end of a one-syllable word as in *dry, by, cry, my*. This reflects a rule that no word in English shall end with the letter **i** (exceptions: *pi, ski, taxi, khaki, rabbi, chili, safari, salami* and other words derived from foreign languages).
3. **Y** says **long e** at the end of a two-syllable word, *funny, rosy, clumsy*. In this position, **y** is usually a suffix. It means *having to do with, like something, or characterized by*.

This lesson also introduces the suffix **-ly**, which usually changes an adjective to an adverb (softly) and a noun or a verb to an adjective (lovely). It is easy to add a suffix that begins with a consonant. Just add the suffix unless the base word ends in **y**, which requires changing the **y** to **i** before the suffix is added as in *handy + -ly = handily, happy + -ly = happily*.

**Lesson 10b** (on the same page as Lesson 10d) is a **Reading and Spelling for Mastery** list consisting of words with **y** in the initial and ending position. Follow the procedures outlined in Lesson 2b.

**Lesson 10c** introduces the letter **y** in accented syllables when **y** usually says **long i**, as in *supply, comply* and *apply*. The suffix **-fy** is also introduced, which is frequently preceded by **i**, **-ify**, pronounced **-əfi**. This suffix has a secondary accent; however, do not teach this fact to your class unless you have a strong group of students.

**Lesson 10d** (on the same page as Lesson 10b) is a **Reading and Spelling for Mastery** list that contains polysyllabic words ending in **y** (**y** says **ē** as in *funny, empty* and **y** says **ī** as in *supply, deny*). Follow the procedures outlined in Lesson 2b.

**Lesson 10e** discusses the two sounds of **y** in the middle of a word where **y** functions like the vowel **i**: long **i** in open or vowel-consonant-e syllables as in *hydrant, style* and short **i** in closed syllables as in *myth, rhythm*. Follow the procedures for reading lists of words from Chapter 2, Lesson 4.

**Lesson 11** introduces the word endings **-ate** and **-ite**. At the end of verbs, **-ate** is usually pronounced with **long a** as in *locate, dedicate, evaluate*. When **-ate** is part of a noun or an adjective, it often says **ət** as in *climate, private*. The word ending **-ite** says **-ītē, ĩt, or ət**.

**Lesson 12a** (two pages) introduces the suffix **-ion**. In its most common form, **-ion** is preceded by the letters **t** or **s** as in **-tion** and **-sion**, which are covered more thoroughly in chapter 11. The word ending **-tion** says **shən**. The ending **-sion** says **zhən** when a vowel or the letter **r** precede it as in *confusion, excursion*. It says **shən** when a consonant precedes it as in *mansion, extension*. Words with these endings are usually nouns and mean *state or condition*. The letter **t** in **-tion** comes from the Latin root as in *act, action, instruct, instruction, promote, promotion*. When the root ends in **te**, the **e** is dropped. The syllable directly before these suffixes is accented. Follow the procedures for reading lists of words from Chapter 2, Lesson 4.

**Lesson 12b** (on the same page as Lesson 7b) is a **Reading and Spelling for Mastery** list that consists of words with the endings **-tion** and **-sion**. This list is for strong students or older students. Shorten the list for younger students by selecting the easiest words. Follow the steps from Lesson 2b.

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# 1 Open Syllable

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What do these words have in common?

we she be I hi so go no flu

1. How many vowels are in each word? \_\_\_\_\_
2. What kind of letter is at the end of each word?  
\_\_\_\_\_
3. Is the vowel sound long or short? \_\_\_\_\_
4. How many syllables does each word have? \_\_\_\_\_
5. This type of syllable is called **open**. Why do you think it has this name?  
\_\_\_\_\_

The code for an open syllable is **op**.

## 2a Seventh Rule of Syllabication

Read the words below. Next to each word, write the code **cl** for closed syllables, **vce** for vowel-consonant-e syllables, or **op** for open syllables. Then mark the vowels.

- |           |       |           |       |            |       |
|-----------|-------|-----------|-------|------------|-------|
| 1. branch | _____ | 7. we     | _____ | 13. crime  | _____ |
| 2. hi     | _____ | 8. quake  | _____ | 14. chunk  | _____ |
| 3. throne | _____ | 9. end    | _____ | 15. pro    | _____ |
| 4. she    | _____ | 10. go    | _____ | 16. scrape | _____ |
| 5. so     | _____ | 11. frost | _____ | 17. me     | _____ |
| 6. script | _____ | 12. be    | _____ | 18. blend  | _____ |

### Seventh Rule of Syllabication

When a word has one consonant between two vowels, it is often divided after the first vowel (lā-bel). This means the first syllable is open and the vowel is long. Sometimes the word is divided after the consonant (lěv-el). This means the first syllable is closed and the vowel is short.

- In words that have one consonant between two vowels, try to say a long vowel in the first syllable. If the word makes sense, divide it after the first vowel. This creates an open pattern in the first syllable and makes the first vowel long (hū-man).
- If the word doesn't make sense, try to say a short vowel in the first syllable. Then divide the word after the consonant. This creates a closed pattern in the first syllable and makes the first vowel short (rěl-ish).

Highlight the vowels in the words below and draw a red line between the syllables. Write the words in syllables, separated with dashes. Next, mark the vowels and denote the code.

- |           |               |
|-----------|---------------|
| 1. hotel  | <u>hō-těl</u> |
| 2. hero   | _____         |
| 3. medic  | _____         |
| 4. rotate | _____         |
| 5. zero   | _____         |
| 6. select | _____         |
| 7. donate | _____         |
| 8. lilac  | _____         |
| 9. volume | _____         |
| 10. memo  | _____         |

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## **2b/5b** Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with open, closed, and vowel-consonant-e syllables

### **2b** Spelling List

1. **who** \*
2. **who is = who's** \*(H)
3. **whose** \*(H)
4. **be** (H)
5. **being**
6. **begin**
7. **belong**
8. **behind**
9. **beside**
10. **behave**
11. **become** \*
12. **believe** \*
13. **hello**
14. **final**
15. **equal**
16. **quiet** \*
17. **also**
18. **open**
19. **even**
20. **evening**

### **5b** Spelling List

1. **basic**
2. **unit**
3. **music**
4. **human**
5. **zero**
6. **minus**
7. **silent**
8. **depend**
9. **defend**
10. **decide** \*
11. **refund**
12. **rebate**
13. **provide**
14. **produce** \*(HG)
15. **product**
16. **protect**
17. **elect**
18. **radio** \*
19. **idea**
20. **area**

\***Red word**, H = Homophone, HG = Homograph

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## 3 Dictation Exercise (Teacher Page)

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Provide the code orally and write it on the board or show it on the screen. Then dictate each word. Have students write the word in syllables, separate the syllables with dashes, and mark the vowels. This lesson includes some open-syllable prefixes, which students will learn later in this chapter. For now, the code for these prefixes is *open* or *op*.

If you sense that students are struggling with this difficult concept, dictate one word at a time, and then go over it on the board or on the screen before proceeding to the next one.

**Codes:** cl = closed  
vce = vowel-consonant-e  
op = open  
s = suffix

1. (op-vce) lō-cātø
2. (cl-op) mēm-ō
3. (op-vce) crē-ātø
4. (cl-cl) tīm-īd
5. (op-cl) bā-sīc
6. (cl-cl) vāl-īd
7. (op-cl) bō-nūs
8. (op-vce) dē-bātø
  
9. (cl-op) bǎn-jō
10. (op-cl) Vē-nūs
11. (op-cl) mō-těl
12. (op-vce) bē-sīdø
13. (cl-op-op) vīd-ē-ō
14. (op-cl-s) bē-lǒng-ing
15. (cl-cl) vǎn-īsh

Ask students to read the words. Please follow the procedure recommended in Note to Instructor, Chapter 2, Lesson 4.

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## 4 Eighth Rule of Syllabication

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Let's review the seventh rule of syllabication: In words that have one consonant between two vowels, try dividing the word after the first vowel. This creates an open pattern in the first syllable and makes the first vowel long as in *bō-nūs*, *hē-rō*.

If the word doesn't make sense when you pronounce it with a long vowel, divide the word after the consonant. This creates a closed pattern in the first syllable and makes the first vowel short as in *rĕl-ĭsh*, *tĭm-ĭd*, *mĕm-ŏ*.

### Eighth Rule of Syllabication

A vowel can be a syllable all by itself (*ē-ven*, *ī-con*, *ō-val*); this means the vowel is an open syllable with a long vowel sound. A single vowel can also be a prefix (*a-long*, *e-ject*).

Let's practice applying the Seventh and Eighth Rules of Syllabication. Highlight the vowels in the following words. Then decide whether the consonant between the two vowels goes with the first or the second syllable. Next, mark the vowels and write the syllabified words on the lines.

- |           |       |            |       |
|-----------|-------|------------|-------|
| 1. event  | _____ | 9. photo   | _____ |
| 2. iris   | _____ | 10. donate | _____ |
| 3. menu   | _____ | 11. unit   | _____ |
| 4. virus  | _____ | 12. erase  | _____ |
| 5. elect  | _____ | 13. comic  | _____ |
| 6. magic  | _____ | 14. unite  | _____ |
| 7. decade | _____ | 15. finish | _____ |
| 8. omit   | _____ | 16. minus  | _____ |

Read the following words and use them to complete the sentences.

Monument, equipment, telescope, tomatoes, volcano, dislocated

1. When the \_\_\_\_\_ erupted, it spread lava to the edge of the city.
2. I always put red, ripe \_\_\_\_\_ in my tossed salad.
3. When Jane fell off her bicycle, she \_\_\_\_\_ her thumb.
4. The Washington \_\_\_\_\_ is an obelisk that is 555 feet tall.
5. What kind of \_\_\_\_\_ do firefighters need?
6. A \_\_\_\_\_ helps you see the surface of the moon.

## 5a Words with Three Kinds of Syllables

Read the words in the box and use them to solve the crossword puzzle. Write in pencil and do the easy ones first.

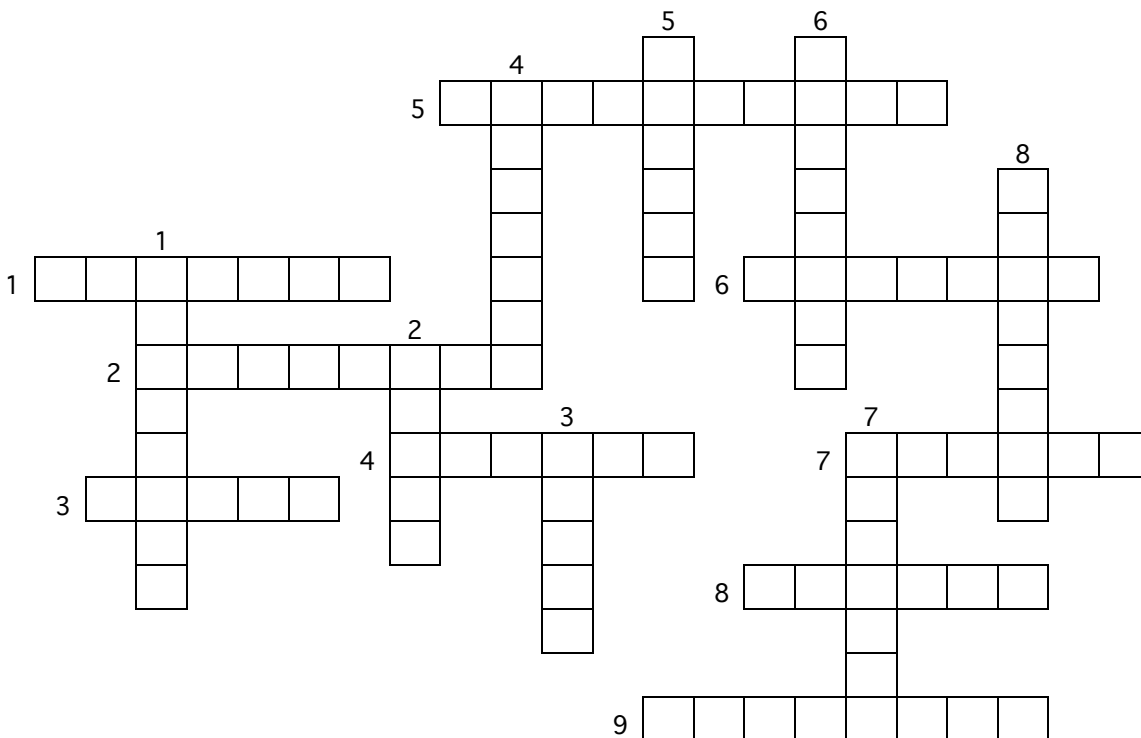
revive	bright	placemat	prohibit	document	potato	giant
album	violin	revolve	develop	microscope	defense	react
		evacuate	isolate	frequent		

### Across

1. A fight against an attack
2. To exit an unsafe building
3. To respond to someone's action
4. Full of light
5. It enlarges very small items.
6. To build up, to create
7. To bring back to life
8. An instrument
9. You put a plate on it.

### Down

1. Often
2. A book of photographs
3. Very large
4. To separate
5. Something to eat
6. Legal paper
7. To go around
8. To forbid





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## 6a Open-Syllable Prefixes

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A **morpheme** is a unit of meaning. A **prefix** is a morpheme that is added to the beginning of a base word. A prefix changes the base word's meaning. Many prefixes are open syllables. How does the prefix **re-** change the meaning of the base words?

1. rewrite    2. redo    3. retell    4. remake    5. rehire    6. remind

What does the prefix **re-** mean? \_\_\_\_\_

The words below begin with the prefix **pre-**. Divide each word by writing its morphemes under the correct headings. Do you remember the rule that says, "Drop the **e** in a vowel-consonant-e syllable before adding **-ing** or **-ed**"? If the base word has a vowel-consonant-e pattern, you will have to put the missing **e** back on.

	Prefix	Base word	Suffix
1. pretest	_____	_____	
2. prewashed	_____	_____	_____
3. preshrunk	_____	_____	
4. prefix	_____	_____	
5. prescribing	_____	_____	_____

What does the prefix **pre-** mean? \_\_\_\_\_

Let's divide some words that begin with the prefix **de-**. Write each syllable under the correct heading.

	Prefix	Base word	Suffix
1. defend	_____	_____	
2. detract	_____	_____	
3. deducted	_____	_____	_____
4. dethrone	_____	_____	
5. depressing	_____	_____	_____

What does the prefix **de-** mean? \_\_\_\_\_

## 6a continued

Let's divide words with the prefix **pro-**. Write each syllable under the correct heading.

	Prefix	Base Word	Suffix
1. profile	_____	_____	
2. proposing	_____	_____	_____
3. protracted	_____	_____	_____
4. program	_____	_____	
5. prolonging	_____	_____	_____

The prefix **pro-** means: forward, ahead, in place of, in favor of.

The prefix **e-** is an **assimilated prefix**. It is another form of the prefix **ex-**. One of the reasons for assimilated prefixes is to make the last letter of the prefix and the first letter of the base word sound better when they are put together, **ex-** + vent = event. The prefix **e-** is an open syllable and says **ē**. The prefixes **e-** and **ex-** mean *out of, outside of, away from*.

Most of the following base words are Latin. Latin roots are **bound morphemes**, which means they don't make sense as separate words. They need prefixes or suffixes to become real words. When we talk about a Latin base word, we call it a Latin **root**.

Draw lines from the prefixes **ex-** and **e-** to the Latin roots.

<b>ex-</b>	ject	<b>ex-</b>	cuse
	pel		rupt
<b>e-</b>	plode	<b>e-</b>	pire
	rase		valuate
<b>ex-</b>	lastic	<b>ex-</b>	lect
	press		pand
<b>e-</b>	lapse	<b>e-</b>	pect
	treme		vent

What do the prefixes **ex-** and **e-** mean? \_\_\_\_\_

What is a morpheme? \_\_\_\_\_

What is a free morpheme? \_\_\_\_\_

What is a bound morpheme? \_\_\_\_\_

What is the name of a Latin base word? \_\_\_\_\_

## 6b Assimilated Prefixes

Let's divide some words with the prefix **co-**. Write each syllable under the correct heading.

	Prefix	Base word	Suffix
1. coed	_____	_____	
2. cohosting	_____	_____	_____
3. coexist	_____	_____	
4. coequal	_____	_____	

What does the prefix **co-** mean? \_\_\_\_\_

The prefix **co-** is an **assimilated prefix**. It is another form of **con-**. The reason for assimilated prefixes is to make the last letter of the prefix and the first letter of the root sound better when they are put together, **con-** + bat = combat. Sometimes an assimilated prefix changes its last letter to match the first letter of the root **con-** + late = collate.

Create real words by changing the last letter of the prefix **con-** to sound better with the first letter of the Latin root or to match the Latin root. Most Latin roots are **bound morphemes** and do not make sense by themselves. You will use **con-**, **col-**, and **com-**. Some prefixes use **con-** and don't need to be changed.

1. con + pose	_____	7. con + pact	_____
2. con + lect	_____	8. con + mit	_____
3. con + mute	_____	9. con + lide	_____
4. con + tribute	_____	10. con + tract	_____
5. con + bine	_____	11. con + pass	_____
6. con + lapse	_____	12. con + plete	_____

We use **col-** in front of what letter? \_\_\_\_\_ We use **com-** in front of what letters? \_\_\_\_\_

Study the four words at the top of the page that start with the assimilated prefix **co-**.

We use **co-** in front of vowels and **h**.

What do the prefixes **co-**, **con-**, **col-**, and **com-** mean? \_\_\_\_\_

Even though the prefixes **con-**, **col-**, and **com-** are closed syllables, they do not always have a short **o** sound. What sound does **o** say in words 1-6 above? \_\_\_\_\_ You are right if you heard a schwa sound (ə). Usually the vowel sound in **con-**, **col-**, and **com-** says ə. Sometimes these prefixes do have a short **o** sound as in *contact* and *comment*.

Read the words below and write **ō** or **ə** above the **o** in the prefixes.

1. combine    2. concert    3. confuse    4. comprehend    5. collapse    6. concentrate

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## 6c Dictation Exercise (Teacher Page)

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Before you start this lesson, ask students to write the four characteristics and the code of closed, vowel-consonant-e, and open syllables. Discuss the responses and have everyone correct the wrong answers.

Provide the code orally and write it on the board or show it on the screen. Then dictate each word. Have students write the word in syllables, separate the syllables with dashes, and mark the vowels.

**Codes:**  
cl = closed  
vce = vowel-consonant-e  
op = open  
pref = prefix  
s = suffix

The vowels in prefixes and suffixes are not marked

- |                      |                 |
|----------------------|-----------------|
| 1. (pref-vce)        | re-sālē         |
| 2. (pref-vce)        | con-spīrē       |
| 3. (pref-vce)        | pro-mōtē        |
| 4. (op-op)           | hē-rō           |
| 5. (pref-cl-s)       | en-chānt-ed     |
| 6. (pref-vce)        | de-vōtē         |
| 7. (pref-cl)         | com-pāct        |
| 8. (pref-vce)        | ex-pīrē         |
| 9. (pref-pref-cl-s)  | dis-en-chānt-ed |
| 10. (pref-cl-op-vce) | e-vāc-ū-ātē     |
| 11. (pref-cl-cl)     | de-pōs-īt       |
| 12. (op-op)          | vē-tō           |
| 13. (op-op-vce)      | vī-ō-lātē       |
| 14. (pref-cl-vce)    | dis-trīb-ūtē    |
| 15. (pref-vce)       | e-vādē          |

Ask students to read the words. Please follow the procedure recommended in Note to Instructor, Chapter 2, Lesson 4.

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## 7a Open and Closed Syllables

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Let's review the trickiest part of syllable division: A word that has one consonant between two vowels is often divided after the first vowel (bā-con). This creates an open syllable, which makes the vowel long. Sometimes the first syllable is closed. This means the word must be divided after the consonant and, therefore, the vowel is short (căb-in).

Study the following words carefully. The syllabication choices give you two possible ways to divide each word. Mark the first vowel in the words on the left. Then circle the correct syllabication and write the code in the box. Remember, a long vowel in the first syllable means that the syllable is open. Use **op** for an open syllable and **cl** for a closed syllable.

Word	Syllabication Choices	Code
1. idol	i-dol or id-ol	
2. figure	fi-gure or fig-ure	
3. tribute	tri-bute or trib-ute	
4. equal	e-qual or equ-al	
5. female	fe-male or fem-ale	
6. topic	to-pic or top-ic	
7. dragon	dra-gon or drag-on	
8. human	hu-man or hum-an	
9. item	i-tem or it-em	
10. panic	pa-nic or pan-ic	
11. donate	do-nate or don-ate	
12. edit	e-dit or ed-it	

Divide each word into syllables, mark the vowels, and write the code on the line.

1. reconstruct \_\_\_\_\_
2. speculate \_\_\_\_\_
3. device \_\_\_\_\_
4. illustrate \_\_\_\_\_
5. reconvene \_\_\_\_\_

---

## **7b/12b** Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with prefixes

Words with the suffixes  
-tion, -sion, and s-sion

### **7b** Spelling

1. request
2. require
3. revise
4. **refuse (HG)\***
5. react
6. regret
7. define
8. decline
9. develop
10. deposit
11. donate
12. prepare
13. pretend
14. prevent
15. **present (HG)\***
16. locate
17. program
18. extra
19. comma
20. pasta

### **12b** Spelling

1. action
2. reaction
3. fraction
4. fiction
5. section
6. mention
7. option
8. question
9. nation
10. motion
11. vacation
12. station
13. solution
14. election
15. location
16. division
17. **decision \***
18. **occasion \***
19. **admission \***
20. **discussion \***

\***Red word**, HG = Homograph

---

## 8 Applying Syllabication Rules

---

Review the syllabication rules in your binder. Write the words in syllables separated by dashes. Next, mark the vowels and denote the code. The code for a prefix is **pref**; the code for a suffix is **s**. Prefixes and suffixes are not marked. Some of the following words have two prefixes.

1. precede \_\_\_\_\_
2. uncontested \_\_\_\_\_
3. misbehave \_\_\_\_\_
4. nonstick \_\_\_\_\_
5. resentful \_\_\_\_\_
6. comprehend \_\_\_\_\_
7. humid \_\_\_\_\_
8. decompose \_\_\_\_\_
9. evaluate \_\_\_\_\_
10. compromise \_\_\_\_\_
11. disconnected \_\_\_\_\_
12. accumulate cl-op-op-vce\_\_\_\_\_

Highlight the vowels in the words below and draw a red line between the syllables. Draw a line from the first syllable in each word to the correct code on the left. Next, draw a line from the second syllable to the correct code on the right.

op	remind	vce
	consume	
	tirade	
	complex	
pref	provide	
	snapshot	
	erase	
	demand	
cl	instruct	cl

## 9 Ninth Rule of Syllabication

### Ninth Rule of Syllabication

Divide a word after a prefix or before a suffix and keep the base word intact, if possible (re-print-ed, ex-press-ing, un-fund-ed).

The Ninth Rule of Syllabication overpowers the Second and Third Rules of Syllabication. The Ninth Rule of Syllabication tells you to separate the prefixes and suffixes from the base word so you can sound it out.

In words such as **wid-en** or **vot-ed**, it is not possible to keep the base word intact because the **e** of **wide** or **vote** must be dropped before the suffix is added.

When a word has a doubled consonant before a suffix that starts with a vowel, divide the word between the consonants to keep the base word intact as in stop-ped and run-ning.

Draw a red line between each prefix, base word, and suffix. Then underline the base word.

- |                          |               |                |               |
|--------------------------|---------------|----------------|---------------|
| 1. de   <u>fend</u>   ed | 5. prescribe  | 9. disgraceful | 13. knotted   |
| 2. untwisting            | 6. refreshing | 10. describing | 14. scrubbing |
| 3. preshrunk             | 7. defrosted  | 11. misquoted  | 15. dropping  |
| 4. prolonging            | 8. restricted | 12. reminded   | 16. strutted  |

Do you remember the rules for determining how many syllables are in a word? Read the following words and answer the questions.

	How many vowels can you see?	How many vowels can you hear?	How many syllables are in the word?
1. reunite			
2. limelight			
3. distribute			
4. eliminate			
5. preprogrammed			
6. deposit			
7. involvement			
8. grapevine			



---

## 10a Three Sounds of y

---

The letter **y** may be a consonant or a vowel. It is a consonant when it occurs at the beginning of a word or a syllable. Read these words and listen to the sound of the **y**.

1. yet      2. yes      3. you      4. yank      5. beyond      6. yell

The letter **y** is a vowel when it occurs in the middle or at the end of a word. Most often, the letter **y** occurs at the end of words. In this position, it has two sounds. Sometimes it says long **i**, but more frequently it says long **e**.

Read the following words and listen to the two different sounds of **y**. Then write **ī** or **ē** on the lines. If you are not sure which one is correct, try both. Then choose the one that makes a real word.

- |          |       |          |       |           |       |            |       |
|----------|-------|----------|-------|-----------|-------|------------|-------|
| 1. spy   | _____ | 6. funny | _____ | 11. sly   | _____ | 16. bossy  | _____ |
| 2. messy | _____ | 7. cry   | _____ | 12. pony  | _____ | 17. flashy | _____ |
| 3. fly   | _____ | 8. lazy  | _____ | 13. entry | _____ | 18. pry    | _____ |
| 4. rosy  | _____ | 9. ruby  | _____ | 14. happy | _____ | 19. flimsy | _____ |
| 5. puppy | _____ | 10. dry  | _____ | 15. salty | _____ | 20. cranky | _____ |

Study the patterns of the two different sounds of **y**. What is the rule?

---

Sometimes **y** is a suffix. It is a suffix when you can see a base word before it *messy*, *funny*, *salty*. It is usually an adjective ending that means *like* or *resembling*.

Do you remember the rule for adding the suffixes **-ed** or **-ing** to verbs? The suffix **-y** follows the same rule. When you add the suffix **-y** to a word with a short vowel, you must have two consonants before the **-y** as in *dusty*, *plenty*, or *flimsy*. If the base word has only one consonant, you must double the consonant before adding **-y** as in *pup*, *puppy*, *mud*, *muddy*, or *wit*, *witty*. When the first vowel is long, as in a vowel-consonant-e syllable, drop the **e** before you add **-y** as in *shine*, *shiny*, or *shake*, *shaky*.

Mark the first vowel in each word. Next, rewrite the words by adding the suffix **-y**.

- |          |       |           |       |
|----------|-------|-----------|-------|
| 1. haze  | _____ | 6. crisp  | _____ |
| 2. draft | _____ | 7. price  | _____ |
| 3. smile | _____ | 8. pop    | _____ |
| 4. fun   | _____ | 9. sun    | _____ |
| 5. fog   | _____ | 10. spice | _____ |

## 10a continued

Mark the first vowel and draw an arrow to the correct ending. Then read the words.

- |         |    |        |    |         |    |           |    |
|---------|----|--------|----|---------|----|-----------|----|
| 1. slop | py | 3. mud | dy | 5. sun  | ny | 7. thrift | ty |
|         | y  |        | y  |         | y  |           | y  |
| 2. dust | ty | 4. dad | dy | 6. hand | dy | 8. fun    | ny |
|         | y  |        | y  |         | y  |           | y  |

Rewrite the following words by adding the suffix *y*. Mark the first vowel in each word.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. wave  | _____ | 5. pup   | _____ |
| 2. chop  | _____ | 6. smoke | _____ |
| 3. silk  | _____ | 7. nut   | _____ |
| 4. shade | _____ | 8. mist  | _____ |

How does the suffix *-y* change the meaning of a base word?

---

Here are a few words that do not follow the rules: **body, study, city, copy, busy, pity, lily**. Also, with the exception of the word *savvy*, do not double the consonant in words that end with **v** or **x** as in the words **levy, bevy, waxy, boxy**.

Another common suffix is **-ly**, pronounced **lē**. It usually changes a noun or a verb to an adverb (describes a verb) or an adjective (describes a noun) and means *like* or *resembling*.

Highlight the words you can read. Try to figure out the rule for adding **-ly** to base words.

- |                    |                    |                    |                     |
|--------------------|--------------------|--------------------|---------------------|
| 1. last – lastly   | 4. time – timely   | 7. cost – costly   | 10. rapid – rapidly |
| 2. love – lovely   | 5. hasty – hastily | 8. right – rightly | 11. busy – busily   |
| 3. happy – happily | 6. light – lightly | 9. lazy – lazily   | 12. brave – bravely |

What is the rule? \_\_\_\_\_

Add **-ly** to these base words and write the new words on the lines:

- |           |       |           |       |           |       |
|-----------|-------|-----------|-------|-----------|-------|
| 1. like   | _____ | 7. clumsy | _____ | 13. most  | _____ |
| 2. bright | _____ | 8. late   | _____ | 14. lazy  | _____ |
| 3. angry  | _____ | 9. safe   | _____ | 15. fine  | _____ |
| 4. nice   | _____ | 10. open  | _____ | 16. kind  | _____ |
| 5. body   | _____ | 11. handy | _____ | 17. calm  | _____ |
| 6. high   | _____ | 12. huge  | _____ | 18. lucky | _____ |

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## **10b/10d** Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with y as a consonant and as a vowel

### **10b** Spelling

1. yet
2. yell
3. **yellow \***
4. yank
5. **you \*(H)**
6. **your \*(H)**
7. yourself
8. **you + will = you'll \*(H)**
9. **you + are = you're \*(H)**
10. my
11. myself
12. sky
13. cry
14. try
15. trying
16. flying
17. shy
18. by (H)
19. **buy \*(H)**
20. **why \***

### **10d** Spelling

1. any
2. body
3. anybody
4. anyone
5. anything
6. every
7. everybody
8. everything
9. tiny
10. baby
11. **study \***
12. **copy \***
13. empty
14. very
15. funny
16. lovely
17. twenty-two
18. deny
19. supply
20. reply

**\*Red word**, H = Homophone

## 10c y in Accented Syllables

In some two-syllable words, the y ending has a long i sound. This happens when the second syllable is **accented**. **Accented** syllables are pronounced more forcefully than unaccented ones. Each word must have at least one accented syllable. The dictionary shows accented syllables with an apostrophe as in *ad-mit'* or *do'-nate*. When the first syllable is **accented**, the y is usually a suffix and has a long e sound as in *ang'ry* or *dust'y*. When the second syllable is accented, the y has a long i sound as in *re-ly'* or *ap-ply'*.

Read words 1-12. Highlight the accented syllable and write the sound of y on the line.

1. sup-ply    \_\_\_    4. de-ny    \_\_\_    7. de-fy    \_\_\_    10. im-ply    \_\_\_  
 2. re-ply    \_\_\_    5. bulk-y    \_\_\_    8. Ju-ly    \_\_\_    11. slop-py    \_\_\_  
 3. trend-y    \_\_\_    6. com-ply    \_\_\_    9. fluff-y    \_\_\_    12. oc-cu-py    \_\_\_

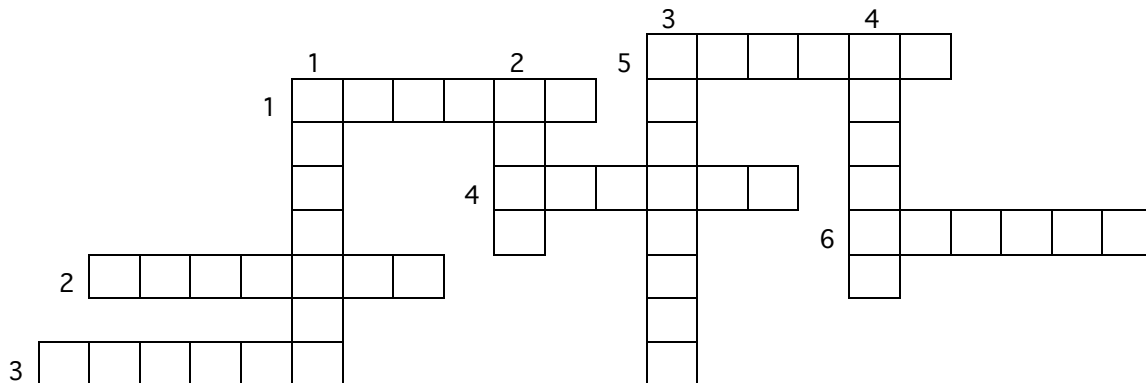
The suffix **-fy** has a long i sound. It says **fi** as in *satisfy*. Usually it has the letter i before it **-ify** as in *modify*, *simplify* or *magnify*. What does the underlined i say? \_\_\_\_\_  
 You are correct if you noticed that the i says the schwa sound (ə). The suffixes **-fy** or **-ify** change a noun or an adjective to a verb and mean **to make**.

Change words 1-9 to verbs by adding **-ify**. Drop the silent e before you add the suffix.

1. just    \_\_\_\_\_    4. class    \_\_\_\_\_    7. humid    \_\_\_\_\_  
 2. test    \_\_\_\_\_    5. solid    \_\_\_\_\_    8. pure    \_\_\_\_\_  
 3. false    \_\_\_\_\_    6. note    \_\_\_\_\_    9. intense    \_\_\_\_\_

Choose words from both lists to solve the crossword puzzle. Write in pencil.

- Across**
1. Latest fashion
  2. To defend your actions
  3. To live in a house
  4. To give notice
  5. Careless, not neat, not tidy
  6. Soft and airy
- Down**
1. To give evidence in court
  2. An accused person who says he didn't do it
  3. To make into a solid
  4. To remove tiny, bad stuff from water



## 10e y in the Middle of Words

When the letter **y** is in the middle of a word, treat **y** just like **i**. The letter **y** has a short **i** sound when it is in a closed syllable as in *myth*. The letter **y** has a long **i** sound when it is at the end of an open, accented syllable as in *ny'lon*, or when it follows the vowel-consonant-e pattern as in *type*. Most words with **y** in the middle are derived from ancient Greek.

Highlight the words you can read. Then draw a line to the sound that the first **y** says.

- |             |   |              |   |
|-------------|---|--------------|---|
| 1. myth     |   | 5. hybrid    |   |
| 2. hydrogen | ī | 6. synonym   | ī |
| 3. style    | ī | 7. rhyme     | ī |
| 4. hymn     |   | 8. crystal   |   |
| 9. system   |   | 13. lyrics   |   |
| 10. hydrant | ī | 14. nylon    | ī |
| 11. pyramid | ī | 15. syllable | ī |
| 12. tyrant  |   | 16. rhythm   |   |

Highlight the following words you can read. Listen to the sound of **y** and write the words under the correct heading.

- |            |            |              |             |
|------------|------------|--------------|-------------|
| 1. oxygen  | 5. typical | 9. lynx      | 13. gym     |
| 2. hype    | 6. symbol  | 10. physical | 14. antonym |
| 3. homonym | 7. type    | 11. hydrate  | 15. cyclone |
| 4. cycle   | 8. hyphen  | 12. symptom  | 16. syrup   |

y says short i	y says short i	y says long i	y says long i

# 11 Word Endings *-ate* and *-ite*

The word ending **-ate** usually follows the vowel-consonant-e rule and is pronounced just like the small word **ate** in *locate*. Words with the ending sound of **āte** are usually verbs as in *relate, rotate*. Sometimes, however, **-ate** says **ət** as in *private* or *delicate*.

Read the following words and listen closely to the sounds of **-ate**. Write **āte** or **ət** next to each word.

- |                   |                   |                     |
|-------------------|-------------------|---------------------|
| 1. do-nate _____  | 4. cli-mate _____ | 7. reg-u-late _____ |
| 2. pri-vate _____ | 5. e-quate _____  | 8. ac-cu-rate _____ |
| 3. cre-ate _____  | 6. pi-rate _____  | 9. tab-u-late _____ |

Although the word ending **-ite** usually follows the vowel-consonant-e rule and is pronounced **īte**, as in *excite*, sometimes it says **ət** as in *granite*.

Read these words and listen to the vowel sound of **-ite**. Write **īte** or **ət** on the lines.

- |                  |                     |                      |
|------------------|---------------------|----------------------|
| 1. u-nite _____  | 4. fav-or-ite _____ | 7. sat-el-lite _____ |
| 2. po-lite _____ | 5. fi-nite _____    | 8. op-po-site _____  |
| 3. in-vite _____ | 6. def-in-ite _____ | 9. hyp-o-crite _____ |

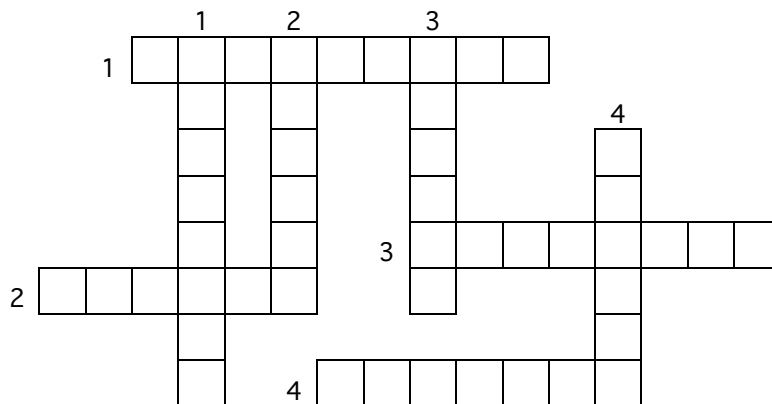
Use words from both lists to solve the crossword puzzle. Write in pencil.

### Across

- An object that orbits earth
- A robber who travels by ship
- To keep track of points
- Typical weather in an area

### Down

- Without mistakes
- To make equal
- To ask someone to your home
- Saying please or thank you



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## 12a Suffixes –t(ion) and –s(ion)

---

The Latin suffix **-ion** often has the letter **t** before it, **t + -ion = -tion**, which says **shən**. It means state or condition. Most words that end with **-tion** are nouns. Write **-tion = shən** five times on the back of this sheet. The **t** in **-tion** usually comes from the Latin root as in the words *instruct*, *instruction*, *act*, *action*, *deduct*, *deduction*.

Write the following words in syllables, separated by dashes. Then mark the vowels and denote the code. The code for a prefix is **pre**, and for a suffix the code is **s**. Prefixes and suffixes are not marked.

- |                  |           |       |       |
|------------------|-----------|-------|-------|
| 1. nation        | nā - tion | op-s  | _____ |
| 2. motion        | _____     | _____ | _____ |
| 3. emotion       | _____     | _____ | _____ |
| 4. promotion     | _____     | _____ | _____ |
| 5. election      | _____     | _____ | _____ |
| 6. devotion      | _____     | _____ | _____ |
| 7. protection    | _____     | _____ | _____ |
| 8. fraction      | _____     | _____ | _____ |
| 9. invention     | _____     | _____ | _____ |
| 10. prescription | _____     | _____ | _____ |

The suffix **-ion** often changes a verb to a noun as in *act*, *action*, *edit*, *edition*. Highlight the words you can read. Next, draw a line between the nouns and the related verbs:

- |               |              |               |         |
|---------------|--------------|---------------|---------|
| 1. contribute | translation  | 5. reflection | erupt   |
| 2. locate     | pollution    | 6. collection | select  |
| 3. translate  | location     | 7. eruption   | reflect |
| 4. pollute    | contribution | 8. selection  | collect |

Study words 1-4 above. What letter must be dropped when the noun suffix **-ion** is added to the verbs? \_\_\_\_\_

Write nouns for these verbs:

- inspect \_\_\_\_\_
- motivate \_\_\_\_\_
- instruct \_\_\_\_\_
- create \_\_\_\_\_
- vacate \_\_\_\_\_

Write verbs for these nouns:

- disruption \_\_\_\_\_
- relation \_\_\_\_\_
- attraction \_\_\_\_\_
- prediction \_\_\_\_\_
- donation \_\_\_\_\_

## 12a continued

The suffix **-sion** sometimes sounds like **shən** as in *expansion* and *tension*. More often, however, **-sion** sounds like **zhən** as in *confusion* or *decision*. Words with the suffix **-sion** are nouns and mean *state or condition*.

Highlight the words you can read and write them under the correct headings.

explosion	expulsion	occasion	pension	division
tension	invasion	extension	illusion	mansion

**-sion** says **zhən**

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**-sion** says **shən**

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Study the above words. When does the suffix **-sion** say **zhən**? \_\_\_\_\_

When does the suffix **-sion** say **shən**? \_\_\_\_\_

Write verbs for these nouns:

- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| 1. division _____ | 3. decision _____  | 5. expansion _____ |
| 2. invasion _____ | 4. extension _____ | 6. explosion _____ |

Many words have another **s** before **-sion**: *mission*, *session*. What does **ssion** say? \_\_\_\_\_  
Highlight the following words you can read. Next, draw a line from the noun to its verb:

- |                 |          |               |         |
|-----------------|----------|---------------|---------|
| 1. expression   | possess  | 5. omission   | impress |
| 2. possession   | oppress  | 6. submission | omit    |
| 3. transmission | express  | 7. impression | depress |
| 4. oppression   | transmit | 8. depression | submit  |

Highlight the following nouns you can read; then write the verbs on the lines:

- |                     |                     |
|---------------------|---------------------|
| 1. discussion _____ | 3. commission _____ |
| 2. confession _____ | 4. admission _____  |

What two verb endings go to the noun ending **ssion**? \_\_\_\_\_



## CHAPTER 4

# R-Controlled Syllable

### Note to Instructor

Chapter 4 teaches the r-controlled syllable comprising twelve phonograms. It also includes two stories, four dictation lists, and eight Reading and Spelling for Mastery lists. Thirteen exercises provide practice in decoding polysyllabic words with closed, vowel-consonant-e, open, and r-controlled syllables.

**Lesson 1** introduces the **r-controlled** syllable. This syllable is called r-controlled because the **r** changes or controls the vowel sound. The code for an r-controlled syllable is **rc**. It may be necessary to repeat Lesson 1 several times in order for students to retain the characteristics of an r-controlled syllable. Before you hand out the worksheet, write the first question and the sample words on the board or show them on the screen. Ask your class, “What do these words have in common *art, March, fort, sport, shirt, irk, her, clerk, urge, turn?*” Have a discussion about the common aspects of the words and allow students to struggle a bit. Distribute the worksheet and have everyone answer the questions. Go over the answers and clear up misunderstandings. Next, record the correct responses on the board or show them on the screen. Finally, direct students to copy numbers 1 through 5 and to include five examples in the Rules section of their Decoding Binders under the heading **R-controlled Syllable**.

Correct responses are

1. All of these words have only one vowel.
2. The vowels are followed by the letter **r**. You will probably need to repeat this rule often. (Example: The word *form* is r-controlled, but *from* is closed.)
3. The letter **r** controls the vowel and changes it to say **ar** as in *art* and **or** as in *sport*. The other three vowels have the same sound: **ur** as in *turn*, **ir** as in *shirt*, and **er** as in *her*.
4. All are one-syllable words.
5. The code for an r-controlled syllable is **rc**.

Mark the vowels immediately after students discover that the **r** changes or controls the sound of the vowels. Circle the vowel and the **r** as follows: spark

Certain phonemes present particular problems. The r-controlled vowels are a case in point. They are very difficult to learn because there are at least five different ways of spelling the **ur** sound: **er** as in *verb*, **ir** as in *girl*, **ur** as in *burn*, **ear** as in *learn*, as well as the suffixes **-or** and **-ar** as in *major* and *grammar*. Students need a great deal of practice to master these difficult phonemes. There are eight **Reading and Spelling for Mastery** lessons in this chapter. Since you might not want to spend eight weeks on this unit, you might need to tailor these spelling lists to your students’ needs. To reduce

the number of spelling words, consider using the **Reading and Spelling for Mastery** lessons as pretests, so your more capable students are not practicing words they already know. By pretesting, you could create individualized lists. You could even pair up students and let them test each other. Another possibility is to divide the class into groups. Even though each student may not cover every spelling lesson, everyone should practice pronouncing the words on all of the lists.

**Reminders:**

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Homophones marked **H** and homographs marked **HG** must be included in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, require students to add four words that illustrate it.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 2a** (two pages) introduces the r-controlled vowel **ar** and contrasts it to short **a** and long **a** embedded in closed and vowel-consonant-e syllables. On the next page, the first activity discusses the influence **silent e** has on the pronunciation of **ar**, as in *care, dare, stare*. This exercise also introduces the phonogram **air** as in *fair, pair, stairs*. The American Heritage Dictionary indicates this sound with the symbol **â**. The second exercise uses homophone pairs such as *hare, hair, fare, fair*. Provide dictionaries or electronic devices, and ask students to look up the words they don't know. This lesson previews the concepts covered in the next two spelling lists.

**Lessons 2b** and **2c** are on the same **Reading and Spelling for Mastery** page comprised of a dictation and two spelling lists. They contain words with the phonemes **ar** (*part*), **air** (*hair*), **are** (*stare*) and high frequency words with irregular r-controlled vowel patterns. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. Homophones and homographs must be included in the Homophone section, along with definitions. In order to differentiate homophones from homographs, students must mark homophones with a capital **H** and homographs with **HG**. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky words. Modify the third activity in the Proposed Spelling Activities as follows: Have students make three columns on a sheet of paper. Write **Long Vowel Sound** at the top of the first column, **Short Vowel Sound** at the top of the second column, and **R-Controlled Vowel Sound** at the top of the third column. The vowel in the first syllable determines where to write the word.

**Lesson 3a** (two pages) introduces the r-controlled vowel **or** and contrasts it to short **o** and long **o**, embedded in closed and vowel-consonant-e syllables. The second exercise features a true story about the explorer Robert Peary. (The vowel in Peary makes the short **e** sound.) Students are asked to underline or highlight all words with the phonemes **ar** and **or**. Because some of the words are difficult, provide lots of support for younger children or those with severe learning disabilities. The second page introduces the irregular spelling patterns for the **or** sound: **oor** as in *door*, **our** as in *four*, **oar** as in *soar* and asks students to use homophone pairs in sentences. Offer dictionaries or electronic devices for this exercise. Most of these words will be reviewed in Chapters 5 and 7.

**Lessons 3b** and **3c** are on the same **Reading and Spelling for Mastery** page that covers **or** words. A dictation list is also included. To reduce the number of words, consider pretesting to create individualized lists. The second spelling list includes the irregular spelling patterns **oor** as in *door*, **our** as in *court*, and **oar** as in *board*. Since these words are difficult for younger students, modify as necessary. Follow the procedures outlined in Lesson 2b.

**Lesson 4a:** Before you start this lesson, ask students to write the four characteristics and the code for the r-controlled syllable. Discuss the responses and have everyone correct the wrong answers.

Next, Lesson 4a introduces the r-controlled vowel **ir** and requires students to differentiate among r-controlled, closed, and vowel-consonant-e syllables. The exercise at the bottom of the page is designed to help students distinguish between r-controlled syllables and closed syllables that contain the letter **r**. This might be confusing for those with dyslexic tendencies. You might consider writing each word pair on the board and discussing the correct answers.

**Lesson 4b** (on the same page as Lesson 5b) is a **Reading and Spelling for Mastery** list with **ir** words. Follow the procedures from Lesson 2b.

**Lesson 5a** introduces the r-controlled vowel **er**. The first exercise requires students to differentiate among three types of vowel sounds. The second activity provides syllabication practice, followed by a story about a baby bird. Students must underline all of the words with r-controlled vowels. Grade flexibly. The words *where* and *here* are not r-controlled. The words *heard*, *learn*, and *survive* are r-controlled; since they haven't been covered yet, don't take off points if students don't list them.

**Lesson 5b** (on the same page as Lesson 4b) is a **Reading and Spelling for Mastery** list with **er** words. Alert students that the vowel sound changes from **er** to short **e** when the letter **r** is doubled as in *merry*, *berry*, *ferry*. Follow the procedures from Lesson 2b.

**Lesson 5c:** Before you begin this lesson, give students a short quiz. Dictate the following words to ascertain whether students remember the rules for adding suffixes that start with vowels: *cramming*, *hiked*, *reddest*, *melted*, *ripen*, *clogged*, and *planting*. Review as necessary.

Lesson 5c consists of two pages and introduces **-er** as a suffix, which serves two functions:

1. **-er** is added to adjectives that compare two things as in *tall*, *taller* and *late*, *later*.
2. **-er** changes a verb to a noun or a noun to another noun as in *swim*, *swimmer* or *time*, *timer*. The noun describes a person or thing in the process of performing a certain activity as in *camp*, *camper* and *scrape*, *scraper*.

This lesson also reiterates the spelling rules for adding suffixes that start with vowels.

1. In words with a vowel-consonant-e pattern (vce), drop the silent **e** before adding **-er** as in *hike*, *hiker*, *time*, *timer*.
2. In words with one consonant after a short vowel, double the consonant before adding **-er** in order to protect the short vowel from the vce rule as in *stop*, *stopper*, *drum*, *drummer*.
3. Make no changes when the word has two different consonants after the short vowel because they protect the short vowel from the vce rule, as in *plant*, *planter*, *golf*, *golfer*.

Two sets of riddles provide more practice for these concepts.

**Lesson 6a** discusses the r-controlled vowel **ur**. The first exercise requires students to differentiate among closed, vowel-consonant-e, and r-controlled syllables. The second and third activities direct students to apply these skills to polysyllabic words.

**Lesson 6b** (on the same page as Lesson 7c) is a **Reading and Spelling for Mastery** list with **ur** words. Follow the procedures from Lesson 2b.

**Lesson 6c** (two pages) reviews all r-controlled vowels in the context of a syllabication exercise and introduces silent **e** after **r**. The second page discusses how the suffix **-y** affects the vowel sound in r-controlled syllables. The last activity introduces the irregular spelling of **ear** as in *pearl* and *search*. Because the lower half of the second page is difficult, consider teaching it as a whole-class lesson.

**Lessons 7a** is a crossword puzzle with challenging words consisting of closed, vowel-consonant-e, open, and r-controlled syllables. Remind students to do the easy ones first and to write in pencil.

**Lesson 7b** reviews fourteen prefixes and introduces the following three new ones: **em-**, **fore-**, and **mid-**. The prefix **em-** is an assimilated variant of **en-**; both mean *into*, *onto* *within*. The meaning of **fore-** is *before*, whereas **mid-** means *middle*.

**Lesson 7c** (on the same page as Lesson 6b) is a **Reading and Spelling for Mastery** list consisting of words with the phonemes **wor** as in *worry, worth* and **ear** as in *search, pearl*; **ear** is another exception to the rule that states **r-controlled** syllables have only one vowel. Follow the procedures from Lesson 2b.

**Lesson 8** presents the Latin suffixes **-ar** and **-or**, which say **ər**, just like **-er** does. Many Latin roots also use **-er** as in *computer, designer, consumer* but Anglo-Saxon words generally do not use **-ar** and **-or**. Students are asked to deduce the rules for adding suffixes that start with vowels (See Lesson 5c).

**Caution and Advice:** If you are working with younger children or severely learning-disabled students, you might consider skipping Lessons 9, 14b, and 14c. It might be a good idea to present Lessons 10, 11, 12, and 13 as guided, whole-class activities.

**Lesson 9** explains the following rule: “When an r-controlled phoneme is followed by a vowel, it is **not** pronounced with the r-controlled sound. Instead, it is long (more frequently) or short (less frequently) as in *impurity, scary, spirit*.” This rule only applies to accented syllables. Since this worksheet is very difficult, it is not appropriate for younger children or for those students who struggled with the previous concepts in this chapter.

**Lesson 10** introduces the assimilated prefixes of **in-**; they are **im-**, **il-**, and **ir-**. They mean **not** or **in**, **into**, and **within**. Use **im-** before base words that start with **m**, **b**, and **p** as in *immediate, imbalance, impossible*; use **il-** before **l** as in *illegal, illiterate* and **ir-** before **r** as in *irresponsible, irrational*. Use **in-** before all other letters. The assimilated prefixes **con-**, **com-**, **col-**, and **co-** are reviewed and **cor-** is introduced.

**Lesson 11** is a mini-lesson on dictionary skills and presents the suffix **-ure**, often preceded by the letter **t**, as in *nature, culture*. The letter **t** usually comes from the Latin root as in *text, texture; depart, departure; mix, mixture*.

**Lesson 12** introduces the suffix **-al**, which says **əl** as in *form, formal; rent, rental*. The second activity requires students to use multiple suffixes.

**Lesson 13** reviews the schwa sound and the suffixes **-ance** and **-ence**. It also introduces the suffixes **-ant**, **-ent**, and **-ment**. This worksheet is probably not appropriate for younger children.

**Lesson 14a** introduces the word endings **-on** and **-an**, which usually say **ən**, but sometimes they say **on** or **an** as in *nylon* and *caravan*.

**Lesson 14b** covers the connective **i** before suffixes as in *comedian, material*. Have students write **ion**, **ian**, **ial**, **ient**, and **iate** in their Decoding Binders, Suffixes section along with three examples from the worksheet for each. Lesson 14b may be too difficult for younger students.

**Lesson 14c** (no worksheet) provides practice for the second part of the Ninth Rule of Syllabication: “Divide a word after prefix or before a suffix and keep the base word intact, if possible.” Write the un-syllabified words in each pair on the board or show them on the screen, but **do not write them in syllables** (they are syllabified here for your convenience): *swimmer (swim-mer), planner (plan-ner), checker (check-er), blender (blend-er), robber (rob-ber), chatter (chat-ter), blinker (blink-er), dipper (dip-er), catcher (catch-er), shutter (shut-ter), slipper, (slip-er), printer (print-er), trapper (trap-er), drummer (drum-mer), dresser (dress-er), smaller (small-er), shopper (shop-er), charmer (charm-er), dropper (drop-er), partner (part-ner), flipper (flip-er), quicker (quick-er), and rancher (ranch-er)*. Ask students to copy the words, underline the base word, and syllabicate the words. Here is an added complication for words with two consonants before **-er**: apply the rule to divide before **-er** only in base words that have a clear meaning (camp-er, fast-er, dress-er), as opposed to words that don’t have a clear meaning (De-cem-ber, plas-ter). If this seems too confusing, skip this last part.

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# 1 R-Controlled Syllable

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What do these words have in common?

art March or sport shirt birth her clerk fur turn

1. How many vowels are in each word? \_\_\_\_\_
2. What is the letter on the right side of each vowel? \_\_\_\_\_
3. The vowel + the r make a team. What do the five different teams say?  
\_\_\_\_\_
4. How many syllables are in each word? \_\_\_\_\_
5. We call this type of syllable **r-controlled**. Why do you think it has this name?  
\_\_\_\_\_

The code for an r-controlled syllable is **rc**.

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## 2a R-Controlled Vowel *ar*

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The r-controlled vowel **ar** is not long or short. The letter **r** controls the **a** and changes it to say **ar** as in *art*, *arm*, *arch*, and *park*. A syllable that contains the **ar** combination is called an **r-controlled syllable**.

The letter **r** is part of an r-controlled vowel. The code is **rc**. We mark it by circling the vowel and the **r**: **ar**n.

Read the following words. Next to each word, write the code **rc** for r-controlled syllables, **cl** for closed syllables, or **vce** for vowel-consonant-e syllables. Then mark the vowels and read the words again.

- |               |                |                |                 |
|---------------|----------------|----------------|-----------------|
| 1. charm ____ | 7. phrase ____ | 13. harm ____  | 19. brand ____  |
| 2. stand ____ | 8. scarf ____  | 14. crash ____ | 20. starch ____ |
| 3. card ____  | 9. blast ____  | 15. Mars ____  | 21. farm ____   |
| 4. blaze ____ | 10. chart ____ | 16. smart ____ | 22. shave ____  |
| 5. barn ____  | 11. sharp ____ | 17. brave ____ | 23. start ____  |
| 6. March ____ | 12. grace ____ | 18. dark ____  | 24. black ____  |

Draw lines from the syllables on the left to the syllables on the right to make new words. Next, write them on the lines. Finally, read the new words.

- |      |      |   |          |
|------|------|---|----------|
| mar  | arm  | → | 1. _____ |
| harm | ket  | → | 2. _____ |
| dis  | get  | → | 3. _____ |
| de   | ful  | → | 4. _____ |
| part | ling | → | 5. _____ |
| tar  | ness | → | 6. _____ |
| har  | ly   | → | 7. _____ |
| dar  | part | → | 8. _____ |

On another sheet of paper, write three rhyming words for **car** and four for **dark**.

## 2a continued

The letters **ar** have a different sound when they are followed by a silent **e**. Listen to the vowel sound in the words *care, share, and scare*. If you listen closely, you will notice that **ar + e** together say the word **air**. Another pattern makes the same sound. Listen to the vowel sound in the words *hair, fair, and pair*. The dictionary uses the symbol **âr** (a with a roof over its head) for the sound you hear in *care* or *air*.

Read the following words and listen to the vowel sounds. Write **ar** or **âr** next to each word.

- |               |                |                 |                 |
|---------------|----------------|-----------------|-----------------|
| 1. spark ____ | 6. car ____    | 11. stairs ____ | 16. square ____ |
| 2. spare ____ | 7. care ____   | 12. mark ____   | 17. scar ____   |
| 3. lair ____  | 8. chair ____  | 13. flare ____  | 18. scare ____  |
| 4. dart ____  | 9. star ____   | 14. fair ____   | 19. far ____    |
| 5. pair ____  | 10. stare ____ | 15. tarp ____   | 20. fare ____   |

Use the homophones in the box to complete the sentences below. You may consult a dictionary or an electronic device. Do the easy ones first.

fair	stare	pair	flair
fare	stair	pare	flare

1. Make sure you have exact change for the bus \_\_\_\_\_.
2. The Student Body President won the election \_\_\_\_\_ and square.
3. The driver prevented an accident by setting out a \_\_\_\_\_ after his car stalled.
4. Sabrina has a \_\_\_\_\_ for acting.
5. It is very rude to \_\_\_\_\_ at people.
6. You will get in shape if you take the \_\_\_\_\_ case instead of the elevator.
7. Use the sharp knife to \_\_\_\_\_ the apple.
8. I need a new \_\_\_\_\_ of shoes for the dance.

The letters **ar** have one more sound. Listen to the vowel sound in the words **warm, warn,** and **quarrel**. The rule is, "When the letters **ar** follow **w** or **qu**, they sound like the word **or**."

Read the following words. On another sheet of paper, write a sentence with each word. You may use two words in each sentence.

- |            |            |            |            |            |
|------------|------------|------------|------------|------------|
| 1. warp    | 3. warning | 5. warden  | 7. quart   | 9. quarrel |
| 2. warming | 4. ward    | 6. warrant | 8. quarter | 10. quarry |

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## 2b/2c Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

ar as in art

Words with **ar**, **war**, and **arr**

Words with **are** and **air**

### Dictation

1. car
2. far
3. jar
4. star
5. art
6. cart
7. part
8. tart
9. smart
10. barn
11. hard
12. card
13. park
14. dark
15. mark
16. spark
17. barb
18. arm
19. farm
20. charm

### 2b Spelling

1. **are \***
2. start
3. sharp
4. harm
5. alarm
6. starve
7. March
8. yard
9. **guard \***
10. garden
11. market
12. army
13. apart
14. **separate \* (HG)**
15. **quart \***
16. **war \***
17. **warn \* (H)**
18. **warm \***
19. **marry \* (H)**
20. **carry \***

### 2c Spelling

1. care
2. dare
3. rare
4. share
5. ware (H)
6. **wear \* (H)**
7. scare
8. scary
9. glare
10. stare (H)
11. stairs (H)
12. **square \***
13. air (H)
14. hair (H)
15. pair (H)
16. pare (H)
17. fair (H)
18. fare (H)
19. upstairs
20. airplane

\***Red word**, H = Homophone, HG = Homograph



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## 3a R-Controlled Vowel *or*

---

The r-controlled vowel **or** is not long or short. The letter **r** controls the **o** and changes it to say **or** as in *for*, *born*, and *storm*. A syllable that contains the **or** combination is called an **r-controlled syllable**. When the **or** sound comes at the end of a one-syllable word, it is followed by silent **e**, except for the words *or*, *nor*, *for*. Words such as *store*, *tore*, and *more* are still considered r-controlled syllables; however, the **e** is silent, so cross it out.

The letter **r** is part of an r-controlled vowel. The code is **rc**. We mark it by circling the vowel and the **r** *spor**t***.

Read the following words and mark the vowels. Next to each word, write the code **rc** for r-controlled syllables, **cl** for closed syllables, and **vce** for vowel-consonant-e syllables.

- |               |                |                |                |
|---------------|----------------|----------------|----------------|
| 1. sport ____ | 7. broke ____  | 13. core ____  | 19. drove ____ |
| 2. moth ____  | 8. shore ____  | 14. grove ____ | 20. scorn ____ |
| 3. north ____ | 9. torch ____  | 15. storm ____ | 21. cord ____  |
| 4. spoke ____ | 10. prod ____  | 16. frost ____ | 22. port ____  |
| 5. slot ____  | 11. chore ____ | 17. cork ____  | 23. rock ____  |
| 6. short ____ | 12. stork ____ | 18. throb ____ | 24. thorn ____ |

On another sheet of paper write three rhyming words for **orn** and three for **ort**.

Read the following story first. Go back over it and underline or highlight all of the words with **ar** and **or**. There are a total of thirty-seven words. If you can find thirty-one, you're the champion!

### An American Explorer

Robert E. Peary (short e) loved to travel to cold places in the far North. While exploring Greenland in the 1890s, he hiked 600 miles over snow and ice to map the area. Afterwards, he informed the world that Greenland was not part of a continent. Instead, it was a large island.

Peary had an even bigger goal for himself. He wanted to be the first human to reach the North Pole! Before he started, he organized an exploring party of six hardy men. Their ship departed from the port of New York in July 1908. While stopping at a port in Canada, Peary hired 17 more men to support this enormous effort.

In March 1909, he set sail for the frozen North. His ship carried 23 men, 133 dogs, and 17 dog sleds. Because the days were short, they traveled mostly in darkness. They endured bitter cold and harsh storms. Peary's remarkable party made history on April 6, 1909. On that date, they recorded planting the American flag on the North Pole.

(Paraphrased from 100 Years of Adventure and Discovery, National Geographic Society, 1987.)

### 3a continued

The **or** sound is complicated because it has several other spellings. Listen to the **or** sound in the words **floor**, **four**, and **soar**. Even though there is another vowel between the letter **o** and the letter **r**, it still says **or**. Many words with the extra vowel are homophones.

Use the following homophones in the sentences below. Do the easy ones first. You may consult a dictionary or an electronic device.

bore	horde	horse	bored	course	sore	morning
boar	hoard	hoarse	board	coarse	soar	mourning

1. Norm's older brother is taking a college \_\_\_\_\_.
2. Start with \_\_\_\_\_ sandpaper when you refinish the walnut chair.
3. After the football game, the fans were \_\_\_\_\_ from yelling for their team.
4. The jockey rode the \_\_\_\_\_ around the track.
5. The hunter shot a wild \_\_\_\_\_.
6. Carl is a \_\_\_\_\_ because he talks too much about himself.
7. Make sure you copy the homework from the \_\_\_\_\_ before the bell rings.
8. The crowd was restless and \_\_\_\_\_ because the singer was late.
9. In times of war, many people \_\_\_\_\_ food.
10. After the football team won, a \_\_\_\_\_ of people ran onto the field.
11. An eagle can \_\_\_\_\_ through the air.
12. After hiking nine miles with a full backpack, my back was \_\_\_\_\_.
13. Oh, what a beautiful \_\_\_\_\_, oh, what a beautiful day!
14. The family was in \_\_\_\_\_ after Grandma's death.

The **or** spelling also has a different sound. Listen to the vowel sound in the words **world**, **work**, and **worse**. The dictionary's symbol for this sound is **ûr**. When **or** follows the letter **w**, it says **ûr**.

Read the following words. Write **or** or **ûr** on the lines. Underline the two words that do not follow the rule **wor** says **wûr**.

- |          |       |          |       |          |       |             |       |
|----------|-------|----------|-------|----------|-------|-------------|-------|
| 1. fort  | _____ | 4. world | _____ | 7. dorm  | _____ | 10. worst   | _____ |
| 2. worm  | _____ | 5. worry | _____ | 8. worth | _____ | 11. wore    | _____ |
| 3. sport | _____ | 6. north | _____ | 9. sword | _____ | 12. worship | _____ |

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## 3b/3c Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with **or**

### Dictation

1. or (H)
2. for (H)
3. fort
4. forty
5. born (H)
6. corn
7. torn
8. horns
9. sworn
10. worn (H)
11. scorn
12. thorn
13. cord
14. sort
15. sport
16. short
17. pork
18. fork
19. form
20. storm

Words with **or** and **ore**

### 3b Spelling

1. order
2. forth (H)
3. north
4. before
5. bored (H)
6. sore (H)
7. more
8. wore (H)
9. shore
10. score
11. store
12. story
13. corner
14. record (HG)
15. **history \***
16. morning (H)
17. correct
18. report
19. **support \***
20. **according \***

Words with **oor**, **our**, **oar**

### 3c Spelling

1. **door \***
2. **floor \***
3. **poor \* (H)**
4. **pour \* (H)**
5. **four \* (H)**
6. **fourth \* (H)**
7. **mourn \* (H)**
8. mourning (H)
9. **court \***
10. **course \* (H)**
11. **coarse \* (H)**
12. **oar \* (H)**
13. **roar \***
14. **hoard \* (H)**
15. **board \* (H)**
16. boarding
17. aboard
18. skateboard
19. **soar \* (H)**
20. soaring

When the **or** sound is at the end of a one-syllable word, it is followed by **silent e**, except for the words **or**, **nor**, and **for**.

\***Red word**, H = Homophone, HG = Homograph

## 4a R-Controlled Vowel *ir*

The r-controlled vowel **ir** is not long or short. The letter **r** controls the **i** and changes it to say **ir** as in *bird*, *girl*, and *sir*. A syllable that contains the **ir** combination is called an **r-controlled syllable**.

The letter **r** is part of an r-controlled vowel. The code is **rc**. We mark it by circling the vowel and the **r**: *g(ri)*. Read the following words. Then mark the vowels and write them under the correct code.

- |           |          |           |            |            |           |
|-----------|----------|-----------|------------|------------|-----------|
| 1. first  | 4. third | 7. pride  | 10. thirst | 13. chirp  | 16. crime |
| 2. thrill | 5. flirt | 8. dirt   | 11. crisp  | 14. thrift | 17. shirt |
| 3. swirl  | 6. brink | 9. shrink | 12. strike | 15. twirl  | 18. quirk |

rc	rc	cl	vce
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Highlight the vowels in the words below, draw a red line between the syllables. Next, draw a line from the first syllable of each word to the correct syllable code on the left. Finally, draw a line from the second syllable of each word to the correct syllable code on the right.

<b>cl</b>	firsthand	<b>cl</b>
	confirm	
	whirlwind	
	skirmish	
<b>rc</b>	rebirth	<b>rc</b>
	blackbird	
	birthstone	
	affirm	
<b>pref</b>	stirrups	<b>vce</b>

Decide whether each word below is a closed syllable or an r-controlled syllable. Next, write **cl** or **rc** next to the word and mark the vowel. Read the words one more time.

- |          |       |          |       |          |       |          |       |
|----------|-------|----------|-------|----------|-------|----------|-------|
| 1. girl  | _____ | 5. frock | _____ | 9. crock | _____ | 13. tarp | _____ |
| 2. grill | _____ | 6. fork  | _____ | 10. cork | _____ | 14. trap | _____ |
| 3. grid  | _____ | 7. form  | _____ | 11. arm  | _____ | 15. barn | _____ |
| 4. gird  | _____ | 8. from  | _____ | 12. ram  | _____ | 16. bran | _____ |

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## 4b/5b Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with **ir** as in **bird**

### 4b Spelling

1. first
2. third
3. thirty
4. thirteen
5. thirst
6. thirsty
7. birth (H)
8. girl
9. skirt
10. shirt
11. sir
12. stir
13. dirt
14. dirty
15. bird
16. firm
17. confirm
18. flirt
19. squirt
20. shirk

Words with **er** as in **her**

### 5b Spelling

1. her
2. after
3. were \*
4. other
5. another
6. mother
7. brother
8. father
9. sister
10. number
11. together
12. over
13. river
14. perhaps
15. understand
16. different \*
17. desert \* (H, HG)
18. dessert \* (H)
19. person \*
20. berry \* (H)

When the letter **r** is doubled, the **e** is short (*merry*)

\*Red word, H = Homophone, HG = Homograph

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## 5a R-Controlled Vowel er

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The r-controlled vowel **er** is not long or short. The letter **r** controls the **e** and changes it to say **er** as in *her*, *fern*, and *clerk*. You may have noticed that **er** sounds just like **ir**. A syllable with the **er** combination is called an **r-controlled syllable**.

The letter **r** is part of an r-controlled vowel. The code is **rc**. We mark it by circling the vowel and the **r**, *fer<sup>n</sup>*.

Read the following words and mark the vowels. Next to each word, write the code **rc** for r-controlled syllables and **cl** for closed syllables.

- |          |     |           |     |           |     |           |     |
|----------|-----|-----------|-----|-----------|-----|-----------|-----|
| 1. stern | ___ | 5. clerk  | ___ | 9. spend  | ___ | 13. herd  | ___ |
| 2. term  | ___ | 6. rent   | ___ | 10. serve | ___ | 14. shred | ___ |
| 3. rest  | ___ | 7. nerve  | ___ | 11. fret  | ___ | 15. perch | ___ |
| 4. germ  | ___ | 8. stress | ___ | 12. fern. | ___ | 16. verb  | ___ |

Write the words in syllables, mark the vowels, and denote the code.

- |            |       |
|------------|-------|
| 1. corner  | _____ |
| 2. order   | _____ |
| 3. perform | _____ |
| 4. expert  | _____ |
| 5. pattern | _____ |
| 6. insert  | _____ |
| 7. concern | _____ |

Read the story first. Go back over it and underline or highlight all of the words with r-controlled vowels. If you can find thirty-six, you're the champion!

### Baby Bird

After finishing my run at Emerald Lake and walking back to my car, I heard some soft chirping. Where was it coming from? I looked in the grass and under bushes. Finally I saw a tiny blob under a fir tree. It was a baby bird that had fallen out of its nest. I picked it up carefully, put it in the back seat of my car, and drove to the pet store. I asked the clerk if the store had anything I might use to feed a baby bird. "Yes," the clerk said, "Here is some baby bird formula." Once I was home, I put the little bird in a basket, lined with soft cloth. Then I mixed the dry formula with water and fed baby bird with a dropper. It loved the food and wanted to be fed all the time. Whenever I walked by the basket, it opened its beak for more.

After two weeks, baby bird had lots of feathers and started to look like a little robin. Now that it was getting bigger, it hopped all over our home and was trying to fly. Baby bird needed to be outdoors to learn how to survive in the wild. I was too worried to set it free in our back yard because of the cat next door. So, I decided to bring it to a bird preserve where it would have a safe place to learn to fly and to feed itself. As I was saying good-bye to my adorable baby robin, I wiped away tears and wished it a long and happy life.

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## 5c The Suffix -er

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When the r-controlled vowel **er** occurs at the end of a word, it is usually a suffix. A suffix changes the base word's meaning. The suffix **-er** often changes a verb to a noun and can mean *a person or thing performing an activity* as in the words *shopper, camper, and singer*. It is also added to adjectives to compare two things as in the phrases *the faster car* and *the older person*. Sometimes **er** does not have a clear meaning as in the words *otter, corner, or offer*.

Read the following words. When the suffix **-er** compares two things, write **c** next to the word. When the suffix changes a verb to a noun and means a person or a thing that performs an action, write **n** next to the word.

- |            |       |            |       |              |       |
|------------|-------|------------|-------|--------------|-------|
| 1. camper  | _____ | 5. buzzer  | _____ | 9. quicker   | _____ |
| 2. sticker | _____ | 6. darker  | _____ | 10. golfer   | _____ |
| 3. longer  | _____ | 7. quitter | _____ | 11. shopper  | _____ |
| 4. drummer | _____ | 8. taller  | _____ | 12. stronger | _____ |

Choose two words from the box to finish each sentence. Some of them rhyme.

clipper bender better twitter letter glimmer flutter shimmer skipper fender

1. On sunny days, waves \_\_\_\_\_ and \_\_\_\_\_.
2. Most birds do this \_\_\_\_\_ and \_\_\_\_\_.
3. A minor car accident is a \_\_\_\_\_.
4. The captain of a sailing ship is the \_\_\_\_\_ of a \_\_\_\_\_.
5. The editor of the newspaper picked the \_\_\_\_\_.

English has an important spelling rule for adding suffixes that start with vowels to base words. (You studied this rule in Chapter 2.) Write the rule on another sheet of paper.

Read each word and mark the vowels. Next, add **-er** and write the new words on the line.

- |           |       |          |       |          |       |
|-----------|-------|----------|-------|----------|-------|
| 1. time   | _____ | 5. chat  | _____ | 9. joke  | _____ |
| 2. wrap   | _____ | 6. broke | _____ | 10. shut | _____ |
| 3. print  | _____ | 7. camp  | _____ | 11. line | _____ |
| 4. scrape | _____ | 8. drop  | _____ | 12. flip | _____ |

## 5c continued

Give yourself a pat on the back if you noticed that the rule for adding the suffix **-er** to base words is the same as the rule for adding the suffixes **-ed** or **-est**. When a word has a short vowel in the first syllable and ends with only one consonant, you must double the consonant before adding **-er** as in *shop, shopper*. This protects the short vowel from the power of the **e** in the suffix **-er**. When the first vowel is long as in **vce** syllables, drop the **e** before adding **-er** as in *bake, baker*. Words like *camp, camper* or *print, printer* do not require any changes because they already have two consonants.

Mark the first vowel in the following words. Then draw an arrow from each word starter to the ending with the correct spelling:

- |        |     |         |     |         |     |          |     |
|--------|-----|---------|-----|---------|-----|----------|-----|
| 1. pep | per | 4. fin  | ner | 7. drum | mer | 10. stop | per |
|        | er  |         | er  |         | er  |          | er  |
| 2. vot | ter | 5. slip | per | 8. clos | ser | 11. scan | ner |
|        | er  |         | er  |         | er  |          | er  |
| 3. saf | fer | 6. log  | ger | 9. ship | per | 12. min  | ner |
|        | er  |         | er  |         | er  |          | er  |

Choose two words from the box to answer each riddle.

winner	litter	mutter	pitcher	copper	chatter	runner
silver	pitter	brother	patter	catcher	critter	sister

- Two types of metal: \_\_\_\_\_ and \_\_\_\_\_
- The sound of rain: \_\_\_\_\_
- Two people in a family: \_\_\_\_\_ and \_\_\_\_\_
- Players on a baseball team: \_\_\_\_\_ and \_\_\_\_\_
- Ways of talking: \_\_\_\_\_ and \_\_\_\_\_
- An animal's babies: the \_\_\_\_\_'s \_\_\_\_\_
- The fastest \_\_\_\_\_ will be the \_\_\_\_\_.





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## 6b/7c Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with **ur** (*burn*)

### 6b Spelling

1. fur (H)
2. blur
3. burn
4. burner
5. turn (H)
6. return
7. hurt
8. curl
9. curb
10. curve
11. nurse
12. purse
13. church
14. further \*
15. hurry \*
16. hurried
17. hurrying
18. surface \*
19. current
20. sure \*

Words with **ear** (*learn*) and **wor** (*work*)

### 7c Spelling

1. earn (H)
2. learn
3. heard (H)
4. pearl (H)
5. earth
6. early
7. rehearse \*
8. search
9. searching
10. research
11. word
12. world (H)
13. work
14. worker
15. worry \*
16. worried
17. worrying
18. worst
19. worse
20. worth

\*Red word, H = Homophone

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## 6c Review and Vowel-r-e

---

Review the Rules of Syllabication in your binder. Then highlight the vowels in the words below. Write the words in syllables, separated by dashes. Finally, mark the vowels and write the code next to each word.

1. distortion \_\_\_\_\_
2. turpentine \_\_\_\_\_
3. cornerstone \_\_\_\_\_
4. coordinate \_\_\_\_\_
5. refrigerate \_\_\_\_\_
6. excursion \_\_\_\_\_
7. undisturbed \_\_\_\_\_
8. injury \_\_\_\_\_
9. scornfully \_\_\_\_\_
10. furthermore \_\_\_\_\_

**Silent e** is usually more powerful than the letter **r** in an r-controlled syllable. Say the following words and listen to the vowel sounds.

1. cure
2. pure
3. fire
4. tire
5. mere

Did you notice that the first vowel is long? This means that the silent **e** affects the first vowel sound and makes it long. Mark the vowels in these words.

- |          |           |           |            |
|----------|-----------|-----------|------------|
| 1. cure  | 6. spur   | 11. dirt  | 16. stir   |
| 2. lurch | 7. fir    | 12. hire  | 17. sir    |
| 3. pure  | 8. fire   | 13. her   | 18. wire   |
| 4. purr  | 9. mire   | 14. here  | 19. sphere |
| 5. lure  | 10. mirth | 15. spire | 20. stern  |

Here is a high frequency word that doesn't follow the phonetic rules: **sure**. There should be an extra letter in the word **sure**. What letter is missing? \_\_\_\_\_

**Silent e** is only able to wield its long vowel power when it comes after **ir**, **er**, and **ur**. It does not affect the sound of **or**. When **or** occurs at the end of words, it usually has a **silent e** after it as in these words: store, more, core, ignore, chore, shore, explore

Do you remember how **silent e** changes the **ar** sound? \_\_\_\_\_

## 6c continued

Write these word starters in front of **ire**: **ent**, **adm**, **emp**, and **requ**. Next, read the words.

1. \_\_\_\_\_ire      2. \_\_\_\_\_ire      3. \_\_\_\_\_ire      4. \_\_\_\_\_ire

Write **end**, **sec**, **obsc**, and **fig** in front of **ure**. Next, read the words.

1. \_\_\_\_\_ure      2. \_\_\_\_\_ure      3. \_\_\_\_\_ure      4. \_\_\_\_\_ure

Write **expl**, **rest**, **enc**, and **ign** in front of **ore**. Next, read the words.

1. \_\_\_\_\_ore      2. \_\_\_\_\_ore      3. \_\_\_\_\_ore      4. \_\_\_\_\_ore

Write **soft**, **hard**, and **silver** in front of **ware**. Next, read the words.

1. \_\_\_\_\_ware      2. \_\_\_\_\_ware      3. \_\_\_\_\_ware

Do you remember what the suffix **-y** says in polysyllabic words? It usually says the long **e** sound as in *silky* or *plenty*. The suffix **-y** has the same power as a **silent e**. In words with one **r**, the **-y** makes the first vowel long. When the **r** is doubled, the first vowel is usually short as in *berry* and *merry*, except for **ur**, which is not changed by double **r**.

Read each word. Write the first vowel sound on the line and mark it. The symbol **âr** is used to show the **ar** sound when it is followed by silent **e** or **-y** as in *vary*.

- |          |       |           |       |          |       |            |       |
|----------|-------|-----------|-------|----------|-------|------------|-------|
| 1. fury  | _____ | 4. berry  | _____ | 7. vary  | _____ | 10. scary  | _____ |
| 2. furry | _____ | 5. hurry  | _____ | 8. merry | _____ | 11. scurry | _____ |
| 3. wiry  | _____ | 6. cherry | _____ | 9. ferry | _____ | 12. sorry  | _____ |

Read these words: 1. marry      2. tarry      3. carry      4. Harry      5. harried

What does the vowel **a** say when it is followed by double **r**? \_\_\_\_\_

Here is a strange exception. The word *bury* means *to dig a hole and put something in it*. What sound does **ur** say in *bury*? \_\_\_\_\_

The vowels **ear** in the words *pearl*, *learn*, *yearn*, and *heard* say the **ûr** sound, which you learned earlier (*worry*, *world*.) This is somewhat confusing because **ear** can also say **ēr** as in *near*, *spear*, and *hear*.

Read the following words, listen to the vowel sound, and write **ûr** or **ēr** on the lines.

- |          |       |          |       |         |       |             |       |
|----------|-------|----------|-------|---------|-------|-------------|-------|
| 1. earth | _____ | 3. dear  | _____ | 5. earn | _____ | 7. search   | _____ |
| 2. fear  | _____ | 4. early | _____ | 6. rear | _____ | 8. rehearse | _____ |

## 7a Challenge Words

Read the words in the box and use them to solve the crossword puzzle. Write in pencil.

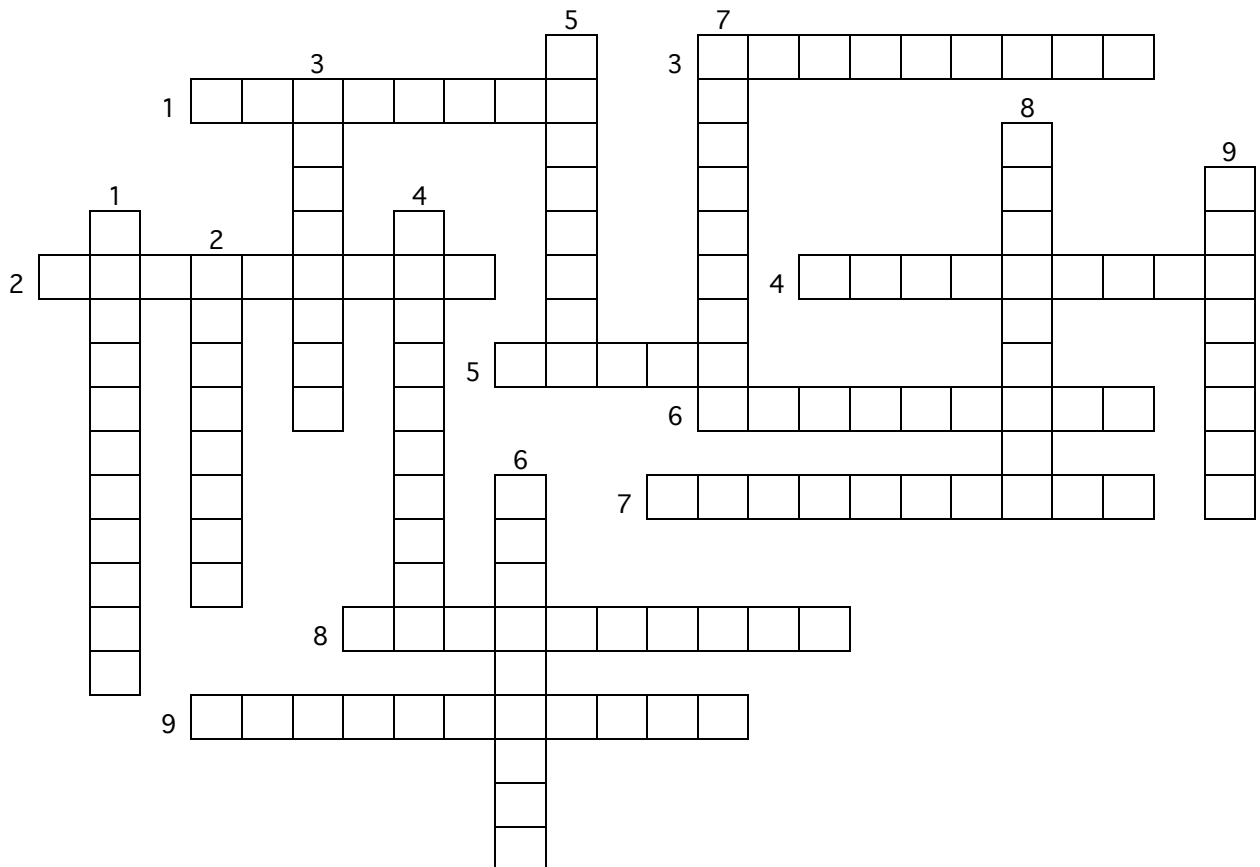
supervise	wilderness	surrender	hibernate	porcupine	start
exploring	cooperation	importer	argument	northern	perspire
enterprise	generation	prehistoric	harmonize	cucumber	advertise

### Across

- One who sells items from other countries
- An animal with quills
- Singers do this in a group.
- To give up to the enemy
- Opposite of end
- Discovering a new area
- An undeveloped area for hiking
- Time between birth of parents & children
- A time before any records were kept

### Down

- Ability to work well with others
- A vegetable, used in salads
- Your body does this when you run
- A business organization
- A verbal fight
- To tell the advantage of a product
- A bear does this.
- What a boss does
- rc-rc, far away from the Equator



## 7b Review of Prefixes

Let's review the prefixes you have studied so far. A **prefix** is a morpheme that is added to the beginning of a base word and changes the meaning of the base word. Read the four words on the left and find the prefix. Next, write the meaning of each prefix.

Words with Prefixes	Prefix	Meaning of prefix
1. unsafe, unfair, unlucky, unwrap	_____	_____
2. deduct, descend, depart, detach	_____	_____
3. nonfat, nonstop, nonstick, nonsense	_____	_____
4. exit, export, exclude, expire	_____	_____
5. erase, erupt, eject, emerge	_____	_____
6. distrust, dishonest, disinfect, disorder	_____	_____
7. rewrite, redo, replace, reorder	_____	_____
8. misprint, misspell, misplace, misbehave	_____	_____
9. contact, connect, confide, concert	_____	_____
10. combine, compete, compare, company	_____	_____
11. predict, pretest, prefix, preshrunk	_____	_____
12. prolong, promote, provide, progress	_____	_____
13. aside, along, across, awake	_____	_____
14. endanger, enlarge, enclose, entrust	_____	_____

The prefix **em-** is a variant of **en-** as in these words: empire, embrace, empathy, embolden. Both prefixes mean *into* or *onto*. We use the prefix **em-** in front of what letters? \_\_\_\_\_

Here are two new prefixes: **fore-** as in forecast and **mid-** as in midterm. Match each prefix to the correct base word and write the new words on the lines.

	day		night	1. _____
<b>mid-</b>	tell	<b>mid-</b>	see	2. _____
<b>fore-</b>	week	<b>fore-</b>	summer	3. _____
	warn		fathers	4. _____
				5. _____
				6. _____
What do the prefixes mean?				7. _____
<b>mid-</b>	_____			8. _____
<b>fore-</b>	_____			

---

## 8 Suffixes *-ar* and *-or*

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Do you remember the suffix *-er*? It is used to compare two things (*faster, bigger*). It may also mean a person or thing that does a certain activity (*runner, swimmer*). Words with the suffix *-er* are derived from Anglo-Saxon or old English. Many other words end with the sound of *-er*, but they are spelled with *-or* and *-ar*. Words that end with the suffixes *-or* and *-ar* are usually derived from Latin.

Read the following words and decide what the language of origin is. Write **A** for Anglo Saxon or **L** for Latin. When *-er*, *-or*, and *-ar* are suffixes, they all say *er*.

- |                  |                   |                     |
|------------------|-------------------|---------------------|
| 1. spinner _____ | 7. doctor _____   | 13. professor _____ |
| 2. major _____   | 8. cluster _____  | 14. beginner _____  |
| 3. grammar _____ | 9. calendar _____ | 15. solar _____     |
| 4. flavor _____  | 10. banner _____  | 16. twitter _____   |
| 5. miner _____   | 11. lunar _____   | 17. singular _____  |
| 6. minor _____   | 12. error _____   | 18. conductor _____ |

In previous lessons you learned the rules for adding the suffixes *-er*, *-ed*, *-en*, and *-est* to base words. This rule also applies to other suffixes that start with vowels. Go back and mark the vowels directly before the suffixes in the words above. Then write the rule.

---

---

This rule usually applies to the suffix *-or*, too.

Think about this rule as you combine each word and suffix below.

- |                              |                                |
|------------------------------|--------------------------------|
| 1. advise + <b>-or</b> _____ | 7. fact + <b>-or</b> _____     |
| 2. jog + <b>-er</b> _____    | 8. scan + <b>-er</b> _____     |
| 3. equate + <b>-or</b> _____ | 9. tract + <b>-or</b> _____    |
| 4. swim + <b>-er</b> _____   | 10. create + <b>-or</b> _____  |
| 5. act + <b>-or</b> _____    | 11. educate + <b>-or</b> _____ |
| 6. locate + <b>-or</b> _____ | 12. elevate + <b>-or</b> _____ |

In the last activity, what does *-or* mean in numbers 1, 5, 10, and 11?

---

Words with the suffix *-ar* are often adjectives: singular, popular, lunar, spectacular.

---

## 9 Vowel-r-Vowel Rule

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Here is one more important rule for syllables that contain an **r**. Do you remember what an **accented** syllable is? It is the part of the word that we say with more force. When there is a vowel after the **r** as in **spiral**, **spirit** or **mural**, the vowel before the **r** will **not** be r-controlled. It will be either long or short. We call this the **vowel-r-vowel rule**. This is only true when the syllable with the **r** is **accented** (pronounced more forcefully).

The only exception is for the letter **a**. The letter **a** in this kind of syllable will always say **âr**, as in **paragraph**.

Highlight the vowels that come before and after the letter **r**. Now, try reading these challenging words. Highlight the ones you can read.

- |            |                |              |            |
|------------|----------------|--------------|------------|
| 1. parents | 7. plural      | 13. American | 19. there  |
| 2. inherit | 8. caravan     | 14. cherub   | 20. impure |
| 3. caramel | 9. enduring    | 15. clarinet | 21. peril  |
| 4. Carolyn | 10. admiring   | 16. sheriff  | 22. rural  |
| 5. spirit  | 11. experiment | 17. mural    | 23. tariff |
| 6. spiral  | 12. alluring   | 18. scary    | 24. stereo |

We mark an **accented** syllable by placing an apostrophe right after it: ex per'i ment, spi'ral, sher'iff. Write the accent mark in the following words. Then decide whether the vowel-r-vowel rule applies and highlight or underline the words that follow this rule.

- |               |                   |                |
|---------------|-------------------|----------------|
| 1. be ware    | 7. in quire       | 13. sev er al  |
| 2. there fore | 8. var y          | 14. ver y      |
| 3. nu mer al  | 9. fed er al      | 15. min er al  |
| 4. per ish    | 10. pre pared     | 16. com pared  |
| 5. con spire  | 11. gen er al     | 17. re tired   |
| 6. car a way  | 12. re quire ment | 18. mar a thon |

This was very hard! If you finished, you should be very proud of yourself.



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## 10 The Assimilated Prefix *in-*

---

The prefix **in-** is an assimilated prefix. This means its last letter sometimes changes to the beginning letter of the base word (**in-** + modest = immodest). In some words, the last letter of the prefix changes to a letter that sounds better with the first letter of the base word (**in-** + possible = impossible, **in-** + perfect = imperfect, **in-** + balance = imbalance). The reason for this change is **euphony** (ū-fə-nē), which means good sound. The prefix **eu** is Greek and means good; the base word **phon** means sound. In many words **in-** doesn't change.

Use **in-**, **im-**, **il-**, and **ir-** to make real words.

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1. ____perfect    | 6. ____digestion | 11. ____proper    |
| 2. ____secure     | 7. ____polite    | 12. ____logical   |
| 3. ____resistible | 8. ____legal     | 13. ____reverence |
| 4. ____literate   | 9. ____regular   | 14. ____mature    |
| 5. ____balance    | 10. ____valid    | 15. ____direct    |

1. We use **im-** in front of what letters? \_\_\_\_\_
2. We use **il-** in front of what letter? \_\_\_\_\_
3. We use **ir-** in front of what letter? \_\_\_\_\_
4. We use **in-** in front of all the other letters.

What do the prefixes **in-**, **il-**, **im-**, and **ir-** mean? \_\_\_\_\_

The prefix **in-** and its variants **im-**, **il-**, and **ir-** can have another meaning. Try to figure out what they mean in the words below. Highlight the words you can read.

- |            |             |            |                |
|------------|-------------|------------|----------------|
| 1. invite  | 4. inhabit  | 7. insight | 10. implant    |
| 2. input   | 5. include  | 8. import  | 11. illuminate |
| 3. inflate | 6. internal | 9. immerse | 12. irrigate   |

What else do the prefixes **in-**, **im-**, **il-**, and **ir-** mean in words 1-12? \_\_\_\_\_

The following words show the variants of the prefix **con-**, which you studied in Chapter 3. combine, common, compromise, collide, collect, college, coed, cohost, cooperate  
What are the assimilated variants of **con-**? \_\_\_\_\_

What do **con-**, **com-**, **col-**, and **co-** mean? \_\_\_\_\_

The prefix **cor-** is one more variant of **con-**. Highlight the following words you can read.

1. corral    2. correspond    3. correct    4. corrode    5. corrupt    6. correlation

---

# 11 The Suffix *-(t)ure*

---

The dictionary provides us with lots of useful information.

- The entry word is written in syllables.
- A phonetic spelling follows every entry word. This tells us how to pronounce words.
- The part of speech is listed for every entry word.
- All definitions are listed.
- A good dictionary tells us the history of the word, or from what language the word derived (came from).

1. Look up the word **adventure** and copy the phonetic spelling: \_\_\_\_\_

2. What part of speech is the word **adventure**? \_\_\_\_\_

3. Copy the first two definitions: \_\_\_\_\_  
\_\_\_\_\_

4. What languages did **adventure** come from? \_\_\_\_\_

5. What is the phonetic spelling for the word ending **-ture**? \_\_\_\_\_

The true suffix is **-ure**. The letter **t** comes from the base word as in *depart, departure*.

6. What are the two words at the top of every page in the dictionary called and why are they there? \_\_\_\_\_

Match the phonetically spelled words from the dictionary with the entry words.

- |                     |            |
|---------------------|------------|
| 1. lit' ə r ə chər' | future     |
| 2. dī par' chər     | nature     |
| 3. jēs' chər        | texture    |
| 4. fyōō' chər       | literature |
| 5. kŭl' chər        | recapture  |
| 6. sīg' nə chər     | departure  |
| 7. fur' nī chər     | culture    |
| 8. nā' chər         | gesture    |
| 9. rē kăp' chər     | structure  |
| 10. tĕks' chər      | signature  |
| 11. frăk' chər      | furniture  |
| 12. strŭk' chər     | fracture   |

---

## 12 The Suffix *-al*

---

The suffix **-al** means *relating to, characterized by*. Most words that end with **-al** are adjectives as in *several, dental, normal*. A few words, however, are nouns as in *journal, principal*. Listen to the vowel sound of the suffix in the following words:

1. formal                      2. terminal                      3. hospital                      What does **-al** say? \_\_\_\_\_

Add **-al** to the following base words and write the new words on the lines. Remember to drop the silent **e** before you add **-al**.

- |            |       |                    |       |
|------------|-------|--------------------|-------|
| 1. person  | _____ | 8. herb (silent h) | _____ |
| 2. arrive  | _____ | 9. remove          | _____ |
| 3. propose | _____ | 10. globe          | _____ |
| 4. rent    | _____ | 11. front          | _____ |
| 5. sign    | _____ | 12. approve        | _____ |
| 6. tribe   | _____ | 13. culture        | _____ |
| 7. nature  | _____ | 14. rehearse       | _____ |

Highlight the words you can read.

Now that you're becoming a pro with suffixes, you are ready to read words that have two suffixes. When **-ture** and **-al** join, the silent **e** must be dropped.

Draw lines from the word starters to the correct suffix combinations to create real words. Write the new words on the lines.

- |       |         |          |
|-------|---------|----------|
| nã    |         | 1. _____ |
| emo   | -tional | 2. _____ |
| struc |         | 3. _____ |
| op    | -tural  | 4. _____ |
| fic   |         | 5. _____ |
|       |         | 6. _____ |

Highlight the following words you can read. Write the base words on the lines. The base word may be quite different.

- |             |       |             |       |
|-------------|-------|-------------|-------|
| 1. marginal | _____ | 4. referral | _____ |
| 2. digital  | _____ | 5. central  | _____ |
| 3. refusal  | _____ | 6. numeral  | _____ |

---

## 13 Suffixes *-ant*, *-ent*, and *-ment*

---

What is the name of the symbol ə? \_\_\_\_\_ What does it say? \_\_\_\_\_

The vowel in many suffixes or word endings says ə. Read the following words and listen to the vowel sounds in the suffixes:

1. continent      2. instant      3. current      4. infant

Because the vowel sounds in *-ant* and *-ent* say ə, these two suffixes sound the same. Both say ənt. Many words with these two suffixes are adjectives (describing words). They mean *of* or *relating to*. Sometimes *-ant* can be a noun ending, which means *a person or thing performing an action*.

Highlight the following words you can read and draw an arrow to **adjective** or **person**.

- |             |           |               |           |
|-------------|-----------|---------------|-----------|
| 1. silent   |           | 5. merchant   |           |
| 2. occupant | person    | 6. recent     | person    |
| 3. current  | adjective | 7. frequent   | adjective |
| 4. servant  |           | 8. contestant |           |

Which one of these two suffixes *-ant* or *-ent* can be used to mean a person? \_\_\_\_\_

Do you remember the suffixes *-ance* and *-ence*? What do they say? \_\_\_\_\_

Many adjectives that end with *-ant* and *-ent* can be changed to nouns. To change such an adjective into a noun, drop the suffix *-ant* or *-ent*, and add *-ance* or *-ence*. Words with the suffix *-ant* go to *-ance* and words with the suffix *-ent* go to *-ence*.

Change the following adjectives to nouns and highlight the ones you can read.

- |              |       |              |       |
|--------------|-------|--------------|-------|
| 1. distant   | _____ | 5. present   | _____ |
| 2. attendant | _____ | 6. resident  | _____ |
| 3. important | _____ | 7. confident | _____ |
| 4. fragrant  | _____ | 8. innocent  | _____ |

The suffix *-ment* says mənt. Words that end with mənt are usually nouns and mean *act of* or *state of*.

Highlight the following words you can read and write the phonetic spelling of the suffix on the lines: mənt or ənt.

- |               |       |                |       |                |       |
|---------------|-------|----------------|-------|----------------|-------|
| 1. movement   | _____ | 4. resentment  | _____ | 7. ignorant    | _____ |
| 2. vacant     | _____ | 5. hesitant    | _____ | 8. excellent   | _____ |
| 3. enrollment | _____ | 6. enforcement | _____ | 9. replacement | _____ |

## 14a Word Endings *-on* and *-an*

What does the suffix *-en*, say? \_\_\_\_\_ You are correct if you remembered that it says **ən**. The word endings *-on* and *-an* say exactly the same thing. Most words that end with *-on* and *-an* came to English from Latin or Greek.

Word endings are usually unaccented, and the vowel in unaccented syllables says the schwa sound; therefore, *-on* and *-an* say **ən**. In some words, however, the accent is on the ending. Then *-on* and *-an* sound just like the little words **on** and **an**.

Highlight the words you can read and write the sound of the word ending on the lines: **ən**, **on**, **an**. Next, answer the questions below.

- |                  |                    |                      |
|------------------|--------------------|----------------------|
| 1. cotton _____  | 8. canyon _____    | 15. pecan _____      |
| 2. slogan _____  | 9. nylon _____     | 16. veteran _____    |
| 3. gallon _____  | 10. common _____   | 17. pardon _____     |
| 4. crayon _____  | 11. horizon _____  | 18. suburban _____   |
| 5. dungeon _____ | 12. caravan _____  | 19. skeleton _____   |
| 6. organ _____   | 13. human _____    | 20. marathon _____   |
| 7. hexagon _____ | 14. pentagon _____ | 21. comparison _____ |

Choose two words that are *persons* \_\_\_\_\_

Choose two words that are *types of fabric* \_\_\_\_\_

Choose two words that are *shapes* \_\_\_\_\_

Highlight the following words you can read and listen to the suffixes. Then write each word in the box under the correct heading:

- |            |               |             |                |                 |
|------------|---------------|-------------|----------------|-----------------|
| 1. current | 4. argument   | 7. person   | 10. investment | 13. pelican     |
| 2. cannon  | 5. instant    | 8. resident | 11. exuberant  | 14. compartment |
| 3. agent   | 6. attachment | 9. woman    | 12. retirement | 15. cotton      |

-ənt	-ən	-mənt

## 14b Connective *i*

Sometimes the letter *i* comes right before a suffix that begins with a vowel. Listen to the sound of *i* in these words: super*i*or, Canadi*i*an, immedi*i*ate, memori*i*al. What does the *i* say? \_\_\_\_\_ You are correct if you heard a long *e* sound. Memorize this rule: when *i* comes before a suffix that starts with a vowel, it usually says *ē*.

Highlight the words you can read. Write *ē* above every *i* that says long *e*. Then draw lines to the sound of the word endings.

- |              |            |                |             |
|--------------|------------|----------------|-------------|
| 1. warrior   |            | 8. nutrient    |             |
| 2. interior  |            | 9. jovial      |             |
| 3. champion  | <i>ēər</i> | 10. radiant    | <i>ēənt</i> |
| 4. librarian |            | 11. obedient   |             |
| 5. exterior  | <i>ēən</i> | 12. memorial   | <i>ēəl</i>  |
| 6. scorpion  |            | 13. ingredient |             |
| 7. comedian  |            | 14. material   |             |

What do **-ion** and **-ian** mean in the words 4, and 7? \_\_\_\_\_

Do you remember the two ways the word ending **-ate** is pronounced? \_\_\_\_\_

You are correct if you wrote **āte** (*mediate*) and **ət** (*immediate, appropriate*).

The letter *i* can occur before many other suffixes that start with vowels. Highlight the following words you can read and write them under the correct headings.

tutorial	radiate	variant	trivial	alleviate	expedient
orient	burial	infuriate	recipient	mediate	imperial

<i>ēāt</i>	<i>ēənt</i>	<i>ēəl</i>

Exceptions: Verbs that end with *y* saying *ī*, keep the long *i* sound: comply, compliant, rely, reliant, defy, defiant, deny, denial, supply, supplier.

## CHAPTER 5

# Vowel-Vowel Syllable

### Note to Instructor

**Lesson 1** introduces the **vowel-vowel** syllable. This kind of syllable has two vowels that are next to each other. The code for a vowel-vowel syllable is **vv**. It may be necessary to repeat Lesson 1 several times in order for students to retain the characteristics of a vowel-vowel syllable. Before you hand out the worksheet, write the first question and the sample words on the board or show them on the screen. Ask your class, “What do these words have in common *aim, stay, eat, steam, sweep, tree, pie, tie, roast, oat, due, fruit?*” Have a discussion about the common aspects of the words and allow students to struggle a bit. Distribute the worksheet and have everyone answer the rest of the questions. Go over the answers and clear up misunderstandings. Next, record the correct responses on the board or show them on the screen. Finally, direct students to copy numbers 1 through 5 and to include five examples in the Rules section of their Decoding Binders under the heading **Vowel-Vowel Syllable**.

Correct responses are

1. All of these words have two vowels next to each other.
2. The first vowel in each word is long.
3. The second vowel in each word is silent.
4. All are one-syllable words.
5. The code for a vowel-vowel syllable is **vv**.

Mark the vowels immediately after students discover that the first vowel is long and the second vowel is silent. Silent vowels are crossed out: thrō~~a~~t.

Review the following rule: every syllable has only one vowel sound; silent vowels don’t count. Next, teach students to keep the two vowels in the same syllable. Do not divide between them.

Many phonics manuals classify all vowel pairs as digraphs or diphthongs. This manual uses the term vowel-vowel syllable because it covers a large number of words that follow the simple phonics rule: “The first vowel is long; the second one is silent.” (The two vowels themselves will be referred to as a vowel team.) Diphthongs and vowel digraphs also consist of vowel pairs (house, down, clause, straw, joy, moist, brief, cool, new) but their vowel combinations do not have a clear sound/symbol relationship. Chapter 7 covers diphthongs and vowel digraphs.

**Reminders:**

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Homophones marked **H** and Homographs marked **HG** must be included in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, require students to add four words that illustrate it.
3. Review all sections of the binder once a week for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 2a** (two pages) introduces the vowel teams **ai** and **ay**. If you are teaching third or fourth graders, reinforce the rule: "When two vowels go walking, the first one does the talking." Students are asked to deduce that **ai** is used at the beginning or in the middle of words, whereas **ay** occurs at the end of a word or a syllable.

**Lesson 2b** is a **Reading and Spelling for Mastery** page. It consists of a dictation and two spelling lists with **ai** and **ay** words. To reduce the number of spelling words, consider using these lists as pretests, so your more capable or older students are not practicing words they already know. By pre-testing, you can create individualized lists. You could even pair up students and let them test each other, or you could postpone some of the lists until later in the chapter. These suggestions apply to all spelling lists in this chapter.

Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. Homophones and homographs must be included in the Homophone section, along with definitions. In order to differentiate homophones from homographs, students must mark homophones with a capital **H** and homographs with **HG**. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky words.

**Lesson 3a:** Before you start this lesson, ask students to write the four characteristics and the code for the vowel-vowel syllable. Discuss the responses and have everyone correct the wrong answers. Lesson 3a introduces the vowel team **ea**. The first exercise directs students to insert **ea** or **ai** in words with missing vowels. The last activity requires students to highlight vowel teams in a brief story.

**Lesson 3b** discusses the short **e** sound of the **ea** spelling in words like *head*, *thread*, and *breath*. This lesson also includes the long **a** sound of the **ea** spelling in *great*, *break*, and *steak*.

**Lesson 3c** is a **Reading and Spelling for Mastery** page. It consists of one dictation list and two spelling lists with **ea** words. Follow the procedures from Lesson 2b. Consider pretesting for the same reasons cited in Lesson 2b.

**Lesson 4a** introduces the vowel team **ee**. The first exercise asks students to insert **ee**, **ai**, or **ay** in words with missing vowels. The second activity requires combining two base words to create compound words. Students must write the compound words on binder paper before writing them under the appropriate code.

**Lesson 4b** introduces the **Tenth Rule of Syllabication**, "When a word has two vowels side-by-side and each one says its own sound, they belong to two separate syllables; therefore, divide between them." Some polysyllabic words have an open syllable or a prefix that ends in a vowel followed by another syllable that starts with a vowel (re-en-list, pre-ex-ist, co-ed, cre-ate, flu-id). Alert your class to the possibility of false vowel-vowel teams. Everyone must record this rule in the Rules section of the Decoding Binders, along with four examples. In the first exercise students must decide if the two adjacent vowels in each word form a vv syllable or if they belong to two separate syllables.



**Lesson 4c** introduces the phonogram **ey** and asks students to use a list of words in sentences.

**Lesson 4d** is a **Reading and Spelling for Mastery** page (Lesson 5b is also listed on this page). This lesson consists of two spelling lists with **ee** and **ey** words. Follow the directions from Lesson 2b.

**Lesson 4e** explains the rules for adding plural or third person singular to words that end in **y**. When **y** is a part of a vowel team, just add **s**, *days, keys*. When **y** follows a consonant, change the **y** to **i** and add **es**, *puppy, puppies, pony, ponies, copy, copies, I study, he/she studies*.

**Lesson 5a** discusses the rule: “No word shall end with the letter **i**.” The exceptions to this rule are the following words: *ski, pi, taxi, kiwi, alibi, khaki, quasi, rabbi, salami, bikini, safari* and the plural of Greek words such as *cacti*, as well as other words derived from foreign languages. When a word ends with **i**, we must add a silent **e**. This lesson also explains the two sounds of **ie**. In a one-syllable word, **ie** says **long i**, *tie, die*. At the end of a polysyllabic word, **-ie** is a suffix that says **long e**, *cookie, brownie*.

**Lesson 5b** (on the same page as 4d) is a **Reading and Spelling for Mastery** list with **ie** words. It reiterates the previously covered spelling rules for adding plurals, past tense endings, and present participles to base words that end in **ie** or **y**. Follow the directions from Lesson 2b.

**Lesson 6a:** (two pages) introduces the vowel teams **oa** and **oe**. The first two exercises require students to discriminate among vowel-vowel, vowel-consonant-e, and r-controlled syllables. In the third activity, students insert different vowel pairs in words that have the same consonants. The final exercise reviews the vowel team **oar** in words such as *roar, board, coarse, and hoarse*.

**Lesson 6b** (on the same page as Lesson 7b) is a **Reading and Spelling for Mastery** page. It consists of words with the vowel teams **oa** and **oe**. Follow the directions from Lesson 2b.

**Lesson 7a** (two pages) introduces the vowel teams **ue** and **ui**. This lesson reiterates that long **u** has two different sounds: **ū** as in *argue* and *rescue* and **ōō** as in *glue* and *fruit*. The letter before the **u** determines whether **u** says its name or is pronounced **ōō**. When **u** follows the consonants **r** and **l**, it says **ōō**, (*true, clue*). This is also usually true for the consonants **d**, **j**, **t**, and **s** (*due, juice, Tuesday, sue*). When **u** follows any other consonant, it says its own name. The word *value* is an exception. In the first exercise, students categorize words under the headings **ue** and **ōō**. This lesson also covers the silent **ue** ending in French derivatives (*vague, league*). The last exercise uses common expressions with missing vowel-vowel words. Consider allowing students to work with a partner because these phrases may not be familiar to everyone. Provide help for younger students.

**Lesson 7b** (on the same page as Lesson 6b) is a **Reading and Spelling for Mastery** list with **ue** and **ui** words. Follow the directions from Lesson 2b.

**Lesson 8** asks students to highlight or underline the vowel-vowel patterns in a condensed version of the Cinderella story. Please point out that not all vowel combinations fit the rule: “First vowel long, second vowel silent.” This is an opportunity to teach the difference between diphthongs and true vowel-vowel patterns. (Note: Consider omitting this lesson if you feel the subject matter is inappropriate for older students.)

**Lesson 9** reinforces the First Rule of Syllabication: “A word has the same number of syllables as the number of sounded vowels.” Students determine how many vowels they see, how many vowels they hear, and how many syllables are in words with vowel teams.

**Lesson 10** starts with a syllabication exercise. Please be flexible in grading the code, as some students may not remember the prefixes **re-**, **un-**, **en-** and **ex-**. For **re-**, accept either **pref** or **op**; for **un-**, **en-**, and **ex-**, accept either **pref** or **cl**, but point out that the code for a prefix is **pref**. The second exercise requires students to select words from a list, according to the provided codes.

**Lesson 11** is a crossword puzzle with some challenging vocabulary words. Explain the definitions of the words before students start to solve the puzzle.

**Lesson 12a** starts with another syllabication exercise (see Lesson 10 for grading the code). The polysyllabic words on this page review the vowel teams introduced in this chapter.

**Lesson 12b** requires students to write four characteristics and the code for the following types of syllables: vowel-consonant-e, open, r-controlled, and vowel-vowel. Discuss the responses and have everyone make corrections and fill in the missing information.

**Lesson 13** introduces the suffix **-ize** and reviews the suffix **-al**. This lesson also explains the spelling rules associated with adding **-ize** and **-al** to base words. These exercises may be difficult for younger students. You might consider allowing students to work in groups. Require students to write the suffixes in this lesson and Lesson 14 in the Suffixes section of their Decoding Binders, along with definitions and four examples for each.

**Lesson 14** introduces the suffixes **-ee** and **-ive** and reiterates the spelling rules for adding suffixes that start with vowels. This lesson may be difficult for younger students. You might consider allowing students to work with a partner. The suffix **-ive** will be reviewed in Chapter 12.

**Lesson 15** is designed for stronger or older students. There is no worksheet; please teach this concept on the board or show it on the screen. Ask students to write the suffix **-tion** on a piece of binder paper. If they don't remember it, review the spelling and pronunciation. Write the words **realize**, **capitalize**, **memorize**, **itemize**, **modernize**, **colonize**, **stabilize**, **hospitalize**, **organize**, **utilize**, and **categorize** in a column. Ask students to copy the words, underline the ones they can read, and have everyone read the list in unison. Then say, "Watch what happens to the suffix **-ize** when we add **-tion** after it." Then write **realization** next to **realize** and **capitalization** next to **capitalize**. Ask students what the changes are in the spelling and pronunciation of **-ize**. Point out that the letter **a** connects the suffix **-ize** to the suffix **-tion**. Next, have students add **-tion** to the rest of the words and practice pronouncing them. Review the concept of **accented syllables**. Ask where the accent falls in words that end with **-ize**. (The first syllable is accented.) Then ask where the accent falls in the words that end with **-tion**. (The syllable directly before **-tion** is accented.)

General Suggestion:

If you are teaching older students or a strong group, you might consider using some of the lessons from Chapters 13 to continue the process of acquiring prefixes. This instruction could be taught as a supplementary vocabulary unit; however, continue teaching Chapters 6 through 12.

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# 1 Vowel-Vowel Syllable

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What do these words have in common?

aim	eat	sweep	pie	roast	due
stay	steam	tree	tie	throat	fruit

1. How many vowels are in each word? \_\_\_\_\_
2. What does the first vowel say? \_\_\_\_\_
3. What does the second vowel say? \_\_\_\_\_
4. How many syllables does each word have? \_\_\_\_\_
5. This kind of syllable is called **vowel-vowel**. Why do you think it has this name?  
\_\_\_\_\_

The code for a **vowel-vowel** syllable is **vv**.

Not all syllables with two vowels next to each other are vowel-vowel syllables. Words such as *boy* and *pound* are diphthongs. Diphthongs do NOT follow the rule, "The first vowel is long; the second vowel is silent." You will study diphthongs in Chapter 7.

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## 2a Vowel Teams *ai* and *ay*

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In a vowel-vowel syllable, the first vowel is \_\_\_\_\_, and the second one is \_\_\_\_\_.  
Read the following words slowly and listen to the vowel sound in each of them.

1. aim      2. aid      3. paid      4. day      5. stay

What do the vowel teams **ai** and **ay** say? \_\_\_\_\_

You are right, if you noticed that together they say a long **a** sound. Therefore, the first vowel is long and the second one is silent. Mark the letter **a** long and cross out the silent **i** or **y**, *āim*, *dāy*.

Read the following words. Highlight the vowels and mark them. Next to each word, write the code **vv** for **vowel-vowel** syllables, **vce** for **vowel-consonant-e** syllables, and **rc** for **r-controlled** syllables.

- |                |                 |                  |                    |
|----------------|-----------------|------------------|--------------------|
| 1. train _____ | 7. scrape _____ | 13. frail _____  | 19. trait _____    |
| 2. quail _____ | 8. chart _____  | 14. stay _____   | 20. faint _____    |
| 3. plane _____ | 9. pray _____   | 15. drain _____  | 21. march _____    |
| 4. sway _____  | 10. paint _____ | 16. shape _____  | 22. claim _____    |
| 5. arch _____  | 11. spray _____ | 17. spark _____  | 23. straight _____ |
| 6. tray _____  | 12. sharp _____ | 18. strain _____ | 24. stray _____    |

Underline the **vowel teams** in words 1 through 24. Study the pattern. When do we use **ai**?  
When do we use **ay**?

---

Write the following letters in front of **ail**: **s, p, b, m, n, f, t, r**. Read the new words.

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

Write these letters in front of **ain**: **m, p, r, v, g, br, ch, st**. Read the new words.

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

What is the code for a vowel-vowel syllable? \_\_\_\_\_ Read all words once more.

## 2a continued

Highlight the vowels in the following words. Write the words in syllables, separated by dashes. Next, mark the vowels and denote the code.

1. entertainer \_\_\_\_\_
2. railway \_\_\_\_\_
3. disclaimer \_\_\_\_\_
4. portray \_\_\_\_\_
5. maintain \_\_\_\_\_
6. overstay \_\_\_\_\_
7. terrain \_\_\_\_\_
8. display \_\_\_\_\_
9. container \_\_\_\_\_

The words **said** and **says** don't follow the rules you have just learned. On the back of this sheet, write **said** and **says** three times each and memorize these high-frequency words.

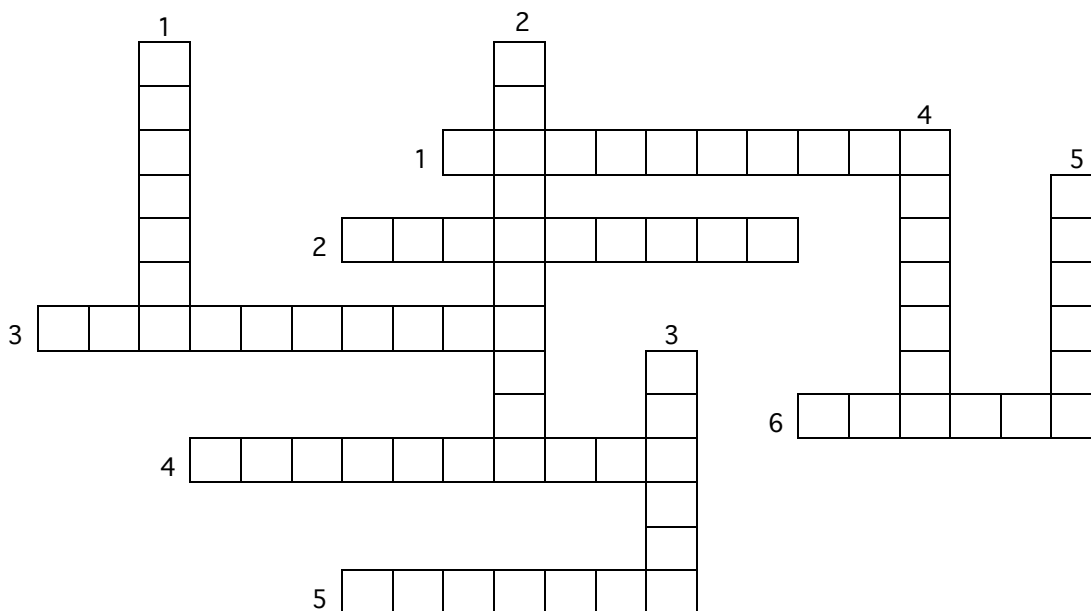
Use these words for the puzzle: layaway, bridesmaid, paintbrush, trailer, derailment, payday, raindrops, highway, prepay, midway, brainstorm

### Across

1. Used in art class
2. Tiny bits of water that fall from the sky
3. When a train jumps off the tracks
4. A woman who supports the bride
5. To reserve an item that is picked up later
6. A happy day for workers

### Down

1. It's attached to a truck
2. To think of lots of different ideas
3. The middle of a distance
4. The main road between cities
5. To pay before something is used



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## 2b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the vowel teams ai and ay

### Dictation List

1. pain (H)
2. gain
3. grain
4. chain
5. stain
6. brain
7. sprain
8. strain
9. train
10. contain
11. rail
12. tail (H)
13. nail
14. sail (H)
15. play
16. day
17. ray
18. tray
19. clay
20. sway

### Spelling List 1

1. pail (H)
2. mail (H)
3. rain (H)
4. main (H)
5. plain (H)
6. paid
7. wait (H)
8. claim
9. raise
10. praise
11. paint
12. painter
13. daily
14. waist (H)
15. **straight \* (H)**
16. **said \***
17. **again \***
18. **against \***
19. **captain \***
20. **bargain \***

### Spelling List 2

1. pay
2. lay (H)
3. bay
4. may / May
5. say
6. **says \***
7. way (H)
8. away
9. always
10. today
11. holidays
12. **gray, grey \***
13. stay
14. pray (H)
15. displays
16. spray
17. stray
18. essay
19. delay
20. betray

\***Red word**, H = Homophone, HG = homograph

---

## 3a Vowel Team ea

---

Do you remember the rule for the vowel sound in vowel-vowel syllables? Read the following words and listen closely to the vowel sound in each of them.

1. eat      2. tea      3. seat      4. deal      5. near      6. lean

What does the vowel team **ea** say? \_\_\_\_\_ As you have learned in the previous lesson, the first vowel is \_\_\_\_\_ and the second one is \_\_\_\_\_. Mark the vowels in the words above.

Fill in the blanks with **ea** or **ai** to make real words. Read the words at your teacher's direction.

- |            |             |              |              |
|------------|-------------|--------------|--------------|
| 1. n____t  | 6. str____k | 11. tr____l  | 16. cl____n  |
| 2. b____m  | 7. ch____p  | 12. ch____t  | 17. fr____l  |
| 3. p____n  | 8. squ____k | 13. str____m | 18. sm____r  |
| 4. dr____m | 9. st____n  | 14. p____nt  | 19. spr____n |
| 5. sp____k | 10. tw____k | 15. scr____m | 20. squ____l |

Read the paragraph below. Underline or highlight the words that contain the vowel team **ea**. Then write the words on the lines. If you can find twenty words, you're the champion! Read the paragraph one more time.

Eastern California has many hot springs. Hot Creek is one that is easy to reach because it is near a town called Mammoth Lakes. Several small hot springs are right in the middle of a clear, clean stream. The heat from the springs releases steam that hovers above the water. In any season of the year, people love wading and swimming in Hot Creek. Some eager beavers leap right into the stream; while others appear to retreat in fear. Some folks think hot springs have the power to heal disease. Spending a day at Hot Creek is a great treat!

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In the last line, find the **ea** word that doesn't follow the rule you just learned. \_\_\_\_\_

## 3b Another Sound for ea

The vowel team **ea** is complicated because it doesn't always say long **e**. Read the following words and listen closely to the vowel sound in each of them.

1. head      2. ready      3. bread      4. steady

What does the vowel team **ea** say in the above words? \_\_\_\_\_

Read the following words carefully. Then write them under the correct vowel sound. If you are not sure, try both sounds and choose the one that makes a real word.

- |            |             |             |             |
|------------|-------------|-------------|-------------|
| 1. teacher | 5. hear     | 9. dread    | 13. breath  |
| 2. sweat   | 6. threat   | 10. meant   | 14. breathe |
| 3. instead | 7. plea     | 11. sneaky  | 15. queasy  |
| 4. uneasy  | 8. increase | 12. threads | 16. spread  |

ea = ě	ea = ē

The vowel team **ea** also represents one other sound. Read words 1-3 and listen to the vowel sounds.

1. great      2. break      3. steak

What does the vowel sound say in the three words above? \_\_\_\_\_

Memorize the three common words in which **ea** says the long **a** sound: break, great, steak. Next, use them in these sentences.

1. My favorite meal is barbecued \_\_\_\_\_ with mashed potatoes, gravy, and beans.
2. The \_\_\_\_\_ Wall of China was built as a defense against western invaders.
3. Please wash the glasses carefully; they \_\_\_\_\_ easily.



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## 3c Reading and Spelling for Mastery

---

Students must write the tricky red words in red pencil.

Dictation	Spelling List 1	Spelling List 2
ea = long e	ea = long e	ea = short e
1. fear	1. leave	1. head
2. clear	2. read (H, HG)	2. ahead
3. seat	3. lead (H, HG)	3. bread (H)
4. beat (H)	4. each	4. spread
5. heat	5. reach	5. dead
6. meat (H)	6. teach	6. death
7. deal	7. hear (H)	7. breath
8. heal (H)	8. <b>tear</b> * (H, HG)	8. sweater
9. steal (H)	9. near	9. ready
10. sea (H)	10. reason	10. already
11. plea	11. least	11. bear (H)
12. peach	12. easy	12. wear (H)
13. beach (H)	13. mean	13. heavy
14. clean	14. <b>breathe</b> *	14. instead
15. team (H)	15. please	15. weather (H)
16. steam	16. beneath	16. meant
17. stream	17. <b>they</b> *	17. <b>measure</b> *
18. east	18. <b>great</b> * (H)	18. <b>treasure</b> *
19. feast	19. <b>break</b> * (H)	19. <b>pleasure</b> *
20. leash	20. <b>steak</b> * (H)	20. <b>heart</b> *

\*Red word, H = Homophone, HG = Homograph

## 4a Vowel Team ee

Do you remember the rule for the vowel sounds in **vowel-vowel** syllables? Read the following words and listen closely to the vowel sounds.

1. bee      2. see      3. need      4. sweet      5. meet      6. week

What does the vowel team **ee** say? \_\_\_\_ As you have learned in previous lessons, the first vowel is \_\_\_\_\_ and the second one is \_\_\_\_\_. Mark the vowels in this word: keep

Fill in the blanks with **ee**, **ai**, or **ay** to make real words. Afterwards, read all of the words.

- |            |             |              |             |
|------------|-------------|--------------|-------------|
| 1. d____d  | 6. ch____n  | 11. sn____ze | 16. sw____p |
| 2. sw_____ | 7. sl____p  | 12. sn____l  | 17. j____p  |
| 3. d____p  | 8. ch____ks | 13. fr____ze | 18. cl____m |
| 4. r____f  | 9. str_____ | 14. g____se  | 19. sw____t |
| 5. cr____k | 10. qu____n | 15. tr____l  | 20. sh____t |

Read words 1-24. Create compound words by choosing a word from numbers 1-12 and combining it with one from numbers 13-24. Write the new, meaningful words on another sheet of paper. Next, write them in pencil under the correct code.

- |           |           |          |            |
|-----------|-----------|----------|------------|
| 1. bee    | 7. up     | 13. back | 19. way    |
| 2. six    | 8. knee   | 14. cake | 20. deed   |
| 3. week   | 9. screen | 15. hive | 21. play   |
| 4. feed   | 10. tree  | 16. cap  | 22. stakes |
| 5. in     | 11. free  | 17. teen | 23. keep   |
| 6. cheese | 12. sweep | 18. day  | 24. top    |

cl-vv	vv-vce	vv-cl	vv-vv

Read all of the compound words.

On another sheet of paper, write four rhyming words for **deep** and three for **green**.

---

## 4b Tenth Rule of Syllabication

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### Tenth Rule of Syllabication

When a word has two vowels side-by-side and each one says its own sound, they belong to two separate syllables; therefore, divide between them (flu-id, di-et, re-e-lect).

Do you remember the prefixes **re-**, **pre-**, and **co-**? Sometimes they occur in front of base words that start with a vowel. When this happens, the two vowels do not form a vowel-vowel syllable. Instead, they belong to two separate syllables: re-act, re-use, co-ed.

Read the Tenth Rule of Syllabication again. This will help you decide whether the first two vowels in the words below go to different syllables or whether they are vowel-vowel syllables and stay together. Reminder: when each of the two vowels says a sound, divide between them. Highlight the vowels in the following words. Write them in syllables, separated by dashes. Next, mark the vowels and denote the code.

1. reenter \_\_\_\_\_
2. feelings \_\_\_\_\_
3. readmit \_\_\_\_\_
4. cooperate \_\_\_\_\_
5. keepsake \_\_\_\_\_
6. reelection \_\_\_\_\_
7. meaningful \_\_\_\_\_
8. preexist \_\_\_\_\_
9. teenage \_\_\_\_\_
10. coordinate \_\_\_\_\_
11. reaction \_\_\_\_\_
12. seedpod \_\_\_\_\_

Read the following words and write them under the correct rhyming category:

sheet, knee, seek, seed, sweet, tree, creek, street, greed, cheek, free, speed

three

deed

meet

week

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

---

## 4c Vowel Team ey

---

The vowel team **ey** follows the same rules as other **vowel-vowel** syllables. The letter **e** is \_\_\_\_\_ and the **y** is \_\_\_\_\_. We will discuss some exceptions later.

Use the words in the box to complete the sentences below.

valley	turkey	volley	chimney	jersey	kidneys
honey	monkey	alley	jockey	money	donkeys

1. The disk \_\_\_\_\_ played one of Carlos' favorite songs.
2. Sarah wore her red \_\_\_\_\_ to the tryouts for the \_\_\_\_\_ ball team.
3. The river winds through the lush, green \_\_\_\_\_.
4. Tom's mother gave him some \_\_\_\_\_, but told him not to buy any candy.
5. Most people like sugar in their tea; the beekeeper prefers \_\_\_\_\_.
6. In many countries, farmers still use \_\_\_\_\_ to transport their grain to market.
7. Dad always parks his car in the \_\_\_\_\_ behind our house.
8. Little kids like to climb on the \_\_\_\_\_ bars.
9. Your \_\_\_\_\_ remove waste and toxins from the body.
10. My favorite part of the Thanksgiving feast is the \_\_\_\_\_!
11. Our \_\_\_\_\_ was damaged during the last earthquake.

In a few words, **ey** says another sound. Read the following words. What does the vowel team **ey** say? \_\_\_\_\_

1. they      2. prey      3. obey      4. survey      5. convey

Memorize these words. On the back of this page, write a sentence for each of the above words. The word **prey** is a homophone. What does it mean? \_\_\_\_\_

---

## 4d/5b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the vowel team ee

Words with the vowel team ie

### Dictation

### 4d Spelling List

### 5b Spelling List

1. free	1. steel (H)	1. lie (H)
2. three	2. meet (H)	2. lied
3. sheet	3. seem (H)	3. lying
4. sweet	4. speech	4. tie
5. deep	5. <b>people *</b>	5. tying
6. sleep	6. greetings	6. die (H)
7. steep	7. <b>been * (H)</b>	7. dying
8. sweep	8. seen (H)	8. cry
9. teen	9. feel	9. cried
10. green	10. feelings	10. crying
11. greed	11. between	11. try
12. steer	12. <b>wheel *</b>	12. tries
13. cheer	13. <b>knee *</b>	13. tried
14. heel (H)	14. freeze	14. trying
15. feed	15. cheese	15. fly
16. deed	16. <b>money *</b>	16. flies
17. indeed	17. <b>honey *</b>	17. pie (H)
18. seed	18. valley	18. <b>friend *</b>
19. speed	19. <b>they *</b>	19. movie
20. speech	20. <b>obey *</b>	20. goalie

\***Red word**, H = Homophone

---

## 4e Plural After y

---

When **y** is part of a vowel team, it is the silent vowel as in *day, play, hockey, and money*. Do you remember what **y** says at the end of a two or a three-syllable word?

1. fluffy    2. plenty    3. happy    4. sloppy    5. dressy    6. muddy

What does **y** say? \_\_\_\_\_

To form the plural (more than one) in nouns that end with the letter **y**, change the **y** to **i** and add **-es**. Use this rule only when a consonant comes before the **y** as in *buddy, buddies*. When a vowel precedes **y**, make no changes, simply add **-s** as in *tray, trays*.

Draw lines from the singular nouns to their correct plural. Read all of the new words and write them on the lines.

story		1. _____
key		2. _____
puppy	<b>-ies</b>	3. _____
play		4. _____
cherry		5. _____
daisy	<b>-s</b>	6. _____
chimney		7. _____
pony		8. _____

This rule also applies to third person singular as in these examples.

- |                           |                              |                             |
|---------------------------|------------------------------|-----------------------------|
| 1. We play soccer.        | 2. I apply for a job.        | 3. You obey your mom.       |
| Tony <u>plays</u> soccer. | He <u>applies</u> for a job. | Paula <u>obeys</u> her mom. |

Add the plural to these nouns:

1. One lady, two \_\_\_\_\_
2. A turkey, three \_\_\_\_\_
3. An essay, two \_\_\_\_\_
4. One party, many \_\_\_\_\_
5. A penny, ten \_\_\_\_\_
6. One valley, five \_\_\_\_\_
7. A hobby, two \_\_\_\_\_
8. One tardy, four \_\_\_\_\_

Change the verb to third person singular:

1. I pay, he \_\_\_\_\_
2. You study, she \_\_\_\_\_
3. We delay, he \_\_\_\_\_
4. They stray, it \_\_\_\_\_
5. I apply, she \_\_\_\_\_
6. They say, he \_\_\_\_\_
7. We reply, she \_\_\_\_\_
8. I try, he \_\_\_\_\_

---

## 5a Vowel Team *ie*

---

English has some strange rules. Here is one of them: “No word shall end with the letter **i**.” When a word ends with the letter **i**, we must add a silent **e** to it or use **y** instead. Some foreign words such as *ski* or *pi* do not follow this rule. The vowel team **ie** has two sounds. Sometimes it says long **i**, but more frequently it says long **e**.

Read the following words, and listen closely to the sound of **ie**. Write **i** or **e** on the lines and mark them. If you are not sure, try both and choose the one that makes a real word:

- |                 |                 |                   |                   |
|-----------------|-----------------|-------------------|-------------------|
| 1. collie _____ | 5. goalie _____ | 9. caddie _____   | 13. movie _____   |
| 2. lie _____    | 6. beanie _____ | 10. prairie _____ | 14. vie _____     |
| 3. birdie _____ | 7. tie _____    | 11. die _____     | 15. eerie _____   |
| 4. pie _____    | 8. oldie _____  | 12. zombie _____  | 16. sweetie _____ |

Study the pattern of the two different sounds of **ie**. What is the rule?

---

---

You are correct if you noticed that the vowel team **ie** says long **i** at the end of a one-syllable word. The vowel team **ie** say the long **e** sound at the end of a word that has two or more syllables. In this position, the vowel team **ie** is often a suffix.

Four of the one-syllable words above are verbs (action words). Select the verbs and write them on the line.

\_\_\_\_\_

Do you remember the rules for adding **-ed** or **-ing** to verbs? When the verb ends with the letter **e**, you must drop the **e** before adding a suffix that starts with a vowel.

Here is another strange rule: “No word may have two **i**’s next to each other.” Therefore, in verbs such as *tie* + *ing*, you must change the letters **ie** to **y** as in **tying**.

Rewrite the verbs you listed above by adding **-ed** and **-ing**.

_____	_____	_____	_____
_____	_____	_____	_____

---

## 6a Vowel Teams oa and oe

---

Do you remember the rule for the vowel sound in **vowel-vowel** syllables? Read the following words and listen closely to the vowel sounds.

1. oak      2. boat      3. coat      4. soap      5. toe      6. foe

What do the vowel teams **oa** and **oe** say? \_\_\_\_\_ The first vowel is \_\_\_\_\_ and the second one is \_\_\_\_\_. The vowel team **oe** occurs at the end of words and is less common.

Read the following words, highlight the vowels, and mark them. Next to each word, write the code **vv** for **vowel-vowel** syllables, **cl** for **closed** syllables, **vce** for **vowel-consonant-e** syllables, and **rc** for **r-controlled** syllables.

- |          |       |           |       |           |       |           |       |
|----------|-------|-----------|-------|-----------|-------|-----------|-------|
| 1. coal  | _____ | 7. goat   | _____ | 13. sport | _____ | 19. road  | _____ |
| 2. rode  | _____ | 8. foe    | _____ | 14. groan | _____ | 20. cork  | _____ |
| 3. gloat | _____ | 9. throat | _____ | 15. stock | _____ | 21. doe   | _____ |
| 4. roam  | _____ | 10. floss | _____ | 16. spoke | _____ | 22. poach | _____ |
| 5. Joe   | _____ | 11. stork | _____ | 17. boast | _____ | 23. roast | _____ |
| 6. gloss | _____ | 12. float | _____ | 18. coach | _____ | 24. broke | _____ |

Highlight the vowels in the following words and draw a red line between the syllables. Then draw a line from the first syllable to the correct code on the left. Next, draw a line from the second syllable to the correct code on the right.

vv

coaster

vv

oatmeal

tiptoe

scapegoat

upload

vce

toaster

vce

seacoast

coalmine

lifeboat

approach

cl

roadside

s

On the back of this sheet of paper, write four rhyming words for **boat** and three for **coast**.



## 6a continued

You can make several words by keeping all of the consonants the same and only changing the vowel pairs. Use the vowel teams **oa**, **ea**, **ee**, and **ai** to fill in the blanks in the following words. Make sure the words make sense. There are several homophones. You may use a dictionary.

1. s\_\_\_\_k                      s\_\_\_\_k
2. b\_\_\_\_st                    b\_\_\_\_st
3. p\_\_\_\_ch                   p\_\_\_\_ch
4. fl\_\_\_\_t                    fl\_\_\_\_t
5. s\_\_\_\_l                     s\_\_\_\_l
6. f\_\_\_\_l                    f\_\_\_\_l                      f\_\_\_\_l
7. m\_\_\_\_t                    m\_\_\_\_t                    m\_\_\_\_t
8. m\_\_\_\_n                    m\_\_\_\_n                    m\_\_\_\_n
9. gr\_\_\_\_n                    gr\_\_\_\_n                    gr\_\_\_\_n
10. cr\_\_\_\_k                    cr\_\_\_\_k                    cr\_\_\_\_k
11. b\_\_\_\_t                    b\_\_\_\_t                    b\_\_\_\_t                    b\_\_\_\_t
12. r\_\_\_\_d                    r\_\_\_\_d                    r\_\_\_\_d                    r\_\_\_\_d

**Review:** In some words, the vowel team **oa** is followed by the letter **r**. You studied the phoneme **oar** in the last chapter. Read the words in the box and use them to complete the sentences.

board    soar    coarse    boars    roar    hoarse    hoard    oars

What does **oar** say? \_\_\_\_\_

1. Do not throw the \_\_\_\_\_ over \_\_\_\_\_, otherwise you might not make it back to shore!
2. If you keep screaming, you will become \_\_\_\_\_.
3. Eagles \_\_\_\_\_, lions \_\_\_\_\_, and wild \_\_\_\_\_ grunt.
4. In my woodworking class, I learned to use \_\_\_\_\_ sandpaper as the first step in refinishing my grandmother's dresser.
5. Please don't \_\_\_\_\_ the cookies; we have plenty for everyone!

---

## **6b/7b** Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the vowel teams **oa, oe**

### **6b** Spelling List

1. road (H)
2. load (H)
3. coat
4. boat
5. float
6. throat
7. coal
8. goal
9. loan (H)
10. groan (H)
11. roast
12. toast
13. coast
14. boast
15. soap
16. coach
17. approach
18. toe (H)
19. foe
20. **shoe \* (H)**

Words with the vowel teams **ue, ui**

### **7b** Spelling List

1. due (H)
2. hue
3. blue (H)
4. flue (H)
5. clue
6. glue
7. true
8. cue (H)
9. **queue \* (H)**
10. argue
11. **issue \***
12. **tissue \***
13. value
14. avenue
15. fruit
16. **juice \***
17. suit
18. suitcase
19. pursuit
20. suite (H) sweet (H)

\*Red word, H = Homophone

---

## 7a Vowel Teams *ue* and *ui*

---

Do you remember the rule for the vowel sound in vowel-vowel syllables? Read the following words and listen closely to the vowel sound in each of them.

1. cue      2. hue      3. argue.      What does the vowel team **ue** say? \_\_\_\_\_

You are right, if you noticed that together **ue** says the long **u** sound.

Write the rule for marking vowels in vowel-vowel syllables. Then mark the vowels in numbers 1-3 above. \_\_\_\_\_

When you studied long **u** in **vowel-consonant-e** syllables, you learned that it has two different sounds. It often says **ū** as in *use*, *cute*, and *fume*. Long **u** also says the sound you hear in *plume* and *rule*. The dictionary uses the phonetic spelling of **ōō** for this sound. The vowel team **ue** also says **ū** as in *cue* and **ōō** as in *clue*; but **ui** only says **ōō** as in *suit*.

Read the following words. Listen to the two different sounds of **u**. Write **ū** or **ōō** next to each word. Finally, write each word under the correct category in the box.

- |                 |                   |                  |                    |
|-----------------|-------------------|------------------|--------------------|
| 1. due _____    | 6. imbue _____    | 11. venue _____  | 16. miscue _____   |
| 2. rescue _____ | 7. glue _____     | 12. fruit _____  | 17. revenue _____  |
| 3. sue _____    | 8. argue _____    | 13. queue _____  | 18. clue _____     |
| 4. avenue _____ | 9. barbecue _____ | 14. cruise _____ | 19. pursuit _____  |
| 5. suit _____   | 10. bruise _____  | 15. true _____   | 20. continue _____ |

ū	ōō

Study the above lists. What sound does the vowel team **ui** say? \_\_\_\_\_ The vowel team **ue** says **ōō** after what consonants? \_\_\_\_\_

## 7a continued

When the letters **u** and **e** or **u** and **i** are next to each other, they sometimes do not form a vowel team. When this happens, it is because they belong to two different syllables. Highlight the vowels in the words below and draw a line between the syllables. Listen to the two different vowel sounds.

1. fluid    2. cruel    3. ruin    4. fluent    5. duet

In words that we inherited from French or Latin, the letters **ue** often occur after the letter **g**. In such words, **ue** is silent. In numbers 1-12, mark the vowel in each word that comes directly before the letter **g**. Underline the words you can read and get help with the rest.

- |             |              |             |               |
|-------------|--------------|-------------|---------------|
| 1. vague    | 4. league    | 7. plague   | 10. vogue     |
| 2. rogue    | 5. monologue | 8. prologue | 11. colleague |
| 3. epilogue | 6. tongue    | 9. dialogue | 12. morgue    |

One more refresher of a former rule: Drop the letter **e** before adding a suffix that starts with a vowel. Rewrite the following words by adding the suffixes **-ed**, **-ing**, and **-er**.

1. rescue \_\_\_\_\_  
2. pursue \_\_\_\_\_

Practice using all of the vowel teams you have studied so far. Select words from the box to complete the common phrases below. Write in pencil and do the easy ones first.

break   heat   keynote   sea   cream   esteem   blues   pursuit   clean  
coat   free   moaned   toe   dream   dreams   coast   groaned   teeter

- |   |                       |                           |
|---|-----------------------|---------------------------|
| 1. the _____ is clear                           | 8. made a _____ break | 13. a _____ come true     |
| 2. in hot _____                                 | 9. _____ wave         | 14. _____ speaker         |
| 3. sweet _____                                  | 10. _____ speech      | 15. good self _____       |
| 4. _____ of arms                                | 11. give me a _____   | 16. the _____ of the crop |
| 5. _____ totter                                 | 12. sing the _____    | 17. toe to _____          |
| 6. from _____ to shining _____                  |                       |                           |
| 7. Everyone _____ and _____ about the homework. |                       |                           |

---

## 8 Review of Vowel-Vowel Syllables

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Read the story first. Go back over it and underline or highlight all of the words with true vowel teams (first vowel long, second one silent). There are 52; if you can get 45, you are the champion!

The following vowel pairs are not true vowel teams: **air, ou, ow, oo, ou**

### Cinderella

At the stroke of midnight, Cinderella remembered to keep her promise to her fairy godmother. There was no time to explain! She ran away from the prince and down the steep steps. The prince's feelings were hurt by her speedy retreat. They had danced with each other all night, and she was his dream come true! As Cinderella raced down the staircase, she lost one of her glass slippers. The prince grabbed the slipper and vowed to return it to the sweet maiden.

That night, sleep defied him; he could hardly wait to find Cinderella. In the wee hours of the morning, he began to visit each house in town. He coaxed all the young girls he met to try on the glass slipper. To his dismay, it didn't fit anyone. At last, he came to Cinderella's home. Her stepsisters were eager to meet the prince and complied with his request. They screamed in pain as they tried to force their big feet into the tiny slipper.

In the meantime, Cinderella was sweeping the porch and cleaning the floor with a pail of soapy water. The prince approached her, but the mean stepsisters said with disdain, "Pay her no heed; we treat her just like a maid." The angry prince prevailed. He beseeched Cinderella to try on the glass slipper. It fit her to a tee! The beaming prince got down on his knees and pleaded with her to become his wife. Tears filled Cinderella's eyes and rolled down her rosy cheeks. She replied sweetly, "I will be your faithful wife and someday your queen." They lived happily ever after.

---

## 9 Syllable Review

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Syllables are organized around sounded vowels. The number of sounded vowels determines how many syllables a word has. When you hear only one vowel sound in a word, it means the word has only one syllable. For example, the words *at*, *grease*, *throat*, *cheese*, and *spoke* are all one-syllable words because they have only one vowel sound. Silent vowels don't count. An example of a two-syllable word is *roadside*. Since we hear the long sounds of **o** and **i**, *roadside* is a two-syllable word.

Do you remember the four parts of the First Rule of Syllabication? Write them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Read the following words and answer the questions. Listen closely to the vowel sounds.

	How many vowels can you see?	How many vowels can you hear?	How many syllables are in the word?
1. raise			
2. sweepstakes			
3. increase			
4. soapsuds			
5. trailblazer			
6. squeeze			
7. spray			
8. railroad			
9. disagreement			
10. appraise			
11. keepsake			
12. cheeseburger			
13. misconstrue			
14. undefeated			



# 11 Challenging Polysyllabic Words

Highlight the words you can read and use them to solve the crossword puzzle. Write in pencil and do the easy ones first.

blueberry	leadership	constrain	committee	
scribbler	arboretum	greenish	squeegee	toasty
arcade	squeamish	career	strengthen	

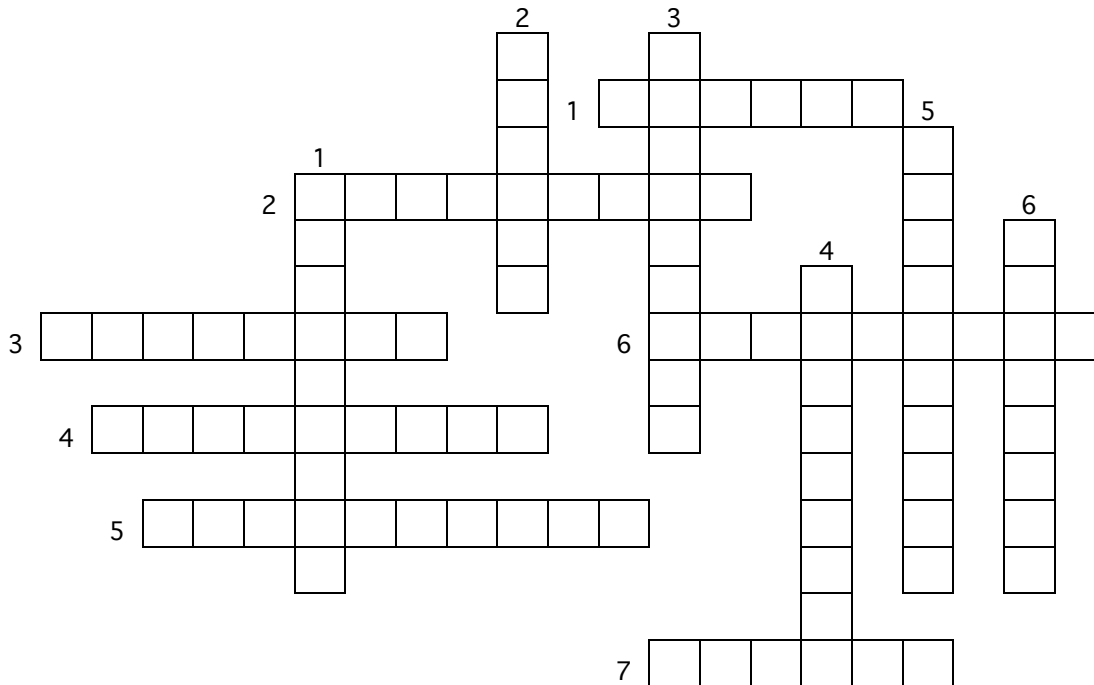
Read the clues carefully:

### Across

1. Pleasantly warm
2. Afraid of germs and blood
3. Like a color
4. A small kind of berry
5. To make strong
6. An area that displays different types of trees
7. A person's chosen work

### Down

1. A person who writes or draws carelessly
2. An amusement center with shops and video games
3. To hold back, to restrict
4. A group of people who meet to solve problems
5. A person's ability to get other people to follow him or her
6. Used for washing windows





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## 12a More Challenging Words

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Highlight the vowels in the words below. Write the words in syllables, separated by dashes. Next, mark the vowels and denote the codes. (Beware of false vowel teams.)

1. creation \_\_\_\_\_
2. seamstress \_\_\_\_\_
3. betrayal \_\_\_\_\_
4. encroachment \_\_\_\_\_
5. acquaintance \_\_\_\_\_
6. volunteer \_\_\_\_\_
7. endeavor \_\_\_\_\_
8. feature \_\_\_\_\_
9. pioneer \_\_\_\_\_
10. disappearance \_\_\_\_\_
11. misdemeanor \_\_\_\_\_
12. discontinue \_\_\_\_\_

Draw lines between the first set of syllables and the second set to make new words. Write them on the lines below. You will use three syllables on the left twice. Most of the syllables on the right will be used more than once.

- |       |        |   |           |
|-------|--------|---|-----------|
|       |        | → | 1. _____  |
|       |        | → | 2. _____  |
| main  | load   | → | 3. _____  |
| de    |        | → | 4. _____  |
| up    | tain   | → | 5. _____  |
| over  |        | → | 6. _____  |
| con   | crease | → | 7. _____  |
| un    |        | → | 8. _____  |
| enter | stream | → | 9. _____  |
|       |        | → | 10. _____ |

---

## **12b** Review of Four Syllables

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Write the four characteristics of the following types of syllables. Next, denote the code.

### **Vowel-Consonant-e Syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The code for a vowel-consonant-e syllable is \_\_\_\_\_

### **Open Syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The code for an open syllable is \_\_\_\_\_

### **R-Controlled Syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The code for an r-controlled syllable is \_\_\_\_\_

### **Vowel-Vowel Syllable**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The code for a vowel-vowel syllable is \_\_\_\_\_

---

## 13 The Suffix *-ize*

---

A common suffix that you may already know is **-ize**. It follows the vowel-consonant-e rule and says *īzē*. It means to become or to resemble.

Read these words and write the base words on the lines.

- |                    |                    |
|--------------------|--------------------|
| 1. itemize _____   | 7. symbolize _____ |
| 2. customize _____ | 8. realize _____   |
| 3. tenderize _____ | 9. finalize _____  |
| 4. modernize _____ | 10. organize _____ |
| 5. winterize _____ | 11. civilize _____ |
| 6. motorize _____  | 12. humanize _____ |

When a base word ends in **y**, drop the **y** before adding **-ize**. Add **-ize** to these words.

- |                   |                  |
|-------------------|------------------|
| 1. memory _____   | 5. summary _____ |
| 2. harmony _____  | 6. fantasy _____ |
| 3. agony _____    | 7. economy _____ |
| 4. sympathy _____ | 8. colony _____  |

Do you remember the rules for hard and soft **c** and **g**? The letter **c** says **s**, and the letter **g** says **j** when followed by **e**, **i**, or **y**. Read words 1-4 and underline the ones you can read.

1. energy    2. energize    3. apology    4. apologize

Read words 1-6 below and underline the ones you can read. What happens when you add **-ize** to words that end with hard **c**? \_\_\_\_\_

1. critic    2. criticize    3. public    4. publicize    5. italic    6. italicize

Another common suffix that you studied in Chapter 4 is **-al**, pronounced *əl*. It means *relating to*. This suffix often appears before **-ize**. Add **-al** and **-ize** to these base words.

- |                            |                              |
|----------------------------|------------------------------|
| 1. form + al + ize = _____ | 3. norm + al + ize = _____   |
| 2. verb + al + ize = _____ | 4. person + al + ize = _____ |

Add **-ize** to these words.

- |                          |                        |
|--------------------------|------------------------|
| 5. capital + ize = _____ | 7. legal + ize = _____ |
| 6. central + ize = _____ | 8. local + ize = _____ |

---

## 14 Suffixes –ee and –ive

---

The suffix **–ee** follows the vowel-vowel rule and says the long **e** sound. Read words 1-12 and try to figure out what the suffix **–ee** means. Write the base word on the lines.

Some of these base words end in silent **e**. The **e** was dropped to add the suffix **–ee**. You will have to add an **e** to the base words that are **vce** syllables; \*means tricky.

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1. absentee _____ | 5. detainee _____ | 9. trustee _____  |
| 2. honoree _____  | 6. refugee _____  | 10. trainee _____ |
| 3. escapee _____  | 7. evacuee* _____ | 11. retiree _____ |
| 4. enlistee _____ | 8. nominee* _____ | 12. referee _____ |

What does the suffix **ee** mean? \_\_\_\_\_

A very common suffix is **–ive**. It is pronounced **iv**. It is derived from Latin and means *doing a certain action or like a certain action (act, active, attract, attractive)*. Sometimes **–ive** is not a suffix. Instead, it is part of a word with a vowel-consonant-e pattern. These words tend to be shorter.

Read each of these words. Listen to the sound of **–ive** and write **iv** or **iv** on the lines:

- |                    |                    |                     |
|--------------------|--------------------|---------------------|
| 1. secretive _____ | 5. alive _____     | 9. cursive _____    |
| 2. elective _____  | 6. strive _____    | 10. defective _____ |
| 3. arrive _____    | 7. detective _____ | 11. survive _____   |
| 4. assertive _____ | 8. inventive _____ | 12. executive _____ |

The last letter of the base word may change when **–ive** is added. Read these words and write the base words on the lines. Remember to add silent **e** to base words that are **vce** syllables.

- |                    |                    |                     |
|--------------------|--------------------|---------------------|
| 1. inclusive _____ | 5. decisive _____  | 9. expensive _____  |
| 2. explosive _____ | 6. divisive _____  | 10. intensive _____ |
| 3. exclusive _____ | 7. defensive _____ | 11. intrusive _____ |
| 4. offensive _____ | 8. evasive _____   | 12. corrosive _____ |

What is the last sound of the base words? \_\_\_\_\_

Read all of the words one more time!

## CHAPTER 6

# Consonant-le Syllable

### Note to Instructor

**Lesson 1** introduces the **consonant-le syllable**, which occurs at the end of words. This syllable is comprised of a consonant and the letters **le**. The code for a consonant-le syllable is **cle**. It may be necessary to repeat Lesson 1 several times in order for students retain the characteristics of a consonant-le syllable. Before you hand out the worksheet, write the first question and the sample words on the board or show them on the screen. Ask your class, “What do these words have in common *trample, riddle, settle, nozzle, struggle, able, idle, eagle, noble, and bugle?*” Have a discussion about the common aspects of the words and allow students to struggle a bit. Then distribute the worksheet, and have everyone answer the questions. Go over the answers and clear up misunderstandings. Next, record the correct responses on the board or show them on the screen in any order. Finally, direct students to copy numbers 1 through 5 and to include five examples in the Rules section of their Decoding Binders (under the heading **Consonant-le Syllable**).

Correct responses are

1. All of these words end with the letters **le**.
2. The letter **e** in the consonant-le syllable is silent.
3. There is a consonant before the **le** ending.
4. The consonant-le syllable usually occurs at the end of words.
5. The code for the consonant-le syllable is **cle**.

Explain that the consonant-le syllable is divided right before the consonant that is in front of **le** as in *bub-ble, han-dle, ma-ple*. If this is confusing to students, tell them to count back three letters from the end of the word and divide there.

Mark vowel-consonant-e syllables as follows: *büb-blə, mā-plə, mǎn-tlə*

### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones, marked **H** in the Homophone section along with definitions. When entering a phonogram, prefix, suffix, or rule, students must list four key words that illustrate it.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 2** reviews the **Eleventh Rule of Syllabication** introduced in Lesson 1, “Divide words that end in a consonant-le syllable before the consonant that precedes **le** (a-ble, puz-zle, sim-ple).” Have students record this rule in the Rules section of their Decoding Binders, along with four examples. The next exercise requires students to syllabify words and mark the vowels. There is a short story on the lower half of this worksheet. Ask everyone to highlight or underline the twenty-two words in the story that end with consonant-le syllables.

**Lesson 3** provides decoding practice for words with consonant-le syllables and teaches the following rules:

1. When the first vowel is short, the word must have two consonants between the first vowel and the **le** ending (can-dle). This pattern creates a closed syllable in the beginning of the word. In words that have only one consonant sound between the short vowel and the **le** ending, double the consonant (puz-zle). Mark the first vowel short and cross out the silent e: pŭz-zlē.
2. When the first vowel is long, the word has only one consonant between the first vowel and the **le** ending as *fa-ble, ti-tle, bu-gle*. This pattern creates an open syllable in the beginning of the word. Mark the first vowel long and cross out the silent e: fā-blē.

**Lesson 4a** introduces words that contain the short-vowel signal **ck**, which shows that the vowel before it is short. In words that have a **k** sound right after the short vowel, the letter **k** is not doubled. Remind students to use **ck** instead (pickle, tackle).

**Lesson 4b** (on the same page as Lesson 6b) consists of a **Dictation** list and two **Reading and Spelling for Mastery** lists. Assign two exercises every day from **Proposed Spelling Activities** in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words (in red pencil) in the Red Words section of their Decoding Binders. Homophones must be included in the Homophone section, along with definitions. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky words.

**Lesson 5a** introduces words that have two different consonants between the short vowel and the consonant-le syllable (*sim-ple, han-dle*). In such words, no doubling is required because there are already two consonants that protect the short vowel from the power of the silent **e**.

**Lesson 5b** is a dictation exercise that requires students to remember the configuration of closed, open, r-controlled, and consonant-le syllables and to write words according to the code. Provide the code for each word orally and write it on the board. Then dictate the word. It is important that you pronounce each word slowly and clearly as a unit.

The next day, write these words on the board: bundle, stifle, trample, struggle, trickle, startle, chuckle, and able. Ask students what changes are needed to add past tense **-ed** and present participle **-ing** to the verbs (drop the **e**). Students rewrite the words by adding **-ed** and **-ing**.

**Lesson 6a:** The first activity requires students to syllabify challenging words. The second exercise is a crossword puzzle. Remind students to write in pencil and do the easy ones first.

**Lesson 6b** (on the same page as Lesson 4b) is a **Reading and Spelling for Mastery** list. Review the *drop-e* rule for #1, 7, and 9. Follow the procedures from Lesson 4b.

**Lesson 7** deals with Latin derivatives that end with the letters **cle**. The previously taught vowel rules often do not apply to words of Latin origin. Because these are difficult words, students should consult a dictionary or electronic device to use the pronunciation guide.

**Lesson 8** introduces the two common suffixes **-ible** and **-able**. Both say **able** and mean *inclined or capable of a certain action*. Spelling rules that explain when to use each of these suffixes are included in Chapter 12; however, at this point the rules are too complex to be useful. Require students to write these prefixes in the Prefixes section of their binders, along with four words for each.

---

# 1 Consonant-le Syllable

---

What do these words have in common?

trample    riddle    settle    nozzle    struggle  
able        idle        eagle    noble    bugle

1. What are the last two letters in every word? \_\_\_\_\_
2. What does the **e** in a consonant-le syllable say? \_\_\_\_\_
3. What kind of a letter comes before the **le** ending?  
\_\_\_\_\_
4. Does the consonant-le syllable occur in the beginning or at the end of words?  
\_\_\_\_\_
5. This type of syllable is called **consonant-le**. Why do you think it has this name? \_\_\_\_\_

The code for a consonant-le syllable is **cle**.

---

## 2 Eleventh Rule of Syllabication

---

The **consonant-le** syllable usually occurs at the end of a word as in *puddle*, *marble*, *able*.

### Eleventh Rule of Syllabication

Divide words with the consonant-le syllable before the consonant that is in front of **le** (pud-dle, sim-ple, ta-ble).

An easier way to think of this is to count back three letters from the end of the word and divide there as in the word *settle*: sēt-tle

Write the following words in syllables and mark the vowels.

- saddle \_\_\_\_\_
- humble \_\_\_\_\_
- kettle \_\_\_\_\_
- grapple \_\_\_\_\_
- handle \_\_\_\_\_
- rubble \_\_\_\_\_

Write **rip**, **sam**, **dim**, **top**, **pur** in front of the **ple** ending. Read the new words.

- \_\_\_\_\_ple
- \_\_\_\_\_ple
- \_\_\_\_\_ple
- \_\_\_\_\_ple
- \_\_\_\_\_ple

Read the story first. Then go back over it and highlight all of the words that end with consonant-le syllables. Many words that end with this syllable are followed by suffixes (*tickled*, *bubbles*). There are twenty-two words; if you can get eighteen, you're the champion!

### Drama in the Backyard

This morning, I saw three baby robins huddled behind the maple tree. Just like all little robins, their breasts were speckled and flying was still a big struggle. After leaving their nest a couple of days ago, they were learning to feed themselves. Since picking for seeds in the grass was still hard for them, the adult robins tirelessly searched for worms and other nibbles, which the babies gobbled up eagerly. When the parents approached the chicks, they jostled and squabbled to be the first in the feeding line.

Suddenly Snuggles, the cat from next door, appeared and startled the little robins! They trembled because they were afraid. Their parents were there in an instant, ready to do battle. Screeching loudly, both were flying and diving towards the cat. Clearly rattled, he retreated, backing into a puddle of water. Snuggles had no desire to tangle with the fearless birds and decided to forego this scuffle for another time. For now, the enemy was scuttled and all was well with the Robin Family. I chuckled as the wet cat slinked away.



---

### 3 Spelling Rules for Consonant-le Syllables

---

The consonant-le syllable is usually at the end of a word. When the first vowel sound is short, the word must have two consonants before **le** (can-dle). In words that have only one consonant sound between the short vowel and the **le** ending, you must double the consonant (puzzle). Therefore, the first syllable is **closed** and the vowel is short (pŭz-zlɚ). When the first vowel sound is long, the word has one consonant before **le** (fable). Therefore, the first syllable is **open** and the vowel is long (fā-ble).

Write the following words in syllables, separated by dashes. Mark the vowels and cross out the silent **e**. Then denote the code. The code for a consonant-le syllable is **cle**. Read the words at your teacher's direction.

1. shuttle \_\_\_\_\_
2. simple \_\_\_\_\_
3. stable \_\_\_\_\_
4. apple \_\_\_\_\_
5. bugle \_\_\_\_\_
6. hobble \_\_\_\_\_
7. stifle \_\_\_\_\_
8. stumble \_\_\_\_\_
9. middle \_\_\_\_\_
10. cradle \_\_\_\_\_

Mark the first vowel in each word. Next, draw a line from each word starter to the correct word ending:

- |       |      |        |      |        |      |        |      |
|-------|------|--------|------|--------|------|--------|------|
| 1. se | tle  | 4. pu  | zle  | 7. bo  | tle  | 10. bu | ble  |
|       | ttle |        | zzle |        | ttle |        | bble |
| 2. ti | tle  | 5. bri | dle  | 8. snu | gle  | 11. ta | ble  |
|       | ttle |        | ddle |        | ggle |        | bble |
| 3. gi | gle  | 6. ma  | ple  | 9. ca  | ble  | 12. ri | dle  |
|       | ggle |        | pple |        | bble |        | ddle |

---

## 4a Short-Vowel Signal ck

---

Do you remember the short-vowel signal **ck**? It shows that the vowel directly before it is short. This same rule applies to consonant-le words. In words that have a short vowel in the first syllable, followed by the **k** sound, write the short-vowel signal **ck** as in *pickle* and *tackle*. In words that have short vowel followed by a consonant and the **k** sound, use **k** as in *sparkle* and *ankle*.

Write **ck** or **k** in the blanks to make real words. Remember to use **ck** only when the **k** sound comes right after the short vowel.

- |               |                |                |
|---------------|----------------|----------------|
| 1. pi____le   | 6. ti____le    | 11. spar____le |
| 2. cra____le  | 7. chu____le   | 12. knu____les |
| 3. twin____le | 8. sprin____le | 13. wrin____le |
| 4. tri____le  | 9. bu____le    | 14. spe____le  |
| 5. crin____le | 10. ta____le   | 15. an____le   |

Synonyms are words with similar meanings. Draw a line from each word on the left to the synonym on the right.

- |            |       |
|------------|-------|
| 1. candle  | scare |
| 2. fable   | rain  |
| 3. little  | light |
| 4. drizzle | small |
| 5. startle | story |

Antonyms are words with opposite meanings. Draw a line from each word on the left to the antonym on the right.

- |            |             |
|------------|-------------|
| 6. able    | cry         |
| 7. simple  | peace       |
| 8. battle  | unable      |
| 9. giggle  | single      |
| 10. couple | complicated |

Use a pencil to draw lines from the syllables on the left to the syllables on the right to create new words and write them on the lines. Next, read all of the words on this page.

- |         |        |          |
|---------|--------|----------|
| knuckle | suckle | 1. _____ |
| un      | board  | 2. _____ |
| honey   | buckle | 3. _____ |
| shuffle | bones  | 4. _____ |
| dis     | snake  | 5. _____ |
| rattle  | mantle | 6. _____ |

---

## 4b/6b Reading and Spelling for Mastery

---

Students must write the tricky red words in red pencil.

Words that end with the **consonant-le** syllable

Use **el** after the letter **v**.

### Dictation List

1. saddle
2. squabble
3. maple
4. riddle
5. cradle
6. scribble
7. crackle
8. tackle
9. chuckle
10. bugle
11. gobble
12. staple
13. grapple
14. noble
15. ladle
16. giggle
17. stifle
18. chuckle
19. fable
20. puzzle

### 4b Spelling List

1. middle
2. meddle (H)
3. settle
4. little
5. bottle
6. kettle
7. shuttle
8. apple
9. struggle
10. trickle
11. buckle
12. double \*
13. trouble \*
14. couple \*
15. able
16. cable
17. table
18. stable
19. title
20. triple \*

### 6b Spelling List

1. handle
2. candle
3. simple
4. sample
5. example
6. uncle \*
7. sprinkled
8. ankle
9. sparkled
10. castle \*
11. whistle \*
12. single
13. angle
14. circle \*
15. cycle \*
16. people \*
17. idle
18. level \*
19. travel \*
20. label \*

\*Red word, H = Homophone

---

## 5a Syllabication of Consonant-le Words

---

Write the words in syllables, separated by dashes. Mark the first vowel in each word and cross out the silent **e**. Then denote the code. Do not double the consonant in words that have two different consonant sounds. When **st** is part of the consonant-le syllable, the letter **t** is silent as in the words *castle* and *whistle*. Syllable division: *cas-tle, whis-tle*.

1. gurgle \_\_\_\_\_
2. nestle \_\_\_\_\_
3. rekindle \_\_\_\_\_
4. unable \_\_\_\_\_
5. crumble \_\_\_\_\_
6. thistle \_\_\_\_\_
7. ladle \_\_\_\_\_
8. jungle \_\_\_\_\_
9. wrestle \_\_\_\_\_
10. example \_\_\_\_\_

Find two words that answer each riddle. Many of them rhyme (5, 6, 7, and 9 do not).

tackle trouble snuggle sparkle stumble giggle candle huddle grumble  
jingle cuddle fumble handle mumble single double twinkle chuckle

1. Your mom is angry, you are in \_\_\_\_\_
2. A clumsy person might \_\_\_\_\_ and \_\_\_\_\_
3. To hold a light \_\_\_\_\_ a \_\_\_\_\_
4. One song is a \_\_\_\_\_
5. Football players do this \_\_\_\_\_ and \_\_\_\_\_
6. Ways of laughing \_\_\_\_\_ and \_\_\_\_\_
7. What stars do \_\_\_\_\_ and \_\_\_\_\_
8. Ways of talking \_\_\_\_\_ and \_\_\_\_\_
9. A baby likes to \_\_\_\_\_ and \_\_\_\_\_

---

## 5b Dictation Exercise (Teacher Page)

---

Provide the code orally and write it on the board or show it on the screen. Then dictate each word. Ask students to write the word in syllables, separate the syllables with dashes, and mark the vowels.

Remind students of these rules:

- Double the consonant in words that have one consonant sound between a short vowel and the **cle** syllable.
- Do not double the consonant in words that have two different consonant sounds between the vowel and the **cle** syllable.
- Words with a long vowel in the first syllable will have one consonant between the vowel and the **cle** ending.

Code abbreviations: cl=closed

op=open

cle=consonant-le

rc= r-controlled

After you have completed this exercise, please do the follow-up lesson listed in Note to Instructor Lesson 5b.

- |                   |            |
|-------------------|------------|
| 1. (cl-cle)       | fīz-zlē    |
| 2. (cl-cle)       | scrām-blē  |
| 3. (op-cle)       | mā-plē     |
| 4. (cl-cle)       | nōz-zlē    |
| 5. (cl-cle)       | grāp-plē   |
| 6. (op-cle)       | ī-dlē      |
| 7. (cl-cle)       | strüg-glē  |
| 8. (cl-cle)       | quīb-blē   |
| 9. (op-cle)       | sī-dlē     |
| 10. (cl-cle)      | hūm-blē    |
| 11. (cl-cle)      | wrōb-blē   |
| 12. (cl-cle)      | swīn-dlē   |
| 13. (op-cle)      | gā-blē     |
| 14. (pref-cl-cle) | re-kīn-dlē |
| 15. (pref-cl-cle) | ex-ām-plē  |

Ask students to read the words. Please follow the procedures recommended in the **Note to Instructor** Chapter 2, Lesson 4, steps 4-8.

## 6a Challenge Words

Write the words in syllables, separated by dashes. Mark the vowels and denote the code.  
Read the words at your teacher's direction.

1. bottleneck \_\_\_\_\_
2. bumblebee \_\_\_\_\_
3. settlement \_\_\_\_\_
4. entangle \_\_\_\_\_
5. mishandle \_\_\_\_\_
6. tablecloth \_\_\_\_\_
7. embezzle \_\_\_\_\_
8. handlebar \_\_\_\_\_
9. middleman \_\_\_\_\_
10. encircle \_\_\_\_\_

### Word Bank

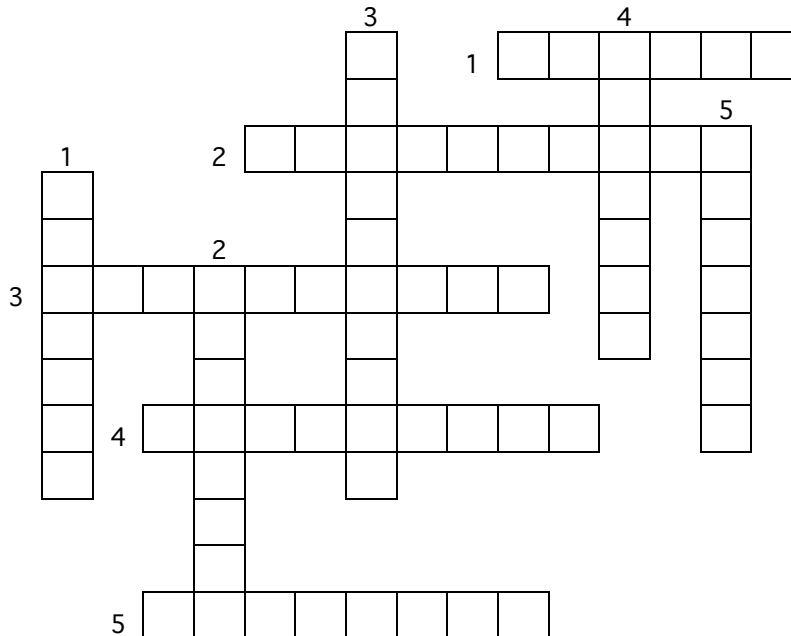
steeple	pickles
atmosphere	rustle
cockroach	reporter
correspond	drizzle
comprehend	
wrestler	

### Across

1. cl-cle, a soft sound
2. pref-pref-cl, understand
3. pref-cl-cl, to write a letter
4. cl-vv, an insect
5. cl-cle-s, pins his opponent

### Down

1. cl-cle, a sour food
2. pref-rc-s, tells facts
3. cl-cl-vce, layer of air
4. vv-cle, on a roof
5. cl-cle, light rain



---

## 7 Latin Roots and Consonant-le Syllables

---

Let's practice some consonant-le words that came to us from Latin. Usually the vowel before the **cle** syllable is unaccented, which means that it is pronounced like a schwa sound (ə). These words do not follow the vowel rules you learned earlier.

With the help of a dictionary, use the following words in the sentences below:

article	vehicle	obstacle	cubicles	particles	barnacles
clavicle	miracle	spectacle	cuticles	tentacles	pinnacle

1. It was a \_\_\_\_\_ that he survived the shipwreck.
2. \_\_\_\_\_ is another name for collar bone.
3. Have you read the \_\_\_\_\_ about the world's fastest runner in Sports Illustrated?
4. The first team to complete the \_\_\_\_\_ course will win the race.
5. Smog is the result of tiny, polluting \_\_\_\_\_ in the air.
6. Since my car has 140,000 miles on it, I've decided I need a new \_\_\_\_\_.
7. It is very time-consuming to remove \_\_\_\_\_ from the hulls of ships.
8. Most large offices are divided into \_\_\_\_\_.
9. The \_\_\_\_\_ are pushed back when you have a manicure.
10. An octopus has eight \_\_\_\_\_.
11. During halftime at the Super Bowl, the entertainers put on a fabulous \_\_\_\_\_.
12. We climbed to the topmost \_\_\_\_\_ of the mountain.

Find three words from the box that have a long vowel in the first syllable and copy them:

\_\_\_\_\_

Find five words from the box that have a short vowel in the first syllable and copy them:

\_\_\_\_\_

Read these words again: obstacle, spectacle, barnacle, tentacles. Highlight the accented syllables. What do the vowels in the unaccented syllables say? \_\_\_\_\_

---

## 8 Suffixes *-able* and *-ible*

---

The suffixes **-able** and **-ible** both say **əble** and mean *inclined* or *capable of a certain action*. The symbol **ə** in **əble** is called a schwa sound. Adding these suffixes usually changes verbs and sometimes nouns to adjectives. Adjectives are words that describe nouns.

Change the following verbs or nouns to adjectives by adding **-able** and **-ible**. Remember to drop the silent **e** before you add a suffix that starts with a vowel. Sometimes you must drop two letters to make a real word. Write the new words on the lines.

1. pay + able = \_\_\_\_\_
2. wash + able = \_\_\_\_\_
3. distract + ible = \_\_\_\_\_
4. tax + able = \_\_\_\_\_
5. sense + ible = \_\_\_\_\_
6. size + able = \_\_\_\_\_
7. use + able = \_\_\_\_\_
8. convert + ible = \_\_\_\_\_
9. adore + able = \_\_\_\_\_
10. advise + able = \_\_\_\_\_
11. terror + ible = \_\_\_\_\_
12. horror + ible = \_\_\_\_\_

Look up the words **sizable** and **usable** in the dictionary. Copy the other acceptable way of spelling these words: \_\_\_\_\_

In everyday conversation, the suffix **-able** is used more often than the suffix **-ible**. Draw lines from the prefixes to the base words. Next, draw another line from the new two-syllable words to the suffix **-able** to create adjectives. Then write them on the lines. Use **re** twice.

- |     |      |              |          |
|-----|------|--------------|----------|
| dis | fund |              | 1. _____ |
| re  | vent |              | 2. _____ |
| com | mark | <b>-able</b> | 3. _____ |
| pre | fort |              | 4. _____ |
| de  | pose |              | 5. _____ |
|     | fend |              | 6. _____ |



## CHAPTER 7

# Diphthong/Vowel Digraph Syllables

### Note to Instructor:

Chapter 7 introduces **diphthong/vowel digraph** syllables. Linguistically speaking, a **diphthong** is defined as "a complex speech sound or glide that begins with one vowel and gradually changes to another vowel within the same syllable" (*American Heritage Dictionary*). The vowel pairs **oi**, **oy**, **ou**, and **ow** are diphthongs. **Vowel digraphs** are vowel combinations that make a single sound. The most common vowel digraphs are **au**, **aw**, **oo**, **ew**, **ie** as in *brief* and **ei** as in *receive*. Diphthongs and vowel-digraphs can't be sounded out and must be memorized; therefore, they are not marked. The code for both is **d**. Teach students to keep the two vowels in the same syllable; do not syllabicate between them.

Diphthongs and vowel digraphs may easily be confused with vowel-vowel syllables because both of them are vowel pairs. Vowel-vowel syllables differ from diphthong and digraph syllables in that they follow a predictable sounding rule, whereas diphthongs and digraphs use vowel combinations that do not form clear sound/symbol relationships. Some examples are *brief*, *aunt*, or *new*. This program finds the distinction useful. (Many phonics books classify *vowel-vowel* syllables as digraphs.) Most words with diphthongs and digraphs are derived from French, Anglo Saxon, Middle English, German, and Greek. Therefore, we're coping with phonemic rules from five different languages! Because they are the most difficult phonemes and graphemes to master, they are presented individually.

A great deal of practice is needed to master diphthongs and vowel digraphs. There are seven **Reading and Spelling for Mastery** lists in this unit. Since you might not want to spend seven weeks on this chapter, you may need to tailor these spelling lessons to your students' needs. To reduce the number of spelling words, consider using these lists as pretests so your more capable students are not practicing words they already know. By pre-testing, you can create individualized lists. You could even pair up students and let them test each other. Another possibility is to postpone introducing the more difficult lists until later in the chapter.

### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, students must list four words that illustrate it.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 1a** (two pages) introduces the diphthongs **oi** and **oy**. After reading a list of words with **oi** and **oy**, students are asked to deduce the following rule: use **oi** in the beginning or middle of words (*oil, point*); use **oy** at the end of a word or at the end of a syllable: (*boy, loy-al*). On the second page, students read a list of words and use them in sentences.

**Lesson 1b** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling lesson with the diphthongs **oi** and **oy**. Assign two exercises every day from **Proposed Spelling Activities** in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words (in red pencil) in the Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky sight words.

To foster retention, select one word from each list and ask students to draw an illustration of it. This will become the picture prompt for that diphthong or digraph. Follow this procedure for all of the lists. For the third spelling activity, add the category **diphthongs/vowel digraphs** or **d**. All words with diphthongs or vowel digraphs should be written under this new category.

**Lesson 2a** covers the difficult diphthongs **ou** and **ow** (*out, found, mouth, owl, now, brown*). The letter **w** is considered a vowel in diphthongs and vowel digraphs. Sometimes **ow** also has a long **o** sound, which will be discussed later. English has two fairly strong rules that help us decide whether **ou** or **ow** is the correct spelling in a word.

Rule 1: **ou** is used in the beginning or middle of words, whereas **ow** is used at the end of a word or a syllable (*our, proud, how, powder*).

Rule 2: **ow** is used in the middle of words when followed by a single **l** or **n** and **er** or **el** (*owl, frown, power, towel*). The words *crowd* and *foul* are exceptions. *Foul*, as in foul ball and *fowl*, as in poultry are homophones.

**Lesson 2b** discusses three additional sounds of the diphthong **ou**. This is clearly the most difficult and confusing vowel combination in our language! As previously mentioned, the most common sound of **ou** is the one you hear in *out, found, and proud*. When **ou** is followed by the silent letters **gh** (*ought, thought*), it says **ô**. To make matters more confusing, **ou** may also sound like a **short u** (*double, couple*). In this lesson, students are asked to read a list of words and to write them under the appropriate sound category. Please provide lots of help, because this is a very tricky exercise. Since most of these categories (aside from **ou** as in *out*) have less than fifteen common words, it's best to memorize them by phoneme patterns.

**Lesson 2c** introduces four more **ou** sounds. Sometimes **ou** is pronounced like the vowel sound you hear in *group*. The dictionary represents this phoneme as **ō**. When **ou** is followed by the letter **r**, it may sound like the r-controlled vowel **ur** (*journal*) and **or** (*court*). In a few words **ou** says **long o** (*dough, shoulder*).

**Lesson 2d** consists of two **Reading and Spelling for Mastery** lists and categorizes words according to the seven **ou** sounds. Follow the same procedure outlined in Lesson 1b.

**Lesson 3a** covers words with **ow** pronounced as long **o** (*throw, yellow*). It also covers the following spelling rule: double the medial consonant in words that have a short vowel, followed by one consonant sound and the diphthong **ow** (*hollow, narrow, borrow*). When the letter **r** is doubled, the previous vowel is short, not r-controlled. The doubling rule does not apply to the letter **d** in the medial position (*widow*).

**Lesson 3b** consists of two **Reading and Spelling for Mastery** lists with **ow** words. Follow the procedure outlined in Lesson 1b. The homophones for row and flow are roe and floe.

**Lesson 4a** introduces the vowel digraphs **au** and **aw**. A **vowel digraph** is a vowel pair that makes a single sound. Unlike vowel-vowel syllables, vowel digraphs don't follow a clear sounding rule,

therefore, they must be memorized. The code for the vowel digraph syllable is **d**. The vowel digraphs **au** and **aw** both say **ô** as in *cause, draw*. (This sound has already been introduced in the previous lesson as in *bought, thought*). In this lesson, students read and study the vowel patterns on a list of words with **au** and **aw** and deduce two spelling rules that are almost identical to the rules for **ou** and **ow**.

Rule 1: **au** is used in the beginning or in the middle of words, whereas **aw** is used at the end of a word or a syllable as in *haunt, saw, drawer*. There are a few exceptions: *awe, awesome*.

Rule 2: **aw** occurs in the middle of words when it is followed by a single **n, l, or k** as in *fawn, crawl, hawk*. This rule continues to apply when suffixes are added as in *crawler, fawning, gawked*.

**Lesson 4b** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list with **au** and **aw** words. Follow the procedure outlined in Lesson 1b.

**Lesson 5** is a review of the diphthongs **oi, oy, ou, ow** and the vowel digraphs **au** and **aw**.

**Lesson 6a** teaches the two sounds of the digraph **oo**. The more common sound is **ōō** as in *moon, spoon, pool*. The second sound is **ōō** as in *book, cook, shook*. Mnemonic device: Look at the moon.

**Lesson 6b** is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list with the digraph **oo**. Follow the procedure outlined in Lesson 1b.

**Lesson 7a** covers four more difficult spelling patterns for the **ōō** sound. The first is **ew** as in *new, crew* and *flew* (**ew** says **long u** in *few* and *pew*). Students are presented with a list of words and asked to deduce the following sounding rule: Use **ew** when the **ōō** sound is at the end of a word. Use **oo** in the beginning or middle of words. As always, there are just a few exceptions. The most common ones are *zoo, too, shoo, coo, woo, bamboo, igloo, shampoo, and kangaroo*. The second spelling pattern is less common: **eu** says **long u** as in *Europe, eulogy, eulogize, euphony*. The prefix **eu** is Greek and means **good**. The **eu** spelling also occurs in the middle of some words and says **ōō** or **long u** as in *neutral* and *feudal*. The last exercise reviews the vowel-vowel syllables **ue** and **ui**. They also say **ōō** as in *true, blue, fruit* and *pursuit*.

**Lesson 7b** (on the same page as Lesson 9c) is a **Reading and Spelling for Mastery** page consisting of a dictation list and a spelling list. The dictation list is a review of Spelling List 7b in Chapter 5. Have students add the words they misspelled on the dictation list to Spelling List 7b, which includes words with the vowel digraphs **ew** as in *few*, **ue** as in *true*, **oo** as in *too*, and **ui** as in *suit*. Follow the procedures outlined in Lesson 1b.

**Lesson 8** is a diphthong and vowel digraph review that requires students to syllabify words in the first activity. For the code of mis-pro-nounce, accept either pref-pref-d or pref-op-d. The second exercise presents a list of words that students will use in a brief story.

**Lesson 9a** and **Lesson 9b** deal with the thorny digraphs **ei** and **ie**. The digraph **ei** has two pronunciations: **long e** (*seize, receive*) and **long a** (*rein, weight*). The digraph **ie** usually says **long e**. This rule may be helpful: **i** before **e**, except after **c**, or when it sounds like **ā** in *neighbor* or *weigh*. It has several exceptions (*either, neither, weird, seize* and *leisure*). This is already a very confusing lesson. Use your discretion as to whether students can deal with the following added complexities: **Ei** and **ie** represent several other sounds as in these seven words:

1. **eigh** says **long i** (*height, sleight*)
2. **ei** says **short i** (*forfeit, counterfeit*)
3. **ei** says the **schwa sound** (*foreign, sovereign*)
4. **ie** says **short e** (*friend*)

**Lesson 9c** (on the same page as Lesson 7b) is a **Reading and Spelling for Mastery** list with **ei** and **ie** words. Follow the procedure outlined in Lesson 1b.

**Lesson 10** provides a review of all diphthongs and vowel digraphs. For the code of au-thor-ize, accept either d-rc-s or d-rc-vce. The code for boo-mer-ang is d-rc-cl. The word may also be divided as follows: boom-er-ang. Grade flexibly because this activity is difficult.

**Lesson 11** is a true story. Before students read the story, write the following words on the board or show them on the screen. Ask everyone to read them silently. Next, go over the pronunciation and the definitions of these challenging words. Point out that **-ous** is a suffix and ask your class to deduce its sound. It is pronounced **əʊs**. Have students record this suffix in their Decoding Binders, along with the words *nervousness, enormous, dangerous, hazardous, gorgeous*.

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. glacier     | 7. dangerous    | 13. descending |
| 2. kayak       | 8. hazardous    | 14. adventure  |
| 3. nervousness | 9. gorgeous     |                |
| 4. cavorting   | 10. disappeared |                |
| 5. enormous    | 11. binoculars  |                |
| 6. recently    | 12. foraging    |                |

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## 1a Diphthongs *oi* and *oy*

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The American Heritage Dictionary defines **diphthongs** as glides that begin with one vowel sound and gradually change to another vowel sound within the same syllable. The code for a diphthong is **d**. The first two diphthongs you will study are **oi** and **oy** as in *oil* and *boy*. You will notice that they have the same sound.

English has an easy rule to help us decide whether **oi** or **oy** is the correct spelling in a word. Let's see if you can discover the rule. Read the following words. Highlight the words with **oi**; underline the ones with **oy**.

- |           |           |          |              |            |
|-----------|-----------|----------|--------------|------------|
| 1. oil    | 4. voice  | 7. joist | 10. ointment | 13. joy    |
| 2. convoy | 5. cowboy | 8. ploy  | 11. corduroy | 14. rejoin |
| 3. poise  | 6. point  | 9. soy   | 12. moist    | 15. foil   |

What is the rule? \_\_\_\_\_  
\_\_\_\_\_

Write **oi** and **oy** in the blanks to make real words:

- |          |           |          |               |
|----------|-----------|----------|---------------|
| 1. c___l | 3. sp___l | 5. c___n | 7. overj_____ |
| 2. c___  | 4. t_____ | 6. v___d | 8. h___st     |

Use the clues to help you unscramble these words.

pomely    \_ \_ \_ \_ \_

1. It ends with a diphthong.
2. It starts with a vowel; the second letter is **m**.
3. It means to give someone a job.

nisoop    \_ \_ \_ \_ \_

1. It starts with the letter **p** and ends with **n**.
2. The diphthong is in the first syllable.
3. It could make you sick.

1. It starts with the letter **a** and ends with a suffix that says *mənt*.
2. The letter **p** is doubled.
3. You need it before you go to the doctor.
3. The base word means *sharp end* or *dot*.

pantompinet    \_ \_ \_ \_ \_ t \_ \_ \_ \_

## 1a continued

Read the words in the box and use them to complete the sentences below. Write in pencil and do the easy ones first.

loyal	thyroid	destroyed
hoist	enjoy	annoy
coins	busboy	choices
deploy	invoice	employer
avoid	decoys	spoil

1. The \_\_\_\_\_ cleared the dirty dishes from our table.
2. You can \_\_\_\_\_ the heavy traffic if you stay away from Main Street.
3. The \_\_\_\_\_ is a gland that regulates the growth of one's body.
4. The army will \_\_\_\_\_ troops overseas.
5. In January, we received an \_\_\_\_\_ for the toys we ordered.
6. Tom uses wooden \_\_\_\_\_ when he goes duck hunting.
7. Have fun and \_\_\_\_\_ your vacation.
8. The \_\_\_\_\_ gave all of the \_\_\_\_\_ workers a big bonus.
9. The \_\_\_\_\_ you make as a teenager will affect the rest of your life.
10. Please put the milk in the refrigerator, otherwise it will \_\_\_\_\_.
11. Alex has an interesting collection of rare and valuable \_\_\_\_\_.
12. His bad habits \_\_\_\_\_ me.
13. The mechanic raised the car with a \_\_\_\_\_.
14. The earthquake \_\_\_\_\_ several small villages.

Read all of the words one more time!

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## **1b** Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with the diphthongs **oi** and **oy**

### **Dictation**

1. coil
2. foil
3. boy
4. hoist
5. joist
6. ploy
7. avoid
8. broil
9. convoy
10. toy
11. toys
12. toil
13. boys
14. coy
15. soy
16. void
17. decoy
18. broiler
19. envoy
20. deploy

### **1b** Spelling

1. oil
2. coin
3. boil
4. spoil
5. moist
6. join
7. point
8. **appointment \***
9. **poison \***
10. noise
11. voice
12. choice
13. joy
14. enjoying
15. employ
16. annoy
17. annoying
18. destroy
19. **loyal \***
20. **voyage \***

**\*Red word**

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## 2a Diphthongs *ou* and *ow*

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The diphthongs **ou** and **ow** usually say the same sound: **ou** as in *out* and **ow** as in *now*. The letter **w** is considered a vowel in diphthongs. English has two fairly strong rules that help us decide whether **ou** or **ow** is the correct spelling in a word.

Read the following words and highlight the diphthongs. Next, study the different spelling patterns and try to discover the first rule that tells us when to use **ou** and when to use **ow**.

- |             |             |              |                |
|-------------|-------------|--------------|----------------|
| 1. ground   | 7. mouth    | 13. endow    | 19. vow        |
| 2. eyebrow  | 8. bounce   | 14. spouse   | 20. sound      |
| 3. thousand | 9. Moscow   | 15. cow      | 21. pronounce  |
| 4. ounce    | 10. allow   | 16. pound    | 22. foundation |
| 5. how      | 11. account | 17. chow     | 23. now        |
| 6. plow     | 12. rebound | 18. announce | 24. shout      |

When do we use **ou**? \_\_\_\_\_

When do we use **ow**? \_\_\_\_\_

The second rule covers specific exceptions to the first rule. Sometimes **ow** occurs in the middle of words. Read words 1-24 and highlight the diphthongs. Study the different spelling patterns to discover the rule that tells us when to use **ow** in the middle of words.

- |           |            |            |            |
|-----------|------------|------------|------------|
| 1. clown  | 7. growl   | 13. shower | 19. trowel |
| 2. flower | 8. towel   | 14. owl    | 20. fowl   |
| 3. howl   | 9. drown   | 15. cower  | 21. down   |
| 4. power  | 10. scowl  | 16. town   | 22. dowel  |
| 5. vowel  | 11. renown | 17. prowl  | 23. gown   |
| 6. tower  | 12. crown  | 18. frown  | 24. brown  |

When do we use **ow** in the middle of words? \_\_\_\_\_

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## 2b Other Sounds of *ou*

The diphthong **ou** is clearly the most difficult vowel combination because it represents seven different sounds. Here are three of the seven phonograms.

1. Review: The most common **ou** sound is the one you hear in the words *out* and *how*.
2. The second **ou** sound occurs in words like *ought* and *bought*. The symbol for this diphthong is **ô**. Usually the silent letters **gh** follow the **ô** sound as in *thought*, *bought*; however, the letters **gh** are not always silent. Sometimes they say **f** as in *cough*, *trough*.
3. The diphthong **ou** can also say **ũ** as in *double*, *enough*, *tough*, and *rough*.

Highlight the following words you can read and underline the diphthongs. Then write the words under the correct heading below:

- |               |              |             |                   |
|---------------|--------------|-------------|-------------------|
| 1. young      | 7. counter   | 13. cousin  | 19. trouble       |
| 2. amount     | 8. enough    | 14. sought  | 20. fought        |
| 3. bought     | 9. wrought   | 15. sprout  | 21. cough         |
| 4. couch      | 10. grouchy  | 16. country | 22. announce      |
| 5. thoughtful | 11. touch    | 17. brought | 23. tough         |
| 6. rough      | 12. mountain | 18. scout   | 24. trough (trôf) |

ou as in out	ou as in ô (ought)	short u as in ũ

List five words from the above list that do **not** follow this sounding rule: **gh** is silent.

\_\_\_\_\_

## 2c Four More Sounds of ou

Sometimes **ou** says the sound you hear in *cool*. The dictionary symbol for this phoneme is  $\bar{o}$ . When the letter **r** follows **ou**, it may sound like the r-controlled vowels **ur** (*journal*) and **or** (*course*).

Highlight the following words you can read and underline the diphthongs. Then write each word under the correct heading below.

- |            |              |               |              |
|------------|--------------|---------------|--------------|
| 1. fourth  | 6. through   | 11. source    | 16. cougar   |
| 2. group   | 7. course    | 12. journal   | 17. adjourn  |
| 3. journey | 8. courtesy  | 13. concourse | 18. court    |
| 4. youth   | 9. pour      | 14. soup      | 19. coupon   |
| 5. nourish | 10. souvenir | 15. courage   | 20. resource |

ou = $\bar{o}$	our = ur	our = or

We must cover one more pattern that occurs in only a few words:

**though, Although, dough, thoroughly, shoulder, boulder, poultry**

What does **ou** say in these words? \_\_\_\_\_

Use the above words to fill in the blanks in these sentences.

- Even \_\_\_\_\_ Jenny studied for hours, she didn't ace the math test.
- You must knead the \_\_\_\_\_ before you bake it.
- He hurt his \_\_\_\_\_ when he was rock climbing on the large \_\_\_\_\_.
- Please wash your hands \_\_\_\_\_ after you handle raw \_\_\_\_\_.
- \_\_\_\_\_ we worked very hard, we didn't get a raise.

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## 2d Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with the diphthong **ou**  
as in *out* and *through*

Words with irregular **ou** as in  
*ought, could, rough, and though*

### Spelling List 1

1. our (H)
2. hour (H)
3. ounce \*
4. noun
5. house
6. loud
7. out
8. about
9. without
10. thousand
11. round
12. around
13. found
14. pound
15. count
16. account \*
17. amount
18. group
19. youth
20. through \* (H)

### Spelling List 2

1. ought
2. bought
3. fought
4. brought
5. thought
6. cough \*
7. could \*
8. couldn't \*
9. would \* (H)
10. should \*
11. touch
12. tough \*
13. rough \*
14. enough \*
15. double
16. trouble
17. young
18. country \*
19. though \*
20. although \*

\*Red word, H = Homophone

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## 3a Diphthong ow (ō)

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The diphthong **ow** represents the sound you hear in *how, now, brown, cow*. It also makes a second sound. Say the following words slowly and carefully.

1. snow    2. grow    3. flow    4. tow    5. yellow    6. pillow

What does **ow** say in these words? \_\_\_\_\_

You are correct if you noticed that **ow** says long **o** when it is at the end of a word (*owe* and *own* are exceptions). There are more words with **ow** as **ō** than the sound you hear in *cow*. Pronounce the following words. Draw a line to the sound that is made by **ow**. Use **ō** for the sound you hear in *snow* and **ow** for the sound you hear in *cow*.

show		stow		flow	
now		fellow		brow	
grow	<b>ow=ō</b>	plow	<b>ow=ō</b>	sparrow	<b>ow=ō</b>
know	<b>ow like cow</b>	swallow	<b>ow like cow</b>	mellow	<b>ow, cow</b>
vow		crow		throw	
shallow		allow		anyhow	

In most two-syllable words that end with **ow**, the consonant before **ow** is doubled, *mellow, pillow*. Use this rule only when a word has one consonant sound between the short vowel in the first syllable and the **ow** ending. There is one exception to this rule. Do not double the consonant **d**.

Use the letters in the parentheses to complete the words. When two **r**'s follow a short vowel, the syllable is closed not r-controlled; therefore, the vowel before **rr** is short.

- |                  |                  |                    |
|------------------|------------------|--------------------|
| 1. ye____ow (l)  | 6. so____ow (r)  | 11. mea____ow (d)  |
| 2. pi____ow (l)  | 7. wi____ow (d)  | 12. tomo____ow (r) |
| 3. bo____ow (r)  | 8. a____ow (r)   | 13. be____ow (l)   |
| 4. sha____ow (d) | 9. wa____ow (l)  | 14. bu____ow (r)   |
| 5. ho____ow (l)  | 10. na____ow (r) | 15. fo____ow (l)   |

Did you notice that number 13 is correct with one or two **l**'s? Read these two words and write a sentence with each: **below, bellow**. \_\_\_\_\_

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## 3b Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Diphthong **ow** as in *down* and *snow*

### Spelling List 1

1. cow
2. plow
3. flower (H)
4. tower
5. powder
6. vowel
7. towel
8. down
9. town
10. crown
11. brown
12. frown
13. crowd
14. row (H)
15. low
16. flow (H)
17. mow
18. tow (H)
19. window
20. swallow

### Spelling List 2

1. how
2. now
3. allow
4. power
5. shower
6. drown
7. show
8. shown (H)
9. blow
10. snow
11. throw
12. thrown (H)
13. grow
14. know \* (H)
15. known \*
16. below \*
17. follow
18. narrow
19. tomorrow \*
20. borrow

\*Red word, H = Homophone

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## 4a Vowel Digraphs *au* and *aw*

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**Vowel digraphs** are vowel pairs that make a single sound. They don't follow a clear sounding rule as do vowel-vowel syllables, so you must memorize them. The code for the vowel digraph syllable is **d**.

The vowel digraphs **au** and **aw** represent the sound you hear in *cause*, *haunt*, *draw* and *shawl*. The dictionary uses the symbol **ô** for this phoneme.

We have two rules that help us decide whether **au** or **aw** is the correct spelling in a word. Read words 1-20 and highlight the vowel digraphs. Try to figure out the first rule.

- |          |             |              |               |
|----------|-------------|--------------|---------------|
| 1. draw  | 6. auburn   | 11. fraud    | 16. paw       |
| 2. haunt | 7. flaw     | 12. coleslaw | 17. flaunt    |
| 3. thaw  | 8. fault    | 13. laundry  | 18. gnaw      |
| 4. saw   | 9. straw    | 14. claw     | 19. autograph |
| 5. sauce | 10. applaud | 15. author   | 20. automatic |

When do we use **au**? \_\_\_\_\_

When do we use **aw**? \_\_\_\_\_

Sometimes the digraph **aw** also occurs in the middle of words. Read the following words and highlight the vowels. Then study the spelling pattern to discover the second rule:

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. shawl | 5. brawl  | 9. squawk | 13. pawn  |
| 2. lawn  | 6. gawk   | 10. drawl | 14. trawl |
| 3. awl   | 7. prawn  | 11. fawn  | 15. hawk  |
| 4. spawn | 8. scrawl | 12. crawl | 16. bawl  |

When do we use **aw** in the middle of words? \_\_\_\_\_

The words *haul* and *maul* are exceptions.

Write **au** or **aw** to complete the words.

- |              |              |             |              |
|--------------|--------------|-------------|--------------|
| 1. h_____nt  | 4. g_____dy  | 7. cr_____l | 10. s_____ce |
| 2. h_____k   | 5. y_____n   | 8. p_____se | 11. d_____n  |
| 3. spr_____l | 6. l_____nch | 9. _____nt  | 12. c_____se |

## 4a continued

The following words have the silent letters **gh** after the **au** sound: caught, taught, naughty, daughter, haughty, and slaughter.

Highlight the following words you can read. Next, use them to solve the crossword puzzle. Write in pencil and do the easy ones first.

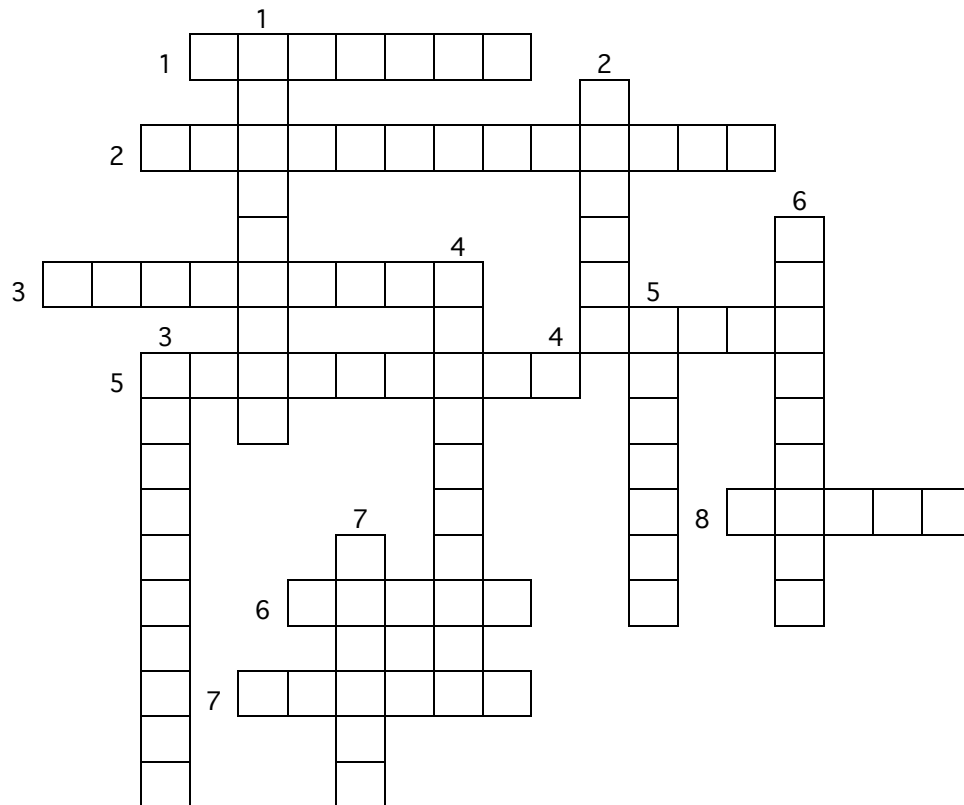
taunt	automatic	autobiography	autumn	autograph
audit	audible	faucet	vault	authority
saucer	sausage	automobile	Australia	auditorium

### Across

1. Something to eat
2. The author's own story
3. A country that is also a continent
4. To insult, to tease, to provoke
5. Works by itself
6. The government's review of taxes
7. A small plate
8. A safe place for storing valuables

### Down

1. Someone who knows a lot, or a boss
2. Water flows from it.
3. A place to hear music or speeches
4. A car
5. Loud enough to be heard
6. A famous person's signature
7. A season



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## 4b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Vowel Digraphs **au** and **aw**

### Dictation

1. jaw
2. thaw
3. claw
4. flaw
5. straw
6. gawk
7. hawk
8. squawk
9. yawn
10. fawn
11. dawn
12. pawn
13. prawns
14. spawn
15. shawl
16. sprawl
17. fraud
18. haunt
19. vault
20. author

### 4b Spelling

1. law
2. lawyer \*
3. draw
4. drawn
5. drawer
6. lawn
7. crawl
8. awful
9. awesome \*
10. paws (H)
11. pause (H)
12. cause
13. because
14. haul (H)
15. fault
16. caught \*
17. taught \* (H)
18. daughter \*
19. caution \*
20. August

\*Red word, H = Homophone

Use **au** at the beginning or in the middle of words. Use **aw** at the end of a word or a syllable. In one-syllable words use **aw** before **n**, **l**, or **k** when they are the last letter in the word.



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## 5 Review of *oi*, *oy*, *ou*, *ow*, *au* and *aw*

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Let's review the diphthongs **oi**, **oy**, **ou**, and **ow** and the digraphs **au** and **aw**. Use the words in the box to complete the expressions or phrases. Write in pencil and do the easy ones first. Remember to capitalize the first word in a sentence. Use one word twice.

tomorrow	straws	spoiled	enough	show
showers	applause	tough	royal	coin
join	flawless	fought	point	owl
fault	thrown	flowers	auto	enjoy
	through	announcements		

1. The movie attendant told me to \_\_\_\_\_ the \_\_\_\_\_.
2. Jose has always been a night \_\_\_\_\_.
3. When things get \_\_\_\_\_, the \_\_\_\_\_ get going.
4. Let's give a round of \_\_\_\_\_.
5. \_\_\_\_\_ the crowd.
6. It wasn't my \_\_\_\_\_.
7. They \_\_\_\_\_ like cats and dogs.
8. \_\_\_\_\_ is another day.
9. England's Prince William and Prince Harry are part of a \_\_\_\_\_ family.
10. Those kids are \_\_\_\_\_ rotten.
11. They were friends \_\_\_\_\_ thick and thin.
12. The principal makes \_\_\_\_\_ over the intercom.
13. Don't take too much. There is not \_\_\_\_\_ to go around.
14. Let's decide by tossing a \_\_\_\_\_.
15. You're missing the \_\_\_\_\_.
16. The runner was \_\_\_\_\_ out at first base.
17. April \_\_\_\_\_ bring May \_\_\_\_\_.
18. It was a \_\_\_\_\_ performance.
19. She was grasping at \_\_\_\_\_.
20. They were on \_\_\_\_\_ pilot.

---

## 6a Vowel Digraph oo

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The digraph **oo** has two different sounds. The more common sound is the one you hear in *moon*. The dictionary uses the symbol **oō** to represent this phoneme. The second sound says **oo** as in *look*. The dictionary uses the symbol **oŏ** for this phoneme. The following sentence may help you remember these two sounds: Look at the moon.

Pronounce the following words and write the correct dictionary symbol next to each one. Remember, **oō** as in *room* and **oŏ** as in *look*.

- |                 |       |               |       |                |       |
|-----------------|-------|---------------|-------|----------------|-------|
| 1. choose       | _____ | 8. brook      | _____ | 15. hood       | _____ |
| 2. book         | _____ | 9. rookie     | _____ | 16. teaspoon   | _____ |
| 3. redwood      | _____ | 10. shampoo   | _____ | 17. cookbook   | _____ |
| 4. raccoon      | _____ | 11. caboose   | _____ | 18. pontoon    | _____ |
| 5. outlook      | _____ | 12. shook     | _____ | 19. understood | _____ |
| 6. bassoon      | _____ | 13. rainproof | _____ | 20. mushroom   | _____ |
| 7. paratroopers | _____ | 14. poodle    | _____ | 21. noodles    | _____ |

The **oo** spelling frequently occurs in compound words. Draw lines from the words on the left to the ones on the right to make compound words and write them on the lines.

- |       |       |           |
|-------|-------|-----------|
| honey | groom | 1. _____  |
| bare  | noon  | 2. _____  |
| after | pool  | 3. _____  |
| proof | foot  | 4. _____  |
| bride | moon  | 5. _____  |
| whirl | read  | 6. _____  |
| sea   | book  | 7. _____  |
| table | wood  | 8. _____  |
| year  | stick | 9. _____  |
| Holly | food  | 10. _____ |
| room  | spoon | 11. _____ |
| broom | mate  | 12. _____ |

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## 6b Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Vowel digraph **oo** as in *look* and **oo** as in *moon*

### Dictation

1. hook
2. nook
3. foot
4. brook
5. crook
6. hoof
7. wool
8. good
9. hood
10. room
11. moon
12. spoon
13. booth
14. tooth
15. pool
16. cool
17. boots
18. mood
19. root (H)
20. cartoon

### 6b Spelling

1. book
2. took
3. look
4. cook
5. shook
6. wood (H)
7. stood
8. **blood \***
9. **flood \***
10. **school \***
11. food
12. afternoon
13. soon
14. tools
15. troops
16. **choose \* (H)**
17. proof
18. smooth
19. **loose \***
20. **lose \***

\***Red word**, H = Homophone

---

## 7a Vowel Digraphs oo, ew, and eu

---

The digraph **ew** is another way to spell the **ōō** or **ū** sounds. Read the following words and highlight the vowel digraphs. Then study the pattern to discover when we use **ew** and when we use **oo**.

- |         |            |          |          |            |
|---------|------------|----------|----------|------------|
| 1. chew | 5. grew    | 9. new   | 13. flew | 17. blew   |
| 2. dew  | 6. moon    | 10. food | 14. crew | 18. stew   |
| 3. cool | 7. threw   | 11. drew | 15. ooze | 19. oodles |
| 4. few  | 8. cartoon | 12. pool | 16. pew  | 20. strew  |

The rule is: \_\_\_\_\_

---

Good for you, if you noticed that **ew** is used when the **ōō** sound is at the end of a word; whereas **oo** is used in the beginning or middle of words. As always, there are just a few exceptions. The common ones are *zoo, too, shoo, woo, bamboo, igloo, shampoo, and kangaroo*.

English has an interesting prefix that came to us from Greek. It is **eu** and means *good* (*eulogy, Europe*) and is pronounced with a long **u**. Look up these four words in the dictionary, and write their definitions on another sheet of paper.

1. eulogy    2. euphemism    3. euphoria    4. euphony

The **eu** spelling also occurs in the middle of some words and says **ōō** or **ū**. Read these words and write the sound of **eu** on the lines (**ōō** or **ū**).

1. feud \_\_\_\_\_    2. feudal \_\_\_\_\_    3. neutral \_\_\_\_\_    4. neutron \_\_\_\_\_    5. neurology \_\_\_\_\_

When the **ōō** sound occurs at the end of words, it can also be spelled **ue**. You might remember **ue** from Chapter 5, which dealt with vowel-vowel syllables.

Read these words and highlight the vowels. Listen to the vowel sounds and write **ōō** or **ū** on the lines.

- |               |                 |                    |                   |
|---------------|-----------------|--------------------|-------------------|
| 1. due _____  | 5. true _____   | 9. rescue _____    | 13. issue _____   |
| 2. cue _____  | 6. queue _____  | 10. pursue _____   | 14. tissue _____  |
| 3. blue _____ | 7. value _____  | 11. barbecue _____ | 15. revenue _____ |
| 4. clue _____ | 8. avenue _____ | 12. statue _____   | 16. sue _____     |

When the **ōō** sound is in the middle of words, it can also be spelled **ui**; however, this only occurs in these common words: *juice, cruise, bruise, fruit, suit, recruit, pursuit, sluice*.

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## 7b/9c Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Review: Chapter 5  
Lesson 7b

Vowel digraphs **ew, ui, oo**

Vowel digraphs **ie, ei**

### Dictation

1. due (H)
2. hue
3. blue (H)
4. sue (H)
5. flue (H)
6. clue
7. glue
8. true
9. cue (H)
10. **queue \* (H)**
11. argue
12. argument
13. value
14. venue
15. avenue
16. revenue
17. fruit
18. suit
19. suitcase
20. pursuit

### 7b Spelling

1. few
2. new (H)
3. renew
4. knew (H)
5. flew (H)
6. drew
7. grew
8. chew
9. crew
10. threw (H)
11. blew (H)
12. **view \***
13. review
14. **cruise \***
15. **juice \***
16. **tissue \***
17. **issue \***
18. **too \* (H)**
19. **two \* (H)**
20. **who \***

### 9c Spelling List

1. field
2. **piece \* (H)**
3. **niece \***
4. pier (H)
5. grief
6. belief
7. believe
8. achieve
9. **friend \***
10. **eight \* (H)**
11. eighty
12. **weigh \* (H)**
13. weight (H)
14. **neighbor \***
15. **height \***
16. either
17. neither
18. **receive \***
19. **receipt \***
20. **weird \***

\***Red word**, H = Homophone

---

## 8 Diphthongs and Vowel Digraphs Review 1

---

Write the words in syllables, separated by dashes. Next, mark the vowels and denote the code. Diphthongs are not marked. Finally, read the words at your teacher's direction.

1. footloose \_\_\_\_\_
2. nourishment \_\_\_\_\_
3. compound \_\_\_\_\_
4. turquoise \_\_\_\_\_
5. lawnmower \_\_\_\_\_
6. bamboozle \_\_\_\_\_
7. coleslaw \_\_\_\_\_
8. astronaut \_\_\_\_\_
9. dewdrops \_\_\_\_\_
10. mispronounce \_\_\_\_\_

Use the words in the box to fill in the blanks in the story. Study the code underneath the lines. One word will be used twice.

filled	greed	first	goose	astounded
laid	each	now	farmer	overjoyed

The suffix **ed** shows past tense. The code for a suffix is **s**.

A \_\_\_\_\_ had a \_\_\_\_\_ that \_\_\_\_\_ a golden egg  
rc-rc d vv  
\_\_\_\_\_ and every day. At \_\_\_\_\_ he was \_\_\_\_\_  
vv rc cl-d-s  
and \_\_\_\_\_. Then the farmer's heart became \_\_\_\_\_  
op-rc-d-s cl-s  
with \_\_\_\_\_. He said to himself, "I want it all \_\_\_\_\_!"  
vv d  
So he killed the \_\_\_\_\_. No more golden eggs!  
d

---

## 9a Vowel Digraphs *ie* and *ei*

---

The vowel digraph *ie* usually says long *e* as in *field*, *yield*, *chief*. Have you ever heard the spelling rule, “I before e, except after c or when it sounds like *ā* in *neighbor* and *weigh*?” This rule tells us to use *ei* right after the letter *c* as in *receive*, *deceive*. The *ei* spelling says long *e*, when it occurs after the letter *c*. There are five exceptions to this rule: *either*, *neither*, *weird*, *leisure*, and *seize*. In these five words, *ei* says long *e*, even though it does not follow *c*.

When *ei* does not follow the letter *c*, it often says long *a* as in *neighbor* and *weigh*.

Read the words in the box and write them under the correct heading below. Try long *e* or long *a* in words with the *ei* spelling. Then pick the one that makes a real word.

believe	rein	weird	eighty	seize	shriek	freight
veil	conceited	weight	priest	reign	deceive	shield
receive	thief	perceive	deceit	feint	niece	pier

**ei = long a**

**ei = long e**

**ie = long e**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write the five words that are exceptions to the rule, “I before e, except after c.”

\_\_\_\_\_

On another sheet of paper, write a silly sentence with these exceptions and memorize it.

Here are some words with *ei* and *ie* that say a different sound.

What does **ei** say in the words *height* and *sleight*? \_\_\_\_\_

What does **ei** say in the words *forfeit* and *counterfeit*? \_\_\_\_\_

Three more words you should memorize are *friend*, *foreign*, and *sovereign*. What do the vowel digraphs *ie* and *ei* say in these words? \_\_\_\_\_

## 9b Review of Vowel Digraphs *ei* and *ie*

Highlight the following words you can read, and use them to solve the crossword puzzle. Write in pencil and do the easy ones first.

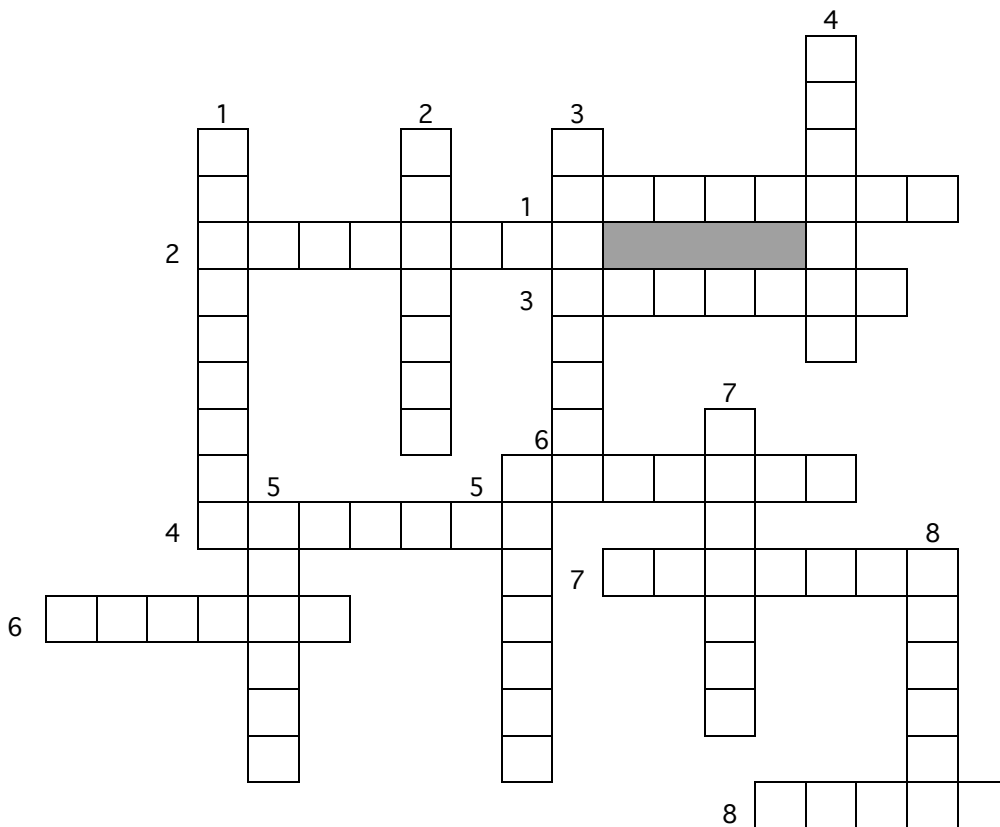
believe	relieve	eighth	thieves	brief	
cashier	deceive	eighteen	grieve	neighbor	perceive
sleigh	conceited	ceiling	achieve	receipt	

### Across

- Between 10-20
- The digraph says long **a**, she lives close to you.
- The digraph says long **e**, you pay him.
- I** before **e**, except after **c**, to mislead
- The digraph says long **e**, to decrease pain or to take someone's place
- The digraph says long **a**, used in winter for transportation
- The digraph says long **e**, it's above you.
- The digraph says long **e**, very short.

### Down

- The digraph is in the second syllable, stuck up.
- The digraph says long **e**, to reach a goal.
- I** before **e**, except after **c**, to see
- The digraph says long **e**, people who steal.
- The digraph says long **a**, between 1-10.
- The digraph says long **e**, proof of payment.
- The digraph is in the second syllable, to trust.
- To be sad over a loss





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## 10 Diphthongs and Vowel Digraphs Review 2

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1. Diphthongs are glides that begin with one vowel sound and change to another vowel sound within the same syllable. The most common diphthongs are: oi, oy, ou, and ow.
2. Vowel digraphs are vowel combinations that say a single sound. The common vowel digraphs are: au, aw, oo, ew, eu, ie, and ei.
3. Diphthongs or digraphs can't be sounded out and must be memorized.
4. The code for a syllable with a diphthong or a vowel digraph is **d**. Do **not** mark this syllable.

Write the words in syllables, separated by dashes. Then mark the vowels that are not diphthongs or digraphs. Next, denote the code.

1. harpoon \_\_\_\_\_
2. authorize \_\_\_\_\_
3. powerhouse \_\_\_\_\_
4. disappoint \_\_\_\_\_
5. insurmountable \_\_\_\_\_
6. employment \_\_\_\_\_
7. disbelief \_\_\_\_\_
8. authentic \_\_\_\_\_
9. retriever \_\_\_\_\_
10. boomerang \_\_\_\_\_
11. announcement \_\_\_\_\_

Use a red pencil to divide the words into syllables. Draw a line from the first syllable in each word to the correct code on the left. Next, draw a line from the second syllable to the correct code on the right.

pref	exhaust	s
	boycott	
	withdrew	
d	discount	d
	pointless	
	scooter	
cl	drawback	cl

---

## 11 Journey to Glacier Bay

---

Several years ago, my husband and I, along with four friends, planned a kayaking trip to beautiful Glacier Bay in Alaska. We had several group meetings to chart our course and to organize the food. Because Glacier Bay is a huge national park, there are no restaurants or hotels, only the great outdoors. That is why we thought carefully about all of the camping gear, cooking equipment, and food we needed.

After meeting up in Juneau, the capital of Alaska, we transferred to two floatplanes that flew us to our starting point. The views of surrounding mountains and sea channels were stunning and made up for the rough and very noisy flight. Touching down on water brought about a smooth landing.

The following day we rented our kayaks, transferred our food into bear-proof, metal boxes, and crammed all of our camping gear into the bows and sterns of our little boats. As we pushed away from the pier, we were finally ready to embark on our paddling cruise.

Once we were launched, it suddenly dawned on me that our three tiny boats were floating in freezing-cold water surrounded by sheer cliffs. What if one of our kayaks capsized? I swallowed hard and tried to suppress my fears because I didn't want to ruin our new adventure! Perceiving my feelings of distress, my husband calmed my nervousness and boosted my courage.

We encountered a few, brief rain showers that first morning, but the afternoon brought clear skies and bright sunshine. We had lunch on a small island where we discovered lovely flowers and munched on wild strawberries. After paddling for several more hours, we steered through a narrow channel into Mouse Cove, an inlet off Glacier Bay. Luckily, we found a mile-long beach providing us with a perfect campsite. As we assembled the stoves to boil water for soup and freeze-dried stew, we heard heavy, deep breathing and saw waterspouts rising from the bay. How delighted we were to spot two massive humpback whales as they were breaching. They entertained us until midnight, when the light finally faded and the moon started to rise. Right after we crawled into our tents, we heard the hooting of an owl and the loud howl of a wolf nearby.

The next few days brought us alongside the enormous tidewater glaciers of Reed and Lamplugh. From our tiny boats, we were staring up at cragged walls of ice, more than one hundred feet in height and many miles in length. Waterfalls of recently thawed ice cascaded down the frozen cliffs. What an awesome sight! We were careful not to get too close, because huge pieces of ice frequently break off and cause dangerous tidal waves.

As our course took us to the most northerly glacier, we began to encounter an astounding number of icebergs. They are stunning to look at, but also hazardous. Remembering the fate of the Titanic, we tried to exercise caution and avoided them as best we could. Gorgeous Mount Fairweather, a snow-capped peak over 15,000 feet high, was towering above us.

After crossing Glacier Bay, we headed south. Finally, we allowed ourselves a rest day. My husband wanted to fish from shore, two friends wanted to kayak, and two other friends and I decided to climb a mountain. Setting off around 9:30 in the morning, we announced that we would probably be back around 3:00 in the afternoon.

In the remote Alaska countryside there are no trails; we had to bushwhack through the dense underbrush in the forest. After we gained about seven hundred feet of altitude, I was hiking ahead of Chris and Kelly. Suddenly, two hundred feet away, I saw three giant grizzly bears! They stood up on their hind legs! I let out a blood-curdling scream, and they quickly took off into the woods. Huffing and puffing to catch up with me, my friends asked me what was wrong. I could hardly speak; my voice trembled when I explained the frightful sighting. They said, "Too bad we didn't see them!"

When the mountain became steeper, we had to do some rock climbing. After reaching a small ledge, we turned around to look at the view. It was then that we realized the bears were following us! Trying to make ourselves look big, we screamed at them, but the grizzlies were unimpressed. We kept climbing, and they kept pursuing us. At this point we were terrified! Since our only advantage was that we were above them, I told my friends, "I'm going to throw rocks down the mountain!" Chris replied that this might make the bears mad. We were clearly in big trouble because the grizzlies were quickly gaining on us. I picked up a huge rock and threw it down the mountain, and then another and another. Bouncing wildly, the rocks headed towards the grizzlies! The falling rocks spooked the bears, and they quickly disappeared into the underbrush.

After breathing a big sigh of relief, we continued climbing the peak. Once we reached the summit, we took out our binoculars and soon realized the bears were foraging in the very same area of our descending route. Waiting for them to move away from our route, we ended up staying on top of the mountain for five hours! Around eight o'clock in the evening, we decided to go down as far as we could without alerting the bears. Finally, the three grizzlies wandered over to a nearby snowfield, curled up, and went to sleep. Here was our chance! Down-climbing silently, we took great care not to loosen any rocks that might make noise!

As the ridge became less steep, we ran through the underbrush getting scratched up by branches and twigs. We didn't even notice because we were so scared the grizzlies might have awakened from their nap and could be hunting for us. After an hour, we finally reached level ground and saw our tents nearby. It was 9:30 pm when we walked into camp. My husband and our friends had been extremely worried. One of them said, "What were you doing on top of that peak for five hours?" They tracked

our movements with binoculars and couldn't make heads or tails out of our actions. After a full debriefing, everyone was relieved and happy that we came back alive!

The next day, we paddled back to the ranger station, turned in our kayaks and bear boxes, and headed home. Luckily our trip had a happy ending. That was enough adventure to last us a good long time!

### Comprehension Questions

1. Why did the campers have to think carefully about the items they brought along?

---

2. Why were the kayakers cautious about not getting too close to the tidewater glaciers?

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3. What spooked the bears?

---

4. What did the bears do that gave the hikers a chance to escape?

---

5. Why were the other friends and the author's husband worried?

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6. How did the hikers feel once they returned to camp?

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## CHAPTER 8

# Hard and Soft c and g

### Note to Instructor

Chapter 8 covers **hard c**, **soft c**, **hard g**, and **soft g**. Soft **c** says the **s** sound you hear in *city*, *center*, and *space*. When the letters **e**, **i**, or **y** follow directly after **c**, **c** says **s** (**soft c**). Otherwise, **c** usually says the **k** sound you hear in *care*, *close*, and *curl* (**hard c**). This rule applies to words that were derived from French and Latin. English uses the letter **k** in front of **e** or **i** (*keep*, *kid*, *kiss*, and *kettle*).

Soft **g** says the **j** sound you hear in *age*, *giant*, and *gym*. When the letters **e**, **i**, or **y** follow directly after **g**, **g** says **j** (**soft g**). Otherwise, **g** says the sound you hear in *go*, *grill*, and *foggy* (**hard g**). This rule has many exceptions because it only applies to words that are derived from French and Latin. Words that came to English from German, Anglo-Saxon, or Norse only use hard **g**. Although there are a few exceptions for **ge** as in *gear*, *get*, most of them are for **gi** as in *give*, *girl*, *gift*, *giggle*, *gimmick*.

### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, require students to add four words that illustrate it.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 1** (two pages) lists words with **hard c** and **soft c** and asks students to deduce the rule for the two ways of pronouncing **c**. After students have completed the first page, check the answers and clear up misunderstandings. The second page introduces the suffixes **-ance**, **-ence**, and **-cy**. The last exercise requires matching phonetically spelled words with their correctly spelled counterparts. Have students enter the rules and the suffixes in their binders, along with four illustrative words for each.

**Lesson 2** presents words with both sounds of **c**, as well as words with **sc** (*science*, *scene*, *scent*).

**Lesson 3a** introduces the phonograms **ace** and **ice**. The phonogram **ace** has two pronunciations. When **ace** is part of a base word, it is accented and follows the *vowel-consonant-e* rule: **long a** as in *place*, *disgrace*. (Accented syllables are pronounced more forcefully than unaccented syllables.) When **-ace** is unaccented, it is often a word ending that says **əs** or **is** as in *furnace* or *surface*. The phonogram **ice** also has two pronunciations. When **ice** is part of a base word, it is accented and follows the *vowel-consonant-e* rule: **long i** as in *advice* or *overpriced*. (It is also accented in some words

that have a Latin root as in *suffice*.) In most polysyllabic words, **ice** is unaccented and says **is** or **əs** as in *justice*, *notice*. Please simplify these explanations for younger students or those with severe learning disabilities.

**Lesson 3b** is a **Reading and Spelling for Mastery** page consisting of words with hard and soft **c**. Consider giving pretests for individualized lists, however, everyone must read the words on both lists. Assign two exercises every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. Homophones marked **H** and homographs marked **HG** must be included in the Homophone section, along with definitions. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky sight words.

**Lesson 4** (two pages) lists words with **hard g** and **soft g** and asks students to deduce the rule for the two ways of pronouncing **g**. The second exercise requires students to write words under the categories **hard g**, **soft g**, and **hard** and **soft g** (both sounds in the same word). The last exercise is a crossword puzzle. Please remind students to do the easy ones first and to write in pencil.

**Lesson 5** introduces the prefixes **geo-** and **gen-** and the suffixes **-age** and **-ology**. Students are instructed to highlight the words they can read. Provide help as needed. Have students write these prefixes and suffixes in the relevant sections of their Decoding Binders.

**Lesson 6a** introduces the short vowel signal **dge**. Ask students to write this phoneme in the rules section of their Decoding Binders along with four examples. This lesson also asks students to deduce the following rule, "In some words the letter **u** is inserted between a hard **g** and the vowels **e** or **i** in order to keep the **g** hard," as in *guest*, *guide*, *guilt*, *guilty*, and *guitar*.

**Lesson 6b** is a **Reading and Spelling for Mastery** page consisting of words with hard and soft **g**. Consider giving pretests for individualized lists, however, all students should read both lists. Follow the directions from Lesson 3b.

**Lesson 7** discusses the three sounds of the consonant digraph **ch** (*chapel*, *chronicle* and *parachute*).

**Lesson 8** reviews **hard** and **soft c** and **g** in the context of a challenging article about the brief history of two democracies. Students will need lots of guidance and support. Please give every student a copy of the following words. Ask students to write **k** over every hard **c** and **s** over every soft **c**, as well as **g** over every hard **g** and **j** over every soft **g**. Go over all of the words and the definitions. If your situation permits, ask students to read the list to you individually, otherwise in unison. After the article, there are five comprehension questions.

- |               |              |                |                  |                 |
|---------------|--------------|----------------|------------------|-----------------|
| 1. democracy  | 10. directly | 19. delegates  | 28. huge         | 37. successful  |
| 2. democratic | 11. citizens | 20. pledged    | 29. combat       | 38. regiment    |
| 3. Greece     | 12. decades  | 21. allegiance | 30. tactics      | 39. perceived   |
| 4. country    | 13. governor | 22. excellent  | 31. general      | 40. decided     |
| 5. region     | 14. enraged  | 23. crudely    | 32. danger       | 41. government  |
| 6. central    | 15. secret   | 24. experience | 33. convene      | 42. distinction |
| 7. conquered  | 16. organize | 25. recognized | 34. civic        | 43. galloped    |
| 8. occupied   | 17. villages | 26. occupiers  | 35. elect        | 44. decision    |
| 9. Hapsburg   | 18. discuss  | 27. century    | 36. disadvantage |                 |

---

# 1 Hard and Soft c

---

The letter **c** has two different sounds. It usually says the **k** sound you hear in *cat, corn, scrap, or fact*. This is called the **hard c** sound. Sometimes the letter **c** says the **s** sound you hear in *city, central, price, or juicy*. This is called the **soft c** sound. Let's see if you can figure out the rule for the two ways of pronouncing **c**.

Read the following words. Circle the words with a **soft c** sound (c says **s**) and underline the words with a **hard c** sound (c says **k**). Next, study the pattern.

- |           |             |            |             |
|-----------|-------------|------------|-------------|
| 1. cost   | 6. crying   | 11. space  | 16. city    |
| 2. cent   | 7. decide   | 12. doctor | 17. twice   |
| 3. close  | 8. coffee   | 13. mascot | 18. reflect |
| 4. center | 9. closet   | 14. celery | 19. citizen |
| 5. spicy  | 10. ceiling | 15. fancy  | 20. crime   |

When does **c** say **s**? What is the rule? Here is a hint: The letter right after **c** determines how it will be pronounced.

---

Review from Chapter 2: Use the letter **k** in front of **e** or **i** as in *keep, kid, kiss, and kettle*.

Read each word in the box and listen to the sound that the letter **c** says. Write **s** next to each word when **c** says **s**. Write **k** next to each word when **c** says **k**.

Write the words under the correct heading.

grocery	crunchy	subject	perceive	decision
clutter	cinema	mercy	crumble	direct

**hard c (c says k)**

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**soft c (c says s)**

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## 1 continued

Read each word and listen to the sound of the letter **c**. Write **s** next to the word when **c** says a **soft c** sound (**c** says **s**). Write **k** next to each word when **c** says a **hard c** sound (**c** says **k**).

- |              |       |             |       |             |       |             |       |
|--------------|-------|-------------|-------|-------------|-------|-------------|-------|
| 1. central   | _____ | 6. cinnamon | _____ | 11. dance   | _____ | 16. chance  | _____ |
| 2. secret    | _____ | 7. trace    | _____ | 12. acrobat | _____ | 17. tactics | _____ |
| 3. contest   | _____ | 8. cement   | _____ | 13. advice  | _____ | 18. juice   | _____ |
| 4. celebrate | _____ | 9. elect    | _____ | 14. commit  | _____ | 19. civil   | _____ |
| 5. impact    | _____ | 10. decade  | _____ | 15. cinch   | _____ | 20. proceed | _____ |

Two common suffixes that have a **soft c** sound are **-ance** and **-ence**. Both say **əns**. The symbol for the schwa sound is (ə). Another suffix with a **soft c** sound is **-cy**, which says **sē**.

Draw line from each word starter to the appropriate suffix and read the words.

- |        |      |        |      |
|--------|------|--------|------|
| attend |      | priva  |      |
| bal    | ance | abs    | ence |
| vacan  |      | resid  |      |
| entr   |      | pharma |      |
| litera | cy   | secre  | cy   |
| poli   |      | differ |      |

Most dictionaries have a pronunciation guide right after the entry word. It is usually inside parentheses. Read each phonetically spelled word on the left and draw a line to its correctly spelled counterpart on the right.

- |                   |            |
|-------------------|------------|
| 1. krök' ə dīl    | curfew     |
| 2. ěk spīr' ē əns | allowance  |
| 3. ők' yə pī      | evidence   |
| 4. ěv'ī dəns      | crocodile  |
| 5. ə lou' əns     | democratic |
| 6. kur' fyōō      | license    |
| 7. ĩn' ə səns     | occupy     |
| 8. lī' səns       | experience |
| 9. dĕm ə krät' ĩk | cucumber   |
| 10. kyōō' kŭm bər | innocence  |



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## 2 Challenge Words with Hard and Soft c

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Sometimes a hard **c** and a soft **c** are in the same word. Find all of the **c**'s in each word below. Highlight the **c** that says a **soft c** sound. Underline the **c** that says a **hard c** sound.

- |               |              |                |               |
|---------------|--------------|----------------|---------------|
| 1. circulate  | 5. civic     | 9. recycle     | 13. clearance |
| 2. confidence | 6. concert   | 10. excellence | 14. circle    |
| 3. concept    | 7. commerce  | 11. concern    | 15. circus    |
| 4. occurrence | 8. democracy | 12. conference | 16. bicycle   |

A number of words have two **c**'s next to each other, followed by the letters **e** or **i**. Read the words in the box and listen closely to the two different sounds of **c**. Highlight the words you can read.

accept      success      accent      successful      vaccine      accident

What does the first **c** say? \_\_\_\_\_ What does the second **c** say? \_\_\_\_\_

Some words have the letters **sc** in front of **e**, **i**, or **y**. Read the words in the box with the help of a dictionary. Highlight the ones you can read. What sound does **sc** say when **e**, **i**, or **y** come right after it? \_\_\_\_\_

science      scientific      resuscitate      scent      scene      scenery      reminisce      fascinating

Select words from **both** boxes to complete the following sentences.

1. Please \_\_\_\_\_ my apologies.
2. Finding a \_\_\_\_\_ for smallpox was a great \_\_\_\_\_ achievement.
3. After the \_\_\_\_\_, the doctor attempted to \_\_\_\_\_ Mrs. Smith; fortunately, he was \_\_\_\_\_.
4. The experiment we did in \_\_\_\_\_ class was \_\_\_\_\_.
5. The lovely \_\_\_\_\_ of the mountains and the lake caused me to \_\_\_\_\_ about swimming there as a child.

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## 3a Syllables *ace* and *ice*

---

The syllable **ace** has two pronunciations. When **ace** is part of a base word, it is accented and follows the vowel-consonant-e rule as in *space*, *place*, *grace*. (Accented syllables are pronounced more forcefully than unaccented syllables.) Frequently **ace** is unaccented and says **əs** as in *furnace* or *surface*.

Read the following words. When **ace** follows the vowel-consonant-e rule, write **ace** next to the word. When **ace** is unaccented, write **əs** next to the word. If you are not sure, try both and use the one that makes sense.

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1. misplace _____ | 5. necklace _____ | 9. boldface _____ |
| 2. furnace _____  | 6. disgrace _____ | 10. preface _____ |
| 3. embrace _____  | 7. terrace _____  | 11. surface _____ |
| 4. palace _____   | 8. retrace _____  | 12. replace _____ |

The syllable **ice** also has two pronunciations. When **ice** is part of a base word, it is accented and follows the **vce** rule as in *twice*. Frequently **ice** is unaccented and says **əs** as in *justice*.

Read these words and draw a line from each word to the correct pronunciation of **ice**.

- |             |                 |                |                 |
|-------------|-----------------|----------------|-----------------|
| 1. notice   |                 | 7. sacrifice   |                 |
| 2. price    | <b>īcē</b>      | 8. injustice   | <b>īcē</b>      |
| 3. office   |                 | 9. solstice    |                 |
| 4. advice   |                 | 10. prejudice  |                 |
| 5. practice | <b>īs or əs</b> | 11. device     | <b>īs or əs</b> |
| 6. service  |                 | 12. accomplice |                 |

The word **police** does not fit the rule because it says *pə-lēs'*.

Use word pairs from the following list to complete the sentences. Some of them rhyme.

slice, notice, place, justice, nice, prejudice, spice, service, price, race

1. After Maria ran the \_\_\_\_\_, she took first \_\_\_\_\_ and won a trophy.
2. Sugar and \_\_\_\_\_ and everything \_\_\_\_\_
3. The judge said, "There is no room for \_\_\_\_\_ in the halls of \_\_\_\_\_."
4. At Round Table my friend asked, "What's the \_\_\_\_\_ of a \_\_\_\_\_ of pizza?"
5. A tip lets the server know you took \_\_\_\_\_ of his or her \_\_\_\_\_.

---

## 3b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with hard and soft c

### Spelling List 1

1. face
2. trace
3. place
4. space
5. ice
6. nice
7. price
8. twice
9. force
10. since
11. **once \***
12. chance
13. dance
14. cent (H)
15. center
16. city
17. **citizen \***
18. except
19. **accept \***
20. **success \***

### Spelling List 2

1. **exercise \***
2. **decide \***
3. **decision \***
4. **receive \***
5. **receipt \***
6. **certain \***
7. **science \***
8. **piece \* (H)**
9. **peace \* (H)**
10. produce (HG)
11. service
12. notice
13. office
14. practice
15. justice
16. advice
17. **circle \***
18. **recycle \***
19. **bicycle \***
20. **ocean \***

**\*Red word**, H = Homophone, HG = Homograph

C says s when the letters e, i, or y follow right after c. Otherwise the letter c says the k sound. Some of the words on this list also follow the spelling rule: "i before e, except after c."

---

## 4 Hard and Soft g

---

The letter **g** has two different sounds. **Hard g** says the sound you hear in *grab*, *goat*, and *frog*. When **g** is soft, it says the **j** sound you hear in *gym*, *general*, and *giant*. Read each of the following words. Underline the words with a hard **g** sound (**g** as in *go*) and highlight or circle the words with a soft **g** sound (**g** says **j**).

- |           |           |              |                |
|-----------|-----------|--------------|----------------|
| 1. golden | 6. angle  | 11. gasoline | 16. age        |
| 2. huge   | 7. angel  | 12. giraffe  | 17. golf       |
| 3. gallon | 8. gloomy | 13. gentle   | 18. government |
| 4. ginger | 9. danger | 14. glow     | 19. change     |
| 5. gym    | 10. grill | 15. grape    | 20. margin     |

Now read the words again and study the patterns. Can you figure out the rule for the two ways of pronouncing **g**? Here is a hint: The letter right after **g** determines how it will be pronounced.

What is the rule? \_\_\_\_\_

---

Write each of the following words under the correct heading below.

- |            |           |              |              |            |              |
|------------|-----------|--------------|--------------|------------|--------------|
| 1. guess   | 4. agent  | 7. baggage   | 10. magic    | 13. engage | 16. luggage  |
| 2. ranger  | 5. sponge | 8. recognize | 11. gigantic | 14. engine | 17. language |
| 3. glitter | 6. garden | 9. geography | 12. organize | 15. wagon  | 18. energy   |

Hard g as in go	Soft g as in gym	Both hard and soft g

## 4 continued

Read the words in the box and use them to complete the crossword puzzle. Write in pencil and do the easy ones first.

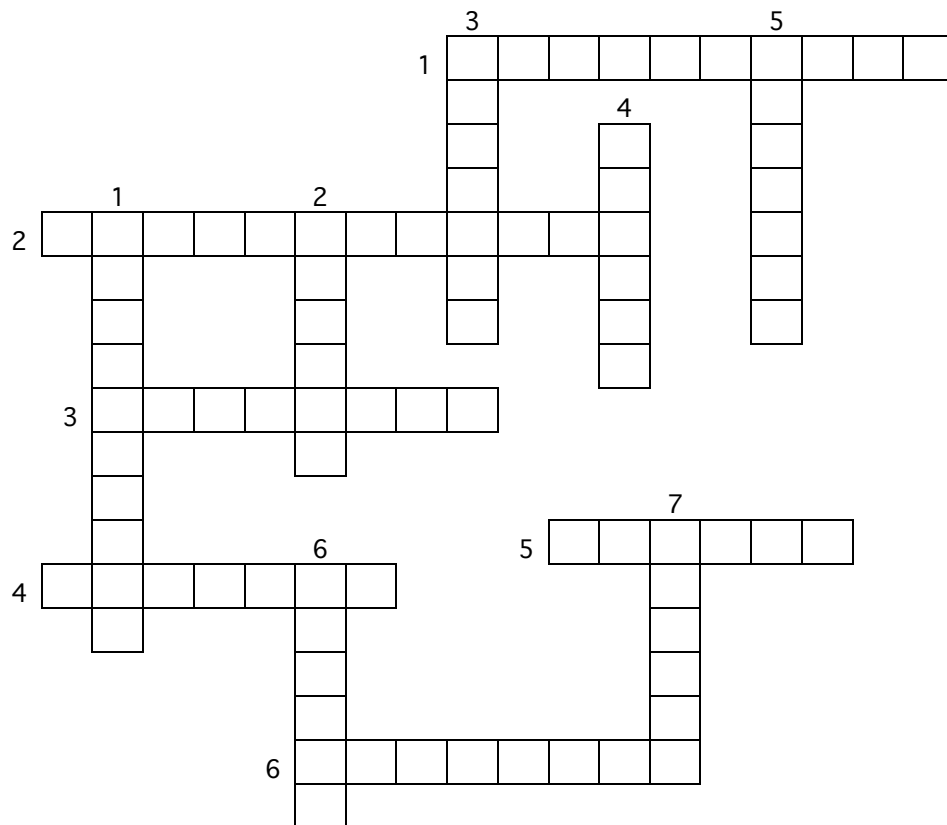
grudge    governor    tragedy    engagement    ginger    digest    gargle  
garbage    gorgeous    guitar    refrigerator    enlarge    gymnastics

### Across

1. Soft **g**, a sport
2. Soft **g**, starts and ends with the same letter, it keeps things cold
3. First **g** hard, second **g** soft, beautiful
4. Soft **g**, to make bigger
5. Soft **g**, the stomach does it
6. Hard **g**, the elected leader of a state government

### Down

1. Hard and soft **g**, a pledge to get married
2. Both **g**'s are soft, a spice
3. Hard and soft **g**, goes in a can
4. rc-cle, two hard **g**'s, to rinse your mouth
5. Soft **g**, a sad event
6. Hard and soft **g**, holding on to anger
7. Hard **g**, an instrument



---

## 5 Prefixes and Suffixes with Soft g

---

Do you remember what prefixes and suffixes are? A **prefix** is a morpheme that comes before a base word. A **suffix** is a morpheme that follows a base word. Prefixes and suffixes change the meaning of a base word. The prefix **geo-** is derived from Greek. Use your dictionary to find six words with this prefix. Write them on the lines below. Study the definitions and use the dictionary's pronunciation guide to help you read the words.

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

What does the prefix **geo-** mean? \_\_\_\_\_

The prefix **gen-** is derived from Latin. It means *producer* or *one that is produced*. Circle the prefixes in the following words and try to figure out what the words mean; look up any you don't know. Highlight all of the words you are able to read. Hint: the prefix **gen-** is not the first syllable in words 13-16.

- |             |               |               |            |
|-------------|---------------|---------------|------------|
| 1. general  | 5. generalize | 9. genetic    | 13. agent  |
| 2. generate | 6. generator  | 10. genocide  | 14. agency |
| 3. gender   | 7. generally  | 11. gentle    | 15. agenda |
| 4. generic  | 8. generous   | 12. gentleman | 16. urgent |

There are two common suffixes that have a **soft g** sound. They are **-age** as in *manage* and **-ology** as in *biology*. The suffix **-age** means *condition, collection, state, action*. The suffix **-ology** means *a branch of learning*.

Draw lines from each word starter to its correct suffix.

- |        |        |         |        |
|--------|--------|---------|--------|
| man    |        | ap      |        |
| radi   |        | vill    |        |
| post   | -ology | dam     | -ology |
| myth   |        | ge      |        |
| advant | -age   | ec      | -age   |
| band   |        | pack    |        |
| techn  |        | pilgrim |        |

---

## 6a Short-Vowel Signal *dge*

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Do you remember the short vowel signals? The rule states that you must double the letters **l**, **s**, **f**, and sometimes **z** after a short vowel in one-syllable words. Two other short vowel signals are **ck** and **tch**. Here is one more rule: "Use **dge** right after a short vowel in one-syllable words and their derivatives." The silent **d** in **dge** protects the short vowel from the power of the silent **e**. The short vowel signal **dge** says **j**.

The following words are spelled phonetically. Write the correct spelling of each word. Remember to use **dge** right after a short vowel. Use **ge** after long vowels or consonants.

- |                |                |                 |
|----------------|----------------|-----------------|
| 1. brīj _____  | 8. smŭj _____  | 15. crīnj _____ |
| 2. ěj _____    | 9. pāj _____   | 16. jŭj _____   |
| 3. cāj _____   | 10. lŏj _____  | 17. rāj _____   |
| 4. charj _____ | 11. grŭj _____ | 18. hěj _____   |
| 5. hŭj _____   | 12. larj _____ | 19. merj _____  |
| 6. plěj _____  | 13. stāj _____ | 20. trŭj _____  |
| 7. plŭnj _____ | 14. rīj _____  | 21. forj _____  |

Draw an arrow from each word starter to the correct ending. Remember, **dge** is only used right after short vowels.

- |        |     |        |     |         |     |
|--------|-----|--------|-----|---------|-----|
| 1. nu  | dge | 5. bul | dge | 9. lun  | dge |
|        | ge  |        | ge  |         | ge  |
| 2. hin | dge | 6. bu  | dge | 10. do  | dge |
|        | ge  |        | ge  |         | ge  |
| 3. we  | dge | 7. wa  | dge | 11. gor | dge |
|        | ge  |        | ge  |         | ge  |
| 4. sa  | dge | 8. ver | dge | 12. sle | dge |
|        | ge  |        | ge  |         | ge  |

Read these words: guest, guess, guide, guilt, guilty, guitar. Why do you think the letter **u** is written between the letters **g** and **e** or **i**? \_\_\_\_\_

---

## 6b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with hard and soft g:

### Spelling List 1

1. age
2. stage
3. huge
4. change
5. strange
6. large
7. gym
8. gentle
9. giant
10. danger
11. edge
12. pledge
13. lodge
14. bridge
15. grudge
16. judge
17. judgment \*
18. guess \*
19. guide \*
20. guest \*

\*Red word

### Spelling List 2

1. college \*
2. magic
3. merge
4. urge
5. register
6. emergency \*
7. arrange \*
8. general
9. energy
10. agent
11. engine
12. original \*
13. region \*
14. religion \*
15. baggage
16. village
17. language \*
18. garbage
19. biology \*
20. geography \*

**G** says **j** when the letters **e**, **i**, or **y** follow right after **g**. Otherwise **g** is hard as in *go*. Use **dge** after a short vowel in one-syllable words. In the second list, words 15, 17, 18, and 20 have both sounds of **g**.



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## 7 Three Sounds of *ch*

---

Usually the digraph **ch** is pronounced like the first sound in the words *chart* and *chance*. In words we inherited from Greek, **ch** says the **k** sound you hear in *chord* and *character*.

Read the following words. Write **k** next to each word in which **ch** says **k** as in *choir*. Write **ch** next to each word in which **ch** says the sound you hear in *chart* and *chance*. You may have to try both sounds, before deciding which one makes sense.

- |              |       |               |       |               |       |
|--------------|-------|---------------|-------|---------------|-------|
| 1. chime     | _____ | 8. chorus     | _____ | 15. children  | _____ |
| 2. character | _____ | 9. technology | _____ | 16. anchor    | _____ |
| 3. chimney   | _____ | 10. chisel    | _____ | 17. headache  | _____ |
| 4. chaos     | _____ | 11. branches  | _____ | 18. churches  | _____ |
| 5. chemistry | _____ | 12. scholar   | _____ | 19. chips     | _____ |
| 6. charge    | _____ | 13. echo      | _____ | 20. stomach   | _____ |
| 7. chose     | _____ | 14. schedule  | _____ | 21. chronicle | _____ |

In words that came to English from French, the digraph **ch** often says **sh**. Use the dictionary to help you pronounce the words in the box. Next, select appropriate words to complete the following sentences.

chef   charades   parachutes   chandelier   chartreuse   chalets   chauffeur

1. The President's \_\_\_\_\_ drove him to the airport.
2. A light green color is called \_\_\_\_\_.
3. For dessert, the \_\_\_\_\_ made chocolate cake with fresh raspberries.
4. We played \_\_\_\_\_ at the birthday party.
5. After the skydivers jumped out of the airplane, they opened their \_\_\_\_\_.
6. In the Swiss mountains, most people live in \_\_\_\_\_.
7. The castle had a huge \_\_\_\_\_ in the dining room.

---

## 8 700 Years of Democracy

---

From our history classes, we have learned that the world's oldest democracy thrived in Greece over 2,000 years ago. Another country with a long democratic history is Switzerland. It became a nation in 1291 and has lasted over 700 years. The events that led to Switzerland's beginning were similar to the events that triggered the American Revolution.

A region with gorgeous mountains and lakes, now known as Central Switzerland, was conquered and occupied by the Hapsburg Kingdom. Their king oppressed the Swiss people and taxed them heavily for decades. In the year 1291, after the Hapsburg governor tried to impose even more taxes, the people became enraged and organized a secret meeting.

All of the villages and towns in Central Switzerland sent delegates to a secret meeting place to discuss a response to the new taxes and to the occupation. These representatives pledged allegiance to each other and vowed to fight for their freedom. Even though Hapsburg had an excellent army and the Swiss people had only crudely formed spears, they were determined to try to force the occupiers out. Since the Swiss had little combat experience, they recognized the risks and knew the chances of being crushed.

Overcoming their huge disadvantage by using clever tactics, the Swiss attacked a Hapsburg regiment of knights in shining armor as General Leopold and his men galloped single file along the shore of a lake. The Swiss waited for them on the steep slopes above the lake, ready with an arsenal of huge rocks and boulders. The knights perceived the danger too late. As the rocks and boulders were unleashed, some knights were crushed to death while others drowned. After many bloody battles, the Swiss people succeeded in defeating their enemy and gaining their freedom.

Once they rid themselves of foreign forces, the Swiss, like the early Americans, rejected being ruled by a king. They decided to elect their leaders and convene regular town-hall meetings to discuss civic matters. Important decisions were debated by the people and required a vote by a show of hands. This type of government is called *direct democracy*. During the last century, the Swiss laws were changed to allow voting booths and secret ballots. Switzerland has the distinction of being one of the world's longest lasting democracies.

Some 500 years later, the colonists in America engaged in a similar struggle. To finance his many ventures, King George of England oppressed the people and demanded ever-increasing taxes. Finally, in 1776 delegates from all parts of the colonies met to draft the Declaration of Independence. After a hard-fought war, the colonists won their freedom and decided to form a government based on democratic principles. Even though Switzerland and the United States are separated by thousands of miles, they became independent countries in very similar ways.

## Comprehension Questions

1. In what year did Switzerland become a nation?

---

2. Why did the Swiss people become enraged?

---

---

3. What did the representatives at the secret meeting decide to do?

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4. What kind of government did the Swiss people choose after they forced the Hapsburg Kingdom out of Switzerland?

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5. In what ways is the history of Switzerland similar to the history of the United States?

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## CHAPTER 9

# Accented and Unaccented Syllables

### Note to Instructor

The concept of **accented** and **unaccented** syllables is difficult to teach. Every polysyllabic word has one syllable that is pronounced more forcefully than the others. This is called the primary accent. Two- and three-syllable words have one accented syllable, whereas the accent is always on single-syllable words. Words with four or more syllables also have a secondary accent. This chapter only deals with primary accents. Secondary accents will be discussed in Chapters 11 and 12.

**Lesson 1a:** There is no worksheet. Please demonstrate accented syllables by slowly pronouncing the word **entertain**. Ask students to repeat the word and select the part that is pronounced more forcefully than the other two (en ter tain'). The third syllable is accented, which is shown with an apostrophe directly to the right of the accented syllable. Follow the same procedure for these words: pen'-cil, nu'-mer-al, dance', an-nounce'-ments, his'-to-ry, mag'-net, right', ap-point', prin'-ci-pal, e-lect'-ive, hu'-mor-ous, se'-cret, ad-ven'-ture.

**Lesson 1b** presents a list of syllabified words. Distribute the worksheet and use the following procedure for each word. Ask students to read the first word silently and raise their hands when they can read it. Direct the class to pronounce the word in unison. Ask students to highlight the syllable that is accented. Elicit responses and discuss each word. A bit of exaggeration is probably necessary to get the point across. Many students will need lots of practice to master this concept.

#### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, students must list four words that illustrate it. Display two cumulative charts in the classroom, one for prefixes and one for suffixes.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 2** provides students with independent practice in placing accent marks on twenty-four polysyllabic words. Direct your class to highlight the accented syllable in words 1-8. After everyone has completed the first list, discuss each word separately and follow the directions from Lesson 1b. Ascertain the level of understanding. If everyone seems to catch on, proceed to the next list, which is somewhat more difficult. If students are struggling with this idea, provide more practice with two-syllable words. After completing this exercise, direct students to go back and place accent marks (an apostrophe) right after the accented syllables. The second activity is a crossword puzzle.

**Lesson 3a** reviews the schwa sound, represented by this symbol ə. Most vowels in unaccented syllables say the schwa sound as in these examples: a cross, chick en, per son. The second exercise requires students to read a list of words, to select the accented syllable in each word, and to mark it with an apostrophe. Next, have your class go back over the list and write the schwa symbol ə above the vowels that say ə.

**Lesson 3b** teaches students how to read phonetically spelled words and to match them with the correctly spelled counterparts.

**Lesson 3c** (on the same page as Lesson 5b) is a **Reading and Spelling for Mastery** list consisting of words with the schwa sound. Consider reducing the number of spelling words for younger children. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. Homophones marked **H** and homographs marked **HG** must be included in the Homophone section, along with definitions. When practicing the spelling words, ask students to write the red words in red pencil to draw attention to these tricky sight words.

**Lesson 4a** reviews prefixes that were introduced in Chapter 3 and covers two rules that govern accent placement. 1. In most two and three-syllable words, the accent falls on the first syllable. When a word starts with a prefix, the accent falls on the base word, often the second syllable. Although prefixes are not usually accented, there are some nouns with accented prefixes (see Lesson 9).

**Lesson 4b** reviews the prefixes **un-**, **dis-**, and **non-**. Most prefixes are not accented, however, **non-** is an exception as in *non'stop*, *non'fat*.

**Lesson 5a** reviews the assimilated prefix **in-** with its variants **im-**, **il-**, and **ir-**, which mean **not**. **In-** and its variants can also mean *inside*, *within*, *into*. The second activity reviews the prefix **con-** with its variants **com-**, **col-**, **cor-**, and **co-**, which mean *together* and *with*. Next, the assimilated prefix **ad-** is introduced with its variants **ac-**, **af-**, **ag-**, **al-**, **ap-**, **as-**, and **at-**, which mean *in the direction of*, *toward*.

**Lesson 5b** (on the same page as Lesson 3c) is a **Reading and Spelling for Mastery** list consisting of words with prefixes and the schwa sound. Consider reducing the number of spelling words for younger children. Follow the directions from Lesson 3c.

**Lesson 6** presents words comprised of base words and suffixes. In this configuration, the accent falls on the base word. Another important rule is included in this lesson: the accent falls on the second syllable or the base word, when the configuration is prefix, base word, suffix. Please ask students to write these four rules in their Decoding Binders, along with four examples for each rule.

1. The accent is on the first syllable in most two and three-syllable words.
2. In words that have a prefix and a base word, the accent is on the base word.
3. In words that have a base word and a suffix, the accent is on the base word. Most suffixes are not accented.
4. In words that consist of a prefix, a base word, and a suffix, the accent falls on the base word.

**Lesson 7** covers a conflicting pronunciation rule: English has some words that are pronounced in two different ways depending on whether the word is used as a noun or as a verb as in *conduct*, *object*, *suspect*. In nouns, the accent is on the first syllable, or the prefix. When these words function as verbs, the accent is on the second syllable or the base word.

**Lesson 8** explains another challenging issue. Many long words have a vowel in the middle of the word that looks like an open syllable, however, the vowel is not long. Instead, it says the schwa sound *ref\_e\_ree*, *par\_a\_graph*.

**Lesson 9** explains a very tricky spelling rule. We have Webster himself to thank for this one! Exercise caution in teaching this rule. If your students function below the sixth grade reading level, consider skipping this page. The rule states: When adding a suffix that starts with a vowel, do NOT double the last consonant after a short vowel or schwa sound in words that end with an **unaccented** syllable as in *travel*, *traveled*, *deposit*, *depositing*. Double the last consonant after a short vowel sound in words that end with an **accented** syllable as in *permit*, *permitting*, *occur*, *occurred*.

**Lesson 10** is a true story about an adventure of one of the author's friends and her two companions. Suggestion: display a US map and show the various sections of the route as the trio bicycled across the whole United States.

---

## 1b Identifying Accented Syllables

---

In polysyllabic words, we say one syllable more forcefully than the other ones. The syllable that is pronounced with more force is called the **accented syllable**. Read the words and highlight the accented syllable.

1. im port ant

8. big gest

15. teach er

2. bas ket

9. day

16. af ter

3. re quire ment

10. Eng lish

17. pre dict

4. sup ply

11. de pos it

18. fast

5. pi lot

12. Sep tem ber

19. ra di o

6. ad mire

13. un der stand

20. to ma to

7. free way

14. ar tist

21. re cov er

## 2 Accented and Unaccented Syllables

In words with more than one syllable, we say one more clearly and forcefully than the others. The syllable that is stressed (pronounced forcefully) is called the **accented syllable**. The syllables that are not stressed are called the **unaccented syllables**. The dictionary uses an apostrophe to show accented syllables: *hist'-or-y*, *tel'-e-phone*, *e-lect'*. Pronounce each of the following words. Decide which syllable is accented and highlight it. Then mark the accented or highlighted syllable with an apostrophe: *con-fess'*, *lib'-er-ty*.

- |                |                |                    |
|----------------|----------------|--------------------|
| 1. dol lar     | 9. ac count    | 17. mem ber        |
| 2. al low      | 10. free dom   | 18. um brel la     |
| 3. bi cy cle   | 11. al bum     | 19. vid e o        |
| 4. a gree      | 12. per fume   | 20. bar be cue     |
| 5. la bel      | 13. li on      | 21. in ter rupt    |
| 6. skate board | 14. ref er ral | 22. buff a lo      |
| 7. mu sic      | 15. trum pet   | 23. e lec tron ics |
| 8. be lieve    | 16. com bine   | 24. grand moth er  |

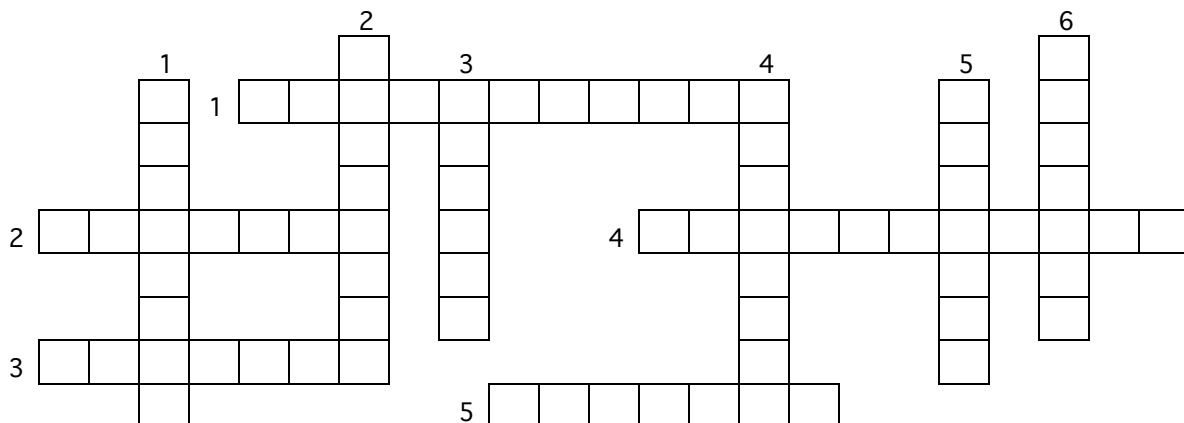
Use words from the lists above to solve the crossword puzzle. Write in pencil and do the easy ones first.

### Across

- A relative
- It smells good.
- To feel that something is true.
- Tablets, laptops, smart phones
- It has two wheels; you ride it.

### Down

- It keeps you dry
- Food grilled outside
- American money
- A recommendation for a service
- Savings are kept in this at a bank
- To put two things together





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## 3a The Schwa Sound

---

The vowel sound in accented syllables is usually long, short, r-controlled or a diphthong. In unaccented syllables the vowel often says something different. Read the following words and listen to the underlined vowel sounds.

- |                    |                     |                        |                              |
|--------------------|---------------------|------------------------|------------------------------|
| 1. <u>a</u> cross' | 3. chick' <u>en</u> | 5. <u>con</u> nect'    | 7. Can' <u>a</u> <u>da</u>   |
| 2. tun' <u>nel</u> | 4. les' <u>son</u>  | 6. im por' <u>tant</u> | 8. or' <u>na</u> <u>ment</u> |

What sound do the underlined vowels say? \_\_\_\_\_

Read each of the following words. Decide which syllable is accented and mark it with an apostrophe. Write the symbol ə above the vowels that say the schwa sound.

- |                 |                  |
|-----------------|------------------|
| 1. chan nel     | 11. ab sent      |
| 2. at tend      | 12. sev enth     |
| 3. moun tain    | 13. com plete    |
| 4. chil dren    | 14. per son al   |
| 5. ad mire      | 15. thou sand    |
| 6. vow el       | 16. el e phant   |
| 7. a round      | 17. sea son al   |
| 8. pen cil      | 18. un der stood |
| 9. strength en  | 19. fish er man  |
| 10. com mand er | 20. A mer i can  |

Does the **schwa** sound occur in accented or in unaccented syllables?

---

---

## 3b Dictionary Pronunciations

---

The dictionary shows a phonetic version of each word right after the entry word, so we can figure out how unfamiliar words are pronounced. Memorize these four rules:

1. An apostrophe on the right side of a syllable shows that it is accented.
2. We say accented syllables more forcefully than unaccented ones.
3. Vowels in unaccented syllables often say the **schwa** sound.
4. The symbol for the **schwa** sound is ə.

Match the phonetically spelled words on the left with their correctly spelled counterparts on the right.

1. kəm plē' shən	powerful
2. pī' lət	attend
3. chāl' ənj	tolerant
4. tōl ər ənt	recommend
5. ə tēnd'	completion
6. pou' ər fəl	pollution
7. ăk' sə dənt	pilot
8. rĕk' ə mĕnd	accident
9. ə pĕr' əns	avoid
10. ۆb' stə kəl	challenge
11. ə void'	appearance
12. pə lōō' shən	obstacle

Read each of the following words. Place an apostrophe after the accented syllable, and write ə whenever you hear the **schwa** sound. Listen closely to the ending letter **a**. What does it say? \_\_\_\_\_

1. so da	5. com ma	9. pan da	13. stan za
2. tu na	6. del ta	10. scu ba	14. piz za
3. ex tra	7. i de a	11. ar o ma	15. dra ma
4. par ka	8. so fa	12. ar e a	16. cam er a

---

## **3c/5b** Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the schwa sound

Words with the schwa sound and prefixes

### **3c** Spelling List

1. area
2. extra
3. sofa
4. idea
5. camera
6. **sugar \***
7. **answer \***
8. **woman \***
9. **women \***
10. common
11. often
12. **minute \*(HG)**
13. second
14. difficult
15. **breakfast \***
16. captain
17. certain
18. mountain
19. fountain
20. American

### **5b** Spelling List

1. **unsure \***
2. **unfriendly \***
3. unfinished
4. appoint
5. disappoint
6. disagree
7. disappear
8. disguise
9. nonsense
10. afford
11. address
12. arrange
13. attract
14. install
15. **impossible \***
16. **irresponsible \***
17. prevent
18. describe
19. promise
20. remove

**\*Red word**, HG = Homograph

---

## 4a Accent Marks in Words with Prefixes

---

Let's review some prefixes you studied in Chapter 3. After each set of words, write the prefix and its meaning.

	Prefix	Meaning
1. rewrite, rebuild, reread	_____	_____
2. preshrunk, preheat, precook	_____	_____
3. depart, descend, derail	_____	_____
4. provide, protect, promote	_____	_____
5. coordinate, cooperate, coincide	_____	_____

The prefix **a-** means *on, in, or without*. Listen to the sound of the prefix **a-** in the following words.

1. around    2. ajar    3. afloat    4. arise    5. across

What does the prefix **a-** say? \_\_\_\_\_

Where does the accent fall in the above words? \_\_\_\_\_

Read each of the following words. Place an accent mark next to the syllable that is pronounced more forcefully.

1. car pet    4. cole slaw    7. mush room    10. ta ble  
2. mar gin    5. cam er a    8. val en tine    11. sea son  
3. fell ow    6. cal en dar    9. nar row    12. por cu pine

What is the accent rule for words with two and three syllables?

\_\_\_\_\_

Read each of the following words. Underline the prefix and place an accent mark next to the syllable that is pronounced more forcefully.

1. a bove    4. pro long    7. pro duce    10. de lete  
2. pre vent    5. re ply    8. a long    11. re act  
3. de tect    6. a miss    9. pre dict    12. pro ceed

What is the accent rule for two-syllable words that start with a prefix?

\_\_\_\_\_

---

## 4b Prefixes *un-*, *dis-*, *non-*

---

You studied the prefixes **un-**, **dis-**, and **non-** in Chapter 1. Add the correct prefix in front of the following base words and write the new words on the lines. They must make sense!

	sense	1.	_____	
	honest	2.	_____	
	armed (2)	3.	_____	_____
<b>dis-</b>	fat	4.	_____	
<b>un-</b>	cover (2)	5.	_____	_____
<b>non-</b>	expected	6.	_____	
	stop	7.	_____	
	locate	8.	_____	
	certain	9.	_____	

What do the following prefixes mean? 1. **un-** \_\_\_\_\_

2. **dis-** \_\_\_\_\_ 3. **non-** \_\_\_\_\_

**Synonyms** are words that have the same or similar meanings. Read each word in the left column. Next, draw a line to its synonym in the right column.

1. distracted	unlucky
2. undefeated	disorder
3. unfortunate	unavailable
4. disconnect	dispute
5. disagreeable	unbeaten
6. unreachable	unfocused
7. disarray	unfriendly
8. uncertain	unplug
9. disagreement	unsure

Where does the accent fall in the following words?

unreachable, distracted, unfriendly, distasteful, unlucky

---

Where does the accent fall in the following words? unplug, unsure, disguise, dismiss

---

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## 5a Assimilated Prefixes

---

A common prefix is **in-**. What do you think **in-** means in the following words? \_\_\_\_\_

1. indoors    2. insight    3. inside    4. include    5. invite    6. install

In some prefixes like **in-** the last letter, in this case the **n**, may change to match the first letter of the base word, **in-** + responsible = irresponsible. Sometimes, the last letter changes to a different letter that is easier to say with the first letter of the base word, **in-** + mature = immature. Such prefixes are called **assimilated prefixes**. Create real words by combining the prefix **in-** with the base words below. (Not all base words will change.)

- |                 |       |                     |       |
|-----------------|-------|---------------------|-------|
| 1. in + legal   | _____ | 5. in + responsible | _____ |
| 2. in + perfect | _____ | 6. in + moral       | _____ |
| 3. in + correct | _____ | 7. in + form        | _____ |
| 4. in + regular | _____ | 8. in + logical     | _____ |

What else does the prefix **in-** and its assimilated forms mean? (**il-**, **im-**, and **ir-**) \_\_\_\_\_

Another assimilated prefix is **con-**. Try to make real words with **con-** and these Latin roots. Not all base words will change.

- |                 |       |                  |       |
|-----------------|-------|------------------|-------|
| 1. con + mute   | _____ | 5. con + lect    | _____ |
| 2. con + rect   | _____ | 6. con + bine    | _____ |
| 3. con + fuse   | _____ | 7. con + mit     | _____ |
| 4. con + mittee | _____ | 8. con + tribute | _____ |

What do the prefixes **con-**, **com-**, **col-**, and **cor-** mean? \_\_\_\_\_

What does the **o** in words 1-8 say? \_\_\_\_\_

Another assimilated prefix of **con-** is **co-** as in *cooperate*, *coordinate*, and *coexist*.

One more assimilated prefix is **ad-**. Try to make real words with **ad-** and these base words. Not all base words will change.

- |               |       |                 |       |
|---------------|-------|-----------------|-------|
| 1. ad + count | _____ | 5. ad + pear    | _____ |
| 2. ad + ford  | _____ | 6. ad + low     | _____ |
| 3. ad + tract | _____ | 7. ad + gravate | _____ |
| 4. ad + mire  | _____ | 8. ad + sume    | _____ |

The prefix **ad-** and its assimilated forms (**ac-**, **af-**, **ag-**, **al-**, **ap-**, **as-** and **at-**) mean *towards*, *in the direction of*.

---

## 6 Accent Marks in Words with Suffixes

---

Let's review the following suffixes you studied in Chapters 1-4:

**-ful, -less, -ness, -ed, -est, -en, -ing, -er, -ly, -ment, -ive, and -y.**

Mark the accented syllable in the following words.

- |             |              |              |                |
|-------------|--------------|--------------|----------------|
| 1. hand ful | 4. crowd ed  | 7. frost y   | 10. tall est   |
| 2. teach er | 5. camp er   | 8. roast ing | 11. sense less |
| 3. part ly  | 6. kind ness | 9. po ny     | 12. soft en    |

In words 1-12, is the accent on the base word or on the suffix?

---

Mark the accented syllable in the following three-syllable words. All of the words start with a prefix and end with a suffix.

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1. in tense ly  | 6. com plain er | 11. pre serv er  |
| 2. un fair ness | 7. re gard less | 12. non smok ing |
| 3. pre tend ed  | 8. pre pay ment | 13. pre vent ed  |
| 4. de fend ing  | 9. com plete ly | 14. im port ed   |
| 5. at trac tive | 10. un luck y   | 15. un worth y   |

What is the rule for placing accent marks in words with a prefix, a base word, and a suffix?

---

Use the words below to complete the expressions. Write in pencil; do the easy ones first.  
different, minding, helping, away, pulling, kitchen, bushy, thinking, shoulder, meeting

1. I was \_\_\_\_\_ out loud!
2. Are you all squared \_\_\_\_\_?
3. If you can't stand the heat, get out of the \_\_\_\_\_.
4. He was just \_\_\_\_\_ my leg.
5. She gave me the cold \_\_\_\_\_.
6. Different strokes for \_\_\_\_\_ folks.
7. Give a \_\_\_\_\_ hand.
8. Fancy \_\_\_\_\_ you here!
9. She was bright-eyed and \_\_\_\_\_-tailed.
10. You should be \_\_\_\_\_ your own business!

---

## 7 Accent Marks in Nouns and Verbs

---

English has words that are pronounced in two different ways, depending on whether the word is a noun or a verb. A **verb** is an action word; a **noun** is a person, place, thing, or idea.

The words below are homographs and can be pronounced in two different ways. The accent is on the first syllable in nouns and on the second syllable in verbs. Pronounce every word two ways by stressing the accented syllable. Copy the correctly accented word to fit the meaning of each sentence and write it on the line.

**con duct'**      **con' duct**

1. Her \_\_\_\_\_ during the assembly was not acceptable.
2. Metals \_\_\_\_\_ heat more quickly than things made from plastic.

**per mit'**      **per' mit**

3. Manuel is studying for his driver's \_\_\_\_\_.
4. My parents will not \_\_\_\_\_ me to stay out late on a school night.

**in' sult**      **in sult'**

5. Please don't \_\_\_\_\_ my intelligence.
6. That was an \_\_\_\_\_, and you should apologize.

**sus' pect**      **sus pect'**

7. I \_\_\_\_\_ the flight will be delayed due to the stormy weather.
8. The policeman arrested the \_\_\_\_\_.

**pres' ent**      **pre sent'**

9. I just love the birthday \_\_\_\_\_ you gave me.
10. Are you prepared to \_\_\_\_\_ your speech?

**ob'ject**      **ob ject'**

11. The defense attorney will \_\_\_\_\_ to the prosecutor's questions.
12. There is an \_\_\_\_\_ in the exhibit that is made of pure gold.

Where does the accent fall in verbs? \_\_\_\_\_

Where does the accent fall in nouns? \_\_\_\_\_



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## 8 Medial Schwa in Polysyllabic Words

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**Review:** Try to remember the four accent rules and write them on the lines.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Here is a very tricky concept. Many long words have a vowel in the middle of the word that looks like it is an open syllable; however, frequently this vowel is not long. Figure out what the underlined vowel in the middle says and write its true sound right above it. Sometimes there are consonants before the vowel.

- |                         |                        |                          |                             |
|-------------------------|------------------------|--------------------------|-----------------------------|
| 1. hes <u>i</u> tate    | 7. ge og <u>ra</u> phy | 13. ju <u>ve</u> nile    | 19. sac <u>ri</u> fice      |
| 2. cent <u>i</u> me ter | 8. ref <u>e</u> ree    | 14. ther <u>m</u> o stat | 20. mo <u>ti</u> vate       |
| 3. par <u>a</u> dise    | 9. im <u>pl</u> e ment | 15. des <u>ti</u> ny     | 21. e quiv <u>a</u> lent    |
| 4. e rad <u>i</u> cate  | 10. ad <u>e</u> quate  | 16. lig <u>a</u> ment    | 22. cin <u>e</u> ma         |
| 5. par <u>a</u> graph   | 11. his <u>to</u> ry   | 17. mag <u>ni</u> fy     | 23. nom <u>i</u> nate       |
| 6. fan <u>ta</u> sy     | 12. mar <u>ma</u> lade | 18. prin <u>ci</u> pal   | 24. hip po pot <u>a</u> mus |

You are correct if you noticed that the medial vowels in words 1-24 say the **schwa** sound. Vowels in the middle of long words often say the schwa sound.

Unscramble the letters to make real words.

1. The first letter is **k**.    2. It has a suffix that says **nəs**.    3. The **i** is long.    4. a good deed

n i k s s n e d    \_ \_ \_ \_ \_

1. pref-cl    2. The prefix means *again*.    3. The last letter is **d**.    4. to get back money

f e n r u d    \_ \_ \_ \_ \_

1. cl-s    2. starts with **h** and ends with **l**    3. The suffix says *fəl*.

f l e p h u l    \_ \_ \_ \_ \_

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## 9 A Tricky Spelling Rule

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Let's review the rules for adding the suffixes **-ed**, **-ing**, and **-er** to one-syllable base words with long or short vowels.

- Words that have a short vowel must have two consonants before a suffix that starts with a vowel as in *stopped*, *trimming*, *helper*, *camped*.
- When a word ends with only one consonant after the short vowel, the consonant must be doubled as in *grabbed*, *slipper*, *humming*.
- When the first vowel is long as in **vowel-consonant-e** syllables, drop the **e** before adding **-ed**, **-ing**, or **-er** as in *smiled*, *chasing*, *joker*.
- Words such as *camped* or *melted* do not require any changes because they already have two consonants between the short vowel and the suffix.

Keeping the above rules in mind, add the designated suffix to each of the following words.

- |                |       |                |       |
|----------------|-------|----------------|-------|
| 1. vote + er   | _____ | 5. plan + ing  | _____ |
| 2. stomp + ing | _____ | 6. drum + er   | _____ |
| 3. hop + ed    | _____ | 7. hike + ed   | _____ |
| 4. hope + ed   | _____ | 8. strap + ing | _____ |

Now that you are familiar with accented and unaccented syllables, here is one more rule that deals with adding suffixes to base words. This rule applies to suffixes that start with vowels (**-er**, **-ed**, **-ing**, **-al**, **-ant**, **-ent**, etc.). When these vowel suffixes are added to long base words that end with unaccented syllables, use the following rule: "In a word that ends with an **unaccented** syllable, do **not** double the last consonant after a short vowel or schwa (*credited*, *developer*).” In words that end with **accented** syllables follow the previously mastered rules (*referring*, *omitted*).

Highlight the accented syllables in the following verbs. Then add the designated suffix to each word and write the new word on the line.

- |                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| 1. prof it + ed   | _____ | 10. gal lop + ing | _____ |
| 2. e quip + ed    | _____ | 11. com mit + ed  | _____ |
| 3. re bel + ing   | _____ | 12. car pet + ed  | _____ |
| 4. em bed + ed    | _____ | 13. lim it + ing  | _____ |
| 5. de vel op + er | _____ | 14. oc cur + ed   | _____ |
| 6. vis it + ed    | _____ | 15. com pel + ing | _____ |
| 7. per mit + ing  | _____ | 16. pro pel + er  | _____ |
| 8. be gin + er    | _____ | 17. cred it + ing | _____ |
| 9. ad mit + ed    | _____ | 18. pre fer + ed  | _____ |

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## 10 A Long Bike Ride

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Have you ever gone on a really long bike ride? Can you remember how tired you were afterwards? My friend Janis, along with her biking buddies Celeste and Rose, challenged each other to a very long ride. They wanted to pedal from the Pacific Ocean across the whole United States to the Atlantic Ocean! Can you figure out how many miles that is? Luckily Walt, a friend of Celeste's, offered to accompany them by van to haul their camping gear and food and to drive ahead looking for motels or campgrounds. The four undertook this journey as a fundraiser for Hope Hospice, an organization that supports people with terminal illnesses. When the local radio station, KKIQ, got wind of their plans, they interviewed the foursome and asked them to call in every Friday to inform the listeners of their progress. The announcer never missed a chance before or after the phone calls to mention Hope Hospice. Many listeners, friends of the riders, and their coworkers pledged a penny or a nickel per mile.

After negotiating a two-month leave from work, the foursome started their adventure at Baker Beach in San Francisco, California on July 31, 2005. A crowd of friends and Hospice supporters gathered to watch them dip their rear wheels in the Pacific Ocean before they rode through the streets of San Francisco, across the Golden Gate Bridge, and eastward over the hills, all in one day.

After a day of riding fast through the flat Central Valley, their pace slowed as they muscled their way up the Sierra Nevada Range. They conquered their highest point at Carson Pass in Eastern California at an altitude of 8,573 ft (2,613 m). Congratulating each other with hugs and high fives, they were rewarded with easy coasting down the mountainside into the Nevada high desert.

Because the daytime temperatures in Nevada frequently reach 115 degrees Fahrenheit (45 degrees Celsius), the trio started breaking camp at 5:00 am and began riding at the crack of dawn. They would ride for six or seven hours until the heat became unbearable and then try to find a park with some shade. When Walt found a campground or motel with a swimming pool, they felt particularly lucky. Route 50 is a very lonely road with only a few small towns along the way that often have no accommodations. When no campgrounds or motels were available, they would go to the police station and ask where they could camp. The sheriff usually allowed them to pitch their tents in the city park and frequently offered them showers at the fire station.

From the Nevada desert, they entered Utah, which was equally hot, but much more mountainous. On a particularly grueling day, the trio ascended three steep passes with temperatures reaching 110 degrees! Since there was no water anywhere, Walt met them on the crest of every pass to supply them with as much cool water as they wanted. His kindness was the proof of true friendship! In spite of

the heat and the elevation gain, they rode 85 miles that day! Their route led them through beautiful Capitol Reef National Park with its magical rock formations, sandstone bridges, and its phantom castles and fortresses. Two days later, during a lunch break, they went swimming in Lake Powell. Soon afterwards, they reached their 1,000 mile mark (1,610km)!

For the next few days, Janis, Rose and Celeste burned thousands of calories as they rode up, up, up the Rocky Mountains to the top of Monarch Pass, at 11,312 ft (3,448 meters). Monarch Pass is on the Continental Divide; this means that looking westward, all of the rivers flow into the Pacific Ocean, and looking eastward, all of the rivers flow into the Atlantic Ocean or the Gulf of Mexico. Having expended such an enormous effort, they now delighted in miles and miles of downhill coasting!

Soon they were in Kansas where they made great time. Since Kansas is flat, they averaged 95 miles a day and reached their 2,000 mile mark (3,220km) in Heston, Kansas! On a particularly windy day, Janis was blown off her bike and scraped up badly. Within minutes, a pickup truck screeched to a stop. The friendly couple insisted on loading her bike in their truck and taking Janis to their home to bandage her wounds. After offering her a delicious glass of lemonade, they drove her back to the spot where her concerned buddies were waiting.

Once they rode into Missouri, they soon realized it would be tough going because of the constant up and down, up and down for hundreds of miles. Crossing the Mississippi River at St Genevieve, they pedaled through southern Illinois and into Kentucky. Kentucky was beautiful with its green hills but also difficult due to the renewed, rolling terrain. In the eastern part of the state, they rode through the Cumberland Gap into Tennessee.

Crossing the Appalachian Mountains was one last challenge before them. They conquered two more passes and gained 4,000 ft each time, before they faced the final stretch through Virginia. In Charlottesville, they met a wonderful lady named June, the Cookie Lady, who invited them to spend the night, free of charge. She had fixed up her second home for bike riders and offered them the use of the kitchen, stocked with free food and lots of cookies.

They were now getting close to the end. A couple of days later, exhilarated and very tired, the threesome celebrated their incredible feat by dipping their front tires into the Atlantic Ocean at Virginia, Beach. They hugged Walt and thanked him for his unwavering support. It would not have been possible to ride across the whole United States in sixty days without his help.

After flying home, they were greeted at the airport by dozens of friends, relatives, and several representatives from Hope Hospice who congratulated them on their remarkable achievement and thanked them for raising over \$ 10,000!

Janis, Celeste, and Rose rode 3,815 miles (6,150 km) in exactly sixty days! Never once did they succumb to the temptation to ride with Walt. They averaged 65 miles a day, through blistering heat and many storms with a total elevation gain of approximately 100,000 ft (30,480 m). What an astonishing accomplishment!

## Comprehension Questions

1. How did Walt help the three bike riders? \_\_\_\_\_

\_\_\_\_\_

2. Their journey was a fundraiser for what organization? \_\_\_\_\_

\_\_\_\_\_

3. Who helped spread the word of the riders' adventure and consequently helped them raise more money? \_\_\_\_\_

\_\_\_\_\_

4. Why was riding through Nevada and Utah so difficult? \_\_\_\_\_

\_\_\_\_\_

5. What is "The Continental Divide"? \_\_\_\_\_

\_\_\_\_\_

6. Why was riding through Missouri and Kentucky very difficult? \_\_\_\_\_

\_\_\_\_\_

7. How many miles did the three women ride and how much money did they raise?

\_\_\_\_\_

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## CHAPTER 10

# Anglo-Saxon Suffixes

### Note to Instructor

This section will teach students how to read and spell additional Anglo-Saxon suffixes. It will also review the ones that were introduced in earlier chapters. Please explain that a suffix is a morpheme that follows a base word and changes its meaning. (Most Anglo-Saxon base words are **free morphemes**, which means they make sense by themselves.) It is very important that students memorize these suffixes because they occur in thousands of words. The suffixes in this chapter are fairly easy to learn because their sound/symbol correspondence is strong as in *greatest, widen, helpful, careless, lovely*.

In Lessons 1 through 6 students will review the following suffixes: **-er, -en, -est, -ed, -ing, -y, -or, -ar, -on, and -an**. The suffixes **-et** and **-let** are introduced, as well as the rules for adding a second suffix to words that end in **-y**. The suffixes **-ed, -en, -est, and -ing** were covered in Chapter 2 whereas **-er, -ar, -or, -on, and -an** were covered in Chapter 4. The tricky factors are the rules for adding these suffixes to base words. Although these rules were previously taught in Chapter 2 and Chapter 4, they are reviewed because they are complicated and difficult to remember.

Lessons 7 through 9 introduce the following suffixes: **-some, -hood, -ish, -ship, -ward, and -dom**. The suffixes **-ful, -less, -ness, and -ly** will be reviewed. They were previously taught in Chapters 1 and 3.

Many teachers have made color-coded flashcards for each set of suffixes (a different color for each set). The most effective method is to have students make their own sets. The suffix is written on one side; the definition, pronunciation, and four examples are written on the reverse side.

### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, students must list four words that illustrate it. Display two cumulative charts in the classroom, one for prefixes and one for suffixes.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or those with severe learning disabilities may need more time for review.

**Lesson 1a** is a quiz that tests students on the rules for adding Anglo-Saxon suffixes that start with a vowel to one-syllable words. When the first vowel is short, the word must have two consonants before the suffix. If there is only one consonant, it must be doubled as in *stop, stopped, flat flatten*. In

vowel-consonant-e words, the **e** must be dropped before the suffix is added as in *wide, widen, hike, hiked*. Just add the suffix to base words that end with two consonants or that contain diphthongs or vowel teams as in *long, longest, spoil, spoiled, dream, dreamer*. When adding **-ing** to verbs that end in **y**, no changes are necessary as in *dry, drying, supply, supplying*.

**Lesson 1b** (on the same page as Lesson 5b) is a **Reading and Spelling for Mastery** page consisting of words that end with these suffixes: **-er, -en, -ed, -ing, -est, and -y**. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky sight words.

**Lesson 2** introduces the suffixes **-et** and **-let**, pronounced **ət**, and **lət**. Sometimes these suffixes mean a small amount of a particular item, such as *book, booklet, drop, droplet*. The second exercise provides more practice with these suffixes in the context of common expressions. Younger children might benefit from working with a partner. Ask students to write the suffixes, pronunciations, definition, and four examples in the Suffixes section of their Decoding Binders.

**Lesson 3** is a review of the previous suffixes in the form of a crossword puzzle. Remind students to write in pencil and to do the easy ones first.

**Lesson 4a** explains how to add a second suffix to words that end with the suffix **-y**. The suffix **-y** usually says long **e** at the end of polysyllabic words. Sometimes **-y** is followed by other suffixes such as **-s, -er, or -est**. In an earlier lesson, students learned that the suffix **-y** changes to **i** before adding a second suffix as in *lazy, lazier*. It's very important to remember that the letter **i** continues to say the same sound as the **y** it replaces as in *puppy, puppies, try, tries*. Do **not** change **-y** to **i** when a vowel precedes the **-y** or when adding the suffix **-ing** to verbs as in *play, plays, playing, player, playful, fly, flies, flying, baby, babies, babying*. The words **said** and **paid** are exceptions.

**Lesson 4b** is a spelling quiz that shows whether students can apply the rules from Lesson 4a and from Chapter 5, Lesson 4d. For younger children, you might consider writing the left column on the board and doing one word at a time.

**Lesson 5a** reviews the Latin suffixes **-or, -ar, -on, and -an**. They were previously covered in chapter 4.

**Lesson 5b** (on the same page as Lesson 1b) is a **Reading and Spelling for Mastery** list consisting of words that end with **-or, -ar, -on, -an, -et, and -let**. Follow the directions from Lesson 1b.

**Lesson 5c** discusses the sound of the letter **i**, when **i** precedes **-on** and **-an**. The suffixes **-ion** and **-ian** say **ēān**; **-ion** means *action or process*, whereas **-ian** means *resembling or a person who belongs to*. The combinations **-ior** and **-iar** say **ēār**. There are very few words with the **-iar** ending. These combinations will be covered more extensively in Chapter 11. Anterior means *placed before or in front of*. Equestrian means *relating to horses, a person on horseback*.

Ask students to write the suffixes, pronunciations, definitions, and four examples in the Suffixes section of their Decoding Binders.

**Lesson 6** reviews the rules for accent placement, previously taught in Chapter 9.

**Lesson 7a** (No worksheet) Dictate the following words to review the suffixes **-ful, -less, -ness, and -ly**: *cheerful, fearless, sickness, partly, pointless, slowly, careful, sweetness, restless, lovely, kindness, helpful*. Ask students to write the meaning of the suffixes next to the first four words. (These suffixes were covered in Chapters 1 and 3.) Review as necessary. Most students will probably remember that **-ful** means *full, with much* and **-less** means *without*. The suffix **-ness** means *state of being, condition of*. Please teach students the following rule: When a base word ends with the letter **n** and the suffix



**-ness** is added, both **n's** are kept as in *evenness, keenness, leanness, openness*. The suffix **-ly** means *like, in the manner of*. Explain these two rules: 1. When **-ly** is added to a *consonant-le* syllable, the letters **le** are dropped as in *simple, simply, humble, humbly*. 2. When adding the suffix **-ly** to a word that ends with the letter **l**, both **l's** are kept as in *cruel, cruelly, gravel, gravelly*. This rule also applies to words that end with the suffixes **-al** and **-ful** as in *equal, equally, careful, carefully*.

Please review the **y** rule: when you add a suffix to a word that ends in **y**, change the **y** to **i** before you add the suffix as in *plenty, plentiful, bounty, bountiful, mercy, merciful, pity, pitiless, penny, penniless, friendly, friendliness, healthy, healthiness*.

Ask students to record **-ful, -less, -ness, and -ly**, as well as the definitions and four examples in the Suffixes section of the Decoding Binders. Have everyone write the previous three rules in the Rules section of the binders along with four examples for each.

**Lesson 7b** (On the same page as Lesson 10b) is a **Reading and Spelling for Mastery** list consisting of words that end with the suffixes: **-ful, -less, -ness** and **-ly**. Follow the directions from Lesson 1b.

**Lesson 8a** (No worksheet) introduces the suffixes **-some, -ish, and -hood**.

**A)** 1. Write the suffix **-some** on the board or show it on the screen. 2. Tell students that they will be studying words with the suffix **-some** and write three words that end with **-some** next to the suffix. Ask for volunteers to read the words. 3. After everyone understands the concept, elicit a minimum of ten words from your class and write them on the board or show them on the screen. In case not enough words are volunteered, a list is supplied for your convenience: (*lonesome, threesome, worrisome, meddlesome, awesome, troublesome, handsome, tiresome, foursome, wholesome, cumbersome, burdensome, gruesome*). 4. Ask how **-some** is pronounced and what it means: (**səm**), *having the quality of*. 5. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders.

**Suggestion:** Divide the class into small groups that are balanced in abilities. After you have presented the first suffix with examples, set a timer for five to seven minutes (longer for younger students) and have the groups compete against each other. Allow students to use textbooks, dictionaries, tablets, or laptops. The group that generates the most words (they must be valid) wins the first round. If this format works well, do this for the next five suffixes.

**B)** 1. Write **-ish** on the board or show it on the screen. 2. Add three words. 3. Elicit words from your class and write them on the board or show them on the screen: (*selfish, foolish, stylish, feverish, greenish, clannish, snobbish, gibberish, reddish, skittish, blondish, sluggish, childish*). 4. Ask how **-ish** is pronounced and what it means, (**ish**), *having the quality of*. 5. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders. Since **-ish** begins with a vowel, review the following two rules:

Write the words *snobbish, clannish, reddish, skittish* and *sluggish* on the board or show them on the screen and ask your class why the middle consonant is doubled. Then review the rules for adding suffixes that start with vowels from Lesson 1a. In words that end in a vowel-consonant-e syllable or a consonant-le syllable, drop the **e** before adding the suffix (*style, stylish, tickle, ticklish*). Just add the suffix to base words ending with two different consonants. The following rule applies to the suffix **-ish** (also **-ing**). When a word ends in **y**, do not change the **y** to **i** before adding **-ish** or **-ing** (*babyish, grayish, boyish, trying, playing*). Ask students whether they remember this rule from Lessons 4a and 4b. The rule states that no word shall have two **i's** next to each other.

**C)** 1. Write **-hood** on the board or show it on the screen. 2. Add three words. 3. Elicit words from students and write the words on the board or show them on the screen: (*neighborhood, childhood, motherhood, fatherhood, livelihood, statehood, likelihood, falsehood, sisterhood, brotherhood, parenthood, womanhood, manhood*). 4. Ask how **-hood** is pronounced and what it means: (**hōd**), *state of, having the quality of, frequently with a collective connotation*. 5. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders.

**Lesson 8b** requires students to add suffixes to base words. Explain that suffixes that begin with consonants can be added without any changes. The only change that needs to be made is for base words that end with the letter **y**. In words that end with a consonant + **y**, change the **y** to **i** before adding the suffix as in *plenty, plentiful*. There are six exceptions: *shy, shyly, shyness, dry, dryly, dryness, sly, slyly, slyness, spry, spryly, spryness, wry, wryly, wryness, sky, skyward*. Teach these exceptions only to strong students. When a vowel precedes **y**, no changes are needed *play, playful*. The words *paid* and *said* are exceptions.

**Lesson 9a** (No worksheet) introduces the suffixes **-ship**, **-ward**, and **-dom**.

**A)** 1. Write **-ship** on the board or show it on the screen. 2. Add three words. 3. Elicit words from your class and write them on the board or show them on the screen: (*hardship, fellowship, leadership, penmanship, membership, ownership, township, clerkship, courtship, companionship, relationship, readership, partnership*). 4. Ask how **-ship** is pronounced and what it means: (**shĭp**), *rank, having the quality of*. This suffix frequently has a collective connotation. 5. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Biners.

**B)** 1. Write **-ward** on board or show it on the screen. 2. Add three words. 3. Elicit words from your class and write them on the board or show them on the screen: (*outward, homeward, awkward, inward, afterward, northward, southward, upward, forward, seaward, backward, westward, eastward*). 4. Ask how **-ward** is pronounced and what it means: (**wărd**), *in the direction of*. 5. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Biners.

**C)** 1. Write **-dom** on the board or show it on the screen. 2. Add three words. 3. Elicit words from your class and write them on the board or show them on the screen: (*freedom, serfdom, boredom, kingdom, wisdom, seldom, chiefdom, martyrdom, dukedom, stardom, fiefdom*). 4. Ask how **-dom** is pronounced and what it means: (**dəm**), *condition, state of, rank, position*. This suffix frequently has a collective connotation. 5. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Biners.

**Lesson 9b** requires students to add suffixes to base words. The second activity requires removing suffixes from polysyllabic words.

**Lesson 10a** consists of a reading and a dictation exercise. Session 1: Write all of the suffixes on the board or show them on the screen (or display the cards) and ask students to read them individually, if possible. If that is not practical, ask your class to read them in unison. Then dictate the words from List A. Students should copy the suffixes only. After completing List A, erase the suffixes from the board or remove the cards. Ask everyone to turn over his or her sheet of paper. Next, dictate the words from Lists B and C. Students write the suffixes from memory. In case someone forgets a suffix, write it on the board (or show the particular card) and ask him or her to copy it.

Session 2: A day or two later, dictate the words from List D and E. After you have checked the work, write the suffixes on the board or show them on the screen and ask students to read the suffixes one more time. If more practice is required, use List F.

**Lesson 10b** (on the same page as Lesson 7b) is a **Reading and Spelling for Mastery** list consisting of words that end with the suffixes **-ly**, **-some**, and **-ness**. Follow the directions from Lesson 1b.

**Lesson 11a** is a syllabication exercise that incorporates the previously taught suffixes. Prefixes and suffixes are not marked. The code (s-s) is used in words that have two suffixes as in *helpfulness* (cl-s-s). The second exercise is a condensed version of the fairy-tale *Snow White* with suffixes that are missing. After students have completed filling in the blanks, ask your class to read the story aloud. Familiarity of the story helps students to know where the suffixes should go.

**Lesson 11b** is a dictation exercise. Write the code on the board or show it on the screen, then dictate the word slowly and clearly as a unit. Please remind students to keep the base word intact if possible. This rule is important for syllabifying words that have a suffix that starts with a vowel as in *green-ish*, not *gree-nish*.

**Lessons 11c** (on the same page as Lesson 13b) is a **Reading and Spelling for Mastery** list consisting of words that end with these suffixes: **-ish**, **-hood**, and **-ship**. Follow the directions from Lesson 1b.

**Lesson 12** is a crossword puzzle. Please ask students to use a pencil and do the easy ones first.

**Lesson 13a** requires students to match phonetically spelled words with their correctly spelled counterparts.

**Lesson 13b** (on the same page as Lesson 11c) is a **Reading and Spelling for Mastery** page consisting of words that end with these suffixes: **-ship**, **-dom**, and **-ward**. Follow the directions from Lesson 1b.

**Lesson 14** requires students to separate polysyllabic words according to base words, prefixes, and suffixes and to highlight the accented syllables. Go over the worksheet and review accent rules. Prompt students to remember the following rules and record their responses on the board or show them on the screen. 1. In most two and three-syllable words, the accent falls on the first syllable. 2. When a word starts with a prefix, the accent falls on the base word, often the second syllable. 3. When a base word is followed by a suffix, the accent falls on the base word. 4. In words with a prefix, a base word, and one or more suffixes, the accent falls on the base word.

**Lesson 15** is a story entitled *A Brief History of the English Language*. It explains why English is so difficult to read and spell. It is particularly important for students to have this information before they begin Chapter 11, which deals with challenging Latin suffixes.

Before your class reads the article, please write these difficult words on the board or show them on the screen. Ask students to practice reading the list silently and to underline the words they know. Next, have students read them in unison. The story will explain why some of these words are difficult to read.

- |                   |                  |                       |                  |
|-------------------|------------------|-----------------------|------------------|
| 1. correspondence | 8. languages     | 15. German            | 22. Italian      |
| 2. symbol         | 9. realize       | 16. complicated       | 23. difficult    |
| 3. surrounded     | 10. treacherous  | 17. conquered         | 24. collapsed    |
| 4. brutally       | 11. original     | 18. Anglo-Saxon       | 25. similarities |
| 5. centuries      | 12. intermarried | 19. intention         | 26. fiercely     |
| 6. confusion      | 13. monarch      | 20. positive          | 27. especially   |
| 7. negative       | 14. conclusion   | 21. Westminster Abbey |                  |

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## 1a Suffix Pretest

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This is a quiz to see how well you remember the rules for adding suffixes to base words.

Add **-er**

1. drum \_\_\_\_\_
2. shop \_\_\_\_\_
3. time \_\_\_\_\_
4. blend \_\_\_\_\_

Add **-y**

1. crab \_\_\_\_\_
2. haze \_\_\_\_\_
3. trend \_\_\_\_\_
4. rose \_\_\_\_\_

Add **-en**

1. damp \_\_\_\_\_
2. ripe \_\_\_\_\_
3. flat \_\_\_\_\_
4. spoke \_\_\_\_\_

Add **-est**

1. hot \_\_\_\_\_
2. fine \_\_\_\_\_
3. slim \_\_\_\_\_
4. strong \_\_\_\_\_

Add **-ed**

1. chat \_\_\_\_\_
2. step \_\_\_\_\_
3. lift \_\_\_\_\_
4. scrape \_\_\_\_\_

Add **-ing**

1. hope \_\_\_\_\_
2. try \_\_\_\_\_
3. fly \_\_\_\_\_
4. quote \_\_\_\_\_

Let's see if you can do the reverse. Write the base word next to each two-syllable word.

1. slipper \_\_\_\_\_
2. cutest \_\_\_\_\_
3. shaken \_\_\_\_\_
4. choppy \_\_\_\_\_
5. swimmer \_\_\_\_\_
6. pricing \_\_\_\_\_
7. rotten \_\_\_\_\_
8. sliced \_\_\_\_\_

9. foggy \_\_\_\_\_
10. strutted \_\_\_\_\_
11. reddest \_\_\_\_\_
12. shined \_\_\_\_\_
13. chatter \_\_\_\_\_
14. wavy \_\_\_\_\_
15. bumpy \_\_\_\_\_
16. shaking \_\_\_\_\_

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## **1b/5b** Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with the suffixes  
-er, -en, -ed, -ing, -est, -y:

Words with the endings  
-or, -ar, -on, -an, -et, -let:

### **1b** Spelling

1. suffer
2. remember
3. teacher
4. driver
5. discover
6. happen
7. happened
8. happening
9. **written \***
10. forgetting
11. **fasten \***
12. lengthen
13. strengthen
14. **straightened \***
15. **greatest \***
16. strongest
17. **buying \***
18. hungry
19. empty
20. plenty

**\*Red word**

### **5b** Spelling

1. motor
2. visitor
3. regular
4. particular
5. grammar
6. familiar
7. gallon
8. common
9. cotton
10. season
11. reason
12. human
13. woman
14. American
15. packet
16. pocket
17. jacket
18. ticket
19. booklet
20. **bracelet \***

---

## 2 Suffixes –*et* and –*let*

---

The suffix –**et** says **ət**. Sometimes it has the same meaning as the suffix –**let**, which says **lət**. Highlight the base words in numbers 1-12.

- |            |            |            |              |
|------------|------------|------------|--------------|
| 1. droplet | 4. packet  | 7. booklet | 10. starlet  |
| 2. ringlet | 5. snippet | 8. leaflet | 11. coverlet |
| 3. helmet  | 6. cabinet | 9. locket  | 12. wavelet  |

How do these suffixes change the meaning of the base words? \_\_\_\_\_

You are correct if you noticed that –**et** and –**let** mean a small amount of a particular item, such as **book** and **booklet**. Often, however, they do not have a clear meaning.

Use the words in the box to complete the phrases and expressions. Write in pencil and do the easy ones first.

budget	basket	hatchet	rocket	carpet	ticket
pockets	bonnet	bucket	racket	blanket	market

1. This is not \_\_\_\_\_ science.
2. He is on trial because he lined his own \_\_\_\_\_.
3. This is my \_\_\_\_\_ out of here.
4. In a job interview, you must learn to \_\_\_\_\_ yourself.
5. Cut out that \_\_\_\_\_; I'm trying to concentrate.
6. Grandma gave me a goody \_\_\_\_\_ for my birthday.
7. Grandpa said that skydiving was on his \_\_\_\_\_ list.
8. It's time to forgive and bury the \_\_\_\_\_.
9. Don't be a wet \_\_\_\_\_; let's go to the party.
10. She put a bee in my \_\_\_\_\_.
11. Because of the lawsuit, our company is facing a huge \_\_\_\_\_ crunch.
12. My boss called me on the \_\_\_\_\_ for giving the customer incorrect information.

### 3 Review of Eight Suffixes

Read the words in the box and use them to solve the crossword puzzle. Write in pencil and do the easy ones first.

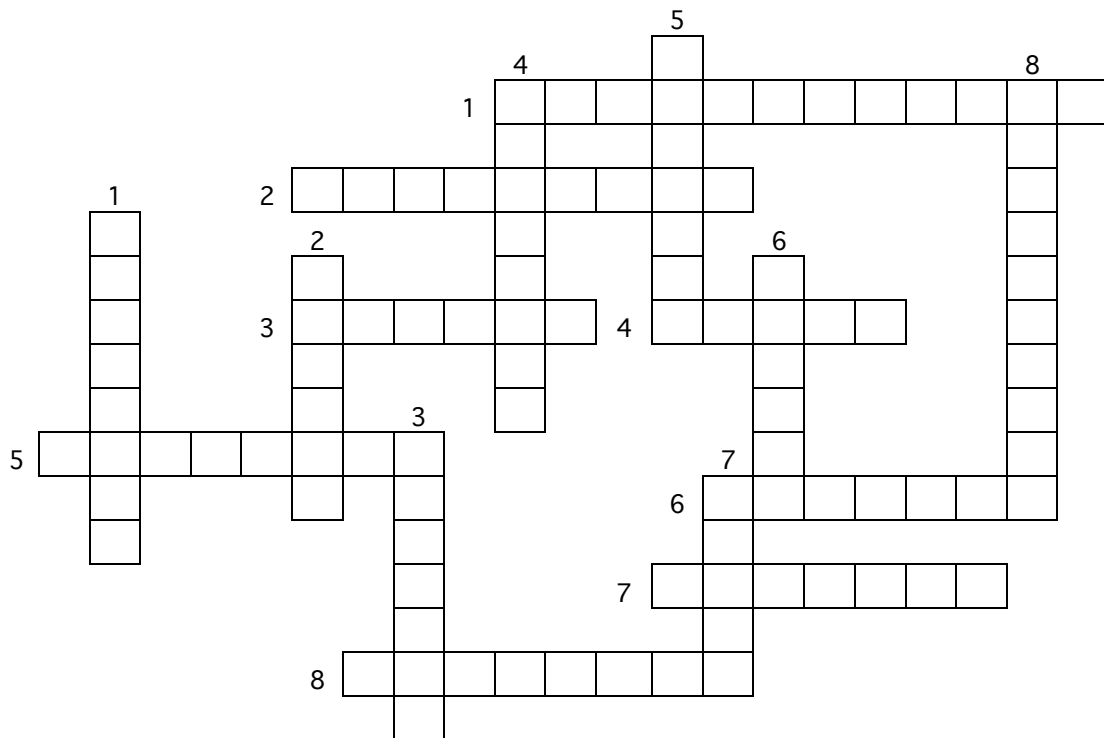
recovery shiny leakiest entered emboldened oxygen droplet early  
toughen locket banners happening straightened steepest quietest kitten

#### Across

1. Cleaned up, tidied
2. Occurring
3. A component of air
4. Nose of Rudolf
5. Could be the condition of a very old faucet
6. Came inside
7. A tiny drop
8. Improving health

#### Down

1. Not at all loud
2. A pendant for a necklace that holds pictures
3. To strengthen
4. An adjective for a hill or a mountain
5. Large pieces of cloth or paper with messages or logos
6. A young animal
7. Before the appointed time
8. Eager to try, not afraid, encouraged



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## 4a Adding Other Suffixes to -y

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When the suffix **-y** is added to a base word, it says long **e**. Sometimes it is followed by other suffixes such as **-s**, **-er**, and **-est**. Previously you learned that the suffix **-y** changes to **i** before you add a second suffix as in *lazy, lazier*. This only applies when a consonant comes before **y**. If a vowel precedes **y**, do not change it as in *play, player*. It's important to remember that the **i** says the same sound as the **y** it replaces as in *puppy, puppies, try, tries*.

Add these suffixes to the following words: **-er, -est**

1. happy \_\_\_\_\_
2. tricky \_\_\_\_\_
3. angry \_\_\_\_\_
4. juicy \_\_\_\_\_
5. gray \_\_\_\_\_
6. pretty \_\_\_\_\_
7. funny \_\_\_\_\_
8. bulky \_\_\_\_\_
9. lucky \_\_\_\_\_
10. sloppy \_\_\_\_\_

Remove the suffixes **-er** or **-est** and write the adjectives for 1-5 and the nouns for 6-10.

- |                   |                    |
|-------------------|--------------------|
| 1. busiest _____  | 6. sunnier _____   |
| 2. tiniest _____  | 7. rainier _____   |
| 3. earlier _____  | 8. spiciest _____  |
| 4. emptiest _____ | 9. foggier _____   |
| 5. fancier _____  | 10. smokiest _____ |

In one-syllable and two-syllable verbs **y** is not a suffix as in *fly, reply*. What does the **y** say in the previous verbs? \_\_\_\_\_. When you add the suffix **-ing** to verbs that end in **y**, keep the **y** as in *try, trying*. Add **-s**, **-ed**, and **-ing** to the following verbs as in *fry, fries, fried, frying*.

1. pry \_\_\_\_\_
2. deny \_\_\_\_\_
3. dry \_\_\_\_\_
4. reply \_\_\_\_\_
5. try \_\_\_\_\_



---

## 4b Plural, *-ed*, and *-ing* After *-y* (Teacher Page)

---

Tell students that you will give them a quiz on a spelling pattern they learned in Lesson 4a and Chapter 5. Dictate the following words and review as necessary.

This lesson covers the following three rules:

1. To form the plural or third person singular in words that end with **y**, change the **y** to **i** and add **-es**. Use this rule only when a consonant comes before **y**. When a vowel comes before **y**, simply add **-s**.
2. Past tense: When a verb ends with the letter **y**, change the **y** to **i** and add **-ed**. In verbs that have a vowel before **y**, simply add **-ed**. Common exceptions: said, paid, laid.
3. Present participle: When adding **-ing** to a verb that ends with **y**, do **not** change the **y** to **i**, just add **-ing**. The rule states that we cannot have two **i**'s next to each other.

### Dictation

1. candy - candies
  2. story - stories
  3. penny - pennies
  4. lady - ladies
  5. twenty - twenties
  6. baby - babies
  7. key - keys
  8. turkey - turkeys
  9. day - days
  10. play, plays, playing
  11. buy (H), buys, buying\*
  12. delay, delays, delaying
  13. carry, carried, carrying
  14. try, tries, trying
  15. dry, dried, drying
  16. fly, flies, flying
  17. deny, denied, denying
  18. reply, replied, replying
  19. say, said, saying\*
  20. pay, paid, paying\*
- Red words, H = Homophone**

---

## 5a Review of Suffixes **-or, -ar, -on, -an**

---

Words with the suffixes **-er** are derived from Anglo-Saxon or old English. Many other words end with the same sound (**ər**) but are spelled with **-or** and **-ar**. These two suffixes often change a noun to a verb and mean *one who does or performs a certain action*. Words that end with the suffixes **-or** and **-ar** are usually derived from Latin or Greek.

The suffixes **-or** and **-ar** say **ər**. The Anglo-Saxon suffix **-en** says **ən**. The word endings **-on** and **-an** are usually attached to Latin or Greek derivatives and say **ən**. Most suffixes are unaccented. The vowel in unaccented syllables usually says the schwa sound (**ə**).

Read words 1-15 and listen to the sound of the suffixes. Then write **ər** or **ən** on the lines.

- |                    |                   |                     |
|--------------------|-------------------|---------------------|
| 1. cotton _____    | 6. humor _____    | 11. human _____     |
| 2. escalator _____ | 7. governor _____ | 12. sponsor _____   |
| 3. jugular _____   | 8. urban _____    | 13. ancestor _____  |
| 4. horizon _____   | 9. similar _____  | 14. reason _____    |
| 5. monitor _____   | 10. veteran _____ | 15. projector _____ |

Synonyms are words that have the same or similar meanings. Choose words from the box to find synonyms for numbers 1-8. Do the easy ones first and write in pencil.

calendar canyon narrator prison visitor treason advisor sugar

- |                    |                       |
|--------------------|-----------------------|
| 1. counselor _____ | 5. storyteller. _____ |
| 2. dungeon _____   | 6. sweetener _____    |
| 3. planner _____   | 7. guest _____        |
| 4. betrayal _____  | 8. gorge _____        |

Antonyms are words that have the opposite meaning. Choose words from the box to find antonyms for numbers 1-8. Do the easy ones first and write in pencil.

honor uncommon supervisor veteran circular major urban liberator

- |                   |                    |
|-------------------|--------------------|
| 1. minor _____    | 5. conqueror _____ |
| 2. worker _____   | 6. angular _____   |
| 3. dishonor _____ | 7. rookie _____    |
| 4. rural _____    | 8. common _____    |

## 5c i Before *-on, -an, -or, -ar*

When the letter **i** is in front of the word endings **-on** and **-an**, two suffixes are created: **-ion** and **-ian**; **-ion** means *an action or process* and **-ian** means *a person belonging to or resembling*. The suffixes **-ion** and **-ian** say **ēən**. When the letter **i** is in front of **-or** and **-ar**, the two combinations **ior** and **iar** say **ēər**.

Read these words and draw lines to the correct sound of the word endings.

- |              |            |              |            |
|--------------|------------|--------------|------------|
| 1. warrior   |            | 7. custodian |            |
| 2. librarian |            | 8. guardian  |            |
| 3. historian | <b>ēən</b> | 9. exterior  | <b>ēən</b> |
| 4. interior  | <b>ēər</b> | 10. champion | <b>ēər</b> |
| 5. comedian  |            | 11. superior |            |
| 6. scorpion  |            | 12. Canadian |            |

Highlight the following words you can read. Listen to the ending sounds. What are the three different ending sounds you can hear? \_\_\_\_\_

Next, write the words under the correct headings below.

regular    median    interior    popular    instructor    conductor    pedestrian  
 warrior    grammar    equestrian    ulterior    vegetarian    anterior    amphibian

Memorize this rule: when **i** is before a suffix that starts with a vowel, it usually says **ē**.

ar/or says ər	-iar/-ior says ēər	-ion/-ian says ēən

---

## 6 Review of Accented Syllables

---

Do you remember the accent rules for two and three-syllable words?

Read these words. Highlight the accented syllables and mark them with an apostrophe.

- |               |                  |                |                   |
|---------------|------------------|----------------|-------------------|
| 1. car pet    | 5. bas ket ball  | 9. free hand   | 13. gadg et       |
| 2. al ler gy  | 6. loos en       | 10. trav el er | 14. flow ers      |
| 3. gold en    | 7. tall est      | 11. brace let  | 15. noise less ly |
| 4. fol low er | 8. stock bro ker | 12. brav er y  | 16. bar be cue    |

Where does the accent fall in two and three-syllable words?

---

Read these words. Highlight the accented syllables and mark them with an apostrophe. Here are the prefixes you learned in previous chapters: re-, pre-, de-, pro-, co-, con-, com-, col-, cor-, in-, il-, im-, ir-, dis-, un-, non-, mis-, ad-, a-, ex-, e-, en-, em-.

- |              |              |               |
|--------------|--------------|---------------|
| 1. de scend  | 5. pre serve | 9. in tact    |
| 2. un sure   | 6. re port   | 10. mis spell |
| 3. pro claim | 7. con nect  | 11. im pose   |
| 4. dis arm   | 8. em ploy   | 12. e rase    |

Where does the accent fall in words that start with a prefix followed by a base word?

---

Read these words. Highlight the accented syllables and mark them with an apostrophe.

- |                |                 |                  |
|----------------|-----------------|------------------|
| 1. re cord er  | 5. un like ly   | 9. col lec tor   |
| 2. im plant ed | 6. mis tak en   | 10. ac count ing |
| 3. un pack ing | 7. im poss ible | 11. a gen da     |
| 4. pre vent ed | 8. en count er  | 12. de light ed  |

Where does the accent fall in words with a prefix, a base word, and a suffix?

---

---

## **7b/10b** Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the suffixes  
-ful, -less, -ness

### **7b** Spelling

1. careful
2. useful
3. carefully
4. legally
5. wasteful
6. wonderful
7. **peaceful \***
8. **thoughtful \***
9. **beautiful \***
10. **doubtful \***
11. senseless
12. painless
13. worthless
14. needless
15. endless
16. harmless
17. happiness
18. carelessness
19. thankfulness
20. fearlessness

**\*Red word**

Words with the suffixes  
-ly, -some, -ness

### **10b** Spelling

1. lovely
2. mainly
3. slowly
4. really
5. lonely
6. **friendly \***
7. finally
8. perfectly
9. handsome
10. tiresome
11. lonesome
12. **gruesome \***
13. **troublesome \***
14. bothersome
15. goodness
16. illness
17. kindness
18. forgiveness
19. **business \***
20. loneliness

---

## 8b Suffixes **-some, -hood, -ly, -ish**

---

It's easy to add suffixes that start with a consonant to base words, because usually no changes are needed. Just add the suffix and keep the silent **e's**. There are two exceptions:

1. When a base word ends with a consonant + **y**, change the **y** to **i** before adding a suffix (*lazy, laziness*), but when the base word ends with a vowel + **y**, do not change the **y** (*play, playful*).
2. When you add **-ly** to base words that end with a consonant-le syllable, drop the letters **le** before you add **-ly** (*bubble, bubbly*).

Rewrite the words by adding **-some** and read them:

- |            |       |           |       |
|------------|-------|-----------|-------|
| 1. trouble | _____ | 4. three  | _____ |
| 2. whole   | _____ | 5. worry  | _____ |
| 3. bother  | _____ | 6. meddle | _____ |

Rewrite the words by adding **-hood** and read them.

- |            |       |              |       |
|------------|-------|--------------|-------|
| 7. likely  | _____ | 10. parent   | _____ |
| 8. woman   | _____ | 11. lively   | _____ |
| 9. brother | _____ | 12. neighbor | _____ |

Rewrite the words by adding **-ly** and read them: Keep both **I's** when **-ly** follows **-al** or **-ful**. When adding the suffix **-ly** to a word that ends in a consonant-le syllable, drop **le**.

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 13. forceful | _____ | 18. personal   | _____ |
| 14. angry    | _____ | 19. lucky      | _____ |
| 15. probable | _____ | 20. possible   | _____ |
| 16. happy    | _____ | 21. incredible | _____ |
| 17. careful  | _____ | 22. legal      | _____ |

Rewrite the words by adding **-ish** and read them. Do you remember the rules for adding a suffix that starts with a vowel to a base word? Also, do **not** change **y** to **i** before **-ish**.

- |          |       |            |       |
|----------|-------|------------|-------|
| 23. snob | _____ | 27. slug   | _____ |
| 24. baby | _____ | 28. style  | _____ |
| 25. gray | _____ | 29. tickle | _____ |
| 26. Scot | _____ | 30. boy    | _____ |

---

## 9b Suffixes *-ship, -ward, -dom*

---

It's easy to add suffixes that start with a consonant to base words because usually no changes are necessary. Just add the suffix and keep the silent *e's*, unless the base word ends in *y*. Do you remember this rule from Lesson 4a and Lesson 8b?

Rewrite the words by adding **-ship** and read them.

- |                  |                   |
|------------------|-------------------|
| 1. partner _____ | 5. hard _____     |
| 2. friend _____  | 6. penman _____   |
| 3. censor _____  | 7. guardian _____ |
| 4. member _____  | 8. scholar _____  |

Rewrite the words by adding **-ward** and read them.

- |                 |                |
|-----------------|----------------|
| 9. for _____    | 13. up _____   |
| 10. down _____  | 14. home _____ |
| 11. after _____ | 15. out _____  |
| 12. back _____  | 16. way _____  |

Rewrite the words by adding **-dom** and read them.

- |                  |                 |
|------------------|-----------------|
| 17. free _____   | 21. star _____  |
| 18. bore _____   | 22. king _____  |
| 19. queen _____  | 23. chief _____ |
| 20. prince _____ | 24. duke _____  |

Write the base words on the lines for the following words.

- |                      |                      |
|----------------------|----------------------|
| 25. sluggish _____   | 30. greedily _____   |
| 26. clannish _____   | 31. plentiful _____  |
| 27. silliness _____  | 32. penniless _____  |
| 28. liveliness _____ | 33. sisterhood _____ |
| 29. playfully _____  | 34. equally _____    |

---

## 10a Suffix Review (Teacher Page)

---

**First session:** Write all of the suffixes on the board or show them on the screen (or show the cards): **-let, -et, -some, -hood, -ly, -ish, -ship, -ward, -dom, -ful, -less, -ness.** Ask students to read the suffixes individually, if possible. If that is not practical, ask your class to read them in unison. Dictate the words from List A. Have students copy the suffixes only. Erase the suffixes, ask students to turn over their papers, and dictate words from lists B and C. Students write the suffixes from memory. Check for accuracy and review as necessary.

**Second session:** Wait a day or two to start this session. Dictate the words from lists D and E. Students write the suffixes from memory. Check for accuracy and review as necessary. Next, write the suffixes on the board or show them on the screen and ask students to read them individually if possible. If more practice is required, use list F.

- A) 1. neighborhood  
2. childish  
3. timeless  
4. chiefdom  
5. backward  
6. careful  
7. troublesome  
8. blanket  
9. citizenship  
10. happiness  
11. bracelet  
12. neatly

- B) 1. softly  
2. quarrelsome  
3. kindness  
4. helpful  
5. sideward  
6. painless  
7. kingdom  
8. foolish  
9. thicket  
10. nationhood  
11. hardship  
12. skillet

- C) 1. courtship  
2. greenish  
3. plainly  
4. inward  
5. childhood  
6. leaflet  
7. playful  
8. twosome  
9. rocket  
10. fiefdom  
11. illness  
12. nameless

- D) 1. upward  
2. irksome  
3. knighthood  
4. lately  
5. rubbish  
6. fearful  
7. market  
8. awareness  
9. wisdom  
10. priceless  
11. piglet  
12. friendship

- E) 1. downward  
2. madness  
3. needless  
4. conveniently  
5. girlhood  
6. boredom  
7. dictatorship  
8. booklet  
9. reddish  
10. meddlesome  
11. hateful  
12. hatchet

- F) 1. stylish  
2. wishful  
3. judgeship  
4. burdensome  
5. desperately  
6. pamphlet  
7. goodness  
8. locket  
9. boyhood  
10. seldom  
11. careless  
12. onward



---

## 11a Syllabication with Suffixes

---

Write the words in syllables, separate them with dashes, and mark the vowels. Prefixes and suffixes are not marked. Next, denote the code and place an apostrophe right after the accented syllable. Read the words at your teacher's direction.

1. nationhood \_\_\_\_\_
2. membership \_\_\_\_\_
3. foolishness \_\_\_\_\_
4. awkwardly \_\_\_\_\_
5. meaninglessness \_\_\_\_\_
6. respectfully \_\_\_\_\_
7. freedom \_\_\_\_\_
8. unwholesome \_\_\_\_\_
9. thankfulness \_\_\_\_\_
10. relationship \_\_\_\_\_
11. selfishness \_\_\_\_\_
12. meddlesome \_\_\_\_\_

Read the story and fill in the blanks with the correct suffixes so that it makes sense.

You will use these suffixes: **-ly**, **-ful**, **-ness**, **-hood**, **-wards**, **-some**, **-less**.

After Snow White ate the poisonous apple, she fainted. When the usual \_\_\_\_\_ cheer \_\_\_\_\_ dwarfs saw the love \_\_\_\_\_ maiden, they felt sad \_\_\_\_\_. They felt hope \_\_\_\_\_ because they thought that she was dead. The dread \_\_\_\_\_ news traveled quick \_\_\_\_\_. The whole neighbor \_\_\_\_\_ cried. After \_\_\_\_\_ they laid her in a coffin and carried her to the graveyard. Fortunate \_\_\_\_\_ a hand \_\_\_\_\_ prince came by. He loved her instant \_\_\_\_\_. His kiss awakened Snow White, and they lived happi \_\_\_\_\_ ever after.

Read the story again to check whether it makes sense.

---

## 11b Dictation Exercise (Teacher Page)

---

Provide the code orally and write it on the board or show it on the screen. Then dictate each word. Ask students to write the word in syllables, separate the syllables with dashes, and mark the vowels.

When students ask for the silent vowel in vv syllables, supply it without hesitation.

**Students must circle the vowel + r to mark r-controlled vowels. On this page, they are shown in bold letters.**

Code abbreviations:

cl=closed  
vce=vowel-consonant-e  
op=open  
rc=r-controlled

vv=vowel-vowel  
cle=consonant-le  
d=diphthong / vowel digraph  
s = suffix

- |             |                |                           |
|-------------|----------------|---------------------------|
| 1. (rc-s)   | scorn-ful      |                           |
| 2. (cl-s)   | măn-hood       |                           |
| 3. (vce-s)  | clōse-ness     |                           |
| 4. (d-s)    | out-ward       |                           |
| 5. (vce-s)  | brāvē-ly       |                           |
| 6. (rc-s)   | hard-ship      |                           |
| 7. (cl-s-s) | hēlp-less-ness |                           |
| 8. (cl-s)   | sēl-dom        |                           |
| 9. (vv-s)   | grēen-ish      | keep the base word intact |
| 10. (vce-s) | lōnē-some      |                           |

- |                 |                 |
|-----------------|-----------------|
| 1. (d-s)        | town-ship       |
| 2. (pref-vce-s) | en-tīrē-ly      |
| 3. (cl-s-s)     | rēst-less-ness  |
| 4. (rc-s)       | north-ward      |
| 5. (rc-s)       | lord-ship       |
| 6. (cl-s)       | kīng-dom        |
| 7. (d-s)        | boy-hood        |
| 8. (vv-s-s-s)   | mēan-ing-ful-ly |
| 9. (vce-s-s)    | shāmē-less-ness |
| 10. (cl-cle-cl) | mīd-dlē -măn    |

Ask students to pronounce the words.

---

## 11c/13b Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the suffixes  
-ish, -hood, -ship

### 11c Spelling

1. selfish
2. childish
3. English
4. reddish
5. furnish
6. foolish
7. rubbish
8. publish
9. **finish \***
10. parenthood
11. fatherhood
12. sisterhood
13. childhood
14. brotherhood
15. **nationhood \***
16. **neighborhood \***
17. **livelihood \***
18. hardship
19. **worship \***
20. **friendship \***

\*Red word

Words with the suffixes  
-ship, -dom, -ward

### 13b Spelling

1. fellowship
2. township
3. ownership
4. membership
5. leadership
6. **relationship \***
7. **citizenship \***
8. freedom
9. kingdom
10. random
11. seldom
12. wisdom
13. boredom
14. backward
15. forward
16. toward
17. afterwards
18. downward
19. **awkward \***
20. outward



---

## 13a Dictionary Pronunciations

---

The dictionary shows a phonetic version of each word right after the entry word, so we can figure out how an unfamiliar word is pronounced.

**Reminder:**

1. When an apostrophe comes right after a syllable, it means that it is **accented**.
2. Accented syllables are pronounced more forcefully than unaccented ones.
3. Vowels in unaccented syllables often say the schwa sound.
4. The symbol for the schwa sound is ə.
5. Most four-syllable words also have a secondary accent.

Match the phonetically spelled words on the left with their correctly spelled counterparts on the right.

- |                       |               |
|-----------------------|---------------|
| 1. byoo' tə fəl       | governorship  |
| 2. trüb əl səm        | outwardly     |
| 3. wúrth' ləs         | unexpectedly  |
| 4. out lán' dīsh      | guardianship  |
| 5. gə' vər nəʀ shīp'  | troublesome   |
| 6. sək sēs' fəl       | outlandish    |
| 7. out' wərd lē       | beautiful     |
| 8. gar' dē ən shīp'   | worthless     |
| 9. ũn ěk spĕk' təd lē | successful    |
| 1. jīb' əʀ ĩsh        | ghostly       |
| 2. gōst' lē           | tasteless     |
| 3. ôk' wərd nəʀ       | pamphlet      |
| 4. nīt' hōöd          | cowardliness  |
| 5. tās't ləs          | purposeful    |
| 6. kräfts' mən shīp   | awkwardness   |
| 7. kou' ərd lē nəʀs'  | gibberish     |
| 8. pər' pəs fəl       | knighthood    |
| 9. pām' flīt          | craftsmanship |

---

# 14 Review of Accented Syllables

---

An Anglo-Saxon base word makes sense by itself. It may stand alone, or it may have prefixes and suffixes attached to the beginning or at the end.

1. Write the base word, prefix, suffix, or suffixes next to the numbered words.
2. Highlight the accented syllable in each word. Try to remember the accent rules you learned in Chapter 9.

**Hint:** \*The spelling or pronunciation of the base word changes when it stands alone.

	base word	prefix	suffix	suffix
1. yellowish	_____		_____	
2. leadership	_____		_____	_____
3. disorderly	_____	_____	_____	
4. unsuccessfully	_____	_____	_____	_____
5. forwardness	_____		_____	_____
6. motherhood	_____		_____	
7. nonsmoking*	_____	_____	_____	
8. delightful	_____	_____	_____	
9. chiefdom	_____		_____	
10. strengthening	_____		_____	_____
11. wilderness*	_____		_____	_____
12. imperfectly	_____	_____	_____	
13. ownership	_____		_____	_____
14. carelessness	_____		_____	_____
15. disgracefully	_____	_____	_____	_____
16. wisdom*	_____		_____	
17. childhood	_____		_____	
18. lonesomeness	_____		_____	_____

---

## 15 A Brief History of the English Language

---

First of all, you are right if you think English spelling is really hard! Other languages like German, Italian, and Spanish are easy to spell because their words are usually written the way they sound. The proper term for this is **sound/symbol correspondence**. It means that one letter stands for one sound. We all realize that many English words are not spelled the way they sound. Let's explore why this is so.

Why is English so difficult to read and spell? The answer to this question has a lot to do with the history of England. Even though England is an island, surrounded by treacherous waters, it was invaded many times. The Romans conquered England roughly 2,000 years ago and ruled it for 500 years. To this day, there are Roman ruins that prove the vastness of their empire.

After the collapse of the Roman Empire in the 5<sup>th</sup> century, bloodthirsty Germanic tribes called Angles, Saxons, and Jutes sailed across the English Channel. They brutally plundered and burned the houses, villages, and towns of the original people. Thousands were killed. After forcing the native people to flee into Scotland, Wales, and Ireland, the Anglo-Saxons started settlements in England and have lived there to this day.

These Germanic tribes spoke Anglo-Saxon, a language somewhat similar to German. Over time, Anglo-Saxon evolved into Old English. Many of our common words still have clear similarities to German words. Some examples are: water is Wasser in German, garden is Garten, man is Mann, father is Vater, mother is Mutter, brother is Bruder, sight is Sicht, right is recht, etc. To this day, many of our common words have their origin in Anglo-Saxon or early German.

In the late eighth century, Viking pirates and warriors sailed to England and began raiding the coastline. Although the Anglo-Saxons defended their country bravely for two centuries, the Vikings defeated them in 1013. As the saying goes, "What goes around comes around." The Vikings settled in England and intermarried with the Anglo-Saxons. Over time, traces of Danish, the language of the Vikings, were mixed in with Anglo-Saxon or Old English. Such words as *skin*, *neighbor*, *skirt*, *husband*, and *sky* are examples of words we inherited from Danish. For the next fifty years several different Viking kings ruled England. Then in the year 1066, a Viking named Harold came to the throne and ruled England for a very short time.

In that same year, King William of northern France set sail across the English Channel because he wanted to conquer England. The generals of the French and the English armies readied their troops for battle. King William and King Harold confronted each other at the Battle of Hastings on October 14, 1066. King Harold and his five-thousand-man army fought bravely to defend their country. Toward evening, King Harold was wounded by an arrow and fell from his horse. In the confusion of battle, he was trampled to death. Without their leader, The English were defeated! King William of France, also known as William the Conqueror, was crowned at Westminster Abbey on Christmas Day in 1066.

Coming from northern France, the new monarch, his army, and his many servants only spoke French. Everyone who needed to deal with the king had to learn French. Eventually, the rich and powerful began to speak French, whereas the peasants continued to speak Anglo-Saxon or Old English. After many centuries, these two languages became all mixed up. To this day, more than half of the words we use came

to us from French. The result of the merging of Anglo-Saxon and French had a huge impact on the English language. On the positive side, English has a very rich vocabulary. On the negative side, it has made reading and spelling very challenging because the spelling rules of French, Anglo-Saxon, and Danish are very different from each other. French inherited most of its words from Latin and Greek. For this reason, we inherited spelling patterns from Latin and Greek along with French. This means that we must learn some spelling rules from these **five** languages: Anglo-Saxon, Danish, French, Latin, and Greek. Now you know the reasons why English spelling is so very difficult.

Keep this story in mind as you study suffixes in Chapters 11 and 12. French, Latin, and Greek suffixes are especially challenging to learn because many of them are **not** spelled the way they sound.

### Comprehension Questions

1. What does the term **sound/symbol correspondence** mean? \_\_\_\_\_

\_\_\_\_\_

2. Who conquered England in the 5<sup>th</sup> century A.D.? \_\_\_\_\_

\_\_\_\_\_

3. Where did the Angles and Saxons come from and what language did they speak?

\_\_\_\_\_

4. Who conquered England in the year 1013 and what language did they speak?

\_\_\_\_\_

5. Who conquered England in the year 1066?

\_\_\_\_\_

6. What language did the new king and his followers speak?

\_\_\_\_\_

7. What two languages became all mixed up in England?

\_\_\_\_\_

8. Whether we realize it or not, we have to learn spelling rules from how many different languages? List the languages:

\_\_\_\_\_



## CHAPTER 11

# Latin Suffixes, Part 1

### Note to Instructor

As you begin teaching Latin-based suffixes, it is important to realize how challenging this section is for students with learning disabilities or dyslexia because they have to learn some aspects of the orthography of several languages, namely Latin, Greek, and French. Whereas these suffixes have good sound/symbol correspondence in the original language, in English the sound/symbol correspondence is complicated. For example, the words *physician*, *conscientious*, and *procedure* illustrate the difficulty students are up against. Therefore, it is very important to take time and teach each suffix as a unit of meaning, sound, and sight with lots of review along the way. A great deal of repetition and practice is needed before these suffixes are committed to long-term memory. Many teachers have made color-coded flashcards for each set of suffixes (a different color for each set). The most effective method requires students to make their own cards. The suffix is written on one side of the card; the definition, pronunciation, and four examples are written on the reverse side.

Anglo-Saxon base words are free morphemes, which means they make sense by themselves. Most Latin roots are bound morphemes, which means they are not real words by themselves. They need prefixes or suffixes to become usable words. This section deals with the first set of Latin suffixes: **-ment, -ist, -ic, -ous, -ine, -fy, -ture, -sure, -ure, -age, -able, -ible, -tion, -cian, -sion, ssion**. With the exception of **-fy**, the suffixes in this chapter are unaccented.

Most middle school and high school students are capable of understanding all of the ensuing lessons with minor modifications for those with severe learning disabilities; however, when signs of frustration begin to appear, review the concept and teach the worksheet as a whole-class lesson. Most fourth and fifth graders will probably not reach this chapter. In the event that they progress this far, consider teaching the worksheets as whole-class lessons and cross off words that seem too difficult.

### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, students must list four words that illustrate it. Display two cumulative charts in the classroom, one for prefixes and one for suffixes.
3. Review all sections of the Decoding Binder **once a week** for a minimum of five weeks. Younger children or those with severe learning disabilities may need more time for review.

**Lesson 1a:** There is no worksheet because this lesson is teacher-directed. First, we will discuss the suffixes **-ment**, **-ist**, and **-ic**, which have strong sound/symbol correspondence.

**A)** Write the suffix **-ment** on the board (or display the card). Next to the suffix, write three words that end with **-ment**. Call on volunteers to read the words. After students understand the concept, elicit ten or more words from your class and write them on the board or show them on the screen. In case not enough words are volunteered, a list is supplied for your convenience (*agreement, fragment, monument, enjoyment, document, amusement, movement, ointment, shipment, basement, argument, deployment, appointment*). Ask everyone to deduce the phonetic spelling (**mənt**) and the definition: *action* or *process*. Many words that end with **-ment** are nouns that were formed from verbs. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders.

**Suggestion:** Divide the class into small groups that are balanced in abilities. After you have presented the first suffix with examples, set a timer for five to seven minutes (longer for younger students) and have the groups compete against each other. The group that generates the most words wins the first round. To find words, allow students to use textbooks, dictionaries, tablets, or laptops. Ask a volunteer from every group to write their words on the board and have students read the cumulative list in unison. If this format works well, do this for every suffix and keep track of points. Consider giving the winners a small reward. If the same group of students always wins or loses, change the makeup of the groups.

**B)** Write the suffix **-ist** on the board or show it on the screen (or display the card) and add three words that end with **-ist** (*dentist, tourist, florist, journalist, motorist, finalist, artist, novelist, optimist, humorist, receptionist, soloist, therapist*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling (**ist**) and the definition: *a person who performs a certain action, or a specialist*. Most words that end with **-ist** are nouns. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders. There are some verbs that end with **-ist** (*assist, resist, subsist*), but in this case **ist** is not a suffix but derives from the Latin verb *sistere* which means *to place*.

**C)** Follow the same procedure for **-ic** (*comic, music, topic, athletic, clinic, traffic, metric, cosmetic, historic, allergic, graphic, electric, tragic*). Ask everyone to deduce the phonetic spelling (**ic**) and the definition: *relating to, characterized by*. Most words that end with **-ic** are adjectives; however, some are nouns, especially when **-ic** is followed by the letter **s** (*politics, Olympics, ethics, physics*). Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders.

**Lesson 1b:** Before you hand out the worksheet, teach this short review to determine whether students have retained the spelling of the suffixes **-ment**, **-ist**, and **-ic**. Dictate the words *appointment, enjoyment, tourist, artist, panic, and organic*. Ask students to write the suffixes only. Check for spelling errors and review when necessary. Then write **-ment**, **-ist**, and **-ic** on the board or show them on the screen and have students read them to you, individually if possible. Students are now ready for **Lesson 1b**, which provides more practice with these three suffixes. The first exercise requires matching word starters with the three suffixes, whereas the second activity requires inserting words in sentences.

**Lesson 1c** directs students to add **-ment**, **-ist**, and **-ic** to base words. The second exercise deals with accent placement. The rules are as follows: the accent usually falls on the first syllable in words with the suffixes **-ment** and **-ist**. When there is a prefix, the accent falls on the base word. If students seem confused by 7-10 in the first set, ask whether the last four words have a different pattern: when there is a prefix and a suffix, the accent falls on the base word. In words that end with the suffix **-ic**, the accent falls on the syllable directly before **-ic**.

**Lesson 1d** (on the same page as Lesson 4c) is a **Reading and Spelling for Mastery** list consisting of words that end with the suffixes **–ment**, **–ist**, and **–ic**. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky sight words.

**Lesson 2a:** (No worksheet) Write the suffix **–ous** on the board or show it on the screen and add three words that end with **–ous** (*famous, joyous, dangerous, hazardous, horrendous, thunderous, disastrous, enormous, poisonous, numerous, nervous, marvelous, fabulous*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling (**əʊs**) and the definition: *full of, like, possessing*. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders. Most words that end with **–ous** are adjectives. The accent is usually on the first syllable. When there is a prefix, the accent is on the root. The noun suffix **–ess**, means *female* and says **ɪs**. Have students write **–ess**, the pronunciation, the definition, and four examples in the Suffixes section of their Decoding Binders: *seamstress, governess, hostess, actress, goddess, heiress, princess, lioness*. Since **–ess** is not very common, there is no worksheet for it.

**Lesson 2b** requires students to complete sentences with synonyms that end in **–ous**.

**Lesson 2c** is challenging with difficult vocabulary; therefore, it might be advisable to teach this lesson as a whole-class activity. Do not attempt to use it with younger children. It discusses the connectives **e** and **u**, which often precede the suffix **–ous**; they are usually long as in *courteous, strenuous*. The connectives **e** and **u** may be followed by the letter **l** (*fabulous*). Sometimes **u** combines with the last letter of the root, **tu** and says **choo** as in *contemptuous* (*contempt*), *virtuous* (*virtue*). The combination **du** says **joo** as in *deciduous, assiduous, arduous* or **jə-ləs** *incredulous*; whereas **xi** says **sh**, *anxious, obnoxious*. Ask students to record **tuous** says **chooəs**, **duous** says **jooəs**, **dulous** says **jələs**, and **xious** says **shəs** in the Suffixes section of their Decoding Binders, along with examples for each. Sometimes **e** may be silent when it is there to keep **g** soft (*outrageous*). The accent falls on the syllable directly before the connectives **e**, **u**, **tu**, **du**, and **xi**.

**Lesson 2d** reviews a phonics lesson from Chapters 4 and 10. When the connective **i** precedes a suffix that starts with a vowel, it says long **e** as in *tedious, superior, immediate, comedian*. There is a second reason **i** says the long **e** sound: when a base word ends in **y** saying long **e**, this long **e** sound continues when the **y** changes to **i** as in *envy, envious, vary, various, glory, glorious, fury, furious*. The accent falls on the syllable directly before the connective **i**. Ask students to record **–ious** and the pronunciation **ēəs** in the Suffixes section of their Decoding Binders, along with four examples.

**Lesson 3a:** (No worksheet) Write the suffix **–ine** on the board or show it on the screen and add three words. Elicit ten words from your class and write them on the board or show them on the screen. Often **–ine** says **ənē**, which is unaccented (*determine, examine, doctrine, medicine, engine, margarine, feminine, masculine, discipline, imagine*). It also frequently says **ēnē** with the accent on the suffix (*machine, routine, mezzanine, sardine, vaccine, magazine, chlorine, histamine, marine, limousine, saline*). When **–ine** has a vowel-consonant-e pattern and says **īnē**, it is usually not a suffix (*feline, porcupine, valentine, turpentine, incline, canine, combine, confine, decline*).

Write these headings on the board: 1. **ənē** 2. **ēnē** 3. **īnē** (not a suffix). Select words at random from the three lists above and write them on the board or on the screen, one at a time. Then ask students to write the words under the correct headings. It means *having the nature of, like*. Nouns, adjectives, and verbs can end with **–ine**. Ask students to record **–ine**, the three pronunciations, examples for each, and the definition in the Suffixes section of their Decoding Binders.

**Lesson 3b** provides more practice with words that have the pronunciations **əne** and **ēne**. Since students learned how to pronounce vowel-consonant-e syllables in earlier chapter, words with this pattern are not covered on the worksheet.

**Lesson 4a:** (No worksheet) Review the previous five suffixes and check for retention. Review as necessary. Next, write the suffix **-fy** on the board or show it on the screen. Since **-fy** is usually preceded by the letter **i**, write **-ify** next to **-fy** and add three words that end with **-fy** and **-ify** (*unify, verify, amplify, gratify, satisfy, fortify, horrify, disqualify, certify, testify, identify, modify, clarify*). Elicit ten words from your class and write them on the board or on the screen. Ask everyone to deduce the phonetic spelling (**fī**), (**əfī**) and the definition: *to become, to make*. Most words that end with **-fy** or **-ify** are verbs. The accent is usually on the first syllable, unless there is a prefix. The letter **i** in **-ify** is unaccented and says the schwa sound. The suffix **-fy** has a secondary accent, which is pronounced less forcefully than the primary accent. Do not dwell on secondary accents unless you teach a strong group of students. Students write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders.

**Lesson 4b** teaches students how to add or remove the suffixes **-fy** and **-ify**. It also deals with adding the suffixes **-ing** and **-ed** to verbs that end in **-fy** (*classify, classifying, classified*).

**Lesson 4c** (on the same page as Lesson 1d) is a **Reading and Spelling for Mastery** list comprised of words that end with these suffixes: **-ine**, **-ous**, and **-fy**. Follow the directions from Lesson 1d.

**Lesson 5a:** (No worksheet) Review the previous six suffixes and check for retention. Provide additional practice when necessary. Next, write the word ending **-ture** on the board or on the screen and add three words that end with **-ture** (*picture, nature, culture, capture, feature, future, mixture, vulture, fracture, creature, moisture, signature, adventure*). The actual suffix is **-ure**. In its most common use, it is preceded by the letter **t**, which is often the last letter of the base word or root as in *cult, culture, moist, moisture, text, texture*. The word ending **-ture** says **chər**. It means *act, process, condition*. Students must write the suffix, pronunciation, definition, and four examples in the Suffixes section of their Decoding Binders.

Please alert students to the difference between **chər** as in *pitcher, teacher, preacher, butcher* and **-ture** as in *culture, nature, rupture*. The former are usually Anglo-Saxon derivatives that end with the **ch** sound, *pitch, teach, preach*. Frequently, the suffix **-er** in these words means **one who performs an action**, *teacher, preacher*.

To keep students from feeling overwhelmed by this difficult lesson, you may want to tackle the next two endings in another session. The related ending **-sure** say **zhər**, which is voiced. Elicit words from you class and write them on the board or on the screen (*pleasure, measure, treasure, closure, leisure, exposure, enclosure, displeasure, foreclosure*). Although less common, **-sure** may say **shər**, which is unvoiced (*pressure, fissure, censure, erasure*).

Ask students to draw three columns on a sheet of paper with the headings 1. **chər** 2. **zhər** 3. **shər**. Select words at random from the three lists above and write one at a time on the board or on the screen. Students write the word under the correct heading.

The suffix **-ure** says **yər** as in *failure, figure, tenure*. It means *act, process, condition*. Students must write **-sure** with its two pronunciations (**zhər** and **shər**) and **-ure** with its pronunciation (**yər**), the definition, and four examples for each suffix in their binders. Words that end with **-ure** are usually nouns. The accent is on the first syllable, unless there is a prefix, which moves it onto the root.

**Lesson 5b** requires students to write the sounds **chər**, **zhər**, **shər**, and **yər** next to words that end in **-ure**, **-ture**, and **-sure**. The second activity directs students to match dictionary pronunciations with their correctly spelled counterparts.

**Lesson 6a:** (No worksheet) Write the previous nine suffixes/endings on the board or show them on the screen and ask students to pronounce them individually, if possible. Provide additional practice

when necessary. Then write the suffix **–age** on the board or on the screen and supply three words that end with **–age** (*postage, beverage, average, package, pilgrimage, voltage, language, blockage, stoppage, passage, garbage, encourage, baggage*). Elicit ten words from your class and write them on the board or on the screen. Ask everyone to deduce the phonetic spelling (**ij**) and the definition: *condition, state*. Most words that end with **–age** are nouns, although some are verbs. Have students write the suffix, pronunciation, definition, and four examples in the Suffixes section their binders.

The ending sound **ij** also occurs in these Anglo-Saxon words that end with the short-vowel signal **dge**: *knowledge, cartridge, partridge, and porridge*. These Latin derivatives also end with the **ij** sound: *college, privilege, sacrilege, and vestige*.

**Lesson 6b** lists words that end with **–age** and reviews this previously taught spelling rule, “When a word has one consonant between a short vowel and a suffix that starts with a vowel such as **–age**, the consonant is usually doubled, if the syllable before the suffix is accented as in *village, cabbage, luggage*.” Four common exceptions are *damage, manage, savage, ravage*.

**Lesson 6c** requires students to use words that end with the suffix **–age** in sentences.

**Lesson 6d** presents words with the suffixes **–ous, –age, –fy, –ure** and the endings **–ture** and **–sure**. Have students study the words and deduce the accent rules. The rules are as follows: the accent usually falls on the first syllable. In words that have a prefix and a base word, the accent is on the base word. When there is a prefix, a base word, and a suffix, the accent falls on the base word or root. In verbs and some adjectives, the accent is on the second syllable. This lesson also broaches the concept of secondary accents, which occur in words with the suffixes **–fy** and **–ify**. The primary accent is on the first syllable; the secondary accent is on the suffixes **–fy** and **–ify**.

**Lesson 7a:** (No worksheet) Write the previous ten suffixes on the board or show them on the screen and check for retention. Provide additional practice when necessary. Then write the suffixes **–able** and **–ible** on the board or show them on the screen and supply three words that end with **–able** and **–ible** (*reasonable, sensible, workable, suitable, permissible, favorable, possible, moveable, adorable, visible, usable, audible, terrible*). Elicit ten words from your class and write them on the board or on the screen. Ask everyone to deduce the phonetic spelling (both say **abl**) and the definition: *inclined or capable of a certain action*. Words that end with the suffixes **–able** and **–ible** are adjectives. Students must write the suffixes, pronunciation, definitions, and four examples in the Suffixes section of their binders.

**Lesson 7b** lists prefixes, base words, and the suffixes **–able** and **–ible** and asks students to compose words that consist of these components. Remind your class of two spelling rules. 1. When a suffix is added to a base word that ends in **y**, change the **y** to **i** before adding the suffix. 2. Drop a silent **e**, before adding a suffix that starts with a vowel.

**Lesson 7c** (on the same page as Lesson 10c) is a **Reading and Spelling for Mastery** list comprised of words that end with these suffixes **–ture, –sure, –ure, –able, –ible** and **–age**. Follow the procedures from Lesson 1d.

Since both of the suffixes **–able** and **–ible** say **abl**, it is difficult to choose the correct one. Here are several rules that may help in selecting the correct suffix for **abl**. A strong group of students might benefit from learning these rules, whereas weaker students will probably just become confused. Use your own judgment whether or not to teach these rules. 1. Use **–ible** after a base word that ends with soft **c** and **g** (*reproducible, invincible, eligible, incorrigible*). 2. Some base words retain **e** after soft **c**, therefore go to **–able** (*noticeable, changeable, manageable*). 3. To keep hard **c** and **g**, use **–able** (*applicable, despicable, navigable*). 4. When a related word ends with **–ation**, go with **–able** (*application, applicable, observation, observable*). Related words with the suffixes **–sion, ssion**, and **–ive** go to **–ible** (*comprehension, comprehensible, permission, permissible, responsive, responsible*).

**Lesson 7d** is a crossword puzzle that reviews words with the suffixes **-able** and **-ible**. After students highlight the ones they know, have them read the words to you individually if possible. Provide help when needed. Ask students to do the easy ones first and to write in pencil.

**Lesson 8a:** (No worksheet) Write the previous twelve suffixes on the board or show them on the screen and check for retention. Review as necessary. Then write the word ending **-tion** on the board or show it on the screen and supply three words that end with **-tion** (*action, construction, equation, completion, selection, investigation, contribution, correction, deletion, education, perfection, donation, exception*). The actual suffix is **-ion**; the letter **t** in the word ending **-tion** usually comes from the last letter of the base word (*act, action, instruct, instruction, suggest, suggestion*). This pattern also applies to **te**. When a base word ends in **te**, the **e** must be dropped before **-ion** is added (*devote, devotion, operate, operation, complete, completion*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling (**shən**) and the definition: *action, process, condition*. Most words with the **-tion** ending are nouns, which are often formed from related verbs. Ask students to write **-tion**, the pronunciation, the definition, and four examples in the Suffixes section of their binders.

In many words **-tion** is preceded by long **a**. Although there are several reasons for the **ation** ending, the one that applies most often is in verbs that end with a silent **e**; the silent **e** changes to **a** before **-tion** is added. Write these verbs on the board or show them on the screen and have everyone copy them in a column: *invite, observe, examine, starve, determine, expire, capitalize, conserve, declare, hospitalize*. Ask your class, "How can we change these verbs to nouns?" Allow students to struggle a bit to discover the pattern. Next, have your class write the nouns next to the verbs: *invitation, observation, examination, starvation, determination, expiration, capitalization, conservation, declaration, hospitalization*. There are two exceptions to the rule: verbs that end in **de** or **se** usually go to **-sion**. See Lesson 9b. Another very common pattern occurs in verbs that end with **ate** (*educate, education, vacate, vacation, locate, location, equate, equation, create, creation, relate, relation*).

Write the ending **-cian** on the board or show it on the screen and supply three words that end with **-cian** (*magician, musician, politician, beautician, physician, electrician, pediatrician, optician*). This suffix is not as common. Ask everyone to deduce the phonetic spelling (**shən**) and the definition: *a person who performs a certain function or action*. The ending **-tion** derives from Latin, whereas **-cian** comes from Greek. Have students write **-cian** in the Suffixes section of their binders along with the pronunciation, definition, and four examples. The accent falls on the syllable before **-cian** or **-tion**.

**Lesson 8b:** The first exercise requires finding verbs for fifteen nouns that end with **-tion** and base words for three nouns that end in **-cian**. Next, students must answer four questions about the vowel sounds preceding these suffixes. The vowels **a**, **o**, and **u** are long when they precede **-tion**, whereas **i** is always short. Although the exercise doesn't address the sound of **e**, it can be long or short.

The second and third exercises require converting verbs to nouns resulting in some spelling and pronunciation changes.

**Lesson 9a:** (No worksheet) Write the previous fourteen suffixes on the board or show them on the screen and check for retention. Next, write the word ending **-sion** on the board or show it on the screen. The actual suffix is **-ion**. Supply three words that end with **-sion** (*division, conclusion, tension, explosion, mansion, confusion, collision, pension, invasion, dimension, occasion, extension, intrusion, expansion, inclusion, expulsion*). Elicit ten words from your class and write them on the board or show them on the screen. Ask whether the suffix **-sion** always says the same sound. In the following words **-sion** is voiced and says **zhən**: *occasion, conclusion, explosion*. In words such as *tension, mansion, pension*, **-sion** is unvoiced and says **shən**. Write two columns on the board with these two headings 1. **zhən** 2. **shən**. Write the words from the first list on the board or show them on the screen and direct students to copy the headings and to write the words under the correct category. Next, ask everyone to mark the vowels that come before **-sion** and to write the rule for each list: 1. **-sion** says **zhən** after a long vowel, except for **i**, which is always short. 2. **-sion** says

**shən** after a closed syllable that usually ends with the consonants **n** or **l**. Check the answers and repeat this procedure with different words for students who can't discriminate between the sounds. Ask everyone to deduce the meaning of **-sion**: *action, process, condition*. Students must write the suffix, the two pronunciations, the rules, the definition, and four examples for each sound in the Suffixes section of their binders. Most words with the **-sion** ending are nouns.

**Lesson 9b:** Since this is a difficult lesson, you might consider teaching it as a whole-class activity for younger students. The first exercise requires adding **-sion** or **-tion** to verbs. Students must be able to discriminate between **-tion** saying **shən** and **-sion** saying **zhən**. There are some questions after the activity. 1. When **-sion** says **zhən**, a long vowel precedes the suffix, except for **i**, which is always short. 2. When changing a verb to a noun that ends in **-sion**, the letters **de** and **se** (also **d**) must be dropped *decide, decision, profuse, profusion*, also *expand, expansion*. The second activity asks students to find verbs of listed nouns that end with **-sion** when it says **shən**. The next question prompts students to discover the following pattern: verbs that end in **d, de, se,** or **l** will go to **-sion** (as opposed to **-tion**) *suspend, suspension, extend, extension, expand, expansion, conclude, conclusion, divide, division, confuse, confusion, revise, revision, expel, expulsion, compel, compulsion*. The following words are exceptions: *attend, attention, intend, intention, contend, contention*. Notice the change from **pel** to **pul** when **-sion** is added: *expel, expulsion, compel, compulsion*.

The last question refers to the following rule: the accent falls on the syllable before **-sion** or **-tion**.

**Lesson 10a:** (No worksheet) Write the previous fifteen suffixes on the board or show them on the screen and check for retention. Next, write the noun ending **ssion** on the board or show it on the screen and add ten words that end with **ssion** (*session, mission, permission, expression, discussion, confession, profession, impression, admission, depression, commission, recession, transmission*). Ask everyone to deduce the phonetic spelling (**shən**) and the definition, *action, process, condition*. Ask students to write **ssion**, the pronunciation, the definition, and four examples in the Suffixes section of their binders. Words that end in **ssion** are nouns. As an aside, tell your class that **-xion** is very rare. The only two common words are *complexion* and *crucifixion*. Both of their roots end with the letter **x** (*complex, crucifix*).

**Lesson 10b** displays four patterns of verbs that go to **ssion** (*permit-permission, express-expression, recede-recession, succeed-succession*). Students will study the patterns and apply the rules to new words. Here is a way to remember when **ssion** is used: verbs that contain the roots **mit, cede,** and **ceed** will go to **ssion**, as well as roots that end in **ss**. Point out the exception of **mit** ending with the letter **t** going to **ssion**, instead of **-tion**. The base words **cede** and **ceed** are derived from the Latin verb *cedere*, which means *to go*.

**Lesson 10c** (on the same page as Lesson 7c) is a **Reading and Spelling for Mastery** list comprised of words that end with these endings: **-tion, -sion,** and **ssion**. Follow the format from Lesson 1d.

**Lesson 10d:** Before students start the worksheet, teach the following important pattern that occurs in thousands of words and builds on the previous three lessons. Write the combinations **ti, si, ci,** and **xi** on the board or show them on the screen, along with these words: *fiction, action, extension, mission, musician, magician, complexion, partial, facial*. Ask your class to deduce the pronunciation of **ti, si, ci,** and **xi**; they all say **sh**. Have students write these combinations and the pronunciation in the Suffixes section of their binders. Next, write the combinations **tious, cious,** and **xious** on the board or show them on the screen and ask everyone to write the phonetic spelling. They say **shəs**. Ask students to record **-cious, -tious,** and **-xious** in the Suffixes section of their Decoding Binders, along with the following examples for each: *precious, delicious, gracious, spacious, nutritious, ambitious, cautious, fictitious, anxious, obnoxious*. Most words with the above endings are adjectives. The syllable directly before **ti, si, ci,** and **xi** is accented.

The worksheet displays words with **ti, ci,** and **xi** followed by the suffix **-ous**. Students will use the words in the box to complete sentences.

**Lesson 10e** discusses accent placement for the suffixes **-able/-ible**, **-tion**, **-sion**, and **ssion**. In words that end with **-able/-ible**, the accent falls on the first syllable. When there is a prefix, the accent is on the root. In words that end with **-tion**, **-sion**, **ssion**, **-cian**, and **-xion**, (also **-ic**), the syllable directly before the suffix is accented no matter how many syllables are in the word.

**Lesson 11** is a reading and dictation review of all the suffixes covered in this chapter.

**Lesson 12** is a crossword puzzle comprised of words that contain suffixes taught in this chapter. Ask students to highlight the ones they are able to decode and to read the words to you individually if possible. Provide help when needed.

**Lesson 13** covers words with multiple suffixes and introduces the suffix **-fication**, which is frequently preceded by **i**, **ification** pronounced **əfɪkəʃən**. This suffix derives from the Latin verb **ficare**, which means **to make** or **to produce** *identify, identification, justify, justification, unify, unification, modify, modification*. Ask students to write the suffix, pronunciation, definition, and four examples in the Suffixes section of their binders.

Remind students of the following rule: when adding a suffix that starts with a vowel to a word that ends with silent **e**, drop the **e** before adding the suffix as in *please + ure + able, pleasurable* or *pressure + ize + ing, pressurizing*. Because this is a challenging page, provide lots of support for younger children or those with severe learning disabilities.

**Lesson 14a** requires students to compose words from the following three lists: prefixes, base words, and suffixes. For the crossword puzzle, students must find the base word for each polysyllabic word. Ask your class to write the base words in pencil and check everyone's list before he/she completes the puzzle.

Across: 1. extreme 2. favor 3. range 4. satisfy      Down: 1. deny 2. therapy 3. serve 4. form

**Lesson 14b** reviews the combinations **ti** and **ci** before suffixes. Since both say **sh**, it is difficult to spell words with this sound when it precedes suffixes. The last letter of the base word or a related word is usually the letter that joins the suffix *reflect, reflection, music, musician*. The first exercise asks students to choose the correct word ending to spell ten adjectives from a list of base words. The next exercise requires students to find base words from a list of words with suffixes. The last activity is an unscrambling puzzle: the words are *construction* and *especially*.

**Lesson 15a** asks students to match phonetically spelled words from the dictionary with the correctly spelled counterparts. The second activity reviews the suffixes **-ize** and **-tion**, as well as the change from silent **e** in the verbs to **a** in the nouns (*real + ize, realize + tion, realization*). See Lesson 8a.

**Lesson 15b** requires students to categorize words according to their components.

**Lesson 16** is a story about the author's experiences on a trip to Nepal. On a world map, show students where India is and then where Nepal is; also point out that Mt. Everest, the highest mountain in the world, is located in Nepal. Mt. Everest is in the Himalayas, the highest mountain range in the world.



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## 1b Suffixes *-ment*, *-ist*, and *-ic*

---

Match the word starters on the left with the appropriate suffix to make meaningful words. Write them on the lines. Use two word starters on the left twice.

gar		1. _____
organ		2. _____
pave	-ic	3. _____
scient		4. _____
plast	-ment	5. _____
announce		6. _____
stat	-ist	7. _____
invest		8. _____
solo		9. _____
econom		10. _____
		11. _____
		12. _____

Highlight the following words you can read and use them to complete the sentences:

erratic   cyclists   enforcement   violinist   Department   measurements   aerobic

1. The English \_\_\_\_\_ planned a field trip to watch the Shakespeare play, Romeo and Juliet.
2. Getting \_\_\_\_\_ exercise is one of the best methods of preventing heart disease.
3. After her excellent performance, the \_\_\_\_\_ received a standing ovation.
4. A career in law \_\_\_\_\_ is very challenging and often dangerous.
5. The world's most famous \_\_\_\_\_ compete in the Tour de France.
6. Watch out for the \_\_\_\_\_ driver in the left lane, he might cause an accident.
7. Before you install new carpeting, make sure you have precise \_\_\_\_\_.

---

## 1c Accent Patterns for *-ment*, *-ist*, *-ic*

---

Add the suffixes *-ic*, *-ist*, and *-ment* to the following word starters. When you add *-ic* and *-ist* to a base word that ends in *y* or silent *e*, drop the *y* or *e* and add the suffix (history + *-ic* = historic).

Write new words by adding the specified suffix. Next, read all of the words one more time.

### add *-ic*

1. scene \_\_\_\_\_
2. academy \_\_\_\_\_
3. hero \_\_\_\_\_
4. base \_\_\_\_\_
5. economy \_\_\_\_\_

### add *-ment*

1. adjust \_\_\_\_\_
2. govern \_\_\_\_\_
3. enjoy \_\_\_\_\_
4. replace \_\_\_\_\_
5. appoint \_\_\_\_\_

### add *-ist*

1. style \_\_\_\_\_
2. flute \_\_\_\_\_

### add *-ist*

3. botany \_\_\_\_\_
4. therapy \_\_\_\_\_

Let's examine what happens to accent patterns in words with *-ment*, *-ist*, and *-ic*.

Read the following words and highlight the accented syllable in each one. The words with an asterisk\* are tricky because prefixes and suffixes affect the placement of the accent.

1. pun ish ment
2. gov ern ment
3. pay ment
4. state ment
5. or na ment
6. ar gu ment
7. de rail ment\*
8. in vest ment\*
9. com mit ment\*
10. de vel op ment\*

What is the rule? \_\_\_\_\_

1. den tist
2. hy gien ist
3. tour ist
4. fi nal ist
5. ter ror ist
6. op ti mist
7. sci en tist
8. or gan ist
9. re serv ist\*
10. de feat ist\*

What is the rule? \_\_\_\_\_

1. re pub lic
2. e las tic
3. a tom ic
4. fab ric
5. dra mat ic
6. vol can ic
7. bar bar ic
8. me chan ic
9. O lym pics
10. pan ic

What is the rule? \_\_\_\_\_

---

# 1d/4c Reading and Spelling for Mastery

---

Students must write the tricky **red words** in red pencil.

Words with the suffixes  
-ment, -ist, and -ic

## 1d Spelling

1. movement
2. statement
3. **government \***
4. payment
5. employment
6. department
7. treatment
8. appointment
9. agreement
10. **measurement \***
11. artist
12. dentist
13. **scientist \***
14. basic
15. public
16. plastic
17. traffic
18. historic
19. electric
20. electronics

**\*Red word**

Words with the suffixes  
-ine, -ous, -fy and -ify

## 4c Spelling

1. engine
2. imagine
3. medicine
4. gasoline
5. **vaccine \***
6. machine
7. famous
8. enormous
9. tremendous
10. **generous \***
11. **jealous \***
12. poisonous
13. **anxious \***
14. satisfy
15. satisfied
16. identify
17. notify
18. simplify
19. qualify
20. qualified

---

## 2b The Suffix *-ous*

---

Write the phonetic spelling for the suffix **-ous** \_\_\_\_\_. It means *full of, characterized by, possessing*. Most words that end with the suffix **-ous** are adjectives.

Highlight the following words you can read. Choose two synonyms (words with similar meanings) to fill in the blanks. Use a pencil and do the easy ones first.

vigorous	hazardous	humorous	boisterous	tremendous
jealous	strenuous	glamorous	dangerous	traitorous
venomous	gorgeous	anxious	treasonous	rambunctious
hilarious	nervous	fabulous	envious	poisonous

1. Aerobic exercise is \_\_\_\_\_ and \_\_\_\_\_.
2. Many students are \_\_\_\_\_ and \_\_\_\_\_ before a test.
3. A funny movie is \_\_\_\_\_ and \_\_\_\_\_.
4. Swimming in a fast-moving river is \_\_\_\_\_ and \_\_\_\_\_.
5. Someone who betrays his country is \_\_\_\_\_ and \_\_\_\_\_.
6. A person who wants what others have is \_\_\_\_\_ and \_\_\_\_\_.
7. A fashion model is \_\_\_\_\_ and \_\_\_\_\_.
8. Kids who get carried away are \_\_\_\_\_ and \_\_\_\_\_.
9. Snakebites can be \_\_\_\_\_ and \_\_\_\_\_.
10. Something great and wonderful is \_\_\_\_\_ and \_\_\_\_\_.

Go back over the words and highlight the two words with soft **g**.

Read all of the sentences one more time.

---

## 2c Vowels Before *-ous*

---

Read the following words, underline the vowel that precedes the suffix **-ous** and mark it.

- |                |              |                 |                   |
|----------------|--------------|-----------------|-------------------|
| 1. hideous     | 5. tenuous   | 9. continuous   | 13. extraneous    |
| 2. erroneous   | 6. innocuous | 10. strenuous   | 14. incongruous   |
| 3. conspicuous | 7. bounteous | 11. spontaneous | 15. instantaneous |
| 4. courteous   | 8. vacuous   | 12. ambiguous   | 16. simultaneous  |

Are the vowels before **-ous** short or long? \_\_\_\_\_

When the **e** is there to make the letter **g** soft, it is not pronounced. Read these words:

1. courageous      2. gorgeous      3. outrageous

In all of the following words the combinations **tu**, **du**, or **xi** come directly before the suffix **-ous**, which says **əs**. Together the letters **tu** say **choo**, the letters **du** say **joo**, or **jə**, and the letters **xi** say **sh**. Keeping these sounds in mind, try to pronounce words 1-12; they are challenging. Draw a line from each word to its ending sounds.

- |                  |                |
|------------------|----------------|
| 1. contemptuous  |                |
| 2. virtuous      |                |
| 3. deciduous     |                |
| 4. tumultuous    | <b>choo-əs</b> |
| 5. assiduous     |                |
| 6. anxious       | <b>jə-ləs</b>  |
| 7. incredulous   |                |
| 8. tortuous      | <b>joo-əs</b>  |
| 9. sumptuous     |                |
| 10. obnoxious    | <b>shəs</b>    |
| 11. arduous      |                |
| 12. presumptuous |                |

Go back over the words on both lists and highlight the accented syllables. Where does the accent fall in words that have **e**, **u**, **tu**, **du**, and **xi** before **-ous**?

---

## 2d i Before Word Endings

Suffixes often have the connective **i** right before them. Say these words and listen closely to the sound of **i**: serious, mediate, audiorium. What does **i** say? \_\_\_\_ You are correct if you heard a long **e** sound. The **i** says **ē** when the suffix starts with a vowel. There is another reason for the long **e** sound before suffixes. At the end of a two-syllable word, **y** usually says the long **e** sound as in *funny*, *sorry*, *happy*. When a suffix is added to a base word that ends with **y**, the long **e** sound continues after changing **y** to **i** as in *envy*, *envious*, *vary*, *various*, *glory*, *glorious*.

Read the lists of words and highlight the accented syllables. Where does the accent fall?

Next, write the words under the correct headings in the boxes.

mediate    librarian    interior    suburbia    comedian    abbreviate  
 stadium    bacteria    associate    superior    media    gymnasium  
 various    curious    premium    median    exterior    mysterious  
 warrior    criteria    guardian    aquarium    victorious    radiate

<b>ē-əm</b>	<b>ē-əs</b>	<b>ē-ən</b>

<b>ē-ər</b>	<b>ē-ə</b>	<b>ē-āte</b>

## 3b The Suffix *-ine*

The word ending **ine** sometimes says **əneɪ** as in *examine, determine, imagine*. In many other words **ine** says **ɛneɪ** as in *chlorine, magazine*. In a few words **ine** says **ɪneɪ** because some words have a prefix followed by a **vce** syllable as in *define, combine, decline*. In words 1-8, **ine** says **ɪneɪ**. Highlight the words you can read.

1. feline 2. canine 3. bovine 4. divine 5. iodine 6. incline 7. turpentine 8. valentine

Use two words from the list below to complete each sentence. Try **ən** or **ɛn** for **ine**.

**List A:** masculine, routine, nectarine, limousine, feminine, trampoline, gasoline, tangerine

1. A \_\_\_\_\_ requires \_\_\_\_\_ to drive the bride to the wedding.
2. Two kinds of fruit: \_\_\_\_\_ and \_\_\_\_\_
3. The acrobats did an amazing \_\_\_\_\_ on a \_\_\_\_\_.
4. Adjectives for female and male traits: \_\_\_\_\_ and \_\_\_\_\_

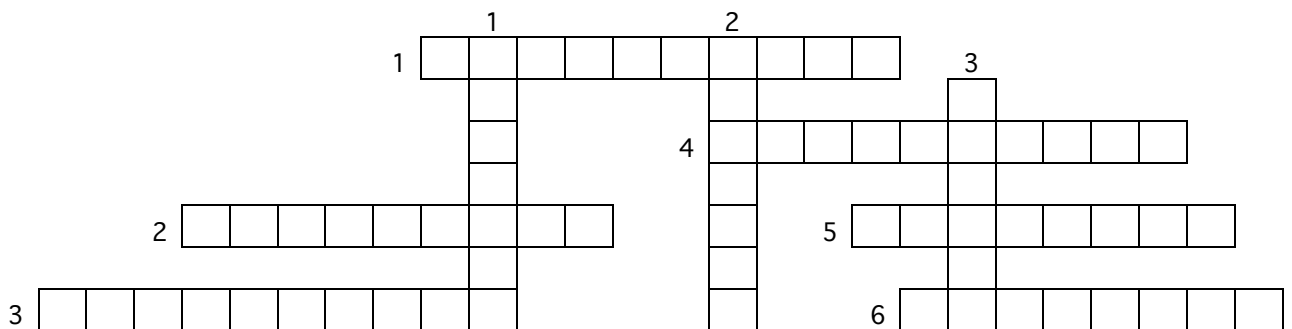
**List B:** engine, sardines, medicine, margarine, magazine, Antihistamine, machine, caffeine

5. They are both foods: \_\_\_\_\_ and \_\_\_\_\_
6. An \_\_\_\_\_ is a \_\_\_\_\_ that makes a car run.
7. I read in a \_\_\_\_\_ that drinking too much \_\_\_\_\_ is harmful.
8. \_\_\_\_\_ is a kind of \_\_\_\_\_ that counteracts cold symptoms.

Use the words below for the crossword puzzle. Write in pencil and do the easy ones first.

submarine, adrenaline, examine, discipline, pristine, famine, imagine, determined, destined

- |               |  |             |                                      |
|---------------|--|-------------|--------------------------------------|
| <b>Across</b> | 1. Intent on doing a task                  | <b>Down</b> | 1. To look at carefully              |
|               | 2. A ship that moves below the surface     |             | 2. To picture something in your mind |
|               | 3. To enforce rules for behavior           |             | 3. A time of starvation              |
|               | 4. A hormone that helps you escape fast.   |             |                                      |
|               | 5. Wild, untouched, beautiful              |             |                                      |
|               | 6. Bound to happen, no matter what you do. |             |                                      |



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## 4b Suffixes *-fy* and *-ify*

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Adding the suffix *-fy* to base words changes an adjective or a noun to a verb and means *to make* or *to become*. The suffix *-fy* is usually preceded by the letter *i* which says the schwa sound (ə). Reminder: when a word ends with silent *e*, you must drop it before adding a suffix that starts with a vowel.

Add *-ify* to these base words and write them on the lines. Read the new words. Sometimes the accent changes, creating a change in the pronunciation.

- |            |       |             |       |
|------------|-------|-------------|-------|
| 1. just    | _____ | 6. pure     | _____ |
| 2. fort    | _____ | 7. note     | _____ |
| 3. mode    | _____ | 8. test     | _____ |
| 4. type    | _____ | 9. humid    | _____ |
| 5. diverse | _____ | 10. intense | _____ |

Read each verb and write the base word on the line. There are some changes in spelling and pronunciation. You may use a dictionary.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. classify  | _____ | 6. falsify    | _____ |
| 2. horrify   | _____ | 7. simplify   | _____ |
| 3. beautify  | _____ | 8. signify    | _____ |
| 4. solidify  | _____ | 9. syllabify  | _____ |
| 5. personify | _____ | 10. exemplify | _____ |

Add the past tense *-ed* to the following verbs. Next, go back to the words on the left, and add the present participle *-ing* to the verbs. Remember to use the rules for adding suffixes to words that end in *y*.

- |            | Add <i>-ed</i> | Add <i>-ing</i> |
|------------|----------------|-----------------|
| 1. unify   | _____          | _____           |
| 2. satisfy | _____          | _____           |
| 3. certify | _____          | _____           |
| 4. terrify | _____          | _____           |
| 5. specify | _____          | _____           |
| 6. gratify | _____          | _____           |



---

## 5b The Suffix *-ure*

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The suffix *-ure* means *act, process, condition*. It often has the letter **t** directly before it, *-ture*, which says **chər** as in *nature, future, culture*. Sometimes it is preceded by the letter **s**, *-sure*, which says **zhər** as in *treasure, enclosure*; however, it may also appear by itself *figure, tenure*.

Highlight the following words you can read. Listen closely to these endings: *-ture*, which says **chər** and *-sure*, which says **zhər** or **shər**. When *-sure* says **zhər**, it is voiced as in *measure*. When *sure* says **shər**, it is unvoiced as in *pressure*. Can you hear the difference?

Highlight the words you can read. Write **chər**, **zhər**, or **shər** next to the following words.

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1. capture _____  | 6. leisure _____  | 11. censure _____  |
| 2. nature _____   | 7. picture _____  | 12. measure _____  |
| 3. pressure _____ | 8. treasure _____ | 13. future _____   |
| 4. pleasure _____ | 9. nurture _____  | 14. venture _____  |
| 5. texture _____  | 10. mixture _____ | 15. exposure _____ |

When the suffix *-ure* is **not** preceded by the letters **t** or **s**, *-ure* says **yər** as in *figure*.

Highlight the words you can read and listen to the ending sound. Write **yər** or **chər** on the lines.

1. figure \_\_\_\_\_ 2. lecture \_\_\_\_\_ 3. failure \_\_\_\_\_ 4. tenure \_\_\_\_\_ 5. vulture \_\_\_\_\_

Match the phonetic version from the dictionary with its correct spelling. The word endings *-ture*, *-sure*, and *-ure* are not accented.

- |                      |             |
|----------------------|-------------|
| 1. jēs' chər         | departure   |
| 2. dīs clō' zhər     | sculpture   |
| 3. līt' ə r ə chər   | failure     |
| 4. dīs fīg' yər      | disclosure  |
| 5. scūlp' chər       | leisure     |
| 6. fāl' yər          | gesture     |
| 7. dē par' chər      | legislature |
| 8. lē' zhər          | measure     |
| 9. mē' zhər          | disfigure   |
| 10. lēj' ə s lā chər | literature  |

Use the pronunciation guide to help you read these three difficult words.

1. procedure (prə sē' jēr) 2. seizure (sē' zhər) 3. azure (əzh'ər).

## 6b The Suffix **-age**

Read these words and listen closely to the suffix **-age**: damage, outage, savage, voyage.  
 What does **-age** say? \_\_\_\_\_ It means *condition, state, action*.

The following spelling rule usually applies to words that end with the suffix **-age**: When a word has one consonant between a short vowel and **-age**, the consonant is usually doubled when the final syllable in the base word is accented. Do **not** double the consonant after r-controlled vowels or diphthongs and digraphs. Do you remember this rule from previous chapters? There are some exceptions to this rule.

Highlight the following words you can read. Then write them under the correct category.  
 Write the exceptions on the line between the boxes.

storage	sausages	cabbage	average	message	percentage
damage	luggage	villages	advantage	salvaged	savage
cottage	coverage	footage	manage	rummage	beverage

Exceptions to the doubling rule: \_\_\_\_\_

Double consonant after short vowel	2 different cons. after short vowel	R-Controlled v. before <b>-age</b>	Diphthong+cons. before <b>-age</b>

The ending sound **ij** also occurs in these Anglo-Saxon words, but it is spelled with the short-vowel signal **dge**: knowledge, cartridge, partridge, and porridge.

These Latin derivatives also end with the **ij** sound, but they are spelled with **ege**: college, privilege, sacrilege, and vestige.

## 6c The Suffix *-age* in Sentences

Use these words to complete the sentences. Write in pencil, and do the easy ones first:

shortage	sausages	cabbage	storage	message	percentage
damage	luggage	villages	rummage	salvaged	discouraged
	coverage	drainage	seepage	advantage	

1. The accident caused severe \_\_\_\_\_ to our truck that's why it could not be \_\_\_\_\_. Fortunately, we had good insurance \_\_\_\_\_.
2. Last night we had potatoes, \_\_\_\_\_, and \_\_\_\_\_ for dinner.
3. After my flight home, I received a \_\_\_\_\_ that my lost \_\_\_\_\_ was found.
4. A high \_\_\_\_\_ of high school dropouts becomes \_\_\_\_\_ with low salaries and lack of benefits.
5. A high school diploma will give you an \_\_\_\_\_ in the job market.
6. After the earthquake, there was a \_\_\_\_\_ of food in the small \_\_\_\_\_ around the epicenter.
7. Please don't \_\_\_\_\_ around in the \_\_\_\_\_ area.
8. To get rid of water \_\_\_\_\_ in the basement, you must improve the \_\_\_\_\_ around the building.

In words we inherited from French, the suffix *-age* says **äzh**. Highlight the words you can read and use some of them to complete the sentences:

- |               |                |                 |                 |
|---------------|----------------|-----------------|-----------------|
| 1. ga rage    | 3. mas sage    | 5. cor sage     | 7. sab o tage   |
| 2. fu se lage | 4. en tou rage | 6. es pi o nage | 8. cam ou flage |

1. The President has a huge \_\_\_\_\_ when he travels to foreign countries.
2. Too much stuff is stored in our \_\_\_\_\_.
3. The armed forces need \_\_\_\_\_ clothing when they fight a war.
4. My sister's boyfriend gave her a beautiful \_\_\_\_\_ for the prom.

---

## 6d Accent Patterns for *-ous, -ure, -age, -fy*

---

Highlight the accented syllables in these words.

- |              |                |                   |
|--------------|----------------|-------------------|
| 1. fa mous   | 4. poi son ous | 7. un gen er ous  |
| 2. se ri ous | 5. cour te ous | 8. con spic u ous |
| 3. nerv ous  | 6. en vi ous   | 9. con tin u ous  |

Highlight the accented syllables in these words.

- |                |               |                 |
|----------------|---------------|-----------------|
| 1. nur ture    | 4. per jure   | 7. de par ture  |
| 2. cul ture    | 5. trea sure  | 8. dis clo sure |
| 3. sig na ture | 6. furni ture | 9. re cap ture  |

Highlight the accented syllables in these words.

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. hos tage    | 4. bev er age   | 7. dis cour age |
| 2. bro ker age | 5. pil grim age | 8. mis man age  |
| 3. lan gu age  | 6. bag gage     | 9. re pack age  |

The same two accent rules apply to all of the above words. What are the two rules?

---

---

In some words with the **ure** ending the accent falls on a different syllable. Read these words and highlight the accented syllable.

- |             |            |                          |            |
|-------------|------------|--------------------------|------------|
| 1. pro cure | 3. se cure | 5. en dure               | 7. ma ture |
| 2. ob scure | 4. in sure | 6. bro chure (bro shoor) |            |

Where does the accent fall in the last seven words? \_\_\_\_\_

Words that end with the suffix **-fy** or **-ify** have a secondary accent on **-fy** or **-ify**. A secondary accent is not pronounced as forcefully as the primary accent, but it is stressed more than unaccented syllables. Highlight the syllables with primary accents and mark the secondary accent with an apostrophe.

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| 1. clar i fy | 3. mag ni fy | 5. tes ti fy | 7. cer ti fy |
| 2. sat is fy | 4. u ni fy   | 6. am pli fy | 8. mod i fy  |

Where does the primary accent fall in words with the suffix **-fy** or **-ify**?

---

## 7b Suffixes *-able* and *-ible*

Do you remember the suffixes **-able** and **-ible**? Read the following words: *possible, payable, visible, taxable*. What do the suffixes **-able** and **-ible** say \_\_\_\_\_? They mean *inclined or capable of a certain action*. Most words that end in **-able** and **-ible** are adjectives.

Create new words by combining a prefix, a base word, and **-able** or **-ible**. The words must make sense.

	pose		1. _____
	break		2. _____
un	excuse		3. _____
dis	deny		4. _____
im	use	<b>-able</b>	5. _____
in	move		6. _____
	agree		7. _____
	rely		8. _____
	response		1. _____
in	digest		2. _____
ir	resist	<b>-ible</b>	3. _____
	flex		4. _____

Read the following adjectives and write the base words on the lines. Do you remember the drop **e** rule when a suffix that starts with a vowel is added to a base word? When you remove such a suffix, you must add the missing **e** back onto the base word. Sometimes there is a change in spelling. Numbers 9 through 12 are challenging.

- |                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| 1. indigestible   | _____ | 7. irreversible   | _____ |
| 2. unaffordable   | _____ | 8. nondeductible  | _____ |
| 3. unforgivable   | _____ | 9. indestructible | _____ |
| 4. indispensable  | _____ | 10. impermissible | _____ |
| 5. uncontrollable | _____ | 11. nonflammable  | _____ |
| 6. irredeemable   | _____ | 12. indivisible   | _____ |

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## 7c/10c Reading and Spelling for Mastery

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Students must write the tricky **red words** in red pencil.

Words with the suffixes  
-ure, -ture, -sure, -able, -ible, -age

Words with the suffixes  
-tion, -sion, -ssion

### 7c Spelling

1. nature
2. picture
3. departure
4. signature
5. **temperature \***
6. **pressure \***
7. **measure \***
8. figure
9. valuable
10. **breakable \***
11. probably
12. possible
13. terrible
14. responsible
15. message
16. manage
17. management
18. package
19. **average \***
20. **language \***

### 10c Spelling

1. action
2. station
3. nation
4. mention
5. question
6. solution
7. election
8. directions
9. addition
10. information
11. **situation \***
12. **education \***
13. admission
14. permission
15. **occasion \***
16. **decision \***
17. vision
18. division
19. television
20. conclusion

\*Red word

## 7d Review of *-able* and *-ible*

Highlight the words you can read and use them for the crossword puzzle. Write in pencil and do the easy ones first.

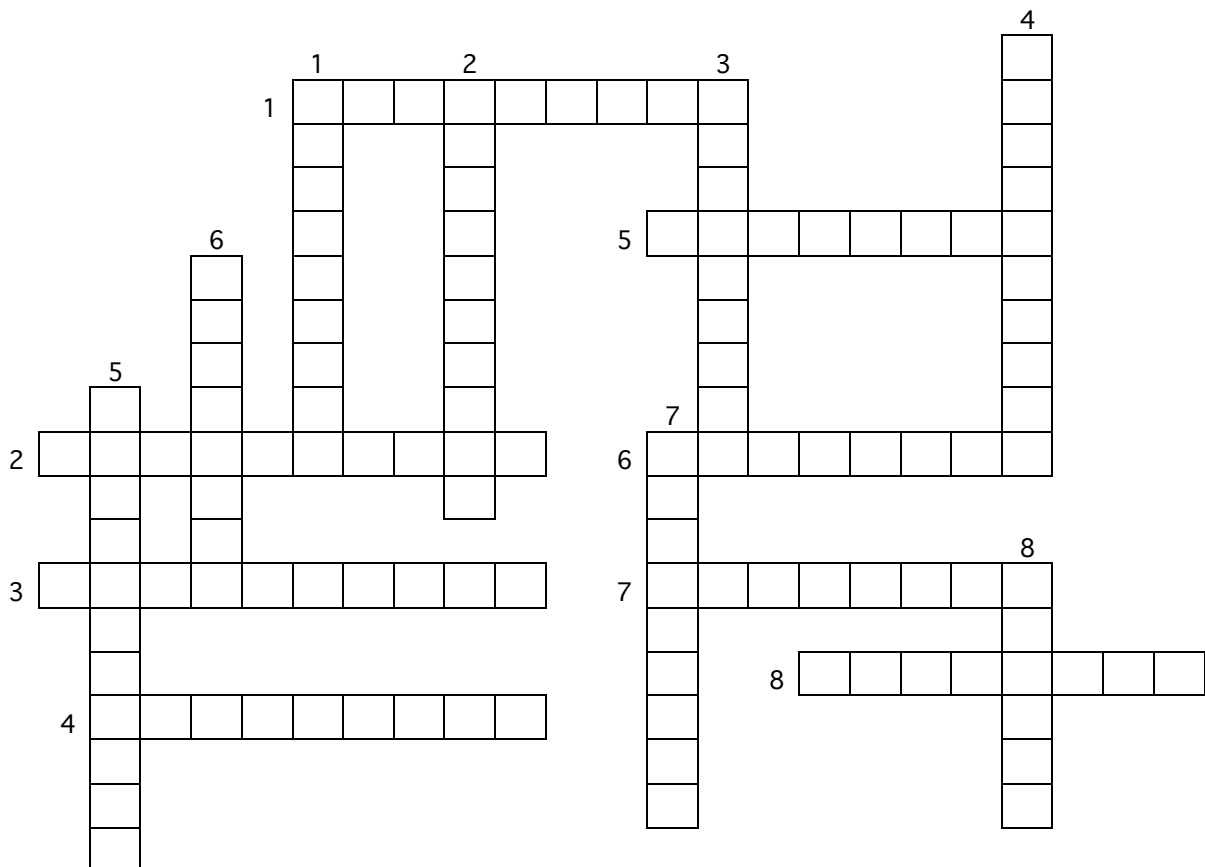
reversible	avoidable	eligible	sensible	impossible	
portable	achievable	noticeable	enjoyable	convertible	edible
terrible	incapable	adorable	treatable	available	

### Across

- Preventable, able to avoid
- Stands out, easy to see or hear
- Made to use in two ways
- Unable to do a task
- Designed to be carried around
- Awful, horrible
- Very cute and sweet
- Qualified to do something

### Down

- Ready for use, obtainable
- Unworkable, without solution
- Pleasurable
- Reachable, a goal that can be reached
- A fun kind of car
- Showing good judgment, practical
- Curable
- Suitable or fit for eating



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## 8b Suffixes **-(t)ion** and **-(c)ian**

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What do the suffixes **-tion** and **-cian** say? \_\_\_\_\_ The actual suffixes are **-ion** and **-ian**. The letter **t** in **-tion** usually comes from the last letter of the verb as in *act*, *act**ion***. In verbs that end in **te**, the **e** must be dropped before **-ion** is added as in *locat**e***, *locat**ion***. The letter **c** in **-cian** comes from the last letter of the Greek base word as in *magic*, *magic**ian***.

Read the following nouns. Write the corresponding verbs; this will require some changes. In some verbs you must add the previously dropped **e**. Write the base words for 16-18.

- |                 |       |                  |       |
|-----------------|-------|------------------|-------|
| 1. promotion    | _____ | 10. distribution | _____ |
| 2. audition     | _____ | 11. direction    | _____ |
| 3. location     | _____ | 12. exception    | _____ |
| 4. contribution | _____ | 13. protection   | _____ |
| 5. edition      | _____ | 14. instruction  | _____ |
| 6. pollution    | _____ | 15. eruption     | _____ |
| 7. illustration | _____ | 16. electrician  | _____ |
| 8. exhibition   | _____ | 17. musician     | _____ |
| 9. devotion     | _____ | 18. magician     | _____ |

Go back over words 1-10 and mark each vowel that comes before **-tion**.

1. What vowel is short before **-tion**? \_\_\_\_\_
2. What vowels are long before **-tion**? \_\_\_\_\_
3. What vowel comes before **-cian** \_\_\_\_\_? Is it long or short? \_\_\_\_\_
4. What does the ending **-cian** mean? \_\_\_\_\_

Read these verbs and write the corresponding nouns. The pronunciation will change in some nouns. Since the letters **t** or **te** in **-tion** come from the base word, do not double the letter **t** when you change a verb to a noun. Reminder: Use the drop **e** rule.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. elect     | _____ | 6. correct    | _____ |
| 2. educate   | _____ | 7. prevent    | _____ |
| 3. interrupt | _____ | 8. irritate   | _____ |
| 4. collect   | _____ | 9. reflect    | _____ |
| 5. donate    | _____ | 10. frustrate | _____ |

Some verbs that go to **-tion** don't end in **t** or **te**. In many verbs that end with a silent **e**, the **e** changes to **a** before **-tion** is added. Read these verbs and write the nouns.

- |             |       |            |       |
|-------------|-------|------------|-------|
| 1. examine  | _____ | 4. admire  | _____ |
| 2. organize | _____ | 5. prepare | _____ |
| 3. reserve  | _____ | 6. combine | _____ |



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## 9b The Suffix *-(s)ion*

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The word ending **-sion** usually says **zhən**, whereas **-tion** says **shən**. The true suffix is **-ion**.

Read each verb and draw a line to its correct ending to create nouns. Then write the nouns on the lines. Sometimes one or two letters must be dropped before you add the ending.

- |               |              |           |
|---------------|--------------|-----------|
| 1. react      |              | 1. _____  |
| 2. divide     |              | 2. _____  |
| 3. operate    |              | 3. _____  |
| 4. invade     | <b>-tion</b> | 4. _____  |
| 5. decide     |              | 5. _____  |
| 6. substitute |              | 6. _____  |
| 7. supervise  | <b>-sion</b> | 7. _____  |
| 8. persuade   |              | 8. _____  |
| 9. graduate   |              | 9. _____  |
| 10. confuse   |              | 10. _____ |

- In nouns 2, 4, 5, 7, 8, and 10 mark the vowels before **-sion**. 1. What vowel is short before **-sion**? \_\_\_\_\_ 2. What vowels are long before **-sion**? \_\_\_\_\_ 3. What letters had to be dropped when you changed the verbs to nouns? \_\_\_\_\_
4. Study words 1, 3, 6, and 9. Where does the **t** in **-tion** come from?
- \_\_\_\_\_

The word ending **-sion** also says **zhən** after the letter **r**, as in *excursion*, *submersion*, *diversion*.

The word ending **-sion** doesn't always say **zhən**. It may also say **shən**, which is the same sound that **-tion** says. Read the following nouns and write the corresponding verbs on the lines. You may need to add some letters.

- |                       |                        |
|-----------------------|------------------------|
| 1. suspension _____   | 5. comprehension _____ |
| 2. extension _____    | 6. expulsion _____     |
| 3. expansion _____    | 7. compulsion _____    |
| 4. apprehension _____ | 8. repulsion _____     |

1. What ending letters in verbs 1-10 (top list) and 1-8 go to **-sion**? \_\_\_\_\_
2. Study the bottom list. What consonants come before **-sion** when it says **shən**? \_\_\_\_\_
3. Go back to your answers on the list at the top and highlight the accented syllables. Where does the accent fall in words that end in **-sion** or **-tion**?
- \_\_\_\_\_

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## 10b The Word Ending *ss(ion)*

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Write the phonetic pronunciation of the word ending **ssion**. \_\_\_\_\_

What other endings are pronounced the same way? \_\_\_\_\_

Let's examine how we can decide when to use **ssion**. Read the following words, study the patterns, and write the nouns for the listed verbs.

1. admit (verb) — admission (noun)
2. permit (verb) — permission (noun)
3. commit (verb) — commission (noun)
4. possess (verb) — possession (noun)
5. oppress (verb) — oppression (noun)
6. impress (verb) — impression (noun)
7. transmit (verb) \_\_\_\_\_ (noun)
8. submit (verb) \_\_\_\_\_ (noun)
9. omit (verb) \_\_\_\_\_ (noun)
10. express (verb) \_\_\_\_\_ (noun)
11. discuss (verb) \_\_\_\_\_ (noun)
12. depress (verb) \_\_\_\_\_ (noun)
13. confess (verb) \_\_\_\_\_ (noun)

Read the following words, study the pattern, and write the nouns for the listed verbs.

1. recede (verb) — recession (noun), related to *recess*
2. succeed (verb) — succession (noun), related to *success*
3. proceed (verb) \_\_\_\_\_ (noun)
4. concede (verb) \_\_\_\_\_ (noun)
5. secede (verb) \_\_\_\_\_ (noun)
6. intercede (verb) \_\_\_\_\_ (noun)

Study these verbs: 1-3 (top list) and 1-6 (bottom list). What are the second syllables in the verbs that go to **ssion** in nouns? There are three. \_\_\_\_\_

Study these verbs: 4-6 (top list). What are the last two letters that go to **ssion**? \_\_\_\_\_

Study words 1-5 (bottom list). How does the second vowel sound change when you add **ssion** to the verbs? \_\_\_\_\_

## 10d *ci, ti* and *xi* Before *-ous*

Write the phonetic spelling for the suffix *-ous*: \_\_\_\_\_. In the previous lesson, you learned how to pronounce *ti* and *ci*. What do they say? \_\_\_\_\_. The combination *xi* also says the same sound.

Sometimes *ci*, *ti*, and *xi* come right before the suffix *-ous*: *ci* + *ous* = *-cious*, *ti* + *ous* = *-tious*, and *xi* + *ous* = *-xious*. Together, all of them say *shəs*. The last consonant of the Latin root often becomes the first letter of the suffix (*space, spacious*).

Underline the following words you can read and highlight the accented syllables. Where does the accent fall in words that have *ti* and *ci* before *-ous*?

Next, use the words to complete the sentences. Do the easy ones first and write in pencil.

cautious	gracious	delicious	suspicious	ferocious	superstitious
nutritious	obnoxious	infectious	predacious	fictitious	rambunctious

1. The hostess served a wonderful meal that was both \_\_\_\_\_ and \_\_\_\_\_.
2. When kids get rowdy, they can be \_\_\_\_\_ and \_\_\_\_\_.
3. Hungry lions and tigers are \_\_\_\_\_ and \_\_\_\_\_.
4. Nurses and doctors must be \_\_\_\_\_ when they treat people with \_\_\_\_\_ diseases.
5. The detective became \_\_\_\_\_ after she discovered the suspect was using a \_\_\_\_\_ name.
6. A \_\_\_\_\_ person believes that Friday the 13<sup>th</sup> brings bad luck.
7. My \_\_\_\_\_ mother welcomed the unexpected guest.

Match the dictionary pronunciations on the left with the words on the right.

- |                  |             |
|------------------|-------------|
| 1. əm bɪ shəs    | repetitious |
| 2. cɔn' shəs     | pretentious |
| 3. prē tēn' shəs | precious    |
| 4. rēp ə tɪ shəs | ambitious   |
| 5. prē' shəs     | conscious   |

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## 10e Accent Patterns for Five Suffixes

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Read these words and highlight the accented syllables. Write the words under the appropriate category. Do the easy ones first.

- |                 |                   |                    |                     |
|-----------------|-------------------|--------------------|---------------------|
| 1. di vi sion   | 6. grad u a tion  | 11. an i ma tion   | 16. mu si cian      |
| 2. el i gi ble  | 7. man age able   | 12. flex ible      | 17. per ish able    |
| 3. char i table | 8. pos ses sion   | 13. prof it able   | 18. cred ible       |
| 4. ag gres sion | 9. leg is la tion | 14. dam age able   | 19. con ver sa tion |
| 5. pos sible    | 10. meas ur able  | 15. e lec tri cian | 20. ex plo sion     |

The syllable directly before the suffixes is accented	The first syllable is accented

Write the accent rule for words that end with the suffixes **-tion**, **-sion**, and **-cian**.

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Write the accent rule for words that end with the suffixes **-able** and **-ible**.

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# 11 Review of Latin Suffixes

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**First session:** Write all of the suffixes on the board or show them on the screen: **–ment, –ist, –ic, –ous, –ine, –fy, –ture, –sure, –age, –able, –ible, –tion, –cian, –sion.** Ask students to read them individually, if possible. If that is not practical, have your class read them in unison. Then dictate the words from List A. Students should copy the suffixes only. Erase the suffixes and ask students to turn over their papers. Next, dictate the words from Lists B and C. Students write the suffixes from memory. Check for accuracy and review as necessary.

Accept either suffix for **–able/–ible.** Since **–tion** and **–cian** sound the same, prompt students by saying, “Which one means *a person who does a certain job?*” To avoid confusion, the suffix **s-sion** is not included.

**Second session:** Schedule this session a day or two after the first session. Dictate the words from Lists D and E. After you have checked the work, write the suffixes on the board or show them on the screen and ask students to read them individually if possible. If more practice is required, use List F.

- |    |  |    |   |    |   |
|----|--|----|---|----|---|
| A) | 1. devotion<br>2. reasonable<br>3. picture<br>4. qualify<br>5. apartment<br>6. television<br>7. courageous<br>8. marriage<br>9. archeologist<br>10. electric<br>11. physician<br>12. pleasure<br>13. examine | B) | 1. cabbage<br>2. outrageous<br>3. nullify<br>4. occasion<br>5. typist<br>6. magician<br>7. treasure<br>8. changeable<br>9. frantic<br>10. submarine<br>11. capture<br>12. addition<br>13. placement   | C) | 1. fanatic<br>2. tourist<br>3. exposure<br>4. mountainous<br>5. pediatrician<br>6. terrify<br>7. breakable<br>8. voyage<br>9. jasmine<br>10. collision<br>11. monument<br>12. transportation<br>13. furniture |
| D) | 1. persist<br>2. subtraction<br>3. technician<br>4. routine<br>5. monstrous<br>6. enjoyable<br>7. future<br>8. decision<br>9. horrify<br>10. amusement<br>11. measure<br>12. rustic<br>13. baggage           | E) | 1. lecture<br>2. feasible<br>3. conspicuous<br>4. pacify<br>5. artist<br>6. mortgage<br>7. traffic<br>8. exposure<br>9. inspection<br>10. precision<br>11. requirement<br>12. musician<br>13. imagine | F) | 1. profitable<br>2. subtraction<br>3. nature<br>4. composure<br>5. amazement<br>6. electrician<br>7. chlorine<br>8. terrific<br>9. organist<br>10. clarify<br>11. mileage<br>12. division<br>13. vigorous     |

# 12 Latin Suffixes Challenge 1

Highlight the following words you can read and use them to solve the crossword puzzle. Do the easy ones first and write in pencil.

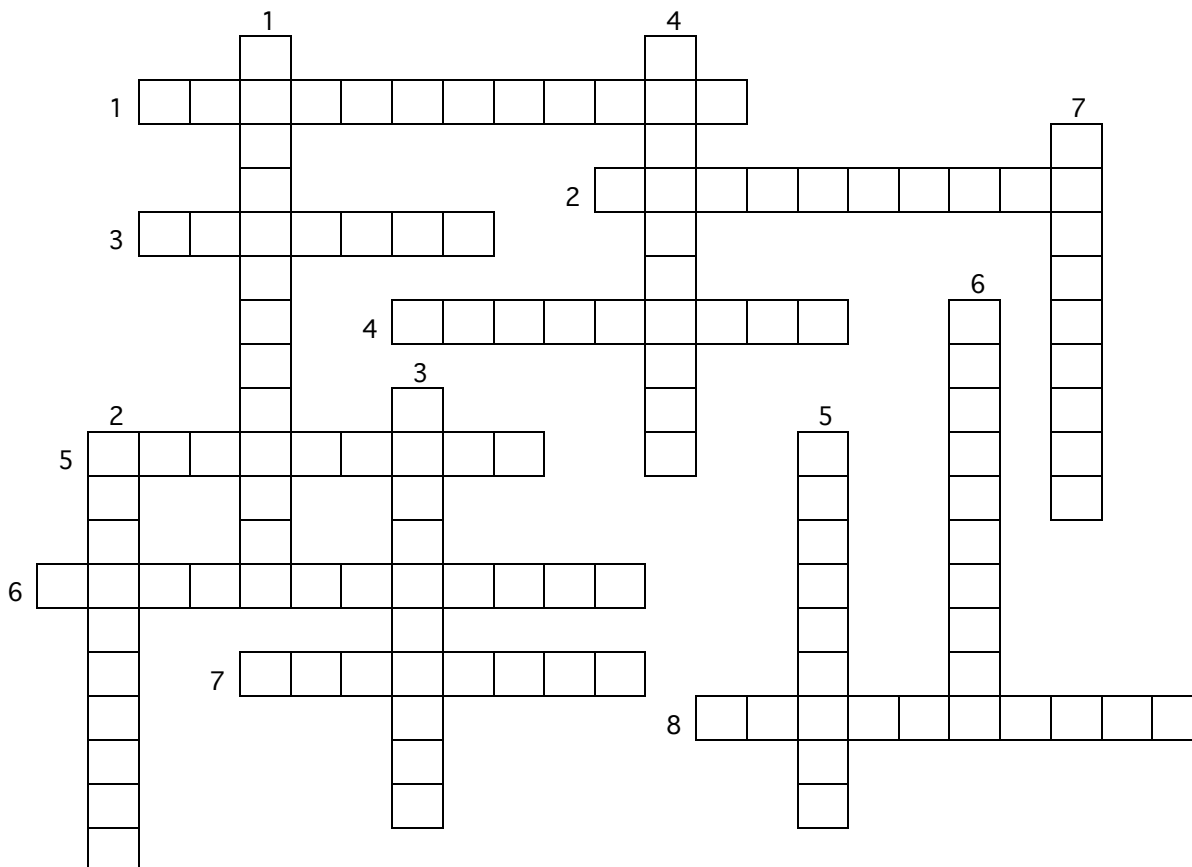
hydration	professional	pharmacist	drainage	physician
scientific	continuation	generosity	justify	suspicious
determine	indispensable	government	departure	depression

### Across

- The process of going on, not stopping
- The quality of giving lots of gifts
- To give reasons for one's actions
- To decide the outcome of an issue
- The act of leaving
- A highly educated employee
- A system of draining water
- Researched according to science

### Down

- Describes a must-have item or person
- Feelings of sadness
- Suspecting someone of wrongdoing
- The President and Congress
- A doctor
- A person who fills a prescription
- The act of drinking enough liquids



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## 13 Words with Multiple Suffixes

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The suffix **-ize** says **īz** and means *to cause to be* or *to become*. Add **-ize** or **-ure** to the base words. Next, add more suffixes to create new words. Remember the drop **e** rule when you add a suffix that starts with a vowel.

1. equal + ize \_\_\_\_\_ + er \_\_\_\_\_
2. organ + ize \_\_\_\_\_ + er \_\_\_\_\_
3. digit + ize \_\_\_\_\_ + er \_\_\_\_\_
4. vapor + ize \_\_\_\_\_ + er \_\_\_\_\_
5. moist + ure \_\_\_\_\_ + ize + er \_\_\_\_\_
6. press + ure \_\_\_\_\_ + ize + ing \_\_\_\_\_

First add **-ify** to the base words to create verbs. Next, write nouns by changing the **y** in **-ify** to **i** and adding **-cation** (**cā'shən**) *identify, identification*. The combination of these two word endings derives from the Latin verb **ficare**, which means *to make*.

1. class + ify \_\_\_\_\_ + cation \_\_\_\_\_
2. note + ify \_\_\_\_\_ + cation \_\_\_\_\_
3. false + ify \_\_\_\_\_ + cation \_\_\_\_\_
4. just + ify \_\_\_\_\_ + cation \_\_\_\_\_
5. pure + ify \_\_\_\_\_ + cation \_\_\_\_\_
6. fort + ify \_\_\_\_\_ + cation \_\_\_\_\_

Add the specified suffixes to the following base words. Next, add the second suffix. When adding **-ly** to **-able**, the last two letters (**le**) must be dropped as in *honorable, honorably*.

1. pack + age \_\_\_\_\_ + ing \_\_\_\_\_
2. nerve + ous \_\_\_\_\_ + ness \_\_\_\_\_
3. please + ure = \_\_\_\_\_ + able \_\_\_\_\_
4. profit + able \_\_\_\_\_ + ly \_\_\_\_\_
5. remark + able \_\_\_\_\_ + ly \_\_\_\_\_
6. continue + ous \_\_\_\_\_ + ly \_\_\_\_\_
7. band + age \_\_\_\_\_ + ing \_\_\_\_\_

# 14a Latin Suffixes Challenge 2

Create new words by combining a prefix, a base word, and a suffix. The words must make sense. Do the easy ones first and write in pencil.

un	norm	-able	1. _____
de	break	-(t)ion	2. _____
e	part	-ous	3. _____
re	pack	-ment	4. _____
pre	act	-age	5. _____

de	cent	-ine	6. _____
per	term	-age	7. _____
in	fort	-able	8. _____
en	form	-ment	9. _____
com	joy	a-tion	10. _____
			11. _____

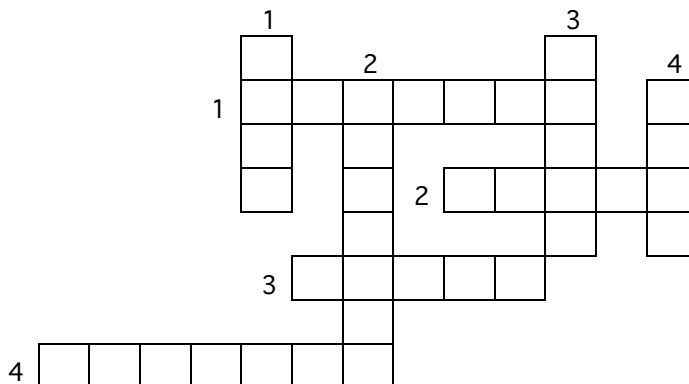
To complete the puzzle, find the base words in these polysyllabic words. Use a pencil. Write the base words on the lines and ask your teacher to check them before you solve the puzzle. In some base words, silent e's must be added and i must be changed to y.

**Across**

1. extremist \_\_\_\_\_
2. unfavorably \_\_\_\_\_
3. arrangements \_\_\_\_\_
4. dissatisfaction \_\_\_\_\_

**Down**

1. undeniable \_\_\_\_\_
2. therapist \_\_\_\_\_
3. reservist \_\_\_\_\_
4. transformation \_\_\_\_\_





## 14b *ti* and *ci* Before Suffixes

In earlier lessons, you learned how to pronounce **ti** and **ci**. What do they say? \_\_\_\_\_  
 Since the two combinations sound the same, it is difficult to spell words that end in **ti** or **ci**.  
 These rules will help you make the correct choice.

1. When you are trying to spell a word with the ending sounds of **shəs**, **shəl**, or **shən**, think of the base word or a related word.
2. The last letter of the base word or the related word (before the silent **e**) is usually the first letter of **ti** or **ci**. When a base word or related word ends with **t** or **te**, use that **t** and add **i+al**, as in *confident*, *confidential*. When the base word or a related word ends with **c** or **ce**, use that **c** and add **i+ous**, as in *office*, *officious*.

Drop the silent **e**'s. Next, look at the last letter of the base word and add **i + ous** or **i + al**. Write the new words on the lines.

Write the base word or a closely related word on the line. Some ending letters will change.

- |                       |       |                 |       |
|-----------------------|-------|-----------------|-------|
| 1. grace + i + ous    | _____ | 1. electrician  | _____ |
| 2. infect + i + ous   | _____ | 2. partition    | _____ |
| 3. malice + i + ous   | _____ | 3. discussion   | _____ |
| 4. space + i + ous    | _____ | 4. facial       | _____ |
| 5. content + i + ous  | _____ | 5. operation    | _____ |
| 6. potent + i + al    | _____ | 6. musician     | _____ |
| 7. part + i + al      | _____ | 7. protection   | _____ |
| 8. office + i + al    | _____ | 8. politician   | _____ |
| 9. finance + i + al   | _____ | 9. impression   | _____ |
| 10. commerce + i + al | _____ | 10. repetitious | _____ |

Unscramble the following letters to make meaningful words. Read the clues carefully and use a pencil.

1. It starts with the letter **c** and ends with the letter **n**.
2. The first syllable is a prefix that means *together/with*. The suffix says **shən**.
4. It means the process of building something.

t t c c o o n n i s u r      \_ \_ \_ \_ \_

1. The first and fourth letters are **e**'s.
2. There are two suffixes; the first suffix says **əl**, the second says **lē**.
4. It means *of special importance*.

e e l l y s p c i a      \_ \_ \_ \_ c i \_ \_ \_ \_

## 15a Dictionary Pronunciations

1. When an apostrophe comes right after a syllable, it shows that it is **accented**.
2. We say accented syllables more forcefully than unaccented ones.
3. Vowels in unaccented syllables often say the schwa sound ə.

Match the dictionary pronunciations on the left to the words on the right.

- |                          |                   |
|--------------------------|-------------------|
| 1. ə prē' shē ā' shən    | gigantic          |
| 2. ūn' sēlf kōn' shəs lē | infectious        |
| 3. mēd' ə sən            | graduation        |
| 4. jī gān' tīc           | unselfconsciously |
| 5. grāj ōō ā' shən       | appreciation      |
| 6. ĩn fēk' shəs          | financial         |
| 7. kwōl' ə fī kā' shən   | medicine          |
| 8. fə-nān' shəl          | semiprecious      |
| 9. or' gə nī zā' shən    | qualification     |
| 10. sēm' ē prēsh'əs      | organization      |

Review: The suffix **-ize** means *to cause to be* or *to become*. Add the suffix **-ize** to the base words to create verbs. The suffix **-tion** means *state* or *condition*. Add **-tion** to the verbs in the second column. In many verbs that end with a silent **e**, the **e** changes to **a** before **-tion** is added. You will need to drop some **y**'s and silent **e**'s.

Base Word	Add: <b>-ize</b>	Add: <b>a + -tion</b>
1. item		
2. capital		
3. real		
4. memory		
5. author		
6. polar		
7. hospital		
8. category		
9. special		
10. organ		

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## 15b Prefixes, Base Words, and Suffixes

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The words below may have a prefix and one or two suffixes. When the suffix **-ly** comes after the suffixes **-able** or **-ible**, you must drop **le** before adding **-ly**, resulting in **-ably** *reasonable, reasonably* or **-ibly** as in *sensible, sensibly*. The spelling and pronunciation of the base word may change when it stands alone.

Write the base word, prefix, and suffix(es) under the correct heading.

	base word	prefix	suffix	suffix
1. deductible	_____	_____	_____	
2. reauthorization	_____	_____	_____	_____
3. nectarine	_____	_____		
4. dehumidify	_____	_____	_____	
5. unglamorous	_____	_____	_____	
6. inaccessible	_____	_____	_____	
7. socialization	_____		_____	_____
8. mismanagement	_____	_____	_____	_____
9. dishonorably	_____	_____	_____	_____
10. undemocratic	_____	_____	_____	
11. mountainous	_____		_____	
12. nonperishable	_____	_____	_____	
13. artistic	_____	_____	_____	
14. postage	_____		_____	
15. nonpoisonous	_____	_____	_____	
16. disagreement	_____	_____	_____	
17. unspeakably	_____	_____	_____	_____
18. unrealistic	_____	_____	_____	_____

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## 16 Mount Everest

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Several years ago, my friend Mary and I decided to make a long-held dream come true. We planned a trip to Nepal to see the beautiful Himalayas and Mount Everest with our own eyes. I want to emphasize the word **see, not climb!** Do you know why Mt. Everest is one of the world's most famous mountains? You are right if you know that it's the highest mountain on earth with an altitude of 29,029 feet (8848 meters).

After careful research and many planning sessions, we made the decision to go over winter vacation, because we wanted to avoid the monsoon rains during the summer months. With the realization that we were going to face extremely cold temperatures, we were advised to bring two down sleeping bags per person. We wondered whether the guide, the cook, and their assistants would have warm clothes to brave the elements. Consequently, our trip preparation included visits to the Salvation Army store where we bought warm jackets and to a department store where we purchased woolen hats and socks. We managed to stuff all of the extra clothing into our luggage.

After an exhausting flight with layovers in South Korea, Hong Kong, and Thailand, we arrived in Katmandu, the capital of Nepal. Nepal is a small country, northeast of India. Much of its territory is inaccessible because of the extremely rugged and mountainous terrain. Upon our arrival in Katmandu, we were suddenly immersed into a fascinating mixture of Buddhist and Hindu cultures. Just like typical tourists, we visited temples, palaces, and museums and treated ourselves to delicious meals at exotic restaurants.

A couple of days later, we met up with our guide and his staff. All of us flew to Lukla (Lookla), a small village at 9,200 feet (2,827 meters) in the foothills of the Himalayas. My lasting memory of Lukla was its amazing silence. After the plane's departure, we realized that we didn't hear any passing cars, busses, motorcycles, or any other traffic noise. The reason for the silence was that there were no roads! The only means of transportation was walking on your own two feet and a sizeable system of footpaths and trails. So began our trek. A trek is a series of long hikes over the course of many days.

That first day, we were huffing and puffing up steep trails for eight hours until we reached Periche, the capital of the Khumbu. The Khumbu is the highest state in Nepal, inhabited by the Sherpa people. We had gained 2,000 feet and were now at 11,300 feet (3,446 meters). Fortunately, our guide, Nuru, had made reservations at a guesthouse where we had dinner and were going to spend the night.

After dinner I began to feel dizzy and nauseous. I had a pounding headache and my heart was racing wildly! Mary and Nuru were seriously worried about my condition because I had the symptoms of altitude sickness. The only treatment was to descend but we were in no mood to lose our hard-fought gain. I took some aspirin, and we decided to evaluate the situation in the morning. Awakened by the excited voices of children outside, we opened the windows to be greeted with a fresh blanket of snow. Kids were having a snowball fight! Luckily, I felt much better.

Continuing our trek, we hiked through a gorgeous valley ringed by jagged, glacier-covered peaks. Every three or four miles there were beautifully carved prayer wheels right alongside the trail. Each passing person gave them a whirl, which, according to Buddhist beliefs, sent prayers to heaven. Farther along the path, we came upon a large boulder that was engraved with prayers. Nuru explained that Sherpas must walk completely around the boulder in a clockwise direction to honor Buddha.

Towards evening, we reached Tengboche (Teng-bo-she) Monastery, inhabited by Buddhist monks. It was perched on a ledge, above a rushing gorge, surrounded by 20,000 foot peaks. In this spectacular setting, we caught our first glimpse of Mount Everest. The monks were welcoming and very hospitable. As there was no room in the guesthouse, we were invited to spend the night in a small room inside the monastery. Since it was bitterly cold, we were happy to snuggle in our double-down bags. At two o'clock in the morning, we were awakened by the mysterious sound of a gong that called the monks to a prayer service. We heard musical instruments and chanting for at least two hours. The only thing the monks were wearing was a thin robe! We shuddered and shivered on their behalf.

The next morning, Nuru got everyone up and going bright and early. After hiking a couple of miles, we had to walk across a rickety, hanging bridge suspended above a raging river. Neither of us wanted to be the first one to cross but with Nuru's encouragement, we made it! Nuru was a perfect guide who spoke good English and taught us about Nepalese culture, religion, and geography. A native Sherpa, he and the other support staff were always joking, laughing, or singing as they guided us along the trail.

For the next five days we wandered upwards, getting closer and closer to Mount Everest. As we passed through small villages and settlements, Nuru often introduced us to his friends and relatives, who frequently invited us into their homes for tea or to spend the night. Every evening there was a party!

On our eighth day, we reached a guesthouse close to the Everest Base Camp with a fantastic view of the big hulk! Having reached 17,000 feet (5,164 meters), we felt somewhat weak and wobbly from the altitude. As we were eating dinner, a group of climbing Sherpas came into the teahouse. They were going to guide a Korean climbing expedition to the summit of Mount Everest. What captivating stories they told! We were awe-struck by their courage and mountaineering skills.

The next day, we slowly climbed a high hill, which afforded the best views of Mount Everest and the surrounding peaks. Stopping often and gasping for air, we eventually did reach the top at 18,192 feet (5,545 meters). Mount Everest towered above us more than 10,000 feet higher. What a thrill to gaze across the valley at this spectacular, breathtaking panorama of the tallest mountains in the world. Staying for hours, we were reveling in the awesome beauty! As the peaks turned pink in the waning light, we reluctantly returned to the guesthouse.

Over the next several days, we retraced our steps. Again, we were fortunate because a friend of Nuru's invited us to spend Christmas at his house with his family. Now it was our turn to teach the Sherpas about our culture.

Soon we reached Lukla, and the time came to leave our newfound friends. It was hard to say good-bye to our providers, teachers, guides, and entertainers, all wrapped in one. Holding back tears as we boarded the plane to Katmandu, we already missed their fun-loving company! Two days later, as we flew back home, we felt enriched and dazzled by this once-in-a-lifetime experience.

## Comprehension Questions

1. Why did the trekkers decide to visit Nepal over winter vacation? \_\_\_\_\_

\_\_\_\_\_

2. Why was it quiet in Lukla? \_\_\_\_\_

3. What are the symptoms of altitude sickness? \_\_\_\_\_

4. What did the trekkers learn from Nuru, the guide? \_\_\_\_\_

\_\_\_\_\_

5. Who invited the trekkers for tea or to spend the night? \_\_\_\_\_

\_\_\_\_\_

6. What was the highest altitude the trekkers reached? \_\_\_\_\_

\_\_\_\_\_

7. On what occasion did the trekkers share their culture with the Nepalese? \_\_\_\_\_

\_\_\_\_\_

8. How did the trekkers feel about their trip? \_\_\_\_\_

\_\_\_\_\_

## CHAPTER 12

# Latin Suffixes, Part 2

### Note to Instructor

Chapter 12 covers the second set of Latin suffixes. As was stated previously, Latin suffixes are very challenging to master because the sound/symbol correspondence is often weak, and the accent rules are complicated. Therefore, it is very important to take time and teach each suffix as a unit of meaning, sound, and sight with lots of review along the way. A great deal of practice is needed before these suffixes are committed to long-term memory. Many teachers have made color-coded flashcards for each set of suffixes (a different color for each set). The suffix is written on one side of the card; the definition, pronunciation, and four examples are written on the reverse side. Please modify these lessons for younger students or for those with severe learning disabilities; you might cross out the hardest words or consider teaching the most difficult pages as whole-class activities.

Anglo-Saxon base words are free morphemes, whereas Latin roots are bound morphemes. This means that most Latin roots are not actual words by themselves and don't make sense unless they are attached to prefixes or suffixes. This section covers the following Latin suffixes: **-al**, **-ive**, **-ity**, **-ability**, **-ibility**, **-ary**, **-ory**, **-cy**, **-ent**, **-ence**, **-ency**, **-ant**, **-ance**, and **-ancy**. The suffixes in this chapter are unaccented, except for these five suffixes that have a secondary accent: **-ary**, **-ory**, **-ity**, **-ability**, and **-ibility**. The word ending **-ate** is also reviewed; it has a secondary accent when it is part of a verb.

#### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to copy each new phonogram, red word, homophone, homograph, prefix, suffix, and rule in the appropriate sections of their Decoding Binders. Include homophones marked **H** and homographs marked **HG** in the Homophone section, along with definitions. When entering a phonogram, prefix, suffix, or rule, students must list four words that illustrate it. Display two cumulative charts in the classroom, one for prefixes and one for suffixes.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or those with severe learning disabilities may need more time for review.

**Lesson 1a:** (No worksheet) write the suffix **-al** on the board or show it on the screen (or show the card). Next to the suffix, write three words that end with **-al** (*equal, normal, legal, total, rival, floral, central, removal, musical, journal, global, terminal, carnival*). Elicit ten words from your class that end with **-al** and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling and the definition: (**ə**) *of, relating to*. Most words that end with the **-al** are adjectives, although some are nouns. Students write **-al**, the pronunciation, definition, and four examples in the Suffixes section of their binders. This suffix was taught briefly in Chapter 4.

**Suggestion:** Divide the class into small groups that are balanced in abilities. After you have presented the first suffix with examples, set a timer for five to seven minutes (longer for younger students) and have the groups compete against each other. The group that generates the most

words wins the first round. Allow students to use textbooks and dictionaries to find words. Ask a volunteer from each group to write the words on the board and have students read the cumulative list in unison. If this format works well, do this for every suffix and keep track of points. Consider giving the winners a small reward. In case the same group of students always wins or loses, consider changing the makeup of the groups.

**Lesson 1b** requires students to add the suffix **-al** to base words. Remind your class to apply the drop **e** rule and the **y** rule: change **y** to **i** before adding a suffix that starts with a vowel as in *deny*, *denial*. When **y** is preceded by a vowel, no changes are needed as in *betray*, *betrayal*.

**Lesson 1c** deals with the combinations **ti**, **ci**, **tu**, **su**, and **du** when they occur before **-al**. Ask students to record these phonetic elements in the Suffixes section of their Decoding Binders, along with four examples for each: **tial** (**shəl**) *initial, potential, partial, essential*; **cial** (**shəl**) *commercial, artificial, special, social*; **tual** (**chooəl**) *mutual, actual, ritual, eventual*; **sual** (**shooəl**) *usual, casual, visual, sensual*; **dual** (**jooəl**) *individual, gradual, residual*. The syllable directly before **ti** and **ci** is accented (*commer'cial, es sen'tial*). This rule usually applies to **tu**, **su**, and **du** as well, but not always *spir' i tu al*.

**Lesson 1d** (on the same page as Lesson 3c) is a **Reading and Spelling for Mastery** list, consisting of words with the suffix **-al**. Because this list is difficult, please modify it for younger or weaker students. Assign two activities every day from **Proposed Spelling Activities**, located in the Appendix, or use your own. Require students to read the spelling words daily and to enter the red words in the Red Words section of their Decoding Binders. Homophones marked **H** and homographs marked **HG** must be included in the Homophone section, along with definitions. When practicing the spelling words, students must write the red words in red pencil to draw attention to these tricky sight words.

**Lesson 2a:** (No worksheet) Write the suffix **-ive** on the board or show it on the screen and add three words that end with **-ive** (*motive,ursive, massive, relative, adhesive, native, elective, fugitive, attentive, defective, effective, narrative, offensive*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling and the definition. It says **iv**, even though it has a **silent e** at the end. It means *performing* or *like a certain action*. Have students write the suffix, pronunciation, definition, and four examples in their binders. Most words that end with the suffix **-ive** are adjectives, although some are nouns. Words that end with **-ive** are accented on the first syllable, unless there is a prefix, which shifts the accent onto the base word.

**Lesson 2b** provides practice with adding and eliminating the suffix **-ive**. Please check whether students remember the **drop e** rule for adding suffixes that start with vowels. The second exercise encourages students to figure out this pattern: when a base word ends with the letter **d**, it will usually change to **s** before **-ive** (*expand, expansive; respond responsive; explode, explosive*).

**Lesson 3a:** (No worksheet) Write the suffix **-ity** on the board or show it on the screen and add three words that end with **-ity** (*gravity, sanity, quality, reality, capacity, charity, purity, clarity, security, quantity, necessity, cavity, humanity*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling and definition: (**itē**), *state, quality*. Students must write the suffix, pronunciation, definition, and four examples in their binders. Most words that end with the suffix **-ity** are nouns. The syllable before **-ity** is accented.

**Lesson 3b** requires choosing words that end with **-ity** to complete sayings or expressions. Please provide support with the more difficult ones and tell students to use a pencil.

**Lesson 3c** presents students with words that have multiple suffixes. When separating words into their components, the letter **e** must be added to **iv** for words such as *activity* (*act = base word, -ive = suffix, -ity = suffix*). The word components for #10 are *exclude, exclusive, exclusivity*. The next exercise requires students to write the plural for four nouns that end in **-ity**. This page is difficult. Consider presenting it as a whole-class activity for weaker students.



**Lesson 3d** (No worksheet) The suffixes **-ability** and **-ibility** say ə bīl'ə tē. They are composed of **-able** or **-ible** and the suffix **-ity**; **-able** + **-ity** = **-ability** and **-ible** + **-ity** = **-ibility**. Write the suffixes **-ability** and **-ibility** on the board or show them on the screen and add three words that end with **-ability** and **-ibility** (*liability, probability, reliability, suitability, availability, flammability, irritability, insurability, desirability, possibility, capability, responsibility, visibility, legibility, feasibility, flexibility, plausibility, eligibility*). Elicit as many words as possible from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling and the definition: both say ə bīl'ə tē, and mean *ability* or *inclination for*. Point out that the suffix **-ability** is spelled just like the word **ability** and has the same meaning. Students must write the suffixes, pronunciation, definitions, and four examples for each in the Suffixes section of their binders.

**Lesson 3e** The first exercise requires students to drop **-able** or **-ible** from adjectives and to add the suffixes **-ability** and **-ibility** to create nouns. Words with **-able/-ible** are accented on the first syllable or the base word. Words that end with **-ability** or **-ibility** are accented on **bil**, the syllable before **ity**. The last exercise asks students to find base words from short lists of related words.

**Lesson 3f** (on the same page as Lesson 1d) is a **Reading and Spelling for Mastery** list, comprised of words with the suffixes **-ive** and **-ity**. Since this list is difficult, please modify it for younger students or those with severe learning disabilities. Use the procedures from Lesson 1d. Teach the following spelling rule: when **-ive** comes before **-ity**, the silent **e** in **-ive** must be dropped.

**Lesson 4a:** (No worksheet) Write the suffix **-ary** on the board or show it on the screen and add three words that end with **-ary** (*library, diary, February, summary, imaginary, infirmary, vocabulary, voluntary, secretary, glossary, complimentary, ordinary, exemplary, itinerary, customary,*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling. Students may notice that **-ary** has two different pronunciations. The more prevalent one is ěrē but sometimes it says ərē. To explain the difference, we must raise the difficult issue of secondary accents, which are stressed but not as forcefully as primary accents. The ěrē pronunciation has a secondary accent on the suffix, whereas ərē is unaccented. Once students notice the difference, have them copy the above list under two headings: 1. ěrē 2. ərē. Most words that end with **-ary** are nouns or adjectives. As an adjective it means *relating to, characterized by*. As a noun, it means *a place or thing used for or connected with*. Ask students to write the suffix, two pronunciations, four examples for each, and the definitions in the Suffixes section of their binders.

**Lesson 4b** covers the two pronunciations of **-ary**. When a word has a primary accent on the syllable directly before **-ary**, it is usually unaccented and says ərē *gloss'ary, do cu men'tary*. When the primary accent is on another syllable, **-ary** usually has a secondary accent and says ěrē *Jan'u ary', un nec'es sary'*. Although **-ary** is a two-syllable suffix, we will treat it as a single unit for the purpose of this exercise.

**Lesson 5a:** (No worksheet) Write the suffix **-ory** on the board or show it on the screen and add three words that end with **-ory** (*victory, advisory, dormitory, memory, territory, history, factory, observatory, directory, auditory, satisfactory, obligatory, mandatory*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling and the definition. As with the previous suffix, there are two pronunciations: orē when it has a secondary accent and ərē when it is unaccented. Once students notice the difference, have them copy the list under these two headings: 1. orē 2. ərē. It means *relating to, characterized by*. Next, ask students to write the suffix, two pronunciations, four examples for each, and the definitions in the Suffixes section of their binders. Most words that end with the suffix **-ory** are nouns or adjectives.

**Lesson 5b** deals with the two pronunciations of **-ory**. When a word has a primary accent on the syllable directly before **-ory**, it is usually unaccented and says ərē *fac'tory, di rec'tory*. When the primary accent is on another syllable, **-ory** usually has a secondary accent and says orē *ter'ri tory', man'da tory'*. Although **-ory** is a two-syllable suffix, we will treat it as a single unit in this lesson.

**Lesson 5c** (on the same page as Lesson 8d) is a **Reading and Spelling for Mastery** list consisting of words with the suffixes **-ary** and **-ory**. Follow the procedures from Lesson 1d.

**Lesson 6a:** (No worksheet) Review the suffixes **-al**, **-ive**, **-ity**, **-ability/-ibility**, **-ary**, and **-ory**. Provide more practice if necessary. Then write the suffix **-ent** on the board or show it on the screen and add three words that end with **-ent** (*student, resident, decent, present, ancient, silent, recent, solvent, excellent, accident, continent, independent, persistent*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling (**ənt**) and the definition: *promoting or causing a specified action*. Students must write the suffix, pronunciation, definition, and four examples in the Suffixes section of their binders. The suffix **-ent** is unaccented. Words with this suffix are nouns or adjectives and are accented on the first syllable, unless there is a prefix, which shifts the accent onto the base word. When **ent** occurs in verbs, it is not a suffix but part of the root (*prevent, resent, invent*).

**Lesson 6b:** (No worksheet) Write the suffix **-ence** on the board or show it on the screen and add three words that end with **-ence** (*patience, science, residence, evidence, audience, sentence, absence, silence, innocence, reference, independence, confidence, consequence*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the phonetic spelling (**əns**) and the definition: *state or condition*. Students must write the suffix, pronunciation, definition, and four examples in the Suffixes section of their binders. Most words that end with **-ence** are nouns with the accent on the first syllable. When there is a prefix, the accent shifts onto the root.

**Lesson 6c** requires students to add the suffixes **-ent** and **-ence** to base words. The second exercise deals with synonyms and antonyms.

**Lesson 7a:** (No worksheet) Write the suffix **-cy** on the board or show it on the screen and supply three words that end with **-cy** (*policy, emergency, agency, presidency, secrecy, privacy, residency, pharmacy, conspiracy, frequency, democracy, candidacy*). Elicit ten words from your class and write them on the board or show them on the screen. Since many of these words are difficult, take some time to explain their meaning. Ask everyone to deduce the phonetic spelling (**sē**) and definition: *state, condition, quality*. Students must write the suffix, pronunciation, definition, and four examples in the Suffixes section of their binders. Most words that end with the suffix **-cy** are nouns. The accent falls on the first syllable, unless there is a prefix, which shifts the accent onto the base word. Please point out the rule for soft **c**.

**Lesson 7b** directs students to think of the adjective form for nouns that end with **-cy**. (Review the suffix **-ate** with its two pronunciations: **āte** as in *calculate, evaluate, hydrate, regulate* and **əte** as in *accurate, climate, private, pirate, palate*). The rule addresses the fact that the suffix **-ate** + **-cy** = **-acy** as in *privacy, democracy, literacy, delicacy*. The suffix **-ent** + **-cy** = **-ency** as in *agency, decency, residency, urgency*. Students must write the two suffixes, pronunciations, definitions, and four examples for each in the Suffixes section of their binders. By thinking of related words, students should be able to deduce the spelling of the schwa sound before the suffix **-cy**. Even though the suffixes **-acy** and **-ency** are two-syllable suffixes, for the purpose of this exercise we will treat them as a single unit.

**Lesson 7c** reviews the suffixes **-ent**, **-ence**, and **-ency**, as well as the letters **ti**, **ci**, and **si** before these suffixes. Ask students to record the following combinations and the examples: **cient**, *efficient, sufficient, proficient, ancient*; **tient**, *patient, quotient*; **cience**, *conscience*; **tience**, *patience*; **ciency**, *proficiency, efficiency, sufficiency, deficiency*. The **i** before **ti**, **ci**, and **si** is short. The worksheet requires students to match words that are spelled phonetically with the conventional spelling.

**Lesson 8a:** (No worksheet) Review the suffixes **-ent**, **-ence**, **-cy**, **-ency**, and **-ate**. Provide more practice if necessary. Then write the suffix **-ant** on the board or show it on the screen and add three words that end with **-ant** (*pleasant, hydrant, important, remnant, peasant, tenant, buoyant, distant, instant, warrant, inhabitant, merchant, consonant*). Elicit ten words from your class and write them on the board or show them on the screen. Tell everyone to deduce the phonetic spelling (**ənt**) and the

definition. Words with the suffix **-ant** are adjectives when they mean *causing a certain action*. When they mean *one who performs a certain action*, they are nouns. Students must write the suffix, pronunciation, definition, and four examples in the Suffixes section of their binders. Ask students what other suffix is pronounced exactly the same way.

**Lesson 8b:** (No worksheet) Write the suffix **-ance** on the board or show it on the screen and add three words that end with **-ance** (*balance, clearance, appliance, attendance, entrance, fragrance, ignorance, tolerance, elegance, importance, reluctance, alliance, guidance*). Elicit ten words from your class and write them on the board or show them on the screen. Ask everyone to deduce the pronunciation (**əns**) and the definition: *state, action, or condition*. Students must write the suffix, pronunciation, definition, and four examples in the Suffixes section of their binders. Most words with the suffix **-ance** are nouns and are accented on the first syllable, unless there is a prefix, which shifts the accent onto the base word. The suffix **-ance** is unaccented. Ask your students what other suffix is pronounced exactly the same way.

**Lesson 8c** directs students to add the suffixes **-ant** and **-ance** to verbs and reviews the connective **i** before suffixes that start with vowels.

**Lesson 8d** (on the same page as Lesson 5c) is a **Reading and Spelling for Mastery** list, consisting of words with the suffixes **-ent, -ence, -ency** and **-ant, -ance, -ancy**. Follow the steps of Lesson 1d.

**Lesson 8e** explains the consistency of the spelling pattern among **-ant, -ance, and -ancy**. For the purpose of this exercise, we will treat the two-syllable suffix **-ancy** as a single unit. Students will add suffixes to verbs. In case there is not enough space to write two words on one line, offer lined paper. Tell your class to do the easy ones first. When everyone has finished, go over the lesson as a whole-class activity to help students with the most difficult words.

**Lesson 8f** reviews hard and soft **c** and **g** before the suffixes **-ent, -ence, -ency** and **-ant, -ance, -ancy**. Soft **c** and **g** must be followed by **-ent, -ence, -ency** as in *decent, decency, negligent, negligence* whereas hard **c** and **g** must be followed by **-ant, -ance, -ancy** as in *significant, significance, extravagant, extravagance*. Since this activity is very challenging, go over each individual word and discuss students' answers and the definitions before everyone starts the crossword puzzle.

**Lesson 9** reviews accent rules for words with the following suffixes: **-al, -ive, -ent, -ant, -ence, -ance, and -cy**. The accent usually falls on the first syllable. When there is a prefix and a suffix, the accent falls on the root.

**Lesson 10** provides a review of all suffixes covered in this chapter.

**Lesson 11** requires students to add two suffixes to base words and to complete a crossword puzzle.

**Lesson 12a** lists related words with a common root and requires students to find the base word.

**Lesson 12b** (on the same page as Lesson 14b) is a **Reading and Spelling for Mastery** list that reviews words from previous lessons. Follow the procedures from Lesson 1d.

**Lesson 13** directs students to match words that are spelled phonetically with the correct spelling. For the last exercise, tell students to write the words they know and provide help with the rest.

**Lesson 14a** asks students to categorize words according to their components. Teach the last exercise as a whole-class activity

**Lesson 14b** (on the same page as Lesson 12b) is a review **Reading and Spelling for Mastery** list.

**Lesson 15** is a story about the mountaineering experience of one of the author's friends.

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## 1b The Suffix **-al**

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The suffix **-al** says **əl** and means *of, relating to*. Most words that end with **-al** are adjectives as in *seasonal, informal, national*; however, there are also some nouns that end with **-al** as in *principal, rehearsal, journal*.

Add **-al** to words 1-16 and write the new words on the lines. Remember to use the drop e rule and the y rule when necessary.

- |            |       |              |       |
|------------|-------|--------------|-------|
| 1. person  | _____ | 9. margin    | _____ |
| 2. origin  | _____ | 10. colony   | _____ |
| 3. propose | _____ | 11. globe    | _____ |
| 4. arrive  | _____ | 12. memory   | _____ |
| 5. season  | _____ | 13. approve  | _____ |
| 6. sign    | _____ | 14. culture  | _____ |
| 7. nature  | _____ | 15. rehearse | _____ |
| 8. deny    | _____ | 16. option   | _____ |

Read words 1-16 and underline the five words with major changes in pronunciation.

Now that you're becoming a pro with Latin suffixes, you are ready to tackle words that have multiple suffixes.

Draw lines from the word starters to the appropriate suffixes to create meaningful words. Next, write the new words on the lines.

- |         |         |           |
|---------|---------|-----------|
| cler    |         | 1. _____  |
| emo     |         | 2. _____  |
| myth    | -tional | 3. _____  |
| struc   |         | 4. _____  |
| na      | -ical   | 5. _____  |
| rad     |         | 6. _____  |
| fic     | -tural  | 7. _____  |
| agricul |         | 8. _____  |
| class   |         | 9. _____  |
|         |         | 10. _____ |

---

## 1c Combinations *ti, ci, tu, su, and du*

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In Chapter 11 you learned the pronunciation of **ti** and **ci** when they come before suffixes. What do they say? \_\_\_\_\_ The suffix **-al** is often preceded by **ti** or **ci**. The combination of **ci** + **-al** is **-cial** as in *commercial, artificial*. The combination of **ti** + **-al** is **-tial** as in *partial, residential*. What do **-cial** and **-tial** say? \_\_\_\_\_

Underline the following words you can read and use them to complete the expressions.

financial special impartial official social initials crucial facial potential

1. Write your \_\_\_\_\_ here.
2. A judge must be \_\_\_\_\_.
3. She expects \_\_\_\_\_ treatment.
4. He is here on \_\_\_\_\_ business.
5. A bank is a \_\_\_\_\_ institution.
6. He/she has the \_\_\_\_\_ to be a great student.
7. \_\_\_\_\_ expression
8. \_\_\_\_\_ butterfly
9. Your appearance in court is \_\_\_\_\_.

Reread the words in the box and highlight the accented syllables. Where does the accent fall?

Let's consider the combinations **tu**, **su**, and **du**, as in *mutual, usual, and gradual*; **tu** says **choo**, **su** says **shoo**, and **du** says **joo**. These sounds occur before suffixes.

Write words 1-9 in phonetic spelling and mark the vowels.

1. mutual     mūchooəl
2. visual     \_\_\_\_\_
3. individual \_\_\_\_\_
4. spiritual \_\_\_\_\_
5. unusual    \_\_\_\_\_
6. actually    \_\_\_\_\_
7. gradually   \_\_\_\_\_
8. factual     \_\_\_\_\_
9. habitual    \_\_\_\_\_

What sound does the letter **i** say when it comes before **tu**, **su**, and **du**? \_\_\_\_\_

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## 1d/3f Reading and Spelling for Mastery

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Students must write the **red words** in red pencil.

Change the first spelling activity as follows. Write the words in syllables and mark the accented syllable in each word with an apostrophe. What are the accent rules?

Words with the suffix **-al**

Words with the suffixes **-ive, -ity, -ability, -ibility**

### 1d Spelling

1. several
2. **usual \***
3. **usually \***
4. capital (H)
5. signal
6. personal
7. natural
8. equal
9. central
10. general
11. national
12. annual
13. **material \***
14. **actual \***
15. **gradual \***
16. **individual \***
17. **crucial \***
18. **social \***
19. **special \***
20. **especially \***

### 3f Spelling

1. active
2. activity
3. creative
4. creativity
5. expensive
6. native
7. negative
8. positive
9. relative
10. elective
11. majority
12. security
13. equality
14. nationality
15. ability
16. abilities
17. possible
18. possibility
19. responsible
20. responsibility

\*Red word, H = Homophone

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## 2b The Suffix *-ive*

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The suffix **-ive** says **iv**, even though it has a silent **e** at the end as in *cursive*, *massive*, *elective*. It means *performing* or *like a certain action*. Most words that end with the suffix **-ive** are adjectives, although some are nouns.

Underline the following words you can read. Next, add the suffix **-ive** and write the new words on the lines. Remember the drop **e** rule.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. act     | _____ | 5. object  | _____ |
| 2. effect  | _____ | 6. attract | _____ |
| 3. secret  | _____ | 7. create  | _____ |
| 4. expense | _____ | 8. assert  | _____ |

Underline the following words you can read and write the verb (action word) on the lines. They may be quite different. Some end with a **vce** pattern. Do the ones you know first.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. explosive | _____ | 5. divisive   | _____ |
| 2. inclusive | _____ | 6. decisive   | _____ |
| 3. defensive | _____ | 7. offensive  | _____ |
| 4. corrosive | _____ | 8. conclusive | _____ |

What letters have changed? \_\_\_\_\_

Several different suffixes can be added to certain base words. The meaning, spelling, and pronunciation might be slightly different.

Read each word, remove the suffix **-ive**, and write the verb. Then add the suffix **-tion**. Next, go back to the verb and add the suffix **-able**. Write the new words on the lines. Reminder: when adding **-tion** to a base word that ends with **t** or **te**, the **t** comes from the root, so use only one **t**.

	Verb	Add <b>-tion</b>	Add <b>-able</b>
1. detective	_____	_____	_____
2. elective	_____	_____	_____
3. collective	_____	_____	_____
4. relative	_____	_____	_____
5. predictive	_____	_____	_____
6. preventive	_____	_____	_____

Read words 1-3 below. Circle the verb that can attach all of these suffixes: **-able**, **-ive**, **-tion**, or **-sion**, and **-age**.

- |           |        |         |
|-----------|--------|---------|
| 1. deduct | 2. act | 3. pass |
|-----------|--------|---------|

---

## 3b The Suffix *-ity*

---

What does the suffix *-ity* say? \_\_\_\_\_ You are correct if you remembered that *-ity* says *itē* and means *state, quality*. Most words that end with *-ity* are nouns.

Highlight the following words you can read and get help with the rest. Choose the correct word to complete each expression or sentence. Write in pencil and do the easy ones first.

formality	eternity	publicity	opportunity	majority
immunity	security	identity	familiarity	curiosity
popularity	necessity	density	maternity	quantity

1. We want quality not \_\_\_\_\_.
2. \_\_\_\_\_ is the mother of invention.
3. In a democracy, the \_\_\_\_\_ rules.
4. We all must guard against \_\_\_\_\_ theft.
5. The \_\_\_\_\_ system is on 24/7.
6. This is just another \_\_\_\_\_ stunt.
7. \_\_\_\_\_ knocks.
8. This is no \_\_\_\_\_ contest.
9. \_\_\_\_\_ breeds contempt.
10. Let's do away with \_\_\_\_\_, and dig right in.
11. She is out on \_\_\_\_\_ leave.
12. For all \_\_\_\_\_
13. \_\_\_\_\_ from disease
14. \_\_\_\_\_ kills the cat.
15. Most cities have high \_\_\_\_\_ housing.

The suffix *-ity* is unaccented. Read the words in the box one more time and highlight the accented syllables. What is the accent rule?

---

Write the plural for the following nouns: quality, opportunity, necessity.

---



---

## 3c Multiple Suffixes

---

Now that you have mastered many difficult suffixes, you will come across lots of words that have two suffixes. Often there is a slight change in spelling. Read these words and use your creativity to divide them. Write the base word and each suffix under the correct heading. Number 10 is tricky\*. Add a silent **e** to the base words of numbers 5, 8, and 12.

	Base Word	Suffix	Suffix
1. formality			
2. activity			
3. normality			
4. commonality			
5. impulsivity			
6. originality			
7. personality			
8. creativity			
9. musicality			
10. exclusivity*			
11. objectivity			
12. universality			

Write the plural for these nouns: activity, facility, formality, quantity.

---

Draw lines from the word starters to the correct suffixes to make real words.

crit		fest	
ment	ality	vert	ality
capt	ical	gener	ical
med	ivity	class	ivity
sensit		pass	

---

## 3e Suffixes *-ability* and *-ibility*

---

Two very long suffixes are **-ability** and **-ibility** as in *probability, responsibility*; they both say ə bīl'ə tē. Notice the two schwa sounds (ə). These two suffixes are composed of **-able** or **-ible** and the suffix **-ity**; **-able + -ity = -ability** and **-ible + -ity = -ibility**. The smashed together suffixes **-ability** and **-ibility** are nouns and mean *ability* or *inclination*.

Words with the suffix **-able** go to **-ability** and words with the suffix **-ible** go to **-ibility**.

Words that end with **-able** or **-ible** are adjectives. Change the following adjective to nouns, and write the nouns on the lines. Drop **-able** or **-ible** and add **-ability** or **-ibility**.

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 1. capable   | _____ | 6. legible     | _____ |
| 2. feasible  | _____ | 7. livable     | _____ |
| 3. plausible | _____ | 8. portable    | _____ |
| 4. available | _____ | 9. reliable    | _____ |
| 5. eligible  | _____ | 10. vulnerable | _____ |

The suffixes **-ability** and **-ibility** cause changes in spelling, accent, and pronunciation. Read words 1-6 and highlight the accented syllables.

- |                          |                          |                                |
|--------------------------|--------------------------|--------------------------------|
| 1. flexible, flexibility | 3. probable, probability | 5. accountable, accountability |
| 2. visible, visibility   | 4. possible, possibility | 6. readable, readability       |

Where does the accent fall in words that end with **-able** or **-ible**? Where does the accent fall in words that end with **-ability** or **-ibility**?

\_\_\_\_\_

\_\_\_\_\_

Sometimes a base word may have several different prefixes or suffixes. The meaning might change slightly. Highlight the words you can read and write the base word they share. There may be a small change in spelling.

- |  |       |
|--|-------|
| 1. society, socially, unsociable, sociability            | _____ |
| 2. employment, unemployed, employability, employable     | _____ |
| 3. sensation, sensible, sensibility, senseless           | _____ |
| 4. variation, variable, invariably, variability, varying | _____ |
| 5. admission, inadmissible, admissibility, admitted      | _____ |
| 6. deduction, deductible, deductibility, nondeductible   | _____ |
| 7. application, applicable, applicability, reapplying    | _____ |
| 8. irritation, irritability, irritable, irritating       | _____ |

## 4b The Suffix *-ary*

The suffix *-ary* usually says **ěřē** and means *relating to*. Sometimes, however, it says **arē**. Read words 1-10 and draw a line from each word to the correct pronunciation of *-ary*.

- |                |            |                 |            |
|----------------|------------|-----------------|------------|
| 1. January     |            | 6. secondary    |            |
| 2. sanctuary   | <b>ěřē</b> | 7. boundary     | <b>ěřē</b> |
| 3. salary      |            | 8. elementary   |            |
| 4. dictionary  | <b>arē</b> | 9. stationary   | <b>arē</b> |
| 5. documentary |            | 10. anniversary |            |

When a word has a primary accent on the syllable before *-ary*, it is usually unaccented and says **arē** as in *boun'dary, an ni vers'ary*. When the primary accent is on another syllable, *-ary* has a secondary accent and says **ěřē** as in *tem'por ary', un nec'cess ary'*.

Read words 1-12 and write **ěřē** or **arē** on the lines. Next, highlight the accented syllables.

- |                     |                      |                       |
|---------------------|----------------------|-----------------------|
| 1. or din ary _____ | 5. nec es sary _____ | 9. sum mary _____     |
| 2. pri mary _____   | 6. mo men tary _____ | 10. gloss ary _____   |
| 3. sug ary _____    | 7. bur glary _____   | 11. vol un tary _____ |
| 4. mil i tary _____ | 8. tem po rary _____ | 12. budg et ary _____ |

Does *-ary* have a secondary accent when it says **ěřē** or **arē**? \_\_\_\_\_

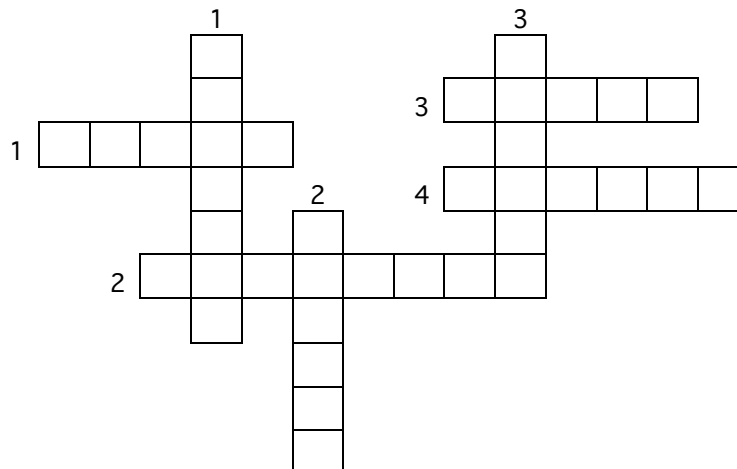
Use the base words from both lists above to solve the crossword puzzle. Write in pencil.

### Across

- The base word is *a food*.
- The base word means *an important paper*.
- The base word rhymes with *round*.
- The base word means *a part of a minute*.

### Down

- The base word means *a place where a bus or a train stops*.
- The base word means *a plan for spending money*.
- The base word means *a short amount of time*.



---

## 5b The Suffix -ory

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The suffix **-ory** often says **orē** and means *relating to*. Sometimes, however, it says **ərē**. Most words that end with **-ory** are nouns or adjectives.

Read the following words and listen carefully to the sound of the suffix. Write **orē** or **ərē** on the lines.

- |                      |                       |
|----------------------|-----------------------|
| 1. memory _____      | 9. category _____     |
| 2. observatory _____ | 10. victory _____     |
| 3. history _____     | 11. factory _____     |
| 4. theory _____      | 12. laboratory _____  |
| 5. territory _____   | 13. inventory _____   |
| 6. dormitory _____   | 14. accessory _____   |
| 7. compulsory _____  | 15. explanatory _____ |
| 8. auditory _____    | 16. directory _____   |

When a word has a primary accent on the syllable before **-ory**, it is usually unaccented and says **ərē** as in *vic'tory*, *di rec'tory*. When the primary accent is on another syllable, **-ory** has a secondary accent and says **orē** as in *cat'e gory'*, *in'ven tory'*.

Does **-ory** have a secondary accent when it says **orē** or **ərē**? \_\_\_\_\_

Write the plural for the following nouns.

- |                 |                   |
|-----------------|-------------------|
| 1. memory _____ | 3. category _____ |
| 2. theory _____ | 4. factory _____  |

Many words of Latin origin have open syllables that do not say a long vowel sound. Instead, the vowel says the schwa sound (ə).

Highlight the following words you can read and write the schwa symbol (ə) above each vowel whenever you hear it. Then write the base words for # 1, 2, 3, 7, 8 and 9. These base words are challenging, use your imagination and consult a dictionary when necessary.

- |                         |                        |                          |
|-------------------------|------------------------|--------------------------|
| 1. ob ser va tory _____ | 4. pred a tory _____   | 7. ex plor a tory _____  |
| 2. cir cu la tory _____ | 5. mi gra tory _____   | 8. con ser va tory _____ |
| 3. ac cu sa tory _____  | 6. de rog a tory _____ | 9. ex plan a tory _____  |

Read the clues carefully to unscramble the word.

t r e c o d y r i

— — — e — — — — —

1. It starts with d and ends with **ərē**.
2. The first syllable is **r-controlled**.
3. It contains information.

---

## 5c/8d Reading and Spelling for Mastery

---

Students must write the **red words** in red pencil.

Words with the suffixes  
-ary and -ory

Reminder: Use the following suffixes  
consistently with the same base word.  
-ant, -ance, -ancy or -ent, -ence, -ency  
*present, presence, presidency* or *distant, distance*

### 5c Spelling

1. January
2. **February \***
3. dictionary
4. secretary
5. ordinary
6. military
7. temporary
8. primary
9. **necessary \***
10. summary
11. salary
12. memory
13. history
14. victory
15. theory
16. theories
17. factory
18. category
19. territory
20. inventory

### 8d Spelling

1. present (HG)
2. independent
3. **accident \***
4. resident
5. president
6. different
7. difference
8. sentence
9. absent
10. absence
11. **experience \***
12. distant
13. distance
14. important
15. importance
16. tolerant
17. tolerance
18. **emergency \***
19. **pharmacy \***
20. **privacy \***

\***Red word**, HG = Homograph

## 6c Suffixes *-ent* and *-ence*

The suffix **-ent** says **ənt** and means *promoting* or *causing an action*. The suffix **-ence** says **əns** and means *state* or *condition*. A base word can often add **-ent** to create an adjective or **-ence** to create a noun.

Add **-ent** and **-ence** to the base words and write the new words under the correct column. Remember the doubling rule for #3 and #7. Apply the **drop e rule** when necessary.

Base Words	Add <i>-ent</i>	Add <i>-ence</i>
1. persist		
2. depend		
3. excel		
4. differ		
5. insist		
6. exist		
7. recur		
8. reside		
9. indulge		
10. diverge		

Read each word below and draw a line to the matching synonym (similar definition).

- |               |           |                 |             |
|---------------|-----------|-----------------|-------------|
| 1. occurrence | competent | 5. transparent  | indulgent   |
| 2. evident    | incident  | 6. equivalent   | hostility   |
| 3. proficient | frequent  | 7. belligerence | translucent |
| 4. recurrent  | apparent  | 8. lenient      | identical   |

Read the words and fill in the blanks with antonyms (opposite definitions):

descent   absence   infrequent   independence

- |               |       |             |       |
|---------------|-------|-------------|-------|
| 1. frequent   | _____ | 3. ascent   | _____ |
| 2. dependence | _____ | 4. presence | _____ |

---

## 7b Suffixes **-cy** and **-ency**

---

The suffix **-cy** says **sē** and means *state, condition, quality*. Most words that end with the suffix **-cy** are nouns. This suffix is not accented.

Read the following nouns and write the adjective forms (base words) on the lines.

- |                    |                   |
|--------------------|-------------------|
| 1. privacy _____   | 4. adequacy _____ |
| 2. intricacy _____ | 5. literacy _____ |
| 3. accuracy _____  | 6. delicacy _____ |

What word ending do the above adjectives have? \_\_\_\_\_ What letters are dropped when **-cy** is added to **-ate**? \_\_\_\_\_

Use your newly acquired skills to add the suffix **-cy** to these adjectives or nouns.

- |                        |                         |
|------------------------|-------------------------|
| 1. intimate + cy _____ | 4. obstinate + cy _____ |
| 2. pirate + cy _____   | 5. candidate + cy _____ |
| 3. advocate + cy _____ | 6. democrat + cy _____  |

The suffix **-cy** often follows the suffixes **-ent** or **-ence**, as in these examples: resident, residence, residency. Words that end with **-ency** are nouns; **-ency** says **ancē**.

Rewrite the following words by dropping the suffix **-ent**, then adding **-ence** or **-ency**.

- |                    |                      |
|--------------------|----------------------|
| 1. agent _____     | 5. frequent _____    |
| 2. turbulent _____ | 6. independent _____ |
| 3. decent _____    | 7. fluent _____      |
| 4. insistent _____ | 8. current _____     |

First add the suffix **-ent** to the verbs. Next, go back to the verbs and add **-ency**. Remember the drop **e** rule. \*Numbers 4 and 5 are tricky!

- |                         |              |
|-------------------------|--------------|
| 1. emerge + ent _____   | + ency _____ |
| 2. absorb + ent _____   | + ency _____ |
| 3. urge + ent _____     | + ency _____ |
| 4.* reside + ent _____  | + ency _____ |
| 5.* preside + ent _____ | + ency _____ |
| 6. solve + ent _____    | + ency _____ |

---

## 7c *ci, ti, and si* Before *-ent, -ence, -ency*

---

What do the combinations **ti**, **ci**, and **si** say when they occur right before a suffix? \_\_\_\_\_

You are correct if you remembered that they say **sh**. Actually, **ci** is usually the one that is used in front of **-ent** or **-ence**. Together they are spelled **cient** or **cience** and say **shənt** or **shəns** as in *sufficient* or *conscience*. The two common words with **ti** are *patient* and *quotient*. The word *transient* is one of the few words with the **-sient** ending.

Read the words on the right and write **sh** above **ci** or **ti**. Next, draw a line between the phonetic pronunciation of each word on the left and the correct spelling on the right.

1. ɪm pā' shəns	deficient
2. prə fīsh' ən sē	conscience
3. ɛ fīsh' ən sē	efficient
4. dē fīsh' ənt	impatience
5. kwō' shənt	sufficiency
6. ān' shənt	proficiency
7. ɔm nīsh' ənt	sufficient
8. kɔn' shəns	efficiency
9. sūf fīsh' ən sē	conscientious
10. ə fīsh' ənt	ancient
11. sūf fīsh' ənt	quotient
12. kɔn' shē ɛn' shəs	omniscient

In the words on the right, highlight the vowel **i** when it occurs directly before **ti** and **ci**.

1. What does the **i** say? \_\_\_\_\_

2. Where does the accent fall in words with **ti** and **ci**?

\_\_\_\_\_

3. Write the two different ways of spelling **shənt**: \_\_\_\_\_

4. Write the two different ways of spelling **shəns**: \_\_\_\_\_

5. How do you spell **shənsē**: \_\_\_\_\_



## 8c Suffixes *-ant* and *-ance*

The suffix **-ant** says **ənt**. Adding **-ant** to a base word usually creates an adjective when it means *causing a certain action*. When it means *one who performs a certain action*, it is a noun. The suffix **-ance** says **əns** and creates a noun that means *state, action, or condition*. There are two other suffixes that say **ənt** and **əns**. What are they? \_\_\_\_\_

First add **-ant** to the verb on the left. Next go back to the verb and add **-ance**. Write the new words under the correct column. When a base word ends with **-ate**, drop the **-ate** and add **-ant** or **-ance**. Reminder: Use the **drop e** rule and the **y** rule as necessary.

Verbs	Add <i>-ant</i>	Add <i>-ance</i>
1. radiate		
2. tolerate		
3. dominate		
4. comply		
5. rely		
6. defy		
7. attend		
8. ignore		
9. resist		
10. import		

Review: What does **i** say when it comes before a Latin suffix that starts with a vowel? \_\_\_\_  
 You are correct if you remembered that the letter **i** usually says the **long e** sound, except in the combinations **ci**, **ti**, **si**, and **xi** as in efficient, patience, transient, and anxious.

Read these words and write **ē** over the letter **i** whenever it says **long e**:

- |             |               |             |                |
|-------------|---------------|-------------|----------------|
| 1. radiant  | 4. variant    | 7. ambiance | 10. experience |
| 2. nutrient | 5. ingredient | 8. orient   | 11. obedient   |
| 3. variance | 6. recipient  | 9. audience | 12. obedience  |

Some base words do not follow this rule. If the base word ends with a **long i** sound, this sound continues when the suffixes **-ant** or **-ance** are added: *comply, compliant, compliance*.

Highlight the following words you can read:

1. rely 2. reliant 3. reliance 4. apply 5. appliance 6. defy 7. defiant 8. defiance.

---

## 8e Suffixes *-ant*, *-ance*, and *-ancy*

---

Create as many words as possible with the verbs on the left and the four suffixes. When a verb ends with **-ate**, you must drop it before adding a suffix. Fit two words on each line. When there are three words, use two lines. Remember the **drop e** rule and the **y** rule.

- |                  |        |           |
|------------------|--------|-----------|
| 1. hydrate (2)   |        | 1. _____  |
| 2. rely (2)      |        | 2. _____  |
| 3. inform (2)    |        | 3. _____  |
| 4. vary (3)      |        | 4. _____  |
|                  | -ant   | _____     |
| 5. assist (2)    |        | 5. _____  |
| 6. irritate (2)  | -ance  | 6. _____  |
| 7. occupy (3)    |        | 7. _____  |
|                  | -ancy  | _____     |
| 8. vacate (3)    |        | 8. _____  |
|                  | -ation | _____     |
| 9. consult (3)   |        | 9. _____  |
|                  |        | _____     |
| 10. hesitate (3) |        | 10. _____ |
|                  |        | _____     |
| 11. observe (3)  |        | 11. _____ |
|                  |        | _____     |

Because the suffix pairs **-ant/-ent**, **-ance/-ence**, **-ancy/-ency** sound the same, it is difficult to know whether to use the suffix that starts with the letter **e** or **a** when you add it to a base word. Here are some important spelling rules. The letter **a** or **e** will be consistent for all three suffixes. Here are two examples: radiant, radiance, radiation or competent, competence, competency. Write a noun for these adjectives. Use **-ance/-ence** or **-ancy/-ency** and drop **-ant/-ent** before you add the new suffix.

- |                 |                  |                    |
|-----------------|------------------|--------------------|
| 1. vacant _____ | 4. evident _____ | 7. confident _____ |
| 2. fluent _____ | 5. distant _____ | 8. tolerant _____  |
| 3. silent _____ | 6. urgent _____  | 9. emergent _____  |

## 8f Hard and Soft c and g Before Suffixes

What letters come after *c* when *c* says *s*? \_\_\_\_\_

What letters come after *g* when *g* says *j*? \_\_\_\_\_

Read the words and write the letter *s* over soft *c* and the letter *j* over soft *g*. Write the letter *k* over hard *c*. Next, write the letter *g* over hard *g*.

- |               |              |                  |                  |
|---------------|--------------|------------------|------------------|
| 1. florescent | 5. detergent | 9. significance  | 13. recent       |
| 2. vacancy    | 6. accent    | 10. acceptance   | 14. magnificence |
| 3. applicant  | 7. urgency   | 11. adolescent   | 15. reminiscent  |
| 4. negligent  | 8. innocence | 12. extravagance | 16. frequency    |

What do *c* and *g* say before the suffixes **-ant/-ance/-ancy**? \_\_\_\_\_

What do *c* and *g* say before the suffixes **-ent/-ence/-ency**? \_\_\_\_\_

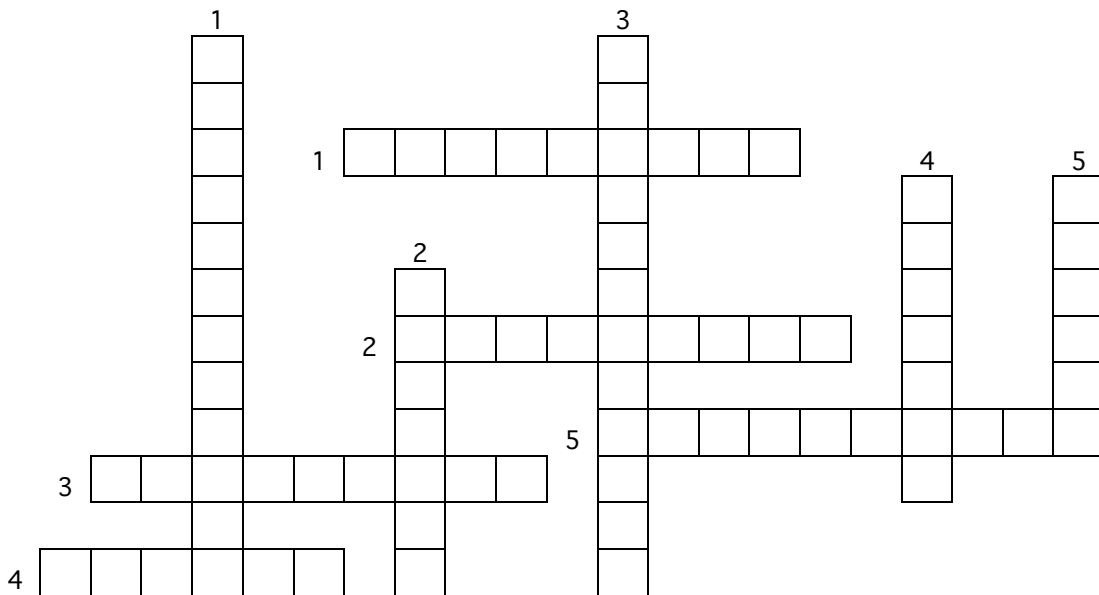
Choose words from the above list to solve the puzzle. Do the easy ones first; use a pencil.

### Across

1. pref-rc-soft *g* + *s*, for washing
2. A person who applies for a job
3. Freedom from guilt
4. Not long ago
5. A teenager

### Down

1. One hard *g*, two soft *c*'s, greatness, beauty
2. One hard and one soft *c*, unoccupied space
3. Hard *g*, hard *c*, soft *c*, of great importance
4. One soft *g*, one soft *c*, action is needed now
5. The syllable that is spoken more loudly



---

## 9 Accent Rules for *al, ive, ent/ant, ence/ance, cy*

---

You have already learned the accent rules for the other suffixes in this chapter. We will now cover the more complex rules that deal with the above suffixes. All are unaccented.

Read these words and highlight the accented syllables.

A) 1. stu dent    2. dom i nant    3. ev id ence    4. am bul ance    5. fre quen cy

What is the rule? \_\_\_\_\_

Just when you thought this was easy, a thorny issue arises. Read these words and highlight the accented syllables.

B) 1. de ter gent    2. in tol er ant    3. de fi ance    4. in sis tence    5. con sis ten cy

What is the rule? \_\_\_\_\_

Read these words and highlight the accented syllables.

C) 1. gen er al    2. dig i tal    3. cap i tal    4. hos pi tal    5. per son al

What is the rule? \_\_\_\_\_

Read these words and highlight the accented syllables.

D) 1. non ver bal    2. re ver sal    3. dis loy al    4. re fer ral    5. ap prov al

What is the rule? \_\_\_\_\_

Read these words and highlight the accented syllables.

E) 1. se cre tive    2. rel a tive    3. neg a tive    4. pos i tive    5. dec o ra tive

What is the rule? \_\_\_\_\_

Read these words and highlight the accented syllables.

F) 1. pro tec tive    2. dis rup tive    3. con clu sive    4. im press ive    5. pre dic tive

What is the rule? \_\_\_\_\_

---

## 10 Review of Latin Suffixes (Teacher Page)

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**First session:** Write all of the suffixes on the board or show them on the screen: **-al, -ive, -ity, -ability, -ibility, -ary, -ory, -ent, -ence, -cy, -ency, -ant, -ance, -ancy.** Ask students to read the suffixes individually, if possible; if that is not practical, have your class read them in unison. Then dictate the words from List A. Students copy the suffixes only. Erase the suffixes and tell students to turn their papers over. Dictate the words from Lists B and C. Students write the suffixes from memory. Check for accuracy and review as necessary.

For the following suffixes ask students to write both possible suffixes and to circle the one they think is correct. For **ant**, have students write **-ent** and **-ant**. For **ance**, have students write **-ence** and **-ance**. For **ancy**, have students write **-ency** and **-ancy**; for **ability** have students write **-ability** and **-ibility**, but point out the correct spelling.

**Second session:** Schedule this session a day or two after the first session. Dictate the words from lists D and E; students write the suffixes from memory. After you have checked the work, write the suffixes on the board or show them on the screen and ask students to read them individually, if possible. If more practice is required, use List F.

- A) 1. consistency  
2. observatory  
3. general  
4. legacy  
5. active  
6. diversity  
7. excellence  
8. divisibility  
9. coronary  
10. inhabitant

- B) 1. majority  
2. coastal  
3. stability  
4. impulsive  
5. distance  
6. accuracy  
7. vacancy  
8. mandatory  
9. turbulent  
10. preliminary

- C) 1. laboratory  
2. relative  
3. secondary  
4. unusual  
5. plausibility  
6. difference  
7. brilliant  
8. contingency  
9. humanity  
10. secrecy

- D) 1. commentary  
2. category  
3. seasonal  
4. aggressive  
5. decent  
6. insurance  
7. charity  
8. confederacy  
9. urgency  
10. probability

- E) 1. intelligence  
2. delicacy  
3. visibility  
4. customary  
5. quality  
6. inventory  
7. visual  
8. passive  
9. merchant  
10. efficiency

- F) 1. gravity  
2. bankruptcy  
3. positive  
4. tolerance  
5. dormancy  
6. opponent  
7. reliability  
8. territory  
9. classical  
10. imaginary

# 11 Adding Latin Suffixes to Base Words

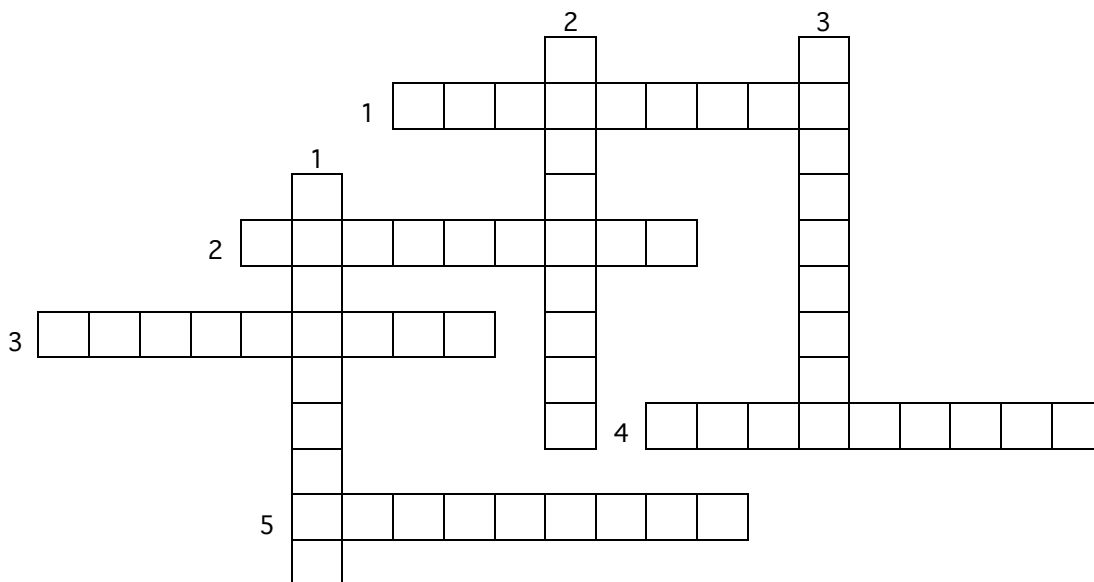
Add the first suffix to the base word. Next, add the second suffix to the new word.  
Reminder: use the drop **e** rule when necessary. Write in pencil.

- |                  |       |       |       |
|------------------|-------|-------|-------|
| 1. collect + ive | _____ | + ly  | _____ |
| 2. product + ive | _____ | + ity | _____ |
| 3. urge + ent    | _____ | + ly  | _____ |
| 4. margin + al   | _____ | + ly  | _____ |
| 5. create + ive  | _____ | + ity | _____ |
| 6. class + ic    | _____ | + al  | _____ |
| 7. pass + ive    | _____ | + ity | _____ |

Use the words below for the crossword puzzle. Do the easy ones first and write in pencil.

temporary, formality, reference, universal, secretive, dependent, ignorance, voluntary

- |               |   |             |  |
|---------------|---|-------------|--|
| <b>Across</b> | 1. cl-rc-s, not much knowledge                                    | <b>Down</b> | 1. Not sharing personal news                           |
|               | 2. cl-rc-s, not permanent   |             | 2. rc-s-s good manners, following proper procedure     |
|               | 3. op-cl-rc-s, used everywhere                                    |             | 3. cl-rc-s, the suffix says ðns has useful information |
|               | 4. pref-cl-s, a child who still needs his or her parents' support |             |  |
|               | 5. A task performed by a volunteer                                |             |  |



---

## 12a Base Words with Multiple Suffixes

---

Read each set of words and find the hidden base word. It may be quite different. Consult a good dictionary when you're stumped. Highlight all of the words you can read.

1. significance, insignificant, signature, signal, design \_\_\_\_\_
2. preferential, preferentially, preference, preferred \_\_\_\_\_
3. horizontal, horizontally, horizons \_\_\_\_\_
4. visual, visually, visible, invisible, visibility, envisioned \_\_\_\_\_
5. reception, receipt, receiver, receptive, receptively, receiving \_\_\_\_\_
6. deceptive, deception, deceiving, deceit, deceitful \_\_\_\_\_
7. recognition, recognizable, recognizance, unrecognizable \_\_\_\_\_
8. national, nationality, internationally, nationhood, nationalistic \_\_\_\_\_
9. circulatory, circulation, circuit, circling, circumnavigation \_\_\_\_\_
10. pleasantly, pleasure, unpleasant, pleasurable, pleasing \_\_\_\_\_
11. clarity, clarify, clarification, declaration, clearly \_\_\_\_\_
12. sufficient, sufficiency, insufficient, sufficiently, sufficing \_\_\_\_\_
13. productivity, unproductive, production, producing \_\_\_\_\_
14. repetition, repetitive, unrepeatable, repetitious \_\_\_\_\_
15. comprehensive, comprehension, incomprehensibility \_\_\_\_\_

Unscramble the words below. Read the clues carefully; they give you all the needed hints.

larasy

— — — — —

1. cl-s; The suffix says ərē.
2. The a's stay in the same place.
3. Adults need it to pay the bills.

desrepint

— — — s — d — — —

1. cl-cl-s
2. The suffix says ənt.
3. The first syllable starts with p, the second syllable starts with i.
4. We have had many, but we can only have one at a time.

Do you remember the suffix **-ology** from Chapter 8? It says ɔ̄'lə jē and means *a branch of learning*. Highlight the following words you can read:

1. biology
2. phonology
3. ecology
4. astrology
5. psychology
6. archeology
7. zoology
8. geology
9. morphology
10. anthropology

---

## **12b/14b** Reading and Spelling for Mastery

---

Students must write the **red words** in red pencil.

Words with the suffixes  
-al, -ive, -ity, -able, -ible,  
-ability, -ibility

Words with the suffixes  
-ary, -ory, -ent, -ence,  
-ency, -ant, -ance, -cy

### **12b** Spelling Review

1. **usually** \*
2. **actual** \*
3. **special** \*
4. **especially** \*
5. **social** \*
6. creative
7. elective
8. expensive
9. electric
10. electricity
11. equality
12. majority
13. ability
14. available
15. availability
16. possible
17. possibility
18. responsible
19. responsibility
20. responsibilities

### **14b** Spelling Review

1. January
2. **February** \*
3. **necessary** \*
4. salary
5. memory
6. memories
7. factory
8. territory
9. theory
10. theories
11. **accident** \*
12. **accidentally** \*
13. present (HG)
14. presence
15. experience
16. emergency
17. important
18. importance
19. privacy
20. policy

\***Red word**, HG = Homograph



## 13 Multiple Suffixes Challenge

Match the phonetic spelling of the words on the left with the correctly spelled counterparts on the right. What happens to the sound of **c** in the suffix **-ic** when it is followed by the suffix **-ity** as in *public*, *publicity* or *electric*, *electricity*? \_\_\_\_\_

- |                       |               |
|-----------------------|---------------|
| 1. ô-thĕn'tĭk         | superficial   |
| 2. ē-vĕn' choo-ə-lē   | simplistic    |
| 3. sǎngk'-choo-ĕ-rē   | substantially |
| 4. kǎsh'-oo-əl-lē     | eventually    |
| 5. soo'-pər-fĭsh'-əl  | simplicity    |
| 6. sĭm-plĭs'-tĭk      | authentic     |
| 7. kŏn-fĭ-dĕn'-shəl   | authenticity  |
| 8. sǎb-stǎn'-shəl-lē  | sanctuary     |
| 9. sĭm-plĭs'-ĭ-tē     | casually      |
| 10. ô'-thĕn-tĭ'-sə-tē | confidential  |

Add the suffixes to the base words. You will need to drop, add, or change some letters. This might also change the pronunciation.

- |                    |       |                     |       |
|--------------------|-------|---------------------|-------|
| 1. cave + -ity     | _____ | 7. resident + -cy   | _____ |
| 2. secure + -ity   | _____ | 8. protect + -ive   | _____ |
| 3. sane + -ity     | _____ | 9. direct + -ory    | _____ |
| 4. grave + -ity    | _____ | 10. second + -ary   | _____ |
| 5. public + -ity   | _____ | 11. rely + -ability | _____ |
| 6. electric + -ity | _____ | 12. type + -ical    | _____ |

Add the suffix **-ize** to the root. Next, add the suffix **-tion**. Do you remember that the silent **e** in **-ize** changes to **a** when you add the suffix **-tion**? You learned this rule in Chapter 11.

- |                    |       |         |       |
|--------------------|-------|---------|-------|
| 1. author + -ize   | _____ | + -tion | _____ |
| 2. memory + -ize   | _____ | + -tion | _____ |
| 3. hospital + -ize | _____ | + -tion | _____ |
| 4. special + -ize  | _____ | + -tion | _____ |

---

## 14a Prefixes, Base Words, and Suffixes

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Write the base word, prefix, and suffix(es) next to the numbered words. You may have to add some silent e's or change some letters. The spelling and pronunciation of the base word may change when it stands alone.

	base word	prefix	suffix	suffix
1. impulsivity	_____	_____	_____	_____
2. deodorant	_____	_____	_____	_____
3. unresponsiveness	_____	_____	_____	_____
4. disappearance	_____	_____	_____	_____
5. insecurity	_____	_____	_____	_____
6. conservancy	_____	_____	_____	_____
7. inaccuracy	_____	_____	_____	_____
8. nonobservant	_____	_____	_____	_____
9. inexpensively	_____	_____	_____	_____
10. unsuitable	_____	_____	_____	_____
11. nonproductive	_____	_____	_____	_____
12. independently	_____	_____	_____	_____
13. unnaturally	_____	_____	_____	_____
14. personality	_____	_____	_____	_____
15. acceptance	_____	_____	_____	_____

It is difficult to know how to spell a word that contains a schwa sound. The following nouns have a schwa sound, which is shown by ə. Write the verb or a related word that will give you the clue for spelling the schwa sound. Next, write the correct vowel over ə.

- |                     |       |                     |       |
|---------------------|-------|---------------------|-------|
| 1. def ə nition     | _____ | 5. conf ə dence     | _____ |
| 2. trans pər tation | _____ | 6. res ə dence      | _____ |
| 3. com bən ation    | _____ | 7. narr ə tive      | _____ |
| 4. regul ə tory     | _____ | 8. trans fərm ation | _____ |

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## 15 Climbing Mount Whitney

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Several years ago my friends Cecil-Anne, John, and Herb decided to climb Mount Whitney, the highest peak in the continental United States. They could simply have hiked up the trail, but they decided they wanted a bit more excitement and opted for a challenging rock-climbing route. This meant they would have to carry ropes and a lot more heavy equipment, along with their backpacks stuffed with camping gear. The first day, they hiked for several hours through meadows with lovely wildflowers and eventually located a granite-lined lake where they camped.

After getting an early start the following morning, they bushwhacked their way to the bottom of the cliffs. Roping up, John was anchored to the rock while belaying Cecil-Anne first and then Herb. Since only one person could climb at a time, this was a very time-consuming endeavor. At first everything went quite smoothly, as there were plenty of handholds and footholds. After lunch, the cliffs became increasingly steep, and the group was feeling the effects of the high altitude. Herb, the least experienced climber, inadvertently dropped his pack, which tumbled hundreds of feet down the mountain. This was dangerous because all of his survival gear was gone in one fell swoop!

Although the group was getting tired, they tried to keep a fast pace because Herb needed to get down before nightfall. When Cecil-Anne was on a particularly vertical section, one of her footholds suddenly broke off, leaving her dangling from the rope, which was swinging in a pendulum motion. She tried to brace herself as best she could, but in a split second, she was smashed against the cliff. After the rope stopped swinging, Cecil-Anne let out a scream. Her ankle was in excruciating pain! She waited for a few minutes hoping the pain would subside, but it just got worse. What was she to do? She had to keep climbing as best she could, in spite of the unbearable pain. After she reached the other climbers, they were horrified by the bad news. They bandaged her foot, gave her aspirin, and weighed their options. Since they had already climbed two-thirds of the way up the mountain, rappelling down was much too time-consuming and would require more endurance than they could muster. More importantly, they would not get down in daylight. The trio came to the grim conclusion that they must continue towards the summit.

Slowly, carefully, trying not to put all of her weight on her throbbing foot, Cecil-Anne concentrated on climbing the cliffs. With the help of her friends, she eventually made it to the top! After John handed her all of his warm clothes, he and Herb hurried down the trail to contact emergency services for a helicopter rescue.

Several other climbers had reached the summit by then, and for a while Cecil-Anne had lots of company. One by one, they descended, and brave Cecil-Anne assured them that she would be ok. Now all by herself, she began to shiver as the last rays of sunshine faded from the peak. Still no helicopter! At 14,496 feet there is a sudden temperature drop after sunset. Trying to fend off hypothermia, she put on her down jacket and wrapped John's around her legs. As it grew dark, she began to recognize the danger she was in. Not only was she in severe pain but she might freeze to death! Trying to keep warm, she exercised her arms and her upper body. It was very dark, cold, and lonely on the summit of Mount Whitney.

Hours later, after midnight, Cecil-Anne thought she saw a faint light off in the distance. Was she hallucinating? No, she saw it again, closer by now. She called out for help and heard a muffled response. After a few minutes, the mysterious person approached her. Explaining that he was a ranger who had been alerted by John and Herb, he had hiked up the mountain for many hours to help the stranded climber. From his huge backpack, he pulled out a sleeping bag, brought especially for Cecil-Anne. After firing up his stove, he made her hot soup and tea. Soon she was toasty warm! Cecil-Anne felt intensely grateful for the kindness of her Good Samaritan. The ranger stayed with her all night, and by early morning, the helicopter landed on top of Mt. Whitney and whisked her away to the hospital. Her ankle was broken, so the emergency physician had to put her leg in a cast.

After hobbling around on crutches for a few weeks, Cecil-Anne made a full recovery! By the following summer, she was right back to climbing her beloved mountains!

### Comprehension Questions

1. Why did the group need to get down before nightfall?

---

2. Why did Cecil-Anne fall? \_\_\_\_\_

3. Why did Cecil-Anne stay on top of Mt. Whitney? \_\_\_\_\_

---

4. How did she try to stay warm? \_\_\_\_\_

5. Who was the mysterious person who appeared in the middle of the night?

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6. How did he help her? \_\_\_\_\_

7. How was Cecil-Anne rescued? \_\_\_\_\_

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## CHAPTER 13

# Prefixes

### Note to Instructor

The purpose of Chapter 13 is to improve students' vocabulary by teaching common prefixes. The concepts of base words and suffixes are also reviewed and integrated within the prefix exercises. See the Index for a list of the included prefixes, as well as their definitions.

#### Reminders:

1. Have students reread all of the words in every lesson once they have completed the exercises.
2. Ask students to write each new prefix in the Prefixes section of their Decoding Binders. After the entry, include the phonetic spelling, the definition, and four examples of words with each prefix.
3. Review all sections of the binder **once a week** for a minimum of five weeks. Younger children or the severely learning disabled may need more time for review.

**Lesson 1** requires students to circle prefixes and suffixes and copy the base words.

**Lesson 2** reviews prefixes that students studied in chapters 1-4 and chapter 9. Use this worksheet as a pretest to ascertain what students remember. Because the prefixes **re-**, **un-**, **non-**, and **dis-** have been taught frequently in previous lessons, they are not included in Chapter 13, except in this lesson. When review is needed, go back to Chapter 9, Lessons 4a, 4b, and 5a.

**Lesson 3a** introduces the first set of prefixes: **pre-**, **de-**, **mis-**, **ex-**, **e-**, **ef-**, **pro-**, **trans-**, **super-**, **anti-**, **counter-**, and **mid-**. Write the prefix **pre-** on the board or show it on the screen. Ask your class to think of words that start with **pre-**. Write the words on the board or show them on the screen. After students have offered at least seven examples, ask everyone to deduce the meaning of the prefix. Disseminate the worksheet. Students copy the five best examples (words chosen by you that clearly show the meaning of the prefix) and the definition on the worksheet, which will be their study guide for the first prefix test. Definitions are listed at the top of Lesson 3b. Use your own judgment whether to allow dictionaries or electronic devices to generate words, however, the dictionary is the arbiter as to the acceptability of a word. Follow this procedure for the rest of the prefixes. For your convenience, possible word choices are listed on the next page.

**Assimilated prefixes:** The prefix **ex-** is an assimilated prefix. Its variants are **ef-** and **e-**. This means that the last letter of the prefix, in this case **x**, sometimes changes to the first letter of the base word **ex + fort = effort**; **e-** is used before roots that start with various consonants as in *eliminate*, *evaporate*, *erode*. The reason for such changes is **euphony**, a Greek word that means good sound.

**Suggestion for an alternative presentation:** Divide your class into small groups and set up a competition. Introduce one prefix at a time. Every group elects a recorder and then brainstorms for words with the given prefix. The recorder writes the words on notebook paper, not the worksheet. Impose a time limit and keep track of points. Perhaps the winning team might earn some small reward after all of the prefixes have been covered. Next, hand out the worksheet and ask students to copy the five best examples and the definition. Follow this procedure for the rest of the prefixes.

1. precook, preheat, preschool, prefix, preshrunk, pretest, preface, prevent
2. deduct, delete, depart, decrease, descend, decline, dehydrate, descendant
3. misprint, misread, mistake, misbehave, misfortune, misdeed, misplace, misperceive
4. exit, exterior, external, exhaust, expand, expose, export, express, effort, effective, efficient, effluence, effusive, efface, eject, erase, evaporate, emerge, evade, erupt, emit, erode
5. prolong, proceed, produce, pronoun, propose, progress, proclaim, proactive
6. transport, transfer, transfusion, transmit, translate, transparent, transit, transplant
7. supervise, supermarket, superpower, superb, superhero, superstar, superior, superfine
8. antisocial, antibody, antibiotic, antiseptic, anticrime, antifreeze, antiperspirant, antiwar
9. counterattack, countersue, counterculture, counterclockwise, counteract, counterproposal, counteroffer, counterargument,
10. midweek, midsummer, midwinter, midterm, midtown, midway, midnight, Midwest

**Lesson 3b** and **Lesson 3c** provide exercises for the first set of prefixes.

**Lesson 3d** is the first prefix test. Consider giving students several days to study, and announce when the test will be given. The test requires students to write the definition for each prefix and two words that clearly illustrate its meaning. Assimilated prefixes only require one word.

Follow the same procedure for the next four sets of prefixes.

**Lesson 4a** introduces the second set of prefixes: **sub-**, **sup-**, **semi-**, **multi-**, **uni-**, **mono-**, **bi-**, **tri-**, **quadr-**, **quar(t)-**, **cent-**, **centi-**, **kilo-**, and **milli-**. The prefix **milli-** means *one thousandth* as in *millimeter* or *milligram*.

Ask students to explain why using prefixes is a shortcut to communicating ideas. The prefix **sub-** is an assimilated prefix. This means that the last letter of the prefix, in this case **b**, sometimes changes to the first letter of the root: **sub-** + fix = suffix, **sub-** + port = support. Please see Lesson 4d, for all variants of the assimilated prefix **sub-**. Next, follow the same procedure outlined in Lesson 3a.

1. substitute, submit, sublet, subdue, submerge, subtraction, subtitle, subfreezing  
support, supporter, supportive, suppose, supposed to, suppress, supply, supplement
2. semicircle, semiweekly, semifinal, semiprecious, semisweet, semicolon, semiprivate, semigloss
3. multiply, multicolor, multipurpose, multistory, multicultural, multiple, multitude, multimedia
4. uniform, university, unique, union, universal, unite, unicycle, unit
5. monopoly, monopolize, monologue, monogram, monotony, monorail, monotone, monolith
6. bicycle, bifocals, binoculars, bilingual, biweekly, bicoastal, bisect, billion
7. triangle, triathlon, triplets, tripod, triplicate, trifocals, trimester, trio
8. quadrangle, quadruple, quadriplegic, quarantine, quart, quarter, quartet, quarterback, quartile
9. centennial, century, centenary, centenarian, centimeter, centipede, centiliter, centigrade
10. kilogram, kilometer, kilobyte, kilowatt
11. milliliter, milligram, millimeter, millionth, millisecond

**Lesson 4b** and **Lesson 4c** provide exercises for the second set of prefixes.

**Lesson 4d** covers all of the assimilated prefixes of **sub-**: **suc-**, **suf-**, **sug-**, **sum-**, **sup-**, **sus-**. Ask students to add **suc-**, **suf-**, and **sup-** to their study guides, along with two examples for each.

**Lesson 4e** is the second prefix test.

**Lesson 5a** introduces the third set of prefixes: **post-**, **tele-**, **inter-**, **mal-**, **bio-**, **per-**, **auto-**, **in-**, **il-**, **im-**, **ir-**, **con-**, **col-**, **com-**, **cor-**, **co-**. The prefixes **in-** and **con-** are assimilated prefixes, which were introduced in Chapters 3 and 4. This means that the last letter of the prefix, in this case **n**, changes to the first letter of the base word: **in-** + mature = immature, **con-** + mission = commission, **in-** + legal = illegal, **con-** + league = colleague, **in-** + regular = irregular, **con-** + respond = correspond. The prefix **con-** changes to **co-** before vowels and **h**: **con-** + incidence = coincidence, **con-** + host = cohost. Use **im-** and **com-** before the letters **b**, **p**, and **m**: imbalance, impact, immature, combine, compile, commiserate. When the root starts with other letters, use **in-** and **con-**: invitation,

insulate, incapable, conspire, contact, condition. Next, follow the same procedure outlined in Lesson 3a.

1. postpone, posttest, postscript, posterity, postdate, postoperative, posttraumatic, postwar
2. telescope, television, telephone, telegram, telephoto, telegraph, telemarketing, telecast
3. interstate, interview, intermission, intersection, interrupt, interact, intervene, interlock
4. malnourished, malfunction, malignant, malice, malicious, maladjusted, maladapted, malign
5. biology, biography, biodegradable, antibiotic, biopsy, bionic, biohazard, biosphere
6. perform, perfume, perspire, percent, permission, perception, perjury, permanent
7. autograph, autobiography, automatic, automobile, automotive, autocrat, automation, autopsy
8. **in-** (**not**) inaccurate, indirect, inactive, inappropriate, insensitive, indifferent, inefficient  
**in-** (**inside, within**) inbound, include, indent, income, infect, input, inject  
**im-** (**not**) impossible, improper, impractical, immature, immortal, impartial, immovable  
**im-** (**inside, within**) import, impress, immigrate, imprison, implant, imprint  
**ir-** (**not**) irrational, irregular, irresponsible, irresponsive, irresistible, irreplaceable  
**ir-** (**inside, within**) irrigate, irrigation, irradiate  
**il-** (**not**) illegible, illegal, illegality, illiterate, illogical, illusion, illicit  
**il-** (**inside, within**) illuminate, illumination, illustrate, illustration
9. **con-** conspire, contest, context, conduct, confront, constrain, concourse, conflict  
**com-** combine, community, committee, common, compete, compartment, compile, compound  
**cor-** correlate, correspond, corrode, correct, corroborate, corrugate, corrupt, corral  
**col-** collect, collate, colleague, collateral, collapse, collide, college  
**co-** cooperate, coed, coordinate, coherent, coauthor, coincide, coerce, coexist

Lessons 5b-d provide exercises for the third set of prefixes.

Lesson 5e is the third prefix test.

Lessons 6a introduces the fourth set of prefixes: **ab-**, **ad-**, **ac-**, **ap-**, **en-**, **em-**, **ob-**, **op-**, **of-**, **-syn-**, **sym-**. The prefix **ad-** is an assimilated prefix. This means that the last letter of the prefix, in this case **d**, changes to the first letter of the base word: **ad-** + count = account, **ad-** + point = appoint. The prefix **ad-** has more assimilated variants than any other prefix. Students will only be tested on **ad-**, **ac-**, and **ap-**, but the following variants are introduced in Lesson 6d: **af-** affirm, **ag-** aggressive, **al-** allocate, **ar-** arrest, **as-** assign, **at-** attire. The prefix **ab-** is not a variant of **ad-**. The prefix **en-** is also an assimilated prefix. Its common variant is **em-**, which is used before **b** and **p**: emboldened, empower. Another assimilated prefix is **ob-**. Its variants are **oc-**, **op-**, **of-**. Use **oc-** before **c**, **op-** before **p**, and **of-** before **f**: occupy, oppose, office. The assimilated prefix **syn-** and its variant **sym-** derived from Greek. Use **sym-** before **b**, **m**, and **p**: symbol, symmetry, symptom.

Next, follow the same procedure outlined in Lesson 3a.

1. absent, absorb, absentee, abduct, absolute, absolve, abbreviate, abstain
2. adventure, admission, advice, adjust, administer, advantage, advertise, advance
3. account, accurate, accomplish, access, accident, accuse, accept, accelerate
4. appoint, appear, applaud, appropriate, appendix, appreciate, apparel, approach
5. enjoyment, envelope, envision, enroll, enlighten, enforce, enlarge, encourage
6. embattled, empower, embroider, employ, embrace, embark, emphasis, empire
7. observe, obstacle, obnoxious, object, obligation, obstruction, obsess, obey
8. occasion, occupy, occupant, occupation, occur, occurrence, occult, occlusion
9. offend, offense, officer, official, offer, offering, officiate, officious
10. oppose, opposition, oppress, opponent, opportunity, opportunist, opposite, oppressive
11. synonym, synthesize, synchronize, syndrome, synthetic, synopsis, syntax, syndicate
12. symbol, symbolic, symmetry, symmetrical, symphony, symptom, sympathy, sympathetic

Lesson 6b and Lesson 6c provide exercises for the fourth set of prefixes.

Lesson 6d covers the other assimilated variants of **ad-**.

Lesson 6e is the fourth prefix test.

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# 1 Base Words, Prefixes, and Suffixes

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**Base word:** The term *base word* refers to a word without any prefixes or suffixes. In the word *preheating*, the base word *heat* is easy to pick out and understand. This is not always clear when the base word is derived from a foreign language. In the word *confiscate*, the Latin root is *fiscus*, which means *public treasury* in Latin. For those of us who have never studied Latin, it is sometimes difficult to know the meaning of such roots. Most Anglo-Saxon base words are **free morphemes**. A free morpheme can occur alone and make sense by itself; however, prefixes and suffixes may be attached as in these examples *use, reuse, usable, disuse, useful*. Most Latin base words, called **roots**, are **bound morphemes**, which means they don't make sense as separate words. Latin roots have prefixes or suffixes that precede or follow them. For example, the Latin root **rupt** does not occur by itself as in these examples *interrupt, disruption, erupt, and rupture*. The root **rupt** means to break.

**Prefix:** A prefix is a morpheme that comes before a base word or root and changes its meaning. A prefix may have one or more syllables (re-, super-).

**Suffix:** A suffix is a morpheme that follows a base word or root and changes its meaning.

Circle the prefixes and suffixes in the following words. Write the base words on the lines. In some base words the drop **e** rule was used to add the suffix. If that is the case, you must add the **e** back onto the base word. Highlight the words you can read.

1. prehistoric \_\_\_\_\_
2. unusable \_\_\_\_\_
3. mistaken \_\_\_\_\_
4. disagreement \_\_\_\_\_
5. unnoticeable \_\_\_\_\_
6. indifferent \_\_\_\_\_
7. replaceable \_\_\_\_\_
8. prepackage \_\_\_\_\_
9. impulsive \_\_\_\_\_
10. misgivings \_\_\_\_\_
11. contributor \_\_\_\_\_
12. department \_\_\_\_\_
13. awaken \_\_\_\_\_
14. nonsensical \_\_\_\_\_



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## 2 Meaning of Prefixes

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**Prefix:** A prefix is a morpheme that comes before a base word and changes its meaning. It is a shortcut to expressing ideas. Saying *rewrite it* is faster than saying *write it again* and saying *misplace* is faster than saying *put in the wrong place*.

You have studied the following prefixes in earlier chapters. Circle each prefix and write the base word on the first line. Next, write the meaning of each prefix on the second line.

	Base word	Meaning of Prefix
1. nonfat	_____	_____
2. unsafe	_____	_____
3. disprove	_____	_____
4. resupply	_____	_____
5. disorder	_____	_____
6. unhealthy	_____	_____
7. displease	_____	_____
8. replacement	_____	_____
9. nondairy	_____	_____
10. unfocused	_____	_____
11. awaiting	_____	_____
12. refreshment	_____	_____
13. dissolve	_____	_____
14. reorder	_____	_____
15. unfinished	_____	_____
16. disbelieve	_____	_____
17. apartment	_____	_____

---

## 3a Prefix Group Work

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Write five words that start with each of these prefixes. For **e-** and **ef-** write three words. Next, deduce the definitions. Save your list because it is your study-guide for the test.

1. **pre-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
2. **de-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
3. **mis-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
4. **ex-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
5. **e-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
6. **ef-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
7. **pro-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
8. **trans-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
9. **super-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
10. **anti-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
11. **counter-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_
12. **mid-** \_\_\_\_\_  
\_\_\_\_\_ Definition: \_\_\_\_\_

## 3b First Set of Prefixes

<b>pre-</b>	before, earlier
<b>de-</b>	away from, down, opposite of
<b>mis-</b>	wrong, bad
<b>ex-, e-, ef-</b>	out of, away from, former
<b>pro-</b>	forward, for, supportive of

<b>trans-</b>	across, through
<b>super-</b>	above, over
<b>anti-</b>	against
<b>counter-</b>	against, opposite
<b>mid-</b>	middle

Highlight the following words you can read. Next, write each word next to the definition.

antibiotic	predict	extreme	precede	evacuate	deodorant
supervisor	proceed	misplace	devalue	counterfeit	transmission
misbehave	midday	propeller	translate	antiaircraft	supertanker

1. A weapon against airplanes \_\_\_\_\_
2. It keeps odors away \_\_\_\_\_
3. In the middle of the day \_\_\_\_\_
4. To foretell an event before it happens \_\_\_\_\_
5. To act badly \_\_\_\_\_
6. A person who is above the workers and manages them \_\_\_\_\_
7. To interpret from one language across to another \_\_\_\_\_
8. To move forward, to go ahead \_\_\_\_\_
9. To go before \_\_\_\_\_
10. To put in the wrong place \_\_\_\_\_
11. Money that was copied, which is illegal. \_\_\_\_\_
12. To bring down the value of money \_\_\_\_\_
13. To get out of a building because of danger \_\_\_\_\_
14. A ship that is above average in size \_\_\_\_\_
15. Medicine that fights against bacteria \_\_\_\_\_
16. It moves a small airplane forward \_\_\_\_\_
17. A car part that causes the gears to shift from one across to another \_\_\_\_\_
18. Out of, or far outside the average range \_\_\_\_\_

## 3c First Set of Prefixes

<b>pre-</b>	before, earlier
<b>de-</b>	away from, down, opposite of
<b>mis-</b>	wrong, bad
<b>ex-, e-, ef-</b>	out of, away from, former
<b>pro-</b>	forward, for, supportive of

<b>trans-</b>	across, through
<b>super-</b>	above, over
<b>anti-</b>	against
<b>counter-</b>	against, opposite
<b>mid-</b>	middle

Highlight the words you can read and use them to complete the puzzle. Write in pencil.

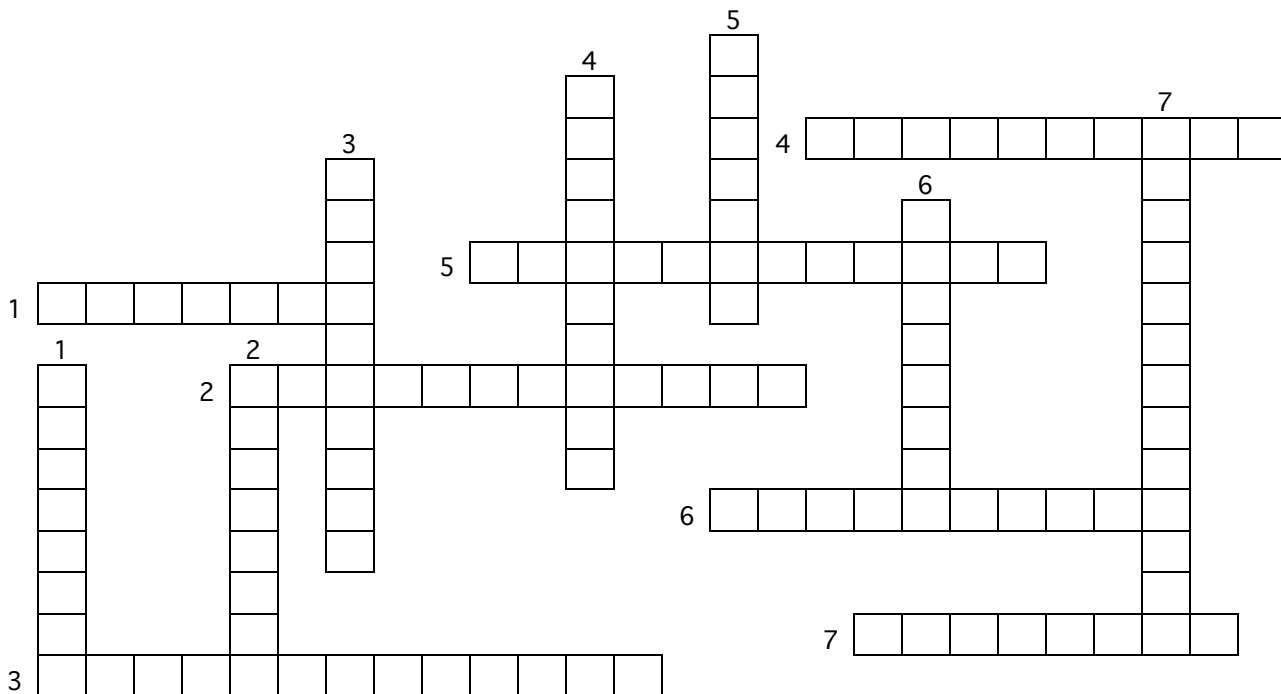
exporter	deleted	supersonic	progress	mistreatment	excommunicate
defender	mistrust	antifreeze	midtown	prefabricate	transatlantic
		transcript	counteract		

### Across

- The middle area of a city
- To manufacture in a factory before the product is assembled
- A flight from the US across to Europe
- A liquid used in a car engine to guard against cold temperatures
- Bad treatment
- Above or beyond the speed of sound
- A person who ships products abroad

### Down

- Not to trust someone
- Forward movement, improvement
- To take action against someone else's behavior
- A certificate that shows your grades
- Removed from written material
- A protector who keeps enemies away.
- To throw someone out of a church or a faith



---

## 3d Vocabulary Test

---

Write two words that start with each prefix (write one for each of these: **ex-**, **e-**, and **ef-**). Make sure you choose words that clearly illustrate the meaning of the prefix. Next, write the definition of the prefix.

1. **pro-** \_\_\_\_\_

Definition: \_\_\_\_\_

2. **trans-** \_\_\_\_\_

Definition: \_\_\_\_\_

3. **counter-** \_\_\_\_\_

Definition: \_\_\_\_\_

4. **ex-**, **ef-**, **e-** \_\_\_\_\_

Definition: \_\_\_\_\_

5. **de-** \_\_\_\_\_

Definition: \_\_\_\_\_

6. **pre-** \_\_\_\_\_

Definition: \_\_\_\_\_

7. **anti-** \_\_\_\_\_

Definition: \_\_\_\_\_

8. **mis-** \_\_\_\_\_

Definition: \_\_\_\_\_

9. **super-** \_\_\_\_\_

Definition: \_\_\_\_\_

10. **mid-** \_\_\_\_\_

Definition: \_\_\_\_\_

---

## 4a Prefix Group Work

---

Write five words that start with each of these prefixes. For numbers 3 and 4, write four words and for 11 and 12, write two words for each prefix. Next, deduce the definitions. Save your list because this is your study-guide for the test.

1. **sub-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

2. **sup-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

3. **semi-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

4. **multi-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

5. **uni-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

6. **mono-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

7. **bi-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

8. **tri-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

9. **quadr-, quar(t)-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

10. **cent-, centi-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

11. **milli-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

12. **kilo-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

## 4b Second Set of Prefixes

<b>sub-</b>	below, under	<b>bi-</b>	two
<b>sup-</b>	below, under	<b>tri-</b>	three
<b>semi-</b>	half	<b>quadr-, quar(t)-</b>	four, one fourth
<b>multi-</b>	many	<b>cent-, centi-</b>	one hundred, one hundredth
<b>uni-</b>	one (Latin)	<b>kilo-</b>	(Greek) one thousand
<b>mono-</b>	one (Greek)	<b>milli-</b>	(Latin) one thousandth

Highlight the words you can read and use them to complete the sentences:

unicorn	trilingual	century	submerge	multinational	
bilingual	kilometer	quarters	semiweekly	monotheism	million

1. A person who speaks two languages is \_\_\_\_\_.
2. One hundred years is a \_\_\_\_\_.
3. A company that has branches in many countries is \_\_\_\_\_.
4. Write this number 1,000,000 in a word \_\_\_\_\_.
5. A person who speaks three languages is \_\_\_\_\_.
6. Something that is delivered every half week: \_\_\_\_\_.
7. A religion that worships only one god: \_\_\_\_\_.
8. A mythical animal with only one horn is a \_\_\_\_\_.
9. A meter is a measurement that is roughly the same as a yard. There are one thousand meters in a \_\_\_\_\_.
10. To put something completely under water is to \_\_\_\_\_ it.
11. It takes four \_\_\_\_\_ to make one dollar.

Write the prefixes next to the numerals with equal value. The abbreviation L stands for Latin, whereas G stands for Greek.

1 (L)	_____	$\frac{1}{1000}$	_____	$\frac{1}{2}$	_____
100	_____	2	_____	1 (G)	_____
$\frac{1}{4}$	_____	1000 (G)	_____	$\frac{1}{100}$	_____
3	_____	4	_____	many	_____

## 4c Second Set of Prefixes

<b>sub-</b>	below, under	<b>bi-</b>	two
<b>sup-</b>	below, under	<b>tri-</b>	three
<b>semi-</b>	half	<b>quadr-, quar(t)-</b>	four, one fourth
<b>multi-</b>	many	<b>cent-, centi-</b>	one hundred, one hundredth
<b>uni-</b>	one (Latin)	<b>kilo-</b>	(Greek) one thousand
<b>mono-</b>	one (Greek)	<b>milli-</b>	(Latin) one thousandth

Create words by combining a prefix and a base word or Latin root. Some of the base words end with a suffix. Write the words on the lines. One base word will be used twice.

<b>sub-</b>	angle	1. _____
<b>multi-</b>	circle	2. _____
<b>tri-</b>	marine	3. _____
<b>semi-</b>	plication	4. _____
<b>cent-</b>	gram	5. _____
<b>uni-</b>	ennial	6. _____
<b>kilo-</b>	versity	7. _____
<b>quadr-</b>		8. _____

Highlight the words you can read and use them to complete the sentences.

tricycle	monotonous	bicentennial	unicycle	multipurpose	
subway	millionaire	semimonthly	bicycle	support	quartet

1. When we were little, we used to ride a \_\_\_\_\_.
2. Most of us learned to ride a \_\_\_\_\_ when we were about six or seven.
3. Very few of us will ever learn to ride a \_\_\_\_\_.
4. In the \_\_\_\_\_ room students eat lunch, meet for P.E. classes, and go to assemblies.
5. The \_\_\_\_\_ was very generous with his money.
6. In New York City most people go to work on the \_\_\_\_\_.
7. In 1976 our country celebrated the \_\_\_\_\_.
8. The magazine is published \_\_\_\_\_.
9. It's very important to give emotional \_\_\_\_\_ when a friend has a crisis.
10. Because the speaker never varied his tone of voice, he was \_\_\_\_\_.
11. Four singers are called a \_\_\_\_\_.



---

## 4d Second Set of Prefixes

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The prefix **sub-** is an assimilated prefix. This means that the last letter of the prefix, in this case **b**, changes to the first letter of the root: **sub-** + fix = suffix. Therefore, the assimilated prefix is **suf-**. Here are some other examples: **sub-** + port = support. The assimilated prefix is **sup-**. The prefix **sub-** has a total of six variants. Additionally, the last letter of the prefix sometimes changes to a letter that sounds better with the base word as in *suspense*. The term **euphony**, which means **good sound**, explains the reasons for assimilated prefixes.

Sometimes **sub-** doesn't change because the **b** sounds fine with the first letter of the root as in the words *subject, subtitle, subgroup*.

Highlight the following words you can read. On the first line, write a list of the six assimilated prefixes of **sub-**.

succeed	suffix	suggest	summary	support	suspicion
successful	sufficient	suggestion	summit	suppose	suspect
succinct	suffer	suggestive	summon	supply	suspend

---

Use a dictionary to copy two more words for each assimilated variant you listed. Because **sug-** only occurs in *suggest, suggestion, and suggestive*, and there are few words with **sum-** you may skip these two.

---

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1. What does **sub-** and its six variants mean? \_\_\_\_\_
2. What does the word **euphony** mean? \_\_\_\_\_
3. Why is the consonant after **su** doubled in lists 1-5 in the box?

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## 4e Vocabulary Test

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Write two words that start with each prefix. Make sure you choose words that clearly illustrate the meaning of the prefix. Next, write the definition.

1. **multi-** \_\_\_\_\_  
Definition: \_\_\_\_\_
2. **cent-** \_\_\_\_\_  
Definition: \_\_\_\_\_
3. **centi-** \_\_\_\_\_  
Definition: \_\_\_\_\_
4. **sub-** \_\_\_\_\_  
Definition: \_\_\_\_\_
5. **sup-** \_\_\_\_\_  
Definition: \_\_\_\_\_
6. **uni-** \_\_\_\_\_  
Definition: \_\_\_\_\_
7. **semi-** \_\_\_\_\_  
Definition: \_\_\_\_\_
8. **tri-** \_\_\_\_\_  
Definition: \_\_\_\_\_
9. **kilo-** \_\_\_\_\_  
Definition: \_\_\_\_\_
10. **mono-** \_\_\_\_\_  
Definition: \_\_\_\_\_
11. **bi-** \_\_\_\_\_  
Definition: \_\_\_\_\_
12. **milli-** \_\_\_\_\_  
Definition: \_\_\_\_\_
13. **quadr-** \_\_\_\_\_  
Definition: \_\_\_\_\_
14. **quar(t)-** \_\_\_\_\_  
Definition: \_\_\_\_\_

---

## 5a Prefix Group Work

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Write five words that start with each of these prefixes. For numbers 8 and 9 write two words for each. Make sure your choices clearly illustrate the meaning of each prefix. Next, write the definitions. Save your list because this is your study-guide for the test.

1. **post-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

2. **tele-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

3. **inter-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

4. **mal-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

5. **bio-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

6. **per-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

7. **auto-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

8. **in-, im-, il-, ir-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

9. **con-, com-, col-, cor-, co-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

---

## 5b Third Set of Prefixes

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<b>post-</b>	after, later	<b>per-</b>	completely, thoroughly
<b>tele-</b>	distant, from afar	<b>auto-</b>	self
<b>inter-</b>	between	<b>in-, il-, im-, ir-</b>	not, into, within
<b>mal-</b>	bad, badly	<b>con-, col-, com-</b>	together, with
<b>bio-</b>	life	<b>cor-, co-</b>	together, with

The prefixes **in-** and **con-** are assimilated prefixes. This means the last letter sometimes changes to the beginning letter of the base word, **in-** + regular = irregular, **con-** + mission = commission. In some words, the last letter of the prefix changes to a letter that sounds better with the base word, **in-** + balance = imbalance, **con-** + pass = compass. In many words **in-** and **con-** don't change. We use **co-** in front of vowels or **h**, *coerce*, *cohort*.

Choose the correct prefix to make the words mean *not*, *into*, or *within*. Use **in-**, **il-**, **im-**, **ir-**.

- |                   |                  |                     |
|-------------------|------------------|---------------------|
| 1. ____perfect    | 6. ____digestion | 11. ____balance     |
| 2. ____visible    | 7. ____polite    | 12. ____legal       |
| 3. ____resistible | 8. ____legible   | 13. ____replaceable |
| 4. ____literate   | 9. ____regular   | 14. ____mature      |
| 5. ____jection    | 10. ____valid    | 15. ____clude       |

Choose the correct prefix to complete the words. Use **con-**, **com-**, **cor-**, **col-**, **co-**. They mean *together*, *with*.

- |                |                  |                     |
|----------------|------------------|---------------------|
| 1. ____ruption | 6. ____lect      | 11. ____mittee      |
| 2. ____quest   | 7. ____bine      | 12. ____respondence |
| 3. ____promise | 8. ____operate   | 13. ____incide      |
| 4. ____lision  | 9. ____tact      | 14. ____education   |
| 5. ____sider   | 10. ____relation | 15. ____tinue       |

1. What prefixes do we use in front of the letter **l**? \_\_\_\_\_
2. What prefixes do we use in front of the letters **m**, **b**, and **p**? \_\_\_\_\_
3. What prefixes do we use in front of the letter **r**? \_\_\_\_\_
4. We use **co-** before vowels and **h**. In front of all the other letters we use **in-** and **con-**.

Draw a line from each prefix to the correct root in order to create meaningful words.

- |                  |         |                 |           |                  |          |
|------------------|---------|-----------------|-----------|------------------|----------|
| 1. <b>per-</b>   | ception | 5. <b>auto-</b> | practice  | 9. <b>inter-</b> | adjusted |
| 2. <b>tele-</b>  | cussion | 6. <b>mal-</b>  | mission   | 10. <b>bio-</b>  | graph    |
| 3. <b>inter-</b> | graphy  | 7. <b>post-</b> | biography | 11. <b>tele-</b> | mission  |
| 4. <b>bio-</b>   | vision  | 8. <b>per-</b>  | script    | 12. <b>mal-</b>  | logy     |

## 5c Third Set of Prefixes

<b>post-</b>	after, later	<b>per-</b>	completely, thoroughly
<b>tele-</b>	distant, from afar	<b>auto-</b>	self
<b>inter-</b>	between	<b>in-, il-, im-, ir-</b>	not, into, within
<b>mal-</b>	bad, badly	<b>con-, col-, com-</b>	together, with
<b>bio-</b>	life	<b>cor-, co-</b>	together, with

Highlight the words you can read and use them to complete the sentences:

automated	malnourished	conversation	invisible	illegal
interrupt	postoperative	invitations	impatient	biopsy

1. After an operation, the patient needs \_\_\_\_\_ care, usually in a hospital.
2. In my state, it is \_\_\_\_\_ to ride a motorcycle without wearing a helmet.
3. When we're embarrassed, we'd like to become \_\_\_\_\_.
4. Fortunately, the \_\_\_\_\_ of my uncle's tumor proved that it was benign.
5. Teachers try very hard not to be \_\_\_\_\_.
6. We stopped at the bank's \_\_\_\_\_ teller machine to get some money.
7. It is rude to \_\_\_\_\_ other people's \_\_\_\_\_.
8. It is sad to say that many children in poor countries are \_\_\_\_\_.
9. My mother sent one hundred \_\_\_\_\_ for my older sister's wedding.

Draw lines from the prefixes to the base words to make new words. Write them on the lines. The words must make sense.

<b>tele-</b>	function	1. _____
<b>mal-</b>	gram	2. _____
<b>com-</b>	divisible	3. _____
<b>in-</b>	passion	4. _____
<b>per-</b>	act	1. _____
<b>inter-</b>	mobile	2. _____
<b>post-</b>	fume	3. _____
<b>auto-</b>	degradable	4. _____
<b>bio-</b>	pone	5. _____

## 5d Third Set of Prefixes

Highlight the words you can read and use them to solve the crossword puzzle. Write in pencil and do the easy ones first.

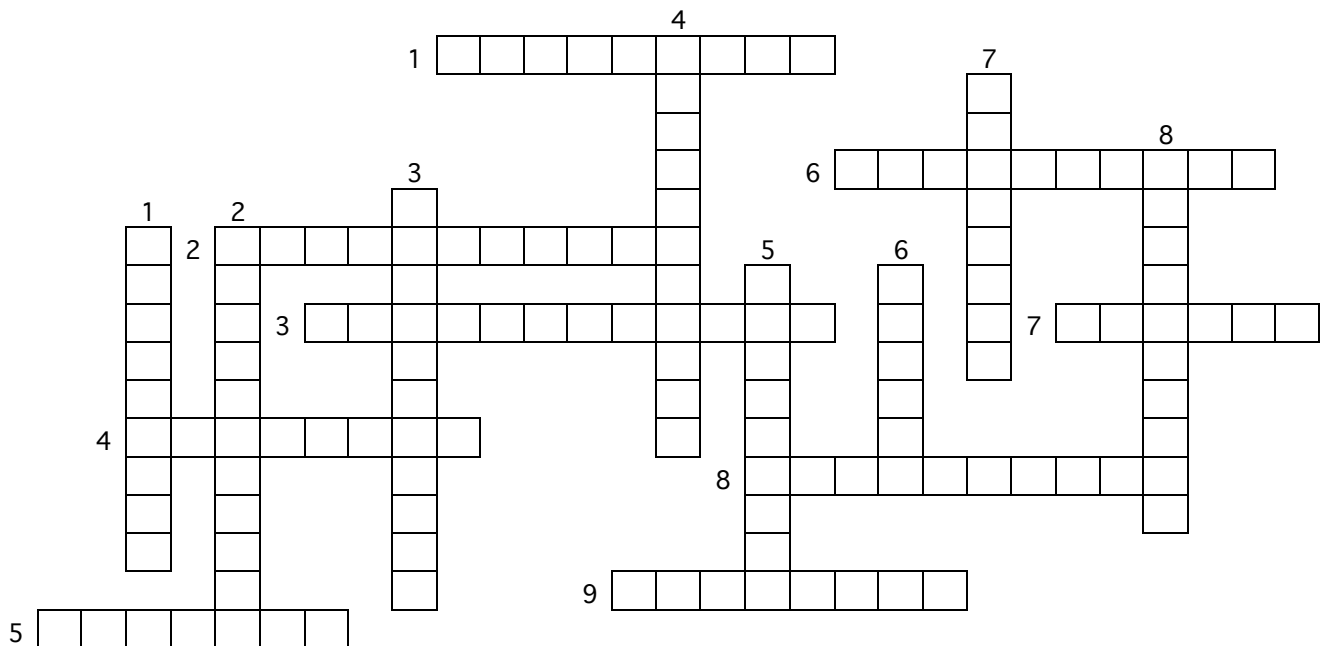
corporation	compliant	perfect	combination
biographer	conclude	posttest	irrigate
constitution	telescope	malice	communicate
interstate	intercept	permit	incredible
	coincidence		

### Across

- An instrument that shows objects from far away
- A business that has many owners
- The supreme law of the land
- To form an opinion based on evidence
- The best results, 100%
- Not believable
- To grant permission for certain actions
- Between two states
- A test given after a unit of instruction

### Down

- To keep people or objects from reaching their intended destination
- To talk with another person
- Two events that happen at the same time
- The bringing together of two or more things to form a set or a unit
- Willingly going along with a request
- Meanness, intention of doing an evil act
- To water plants when there is no rain
- A writer who tells about a person's life



---

## 5e Vocabulary Test

---

Write two words that start with each prefix. For numbers 1, 2, 10, and 11, write one word for each one. Make sure your choices clearly illustrate the meaning of the prefix. Next, write the definitions.

1. **in-**, **im-** \_\_\_\_\_

Definition: \_\_\_\_\_

2. **il-**, **ir-** \_\_\_\_\_

Definition: \_\_\_\_\_

3. **per-** \_\_\_\_\_

Definition: \_\_\_\_\_

4. **inter-** \_\_\_\_\_

Definition: \_\_\_\_\_

5. **bio-** \_\_\_\_\_

Definition: \_\_\_\_\_

6. **auto-** \_\_\_\_\_

Definition: \_\_\_\_\_

7. **tele-** \_\_\_\_\_

Definition: \_\_\_\_\_

8. **mal-** \_\_\_\_\_

Definition: \_\_\_\_\_

9. **post-** \_\_\_\_\_

Definition: \_\_\_\_\_

10. **con-**, **com-** \_\_\_\_\_

Definition: \_\_\_\_\_

11. **col-**, **cor-**, **co-** \_\_\_\_\_

Definition: \_\_\_\_\_

---

## 6a Prefix Group Work

---

Write five words that start with each of these prefixes. For numbers 9 and 10, write two words for each one. Next, deduce the definitions. Save your list because this is your study-guide for the test.

1. **ab-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

2. **ad-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

3. **ac-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

4. **ap-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

5. **en-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

6. **em-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

7. **ob-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

8. **op-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

9. **oc-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

10. **of-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

11. **syn-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_

12. **sym-** \_\_\_\_\_

\_\_\_\_\_ Definition: \_\_\_\_\_



---

## 6b Fourth Set of Prefixes

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<b>ab-</b>	away from	<b>em-</b>	in, into, onto, to become
<b>ad-</b>	to, near	<b>ob-, oc-</b>	opposite, against
<b>ac-</b>	to, near	<b>op-, of-</b>	opposite, against
<b>ap-</b>	to, near	<b>syn-</b>	together, with, the same, similar
<b>en-</b>	in, into, onto to become	<b>sym-</b>	together, with, the same, similar

What is an assimilated prefix? \_\_\_\_\_  
\_\_\_\_\_

Study the list above and copy the assimilated prefixes of **ad-**, **en-**, **ob-**, and **syn-**:

1. **ad-** \_\_\_\_\_, \_\_\_\_\_ 2. **en-** \_\_\_\_\_ 3. **ob-** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ 4. **syn-** \_\_\_\_\_

Choose these prefixes to make real words: **ad-**, **ac-**, **ap-**, **ob-**, **oc-**, **op-**, **syn-**, and **sym-**.

Use **ad-**, **ac-**, **ap-**

Use **ob-**, **oc-**, **op-**

Use **syn-** and **sym-**

1. \_\_\_\_\_point

9. \_\_\_\_\_pose

17. \_\_\_\_\_ptom

2. \_\_\_\_\_vance

10. \_\_\_\_\_noxious

18. \_\_\_\_\_chronize

3. \_\_\_\_\_praise

11. \_\_\_\_\_jection

19. \_\_\_\_\_onym

4. \_\_\_\_\_company

12. \_\_\_\_\_cupy

20. \_\_\_\_\_bol

5. \_\_\_\_\_just

13. \_\_\_\_\_posite

21. \_\_\_\_\_pathy

6. \_\_\_\_\_credit

14. \_\_\_\_\_ligation

22. \_\_\_\_\_drome

7. \_\_\_\_\_prove

15. \_\_\_\_\_casion

23. \_\_\_\_\_phony

8. \_\_\_\_\_count

16. \_\_\_\_\_serve

24. \_\_\_\_\_thetic

Create real words by drawing lines from the prefixes to the word endings. The prefix **em-** is a variant of **en-**. The words must make sense.

	list		power
em	breviate	em	rasion
ab	blem	ab	roll
en	sent	en	pathy
	grave		velope
	brace		olish

The prefix **ab-** is not an assimilated prefix of **ad-**.

---

## 6c Fourth Set of Prefixes

---

**ab-** away from  
**ad-** to, near  
**ap-** to, near  
**ac-** to, near  
**en-** in, into, onto, within

**em-** in, into, onto, within  
**ob-, oc-** opposite, against  
**op-, of-** opposite, against  
**syn-** together, with, the same, similar  
**sym-** together, with, the same, similar

1. How many assimilated prefixes does **ob-** have? \_\_\_\_\_
2. On the line, write the assimilated prefixes of **ob-** \_\_\_\_\_

The assimilated prefix **en-** changes to **em-** before base words that start with **b**, **m**, and **p**.

With the help of a dictionary, find three words with each of the assimilated prefixes **oc-**, **of-**, and **em-**. Write them on the back of this sheet.

Highlight the following words you can read and use them to complete the expressions:

symptom	obstruction	absent	emperor	enchilada
absolute	appearances	emotion	opposites	admiration
enemies	offense	offer	accident	enforcement

1. The best defense is a good \_\_\_\_\_.
2. This is an \_\_\_\_\_ waiting to happen!
3. The \_\_\_\_\_-minded professor
4. \_\_\_\_\_ attract.
5. Mutual \_\_\_\_\_ society
6. The whole \_\_\_\_\_
7. \_\_\_\_\_ of justice
8. With friends like these, who needs \_\_\_\_\_?
9. His voice was full of \_\_\_\_\_.
10. \_\_\_\_\_ can be deceiving.
11. \_\_\_\_\_ power corrupts absolutely.
12. The \_\_\_\_\_ has no clothes.
13. A law \_\_\_\_\_ officer
14. This is just a \_\_\_\_\_ of a deeper problem.
15. He made an \_\_\_\_\_ we couldn't refuse.

---

## 6d Fourth Set of Prefixes

---

<b>ab-</b>	away from	<b>em-</b>	in, into, onto, within
<b>ad-</b>	to, near	<b>ob-, oc-</b>	opposite, against
<b>ap-</b>	to, near	<b>op-, of-</b>	opposite, against
<b>ac-</b>	to, near	<b>syn-</b>	together, with, the same, similar
<b>en-</b>	in, into, onto, within	<b>sym-</b>	together, with, the same, similar

The prefix **ad-** is an assimilated prefix. You have already studied the two variants **ac-** and **ap-**. It has seven other forms. Highlight the following words you can read. Then write a list of the additional variants of **ad-** on the line. All of the words have a double consonant after the **a** at the beginning. The first consonant is part of the assimilated prefix, whereas the second consonant is part of the root.

affect	aggravate	alliance	annual	arrive	assembly	attire
afford	aggression	allergy	annex	arrange	assume	attempt
affection	aggrandize	allegiance	annoy	arrest	assign	attribute

---

The prefixes **syn-** and **sym-** derived from ancient Greek. Read each of the following words and draw a line to the synonym or the definition.

synonym	logo	sympathy	having the same shape
symbol	a type of fabric	sympathize	feelings of compassion
symptoms	two words, same meaning	symmetry	an orchestral concert
synthetic	signs of disease	symphony	to express compassion

**Review:** Highlight the words you can read and try to figure out when we use the assimilated prefix **em-**.

1. emboldened    2. embattled    3. embark    4. empower    5. employment

We use **em-** in front of what letters? \_\_\_\_\_

Highlight the words you can read and write the three variants of **ob-** on the line.

1. occupation    2. occur    3. opponent    4. oppress    5. official    6. offer
-

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## 6e Vocabulary Test

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Write two words that start with each prefix. For numbers 6 and 7, write one word for each. Make sure your choices clearly illustrate the meaning of the prefix. Next, write the definitions.

1. **en-** \_\_\_\_\_

Definition: \_\_\_\_\_

2. **em-** \_\_\_\_\_

Definition: \_\_\_\_\_

3. **syn-** \_\_\_\_\_

Definition: \_\_\_\_\_

4. **sym-** \_\_\_\_\_

Definition: \_\_\_\_\_

5. **ab-** \_\_\_\_\_

Definition: \_\_\_\_\_

6. **ob-**, **oc-** \_\_\_\_\_

Definition: \_\_\_\_\_

7. **of-**, **op-** \_\_\_\_\_

Definition: \_\_\_\_\_

8. **ad-** \_\_\_\_\_

Definition: \_\_\_\_\_

9. **ac-** \_\_\_\_\_

Definition: \_\_\_\_\_

10. **ap-** \_\_\_\_\_

Definition: \_\_\_\_\_

## CHAPTER 14

# Latin Roots and Greek Forms

### Note to Instructor

Chapter 14 introduces sixteen Latin roots and seven Greek combining forms. The primary reason for studying these elements is to expand students' vocabulary. For example, when students learn that **spect** means *to see*, they will more easily remember the definitions of such words as *perspective*, *introspection*, *retrospect*, and *spectator*. It is important to point out to students that many definitions of Latin roots and Greek combining forms translate somewhat loosely. Point out that Latin is over 2000 years old and Greek is over 3500 years old, therefore, many vocabulary words of these two languages have changed over time. Introduce the term **etymology**, which is the study and the history of words, the geographic origin of words, and the evolution of their present-day meaning. Explain that the meaning of many English words has changed in fifty years. Examples of such changes are *rap*, *hip*, *jet*, *rock*, and *net*. Ask your students whether they can think of other examples.

### Reminders:

1. **Have students reread all of the words in every lesson once they have finished the exercises.**
2. Help students create a new section in their Decoding Binders, entitled Latin roots/Greek forms. Ask students to write each new root or form in this section. Have them include the phonetic spelling, definition, and five examples of words that illustrate the root or the form. Review this section of the binder **once a week** for five weeks. Continue reviewing previous sections as necessary.

Since the ensuing lessons will be difficult for younger students or those with severe learning disabilities, you might consider teaching the worksheets as whole-class activities.

Chapter 14 covers the following Latin roots: 1. **script/scribe** 2. **press** 3. **port** 4. **form** 5. **struct/stru** 6. **spect/spec** 7. **dict/dic** 8. **vis/vid** 9. **duct/duc/duce** 10. **sist/stit/sta/tain/ten** 11. **ject/jec** 12. **tract** 13. **vent/ven** 14. **rupt** 15. **aud/audi/audio** 16. **nom** 17. **fac/fact/fect/fict/fic**. Since Latin roots are bound morphemes, they require prefixes and/or suffixes to be real words. The criteria for choosing these roots are the number of derivatives they comprise. Most of them occur in twenty words or more. Compared to Latin and Greek suffixes, these roots have better sound/symbol correspondence.

As was mentioned in earlier chapters, many Anglo-Saxon words combine two base words to form compound words. Unlike Latin, Greek also combines words. The term *combining form* refers to one part of a Greek compound word; however, in these lessons the term *form* is used instead of *combining form*. The following Greek forms are covered: 1. **phon/phono/phone** 2. **onym** 3. **photo** 4. **graph** 5. **gram** 6. **chron/chrono** 7. **metr/meter**.

Most lessons consist of two parts: 1. You will introduce the root or form. There is no worksheet for this part. 2. Students complete the worksheet. Lessons 3, 11, and 17 don't have an introductory part.

**Lesson 1a:** Introduce the roots **script** and **scribe**. They are derived from the Latin verb **scribere**, which means **to write** and from the noun **scriba**, which means **secretary** or **keeper of accounts**. When **scrip** is followed by the letter **t**, it derives from **scriptum**, which means **written**. Write these words on the board or show them on the screen: *description, describe, transcribe, subscribing, inscription, scribe, conscript*. Ask students to do these tasks: 1. Pronounce the words individually if possible, otherwise in unison. 2. Figure out what the roots are, how to pronounce them (**scrip**, **scribē**), and what they mean (to write and writing). 3. Write the roots with marked vowels, the definitions, and four examples in the Decoding Binders, Latin Roots/Greek Forms section.

**Lesson 1b** shows a list of words and directs students to highlight the ones they can read. Please go over the list before everyone uses the clues to complete the activity.

**Lesson 2a:** Introduce the Latin root **press**, which is easy because our English cognate is the same, with the same meaning **to press** (**prēss**). Write these words on the board or show them on the screen: *impression, pressure, compress, suppress, depression, irrepressible, oppress*. Next, follow the steps outlined in Lesson 1a.

**Lesson 2b** shows a list of words and directs students to highlight the ones they can read. Please go over the list before your class completes the sentences or expressions.

**Lesson 3:** Tell students that they will be studying the Latin root **port**. Aside from this comment, there is no other introductory activity. This lesson requires students to compose words from a list of prefixes, suffixes and the Latin root **port**. Because this is a challenging exercise, you might allow students to work in teams. Offer dictionaries so they can check the words for accuracy. **Port** has two derivations. The more common one occurs in such words as *support, transport, import* and derives from **portare**, which means **to carry**. The second definition derives from **portio**, which means **part**. After students have completed the worksheet, write the word categories on the board or show them on the screen (for example: root + suffix, or prefix + root). Ask one member of a team to write all of the generated words for the first category on the board or show them on the screen. The second team's volunteer adds words that the first team didn't include in the first category. Next, he/she starts the second category. The third team adds words to category one and two and starts the third category. You could set this up as a contest. Although there are 32 possible words, don't expect any team to find all of them. Go over the definitions and follow the directions from Lesson 1a.

**Lesson 4a:** Introduce the root **form**, derived from the Latin verb **formare**, which means **to shape**. The noun, **forma**, means **a shape**. Write these words on the board or show them on the screen: *formation, formless, transform, formulate, misinformation, conform, nonconformist*. Then follow the directions outlined in Lesson 1a.

**Lesson 4b** shows a list of words and directs students to highlight the ones they can read. Go over the list before everyone starts the sentence-completion activity.

**Lesson 5a:** Introduce the roots **struct** and **stru**, pronounced **strŭct** and **strŭō**. They are derived from the Latin verb **struere**, which means **to build**. Write these words on the board or show them on the screen: *structure, construct, destruction, destructive, restructure, instruction, instrument*. Then follow the directions from Lesson 1a.

**Lesson 5b** presents a list of prefixes, suffixes, and the roots **struct** and **struc** with the variant **stru**. Given synonyms, students will follow specific directions to create words from the listed components in the box. Remind your class that the **t** in **tion** or **ture** comes from the root **struct**, therefore only one **t** is needed when adding a suffix that starts with **t**. Go over the worksheet after everyone has finished.

**Lesson 6a:** Introduce the roots **spect** and **spec**, pronounced **spĕct** and **spĕc**. They are derived from the Latin verbs **spectare** and **specere**. **Spectare** means **to behold** and **specere** means **to see** or **to look at**. Write these words on the board or show them on the screen: *spectator, spectacle, inspector, retrospective, respected, perspective, suspecting*. Next, follow the directions from Lesson 1a.

**Lesson 6b:** Before students start the crossword puzzle, ask them to highlight the words they are able to read. Next, go over the list. The words consist of prefixes, suffixes, and **spect** or **spec**.

**Lesson 7a:** Introduce the roots **dict** and **dic**, pronounced **dĭct** and **dĭc**. They are derived from the Latin verb **dicere**, which means **to say**. Write these words on the board or show them on the screen: *predict, unpredictable, verdict, dictation, contradiction, valedictorian, indictment*. Please point out **long i**, **silent c** in the word **indictment**. Next, follow the directions from Lesson 1a.

**Lesson 7b** shows a list of words with **dict** or **dic** and requires students to highlight the ones they can read. Go over the list before the class starts the activity.

**Lesson 8a:** Introduce the roots **vis** and its variant **vid**, pronounced **vĭs**, **vĭd**, or **vĭsh**. They are derived from the Latin verb **videre** or **visus**, which mean **to see** or **sight**. Write these words on the board or show them on the screen: *visible, invisibility, video, revise, supervisor, evidence, improvise*. Next, follow the directions from Lesson 1a.

**Lesson 8b** shows a list of words with **vis** or **vid** and requires students to highlight the ones they can read. Next, go over the list before students find synonyms or antonyms for the prompts.

**Lesson 9a:** Introduce the roots **duct**, **duc**, and **duce**, pronounced **dŭct**, **dŭc**, and **dŭos**. They are derived from the Latin verb **ducere**, which means **to lead**. Write these words on the board or show them on the screen: *duct, educate, education, introduce, introductory, conduct, aqueduct*. Next, follow the directions from Lesson 1a.

**Lesson 9b:** Given a list of prefixes, suffixes, and the roots **duct**, **duc**, and **duce**, students will compose words that fit the codes and the definitions. Go over the answers.

**Lesson 10a:** Introduce the root **sist**, pronounced (**sĭst**). It is derived from the Latin verb **sistere**. **Sistere** means **to stand**. Write these words on the board or show them on the screen: *persistent, consistent, insisting, insistent, resistance, assist, subsist*. The root **sist** has three variants: 1. **sta** as in *stand, understand, distant, distance, constant, instant, stance* 2. **stat**, as in *status, statue, station, stationary, statistics, estate, establish* 3. **stit**, as in *constitute, constitution, substitute, substitution, institution, restitution, superstition*. Then follow the directions outlined in Lesson 1a.

**Lesson 10b:** Introduce the root **tain** with its variant **ten** pronounced (**tān**) and (**tĕn**). They are derived from **tenere**, which means **to hold**. Write these words on the board or show them on the screen: *contain, container, maintaining, detained, entertainer, obtain, attainable*. Explain that the root **tain** is usually part of a verb. When it is used as a noun or an adjective, it often changes to **ten** *detain, detention, retain, retention, sustain, sustenance, maintain, maintenance*. Next, follow the directions outlined in Lesson 1a.

**Lesson 10c:** Before students do the crossword puzzle, ask them to highlight the words they can read. Please go over the list. The words contain prefixes, suffixes, and **sist**, **stit**, **sta**, **tain**, and **ten**.

**Lesson 11:** (No introductory lesson) Tell students that they will be studying the Latin root **ject**. This lesson requires students to compose words from a list of prefixes, suffixes and **ject**, pronounced **jĕct**. Because this is a challenging exercise, you might consider allowing students to work in pairs or in groups. **Ject** derives from the Latin verb **iacere**, which means **to throw** or **to lie**. Go over the definition. Next, follow the directions outlined in Lesson 1a and Lesson 3.

**Lesson 12a:** Introduce the root **tract**, pronounced **trăct**. It is derived from the Latin verb **trahere**, which means **to pull** or **to draw**. Write these words on the board or show them on the screen: *attract, distracting, subtraction, extract, extraction, tractor, contract*. Next, follow the directions outlined in Lesson 1a.

**Lesson 12b** shows a list of words with **tract** and requires students to highlight the words they can read. Please go over the list. The second activity is a sentence-completion exercise.

**Lesson 13a:** Introduce the roots **vent** and **ven** pronounced **věnt** and **věn**. They are derived from the Latin verb **venire**, which means **to come**. Write these words on the board or show them on the screen: *venture, convention, reconvene, adventure, intervention, avenue, eventually*. Next, follow the directions outlined in Lesson 1a.

**Lesson 13b** shows a list of words with **vent** or **ven** and requires students to highlight the ones they can read. Please go over the list before students find synonyms or antonyms for the prompts.

**Lesson 14a:** Introduce the root **rupt**, pronounced **rŭpt**. It is derived from the Latin verb **rumpere**, which means **to break** or **to burst**. Write the words on the board or for the screen: *disruption, disrupting, interruption, abrupt, erupting, corruption, rupture*. Next, follow the procedure from L. 1a.

**Lesson 14b** presents lists of prefixes, suffixes, and the root **rupt**. Given related synonyms and codes, students will follow specific directions to create words from the lists. Next, go over the answers.

**Lesson 15a:** Introduce the Latin root **aud** with its two variants **audi** and **audio**, pronounced **aud**, **audē**, **audēō**. They are derived from the Latin verb **audire**, which means **to hear**. Write these words on the board or show them on the screen: *audience, auditorium, applaud, audible, audition, audiologist, audit*. Then follow the directions outlined in Lesson 1a. Lesson 15a also includes the Greek form **phon** with its two variants **phono** and **phone**, pronounced **fōn**, **fōnə**, **fōn**. They are derived from **phono**, which means **sound**. Write these words on the board or for the screen: *phonics, homophone, phonograph, megaphone, microphone, telephone, symphony*. Next, follow the directions outlined in L. 1a.

**Lesson 15b** directs students to insert **aud/audi/audio** or **phon/phono/phone** to complete words.

**Lesson 16a:** Introduce the root **nom**, pronounced **nōm** and the form **onym**, pronounced **əñm**. **Onym** is derived from the Greek word **onuma** and **nom**, pronounced **nōm**, is derived from the Latin word **nomen**. Both mean **name**. Write these words on the board or show them on the screen: *synonym, anonymous, antonym, homonym, acronym, pseudonym nominator, denominator, nominate, nominee, denomination*. Next, follow the directions from Lesson 1a. Lesson 16a also includes the form **photo**, which means **light**. It has three pronunciations: **fōtō**, **fōtə**, and **fətō**. Write these words on the board or show them on the screen: *photo, photography, photographer, photograph, photocopy, telephoto, photojournalist, photosynthesis*. Next, follow the directions listed in Lesson 1a.

**Lesson 16b** shows a list of words with **nom/onym** and **photo** and requires students to highlight the ones they can read and to underline the root/form. Go over the list before students solve the puzzle.

**Lesson 17:** (No introductory lesson) Tell students that they will be studying the Greek forms **graph** and **gram**, pronounced **grăf** and **grăm**. They mean **written** or **drawn**. This exercise requires students to compose words with various prefixes, the forms **graph** or **gram**, and four suffixes. Because this is a challenging exercise, you might allow students to work with a partner. After everyone has completed the worksheet, write the word categories on the board and follow the directions outlined in Lessons 1a and 3.

**Lesson 18a** presents words that contain the Greek forms **chron/chrono** and **metr/meter**. **Chron** and **chrono** mean **time** and are pronounced **crōn** **crōnə** **crənō**. Write these words on the board or show them on the screen: *chronicle, chronicling, chronological, chronic, synchronize, anachronism*. The prefix



**syn-** and its variant **sym-** are reviewed. They mean *together* and *with*. Next, follow the directions outlined in Lesson 1a. Lesson 18a also includes the form **metr**, pronounced **mĕtr**, with its variant **meter**, pronounced **mĕtĕr** or **mĕtār**. They mean **to measure**. Write these words on the board or show them on the screen: *geometry, diameter, perimeter, odometer, altimeter, symmetry, metric*. Next, follow the directions from Lesson 1a.

**Lesson 18b:** Tell students to highlight the words they can read and go over the list. Next, everyone will answer questions and look up certain words in the dictionary.

**Lesson 19a:** Introduce the Latin root **fac** with its four variants, **fact**, **fect**, **fict** and **fic**. They are derived from **facere**, which means **to make**. Write these words on the board or show them on the screen: *artifact, artificial, infected, effective, facilitate, factor, factory, faculty*. Next, follow the directions from Lesson 1a.

**Lesson 19b** directs students to insert **fac**, **fact**, **fect**, **fict**, and **fic** to complete words. Next, go over the list.

There are many other Latin and Greek roots/forms to explore. You could easily use the format shown in **Lessons 3, 11, and 17** and teach these exercises on the board or show them on the screen. Write the prefixes on the left, the root / form in the middle, and the suffixes on the right.

1. The Latin root **fer**, which means **to bear**: defer, ferry, fertile, fertilizer, offer, offering, prefer, suffer, suffering, transfer, transferable, odoriferous, etc.
2. The Latin root **vers** or **vert**, which mean **to turn**: advertise, advertisement, averse, aversion, controversial, conversation, converse, convert, diversion, diversify, extrovert, introvert, reverse, etc.
3. The Latin roots **pend** or **pens**, which mean **to hang**: depend, independent, independence, suspend, suspense, impending, pending, pendant, pendulum, expend, expensive, dispense, etc.
4. The Latin roots **mot**, **mov**, and **mob**, which mean **to move**: motor, motorcycle, motorboat, move, movie, removal, movement, automobile, automotive, mobilize, mobilization, mobile, etc.
5. The Latin roots **anni**, **annu**, and **enni**, which mean **year**: annual, annually, anniversary, semiannual, centennial, triennial, bicentennial, millennia, millennium, etc.
6. The Latin roots **voc**, **vok**, and **voke**, which mean **to call** or **voice**: vocal, advocate, vocabulary, vocation, vocational, provoke, provocation, provocative, revoke, irrevocable, etc.
7. The Greek form **path**, which means **to feel, suffering, emotion, disease**: sympathize, sympathy, empathize, empathy, pathology, pathologist, sociopath, apathy, apathetic, pathogen, etc.
8. The Greek form **psych**, which means **mind** or **soul**: psyche, psychiatrist, psychologist, psychotic, psychosis, psychopath, psychodrama, etc.
9. The Greek form **phil**, which means **love**: philosophy, philosopher, philanthropist, philanthropy, Philadelphia, philanderer, philandering, etc.
10. The Greek form **para**, which means **beside, near**: paragraph, parallel, parallelogram, parade, paradise, parachute, paradox, paralyze, paralysis, paraplegic, paratrooper, paraphrase, parasite, etc.

Recommendation: These books will give you guidance if you're interested in teaching more Latin roots and Greek combining forms:

1. *Unlocking Literacy* by Marcia Henry (see references in the Appendix)
2. *Words Their Way*, Donald R. Bear, et al, (see references in the Appendix).

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## 1b Latin Roots *script* and *scribe*

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Highlight the words you can read and get help with the rest. Choose the appropriate word to complete each sentence. Study the prefixes, roots, and suffixes to make your choice. Write in pencil and do the easy ones first.

transcript	descriptive	prescription
nondescript	scriptures	conscription
inscribed	subscriber	postscript
	scribbled	

1. Prefix + root + suffix: When you subscribe to a magazine you are called the \_\_\_\_\_.
2. Prefix + prefix + root: The suspect was hard to describe because she had no memorable features. Her looks were \_\_\_\_\_.
3. Prefix + root + suffix: My doctor prescribed a new medication. I was able to fill the \_\_\_\_\_ at the pharmacy.
4. Root + suffix + suffix: Before the printing press was invented, scribes copied the \_\_\_\_\_ by hand.
5. Prefix + root + suffix: The inscription on the historic monument was very moving. I wonder who \_\_\_\_\_ it.
6. Prefix + root + suffix: The author of the cookbook wrote mouthwatering descriptions of her recipes. Her writing was very \_\_\_\_\_.
7. Prefix + root: After you have finished writing a letter, you realize you forgot to mention an important detail. At the bottom you write a \_\_\_\_\_.
8. Prefix + root + suffix: A soldier's \_\_\_\_\_ means he was drafted, or conscripted into the armed forces.
9. Prefix + root: As part of a college application, a \_\_\_\_\_ from the applicant's high school is required.
10. Root + suffix: Before I left home, I \_\_\_\_\_ a quick note to let everyone know where I was going.

What do the roots **script** and **scribe** mean? \_\_\_\_\_

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## 2b The Latin Root *press*

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Highlight the following words you can read. Choose the appropriate word to complete each expression or sentence below. Write in pencil and do the easy ones first.

- |                |                 |                 |                    |
|----------------|-----------------|-----------------|--------------------|
| 1. impressive  | 6. express      | 11. unimpressed | 16. oppressive     |
| 2. compress    | 7. suppression  | 12. pressure    | 17. impressionable |
| 3. expression  | 8. depressing   | 13. oppress     | 18. expressive     |
| 4. unexpressed | 9. oppression   | 14. pressurize  | 19. pressed        |
| 5. impression  | 10. compression | 15. suppress    | 20. irrepressible  |

1. If you'll pardon the \_\_\_\_\_.
2. They are at an \_\_\_\_\_ age.
3. This heat is \_\_\_\_\_!
4. You don't get a second chance to make a first \_\_\_\_\_.
5. They \_\_\_\_\_ the panic button.
6. When you want a package shipped fast, use \_\_\_\_\_ mail.
7. As usual, the news is \_\_\_\_\_.
8. Peer \_\_\_\_\_ is a problem at any age.
9. During the long lecture, he tried to \_\_\_\_\_ a yawn.
10. Her \_\_\_\_\_ enthusiasm inspired the group to finish the project.
11. You need to \_\_\_\_\_ your sleeping bag into this stuff sack.
12. The Statue of Liberty is the most \_\_\_\_\_ landmark in New York City.

Study the list in the box and write all of the derivatives for these words on the lines.

**impress:** \_\_\_\_\_

\_\_\_\_\_

**express:** \_\_\_\_\_

\_\_\_\_\_

**oppress:** \_\_\_\_\_

What does the root **press** mean? \_\_\_\_\_

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### 3 The Latin Root *port*

---

Use the prefixes, root, and suffixes from the categories below to create as many words as possible. Follow the syllable codes. This is very challenging. If you can get twenty words, you're doing great! If you can get twenty-five, you're the champion!

Reminder: when you add **-tion** to **port**, the **t** comes from the root, so use only one **t**.

Prefixes	Root	Suffixes	
com	port	(t)ion	
ex		able	
im		ance	ate
pro		ant	
re		er	ly
sup		ive	
trans		ment	
un		ation	

root + suffix: \_\_\_\_\_

\_\_\_\_\_

prefix + root: \_\_\_\_\_

\_\_\_\_\_

prefix + root + suffix: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

prefix + root + suffix + suffix: \_\_\_\_\_

\_\_\_\_\_

prefix + prefix + root + suffix: \_\_\_\_\_

\_\_\_\_\_

What does the root **port** mean? \_\_\_\_\_

---

## 4b The Latin Root *form*

---

Highlight the following words you can read and try to figure out the definition of **form**. Choose the appropriate word to complete each sentence below. Write in pencil.

- |                |                 |                    |
|----------------|-----------------|--------------------|
| 1. formation   | 6. conform      | 11. nonconformist  |
| 2. informal    | 7. performed    | 12. uniformity     |
| 3. uninformed  | 8. preformed    | 13. transformation |
| 4. formality   | 9. uniform      | 14. formidable     |
| 5. performance | 10. misinformed | 15. misinformation |

Use words from the box in the following sentences:

1. Addressing the judge as "your honor" is an important \_\_\_\_\_, if you want to win your case.
2. To \_\_\_\_\_ means that a person wants to be just like everybody else.
3. Pablo Picasso was a \_\_\_\_\_ who created new trends in modern art.
4. Many rumors are based on \_\_\_\_\_ that can ruin a person's reputation.
5. The vice-principal announced that \_\_\_\_\_ attire was recommended for the Sweetheart Dance.
6. Kids in drama class, band, and choir gave a flawless \_\_\_\_\_ of *West Side Story*.
7. Soldiers marched in perfect \_\_\_\_\_ during the military parade.
8. There is no excuse for making an \_\_\_\_\_ decision.
9. Makeup, a new hairstyle and outfit caused an amazing \_\_\_\_\_ in my tomboy sister.
10. It's easy to get dressed in the morning when you have to wear a \_\_\_\_\_.

What does the root **form** mean? \_\_\_\_\_

Write all of the derivatives for **perform**: \_\_\_\_\_

Write all of the derivatives for **inform**: \_\_\_\_\_

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## 5b Latin Roots *struct* and *stru*

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Use the prefixes, the roots, and the suffixes to create words as directed. When adding **-tion** or **-ture** to **struct**, use only one **t** where they join because the **t** comes from the root.

Prefixes	Roots	Suffixes
in		ment
ob		or
sub	struct	(t)ion
de	stru	ive
infra		ible
con		(t)ure
re		

1. Add a suffix to **struct** to change the meaning to *a building*: \_\_\_\_\_
  2. Add a prefix to the previous word so it means *foundation*: \_\_\_\_\_
  3. Add a different prefix to the first word to change its meaning to *water, power, sewer, and telephone lines*: \_\_\_\_\_
  4. Add a prefix to **struct** to change the meaning to *build*: \_\_\_\_\_
  5. Add a suffix to the previous word to change the meaning to *the trade or work of building*:  
\_\_\_\_\_
  6. Add another prefix to word # 5 to change the meaning to *the process of building again*:  
\_\_\_\_\_
  7. Use the last word, but delete its suffix and add a new suffix to describe *surgery after an accident or surgery to rebuild*: \_\_\_\_\_
  8. Add a prefix to **struct** to change the meaning to *teach*: \_\_\_\_\_
  9. Add a suffix to the previous word to change the meaning to *teacher*: \_\_\_\_\_
  10. Add a prefix and a suffix to **struct** to change the meaning to *the act of destroying*:  
\_\_\_\_\_
  11. Add two prefixes and a suffix to **struct** to mean *not able to be destroyed*:  
\_\_\_\_\_
  12. Add a prefix to **struct** so it means *to get in the way or to block* \_\_\_\_\_
  13. Add a prefix and a suffix to **stru** so it means *an object that makes music*: \_\_\_\_\_
- What do the roots **struct** and **stru** mean? \_\_\_\_\_

## 6b Latin Roots *spect* and *spec*

Highlight the words you can read and get help with the rest. Use certain words to solve the crossword puzzle. Write in pencil and do the easy ones first.

What do the roots **spect** and **spec** mean? \_\_\_\_\_

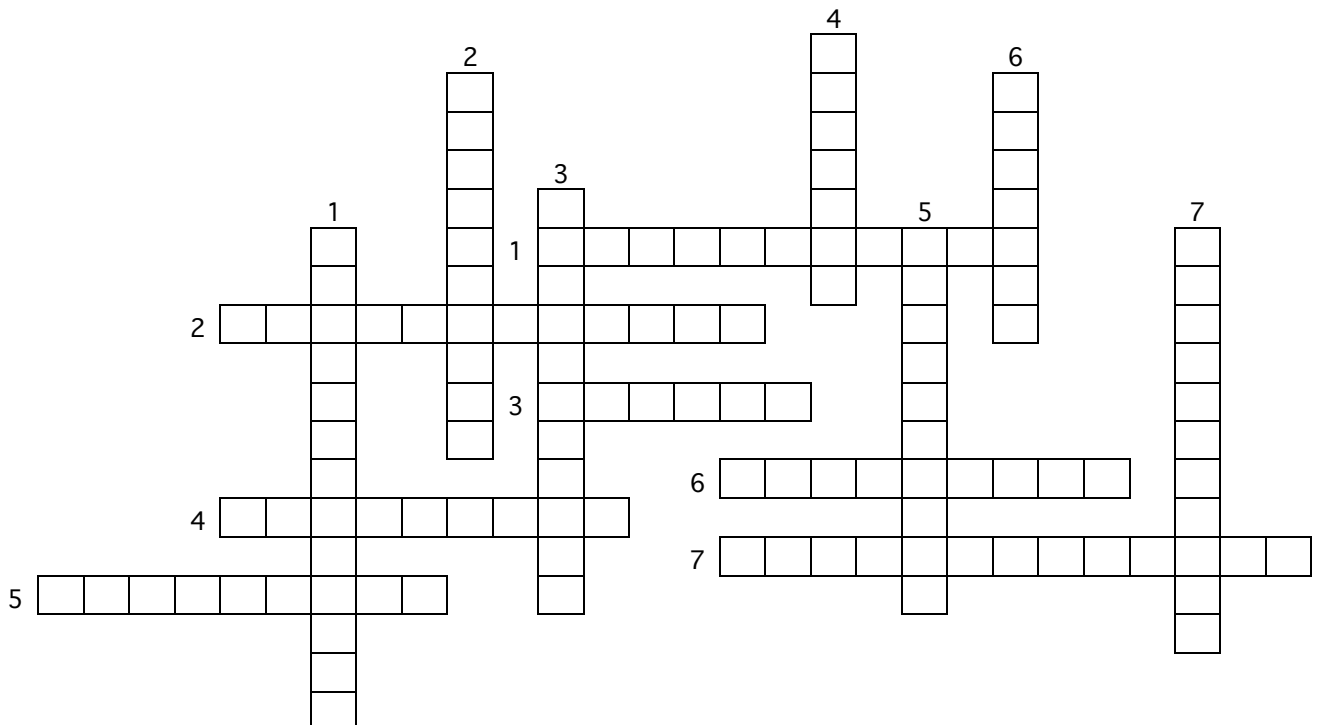
- |            |                 |               |                  |
|------------|-----------------|---------------|------------------|
| a. suspect | e. prospective  | i. spectator  | m. introspection |
| b. respect | f. unsuspecting | j. inspector  | n. perspective   |
| c. aspect  | g. spectacular  | k. inspection | o. disrespectful |
| d. special | h. retrospect   | l. spectacle  | p. specialist    |

### Across

- Showing 3 dimensions on paper
- Not aware of wrongdoing
- One factor of the whole thing
- An exciting performance
- Someone who inspects products
- A person who watches sports
- The act of looking within oneself

### Down

- Treating someone with lack of respect
- A view of past events
- Describes something that looks great
- The likely culprit
- The act of quality control
- Holding another person in high regard
- Likely to be, expected to happen



---

## 7b Latin Roots *dict* and *dic*

---

Highlight the following words you can read and get help with the rest. Choose the appropriate word to complete each sentence below. Do the easy ones first.

indicted	dictates	vindicate	unpredictable	dictator
indictment	indicate	vindication	valedictorian	dedicating
predict	dictation	predictable	contradictory	dictatorship
predictions	contradict	indicator	dedication	indication

1. A country that is ruled by a dictator is called a \_\_\_\_\_.
2. Even though no one can predict the future, scientists make \_\_\_\_\_ based on their research.
3. The student with the highest GPA who gives a valedictory speech at graduation is called the \_\_\_\_\_.
4. A statement that contradicts itself is \_\_\_\_\_.
5. A factor that indicates or shows certain trends is called an \_\_\_\_\_.
6. Evidence that vindicates or clears someone of wrongdoing is a \_\_\_\_\_.
7. The act of dedicating oneself to another person is called \_\_\_\_\_.
8. A formal accusation when a person is indicted (long **i**, silent **c**) for criminal activity in a court of law is called an \_\_\_\_\_.
9. A dictation exercise often occurs in an English class when the teacher \_\_\_\_\_ spelling words.
10. A highly reliable person whose behavior can be predicted is \_\_\_\_\_.
11. A highly unreliable person whose behavior cannot be predicted is \_\_\_\_\_.

What do the roots **dict** and **dic** mean? \_\_\_\_\_

Write the derivatives for these verbs:

**dictate:** \_\_\_\_\_

**predict:** \_\_\_\_\_

**indicate:** \_\_\_\_\_



---

## 8b Latin Roots *vis* and *vid*

---

Highlight the following words you can read and get help with the rest.

- |              |             |               |                  |             |
|--------------|-------------|---------------|------------------|-------------|
| 1. vision    | 4. evidence | 7. visibility | 10. advisability | 13. divide  |
| 2. invisible | 5. revised  | 8. provider   | 11. supervisor   | 14. visitor |
| 3. visualize | 6. vista    | 9. advisor    | 12. improvised   | 15. visor   |

An antonym is a word that means the opposite of a given word. From the above list, find antonyms for these words. Make sure the parts of speech stay the same.

- |              |       |                    |       |
|--------------|-------|--------------------|-------|
| 1. visible   | _____ | 5. rehearsed       | _____ |
| 2. resident  | _____ | 6. child/dependent | _____ |
| 3. unrevised | _____ | 7. inadvisability  | _____ |
| 4. multiply  | _____ | 8. invisibility    | _____ |

Synonyms are words that have the same or similar meaning. From the top list, find synonyms for these words:

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| 1. counselor    | _____ | 5. sight      | _____ |
| 2. edited       | _____ | 6. to picture | _____ |
| 3. a sun shield | _____ | 7. a view     | _____ |
| 4. facts        | _____ | 8. boss       | _____ |

Write verbs for these nouns:

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 1. provision | _____ | 3. supervision | _____ |
| 2. revision  | _____ | 4. television  | _____ |

What do the roots **vis** and **vid** mean? \_\_\_\_\_

Find the words for these literal translations:

- |                      |       |                       |       |
|----------------------|-------|-----------------------|-------|
| 1. looked at again   | _____ | 3. able to be seen    | _____ |
| 2. unable to be seen | _____ | 4. ability to be seen | _____ |

---

## 9b Latin Roots *duct, duc, and duce*

---

Use the roots **duct**, **duc**, or **duce** with the listed prefixes and suffixes to create words. When you add **-tion** to **duct**, use only one **t** where they join because the **t** comes from the root.

Prefixes	Root	Suffixes
aque		er
con	duct	ible
de	duc	ive
intro	duce	or
pro		(t)ion
re		

1. prefix + root + suffix: *the director of an orchestra* \_\_\_\_\_
2. prefix + root + suffix: *The beginning of a book* \_\_\_\_\_
3. prefix + root: *To take an amount off a bill, to lessen a charge* \_\_\_\_\_
4. prefix + prefix + root + suffix: *A copy of a work of art* \_\_\_\_\_
5. prefix + root + suffix: *A person who finances and supervises the making of a movie* \_\_\_\_\_
6. prefix + prefix + root + suffix: *able to be copied easily* \_\_\_\_\_
7. prefix + root: *A canal that transports water from rivers to farms or cities* \_\_\_\_\_
8. prefix + root + suffix: *The transfer of heat through metal.* \_\_\_\_\_
9. prefix + root, noun: *fresh vegetables*, verb: *to create, to make* \_\_\_\_\_
10. prefix + root: My brother will \_\_\_\_\_ his new girlfriend to us.
11. prefix + root + suffix: *Describes a person who gets a lot done* \_\_\_\_\_

What do the roots **duct**, **duc**, and **duce** mean? \_\_\_\_\_

Write four verbs that have a prefix and the root **duce**:

\_\_\_\_\_

Change four of the above verbs to nouns:

\_\_\_\_\_

## 10c Latin Roots *sist, stit, sta, tain, ten*

The roots **sist**, **stit**, and **sta** mean **to stand**. The root **tain** means **to hold**. When it becomes a noun, it changes from **tain** to **ten** as in *detain*, *detention*.

Highlight the words you can read and get help with the rest. Use certain words to solve the crossword puzzle. Write in pencil and do the easy ones first.

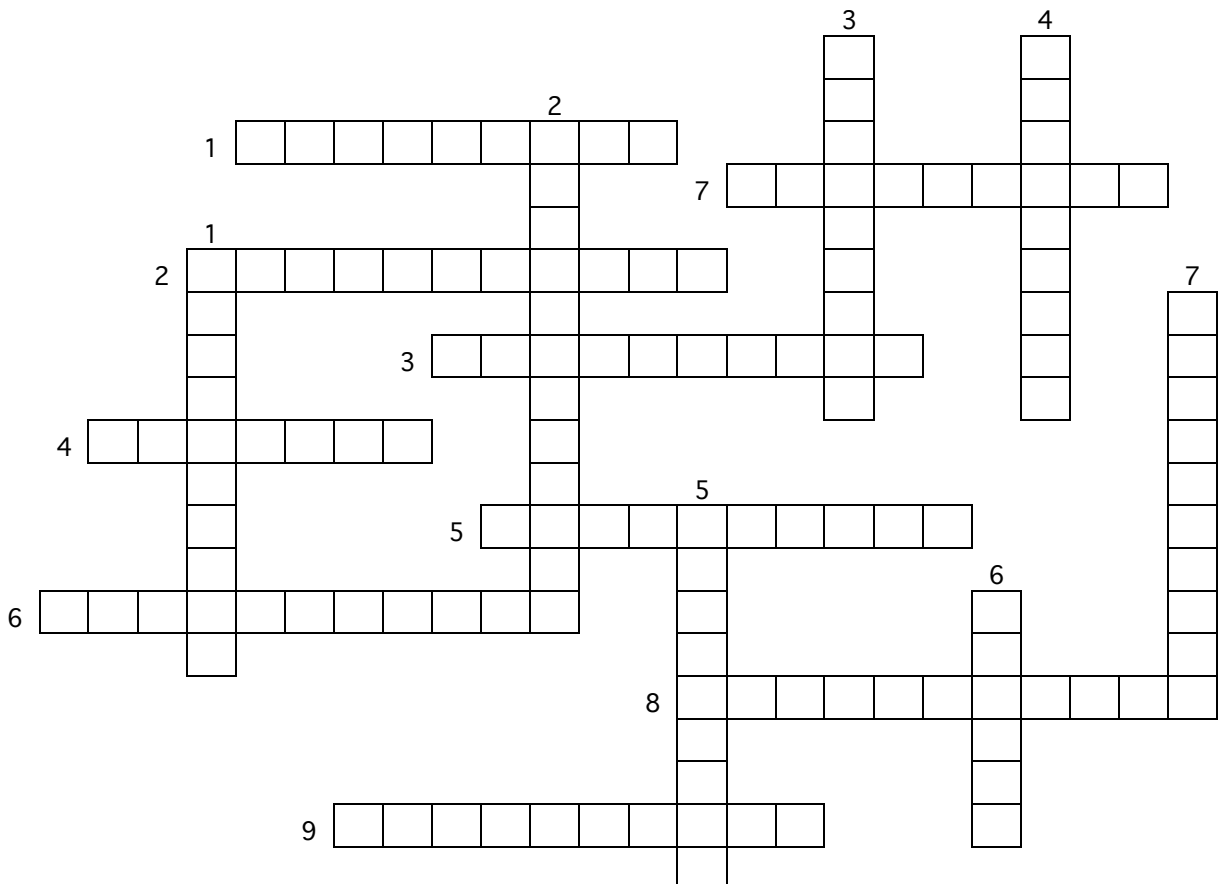
container	maintained	subsistence	pertaining	exist	resistant
establish	persistence	obtainable	assistance	station	substitute
insistent	irresistible	maintenance	detention	attain	

### Across

- To start or to set up
- The act of persisting to reach a goal
- Describes a regularly repaired house
- A place where people catch a train
- Something that can be obtained
- The act of regular upkeep and repair
- Punishment for misbehavior in school
- The act of living with little food
- Help

### Down

- Relating or referring to something
- So desirable that one cannot resist
- Bowl or bottle that holds something
- Describes a person who resists
- Describes someone who insists
- To achieve a goal
- A person who takes the place of a teacher



---

# 11 The Latin Root *ject*

---

Create words with the prefixes on the left, the root **ject**, and the suffixes on the right. Several words will not have any suffix and a few will have two suffixes. The words must make sense. Use a dictionary when you are uncertain. This is very challenging. If you can get 15 words, you're doing great! If you can get 18, you're the champion!

When you add **-tion** to **ject**, use only one **t** where they join because the **t** comes from the root.

Prefixes	Root	Suffixes
in	ject	(t)ion
sub		or
ob		ly
e		able
ad		ive
pro		
inter		
re		

prefix + root (7) \_\_\_\_\_

\_\_\_\_\_

prefix + root + suffix (12) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

prefix + root + suffix + suffix (3) \_\_\_\_\_

\_\_\_\_\_

What does the root **ject** mean? \_\_\_\_\_

---

## 12b The Latin Root *tract*

---

Highlight the following words you can read and get help with the rest. Use the appropriate word to complete each phrase, expression, or sentence. Do the easy ones first.

- |                |                 |                 |                |
|----------------|-----------------|-----------------|----------------|
| 1. contract    | 5. extract      | 9. attract      | 13. retraction |
| 2. distraction | 6. contractual  | 10. traction    | 14. detract    |
| 3. subtract    | 7. tractor      | 11. attraction  | 15. abstract   |
| 4. attractive  | 8. distractible | 12. retractable | 16. contractor |

1. The coming \_\_\_\_\_
2. Vanilla \_\_\_\_\_
3. Opposites \_\_\_\_\_.
4. A \_\_\_\_\_ trailer
5. To balance a checkbook, all you have to know is how to add and \_\_\_\_\_
6. Management and the union held \_\_\_\_\_ negotiations.
7. After winning the libel lawsuit, he demanded a full \_\_\_\_\_.
8. The modern art museum has \_\_\_\_\_ art.
9. You need tires with good \_\_\_\_\_ when you are driving on snow.
10. They had a \_\_\_\_\_ agreement.
11. Watching television while doing homework is a major \_\_\_\_\_.
12. Don't \_\_\_\_\_ from her accomplishments.
13. The \_\_\_\_\_ gave us an estimate for remodeling our kitchen.

What does the root **tract** mean? \_\_\_\_\_

Write all related words from the box next to numbers 1-4.

1. retract: \_\_\_\_\_
2. attract: \_\_\_\_\_
3. contract: \_\_\_\_\_
4. distract: \_\_\_\_\_

---

## 13b Latin Roots *vent* and *ven*

---

Highlight the following words you can read and get help with the rest.

- |               |                  |                     |              |
|---------------|------------------|---------------------|--------------|
| 1. reconvene  | 6. adventure     | 11. convention      | 16. event    |
| 2. invent     | 7. prevent       | 12. unconventional  | 17. avenge   |
| 3. eventually | 8. inconvenient  | 13. vengeful        | 18. avenue   |
| 4. souvenir   | 9. inconvenience | 14. adventurous     | 19. solvent  |
| 5. scavenger  | 10. inventory    | 15. nonintervention | 20. eventful |

An antonym has the opposite meaning of a given word. Select antonyms from the above list for the following words. Be sure to match the parts of speech. Use number 14 twice.

- |                  |       |
|------------------|-------|
| 1. convenient    | _____ |
| 2. misadventure  | _____ |
| 3. boring (2)    | _____ |
| 4. intervention  | _____ |
| 5. conventional  | _____ |
| 6. insolvent     | _____ |
| 7. unadventurous | _____ |
| 8. forgiving     | _____ |

Synonyms are words that have the same or similar meanings. Find synonyms from numbers 1-20 for these words or phrases. Some words have been used before.

- |                            |       |                 |       |
|----------------------------|-------|-----------------|-------|
| 1. a hassle, a bother      | _____ | 6. a meeting    | _____ |
| 2. to assemble again       | _____ | 7. street       | _____ |
| 3. later                   | _____ | 8. to create    | _____ |
| 4. to take revenge         | _____ | 9. memento      | _____ |
| 5. to hinder, to forestall | _____ | 10. a happening | _____ |

What do the roots **ven** or **vent** mean? \_\_\_\_\_

Find words that fit these literal translations:

1. come together again \_\_\_\_\_
2. the act of not coming between \_\_\_\_\_

---

## 14b The Latin Root *rupt*

---

Use the root **rupt** along with these prefixes and suffixes to create words. When you add **-tion** or **-ture** to **rupt**, use only one **t** because the **t** comes from the root.

Prefixes	Root	Suffixes
e	rupt	ly
dis		or
bank		(t)ion
cor		ive
inter		ible
ab		(t)ure
in		cy

1. Add a suffix to **rupt** so the new word means *the act of braking apart* \_\_\_\_\_.
2. Add a prefix to **rupt** to change its meaning to *burst from below* \_\_\_\_\_.
3. Add a suffix to the previous word to change it to a noun \_\_\_\_\_.
4. Add a different prefix to **rupt** to change its meaning to *divert attention from a lesson* \_\_\_\_\_.
5. Add a suffix to change the previous word to a noun \_\_\_\_\_.
6. Add a different suffix to the fourth word to change it to an adjective \_\_\_\_\_.
7. Add a prefix to **rupt** to change its meaning to *without money to pay debts* \_\_\_\_\_.
8. Add a suffix to change the previous word to a noun \_\_\_\_\_.
9. Add a prefix to **rupt** to change its meaning to *break into a conversation* \_\_\_\_\_.
10. Add a prefix to **rupt** to change its meaning to describe *an official who takes bribes* \_\_\_\_\_.
11. Add a prefix and a suffix to the previous word to describe *a person who cannot be bribed* \_\_\_\_\_.
12. Add a prefix and a suffix to **rupt** to change its meaning to an adverb that describes *behaving in a sudden and rude manner* \_\_\_\_\_.

What does the root **rupt** mean? \_\_\_\_\_

---

## 15b *aud, audi, audio* and *phon, phono, phone*

---

The root **aud** and its related variants **audi** and **audio** are Latin, whereas **phon** and its related forms **phono** and **phone** are Greek. Select the appropriate root/form to create meaningful words. Do the easy ones first and reread them to be sure they make sense. Feel free to consult a dictionary.

Use **aud, audi, audio** and **phon, phono, phone**.

- |                  |                  |
|------------------|------------------|
| 1. _____it       | 11. tele_____    |
| 2. sym_____y     | 12. _____tory    |
| 3. _____ence     | 13. _____ible    |
| 4. ear_____s     | 14. head_____s   |
| 5. in_____ible   | 15. _____eme     |
| 6. appl_____     | 16. _____torium  |
| 7. homo_____     | 17. saxo_____    |
| 8. defr_____     | 18. _____tion    |
| 9. mega_____     | 19. _____ologist |
| 10. _____-visual | 20. _____tic     |

What do the roots **aud, audi,** and **audio** mean?

---

What do the combining forms **phon, phono,** and **phone** mean?

---

Accent patterns often shift, depending on the position of the root. Place accent marks in the following words:

- |               |                 |               |
|---------------|-----------------|---------------|
| 1. sym pho ny | 3. phon ics     | 5. pho net ic |
| 2. au di tor  | 4. in au di ble | 6. au di tion |

The form **phono** probably derived from the ancient Phoenicians who invented alphabetic writing. Earlier civilizations, like the Egyptians and Mesopotamians, recorded events by using pictographs, drawn pictures, which represented words. The alphabetic method was adopted by the Greeks and later the Romans whose language was Latin. We adopted alphabetic writing from the Romans.



## 16b *nom, onym, and photo*

The Latin root **nom** and the Greek combining form **onym** have the same meaning.

Highlight the following words you can read and underline **nom** and **onym** in each one. You will use some of the words for the crossword puzzle. Write in pencil.

- |             |               |              |                |
|-------------|---------------|--------------|----------------|
| a. synonym  | e. nomination | i. anonymous | m. phenomenon  |
| b. nominee  | f. homonym    | j. anonymity | n. synonymous  |
| c. antonym  | g. astronomer | k. pseudonym | o. denominator |
| d. misnomer | h. anomaly    | l. venomous  | p. nominate    |

What does the root **nom** and the combining form **onym** mean? \_\_\_\_\_

The form **photo** also derives from Greek. Highlight the following words you can read and underline **photo** in each one. You will use some of the words for the crossword puzzle.

- |                |                    |                 |                 |
|----------------|--------------------|-----------------|-----------------|
| a. photograph  | d. photojournalist | g. photocopying | j. telephoto    |
| b. photocopy   | e. photofinishing  | h. photogenic   | k. photographer |
| c. photography | f. photosynthesis  | i. photographic | l. photocopier  |

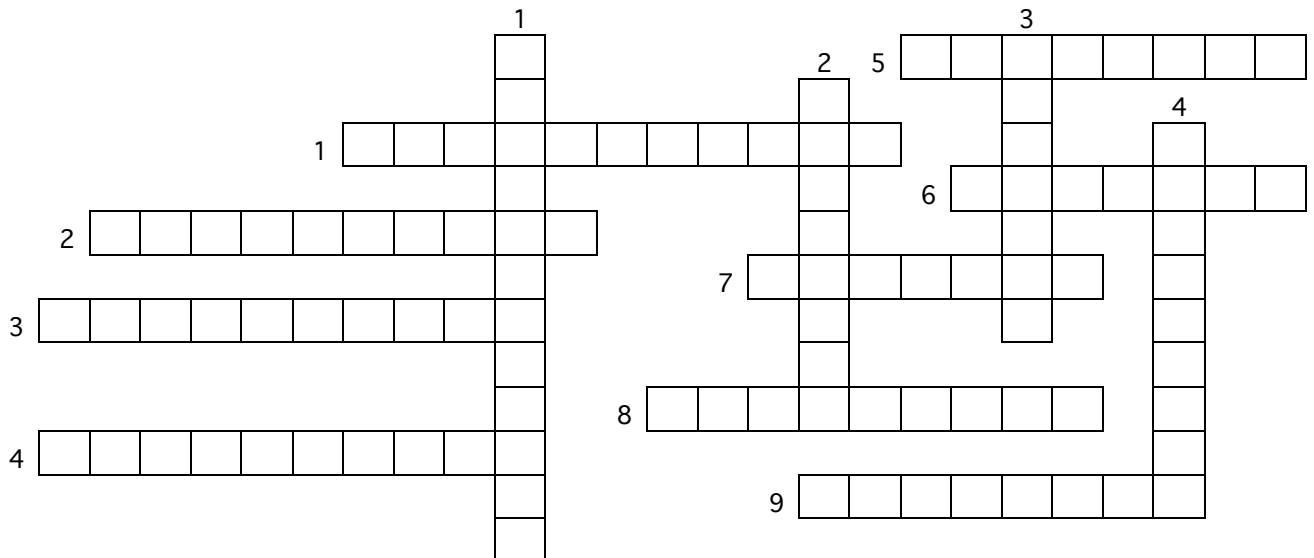
What does the form **photo** mean? \_\_\_\_\_

### Across

- The number in a fraction, naming the size of the piece
- Something extraordinary that excites interest
- A scientist who studies stars and outer space
- A picture taken with a camera
- An error in naming a person or place
- Same sound but different spelling and meaning
- A word that means the opposite of another word
- A lens in a camera that enlarges a distant object
- Describes a poison transmitted by a snake

### Down

- A person who takes pictures
- To propose someone for an election
- A word that has the same meaning as another word
- Published or given without name



---

## 17b Greek Forms *graph* and *gram*

---

Create words with the prefixes on the left, the forms **graph** or **gram**, and the suffixes on the right. Use a dictionary and make sure the words make sense. This is difficult! If you can get 20 words, you're doing great! If you can get 25, you're the champion!!

bio

auto

tele

**graph**

y

di(a)

er

al

geo

**gram**

ic

topo

mono

photo

Prefix + form (7) \_\_\_\_\_

\_\_\_\_\_

Prefix + form + suffix (13) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Prefix + form + suffix + suffix (3) \_\_\_\_\_

\_\_\_\_\_

Prefix + prefix + form + suffix (5) \_\_\_\_\_

\_\_\_\_\_

Prefix + prefix + form + suffix + suffix (1) \_\_\_\_\_

What do the forms **graph** and **gram** mean? \_\_\_\_\_

What is the language of origin for **graph** and **gram**? \_\_\_\_\_

---

## 18b Greek Forms *chron/chrono* and *meter/metr*

---

Highlight the words you can read and underline the combining forms they have in common. Next, answer the questions.

- |                |                  |                    |                   |
|----------------|------------------|--------------------|-------------------|
| 1. chronic     | 4. chronicle     | 7. chronology      | 10. synchronize   |
| 2. chronically | 5. chronicling   | 8. chronological   | 11. synchronizer  |
| 3. anachronism | 6. anachronistic | 9. chronologically | 12. synchronistic |

What are the combining forms in numbers 1-12 above? \_\_\_\_\_

What do they mean? \_\_\_\_\_

Here is a hint from Greek mythology: Chronos is the god of \_\_\_\_\_.

Look up the following words in the dictionary and write the definitions in your notebook: **anachronism, chronic, chronology.**

Do you remember the assimilated prefix **syn-** and its variant **sym-**? They are Greek and mean *the same* or *similar*. What does the word **synchronize** mean? \_\_\_\_\_

Highlight the following words you can read and underline the combining forms they have in common. Next, answer the questions.

- |                |                |                   |                   |
|----------------|----------------|-------------------|-------------------|
| 1. thermometer | 7. meter       | 13. geometry      | 19. symmetry      |
| 2. speedometer | 8. metric      | 14. geometric     | 20. symmetrical   |
| 3. odometer    | 9. millimeter  | 15. diameter      | 21. symmetrically |
| 4. altimeter   | 10. centimeter | 16. diametric     | 22. asymmetry     |
| 5. barometer   | 11. decimeter  | 17. diametrically | 23. asymmetrical  |
| 6. optometrist | 12. kilometer  | 18. seismometer   | 24. parameter     |

Write the two combining forms in numbers 1-24 above. \_\_\_\_\_

What do these forms mean? \_\_\_\_\_

A variant form of the assimilated prefix **-syn** is **-sym**. Explain what the word **symmetrical** means \_\_\_\_\_

The prefix **a-** sometimes means **not**. Write the definition of **asymmetrical** in your notebook.

In your notebook write a short definition for words 1-6 (lower list) and look up the ones you don't know.

Find a metric ruler to draw a millimeter, a centimeter, and a decimeter in the margin.

---

## 19b Latin Roots *fac, fact, fect, fict, and fic*

---

The root **fac** has four variants: **fact**, **fect**, **fict** and **fic**. All five of these roots are related and have the same meaning.

Use **fac**, **fact**, **fect**, **fict**, and **fic** to create meaningful words. Pay special attention as to whether or not the letter **t** is needed. Reminder: the **t** in the suffixes **-tion** and **-ture** usually comes from the root, as in *defect*, *defection*. Therefore, when you see **-ion**, you will probably need to use **fact**, **fect**, or **fict**.

- |                  |                   |                        |
|------------------|-------------------|------------------------|
| 1. _____or       | 9. _____ion       | 17. satis_____ion      |
| 2. dif_____ult   | 10. _____ion      | 18. satis_____ory      |
| 3. dif_____ulty  | 11. non_____ion   | 19. of_____e (soft c)  |
| 4. ef_____       | 12. _____itious   | 20. of_____er (soft c) |
| 5. ef_____ive    | 13. certi_____ate | 21. signi_____ant      |
| 6. in_____ion    | 14. manu_____ure  | 22. signi_____ance     |
| 7. in_____ious   | 15. per_____      | 23. insigni_____ant    |
| 8. disin_____ant | 16. per_____ion   | 24. af_____ion         |

What do the roots **fac**, **fact**, **fect**, **fict** and **fic** mean? \_\_\_\_\_

Do you remember the suffixes **-fy** and **-ify**? They are a verb ending that have the same meaning as **fac**, **fact**, **fect**, **fict** and **fic**.

Highlight the following words you can read. Then write the verbs for these nouns:

- |                         |                          |
|-------------------------|--------------------------|
| 1. identification _____ | 7. notification _____    |
| 2. clarification _____  | 8. satisfaction _____    |
| 3. specification _____  | 9. classification _____  |
| 4. falsification _____  | 10. simplification _____ |
| 5. magnification _____  | 11. modification _____   |
| 6. unification _____    | 12. qualification _____  |

Go back over the last twelve words and highlight the accented syllables.

Where does the accent fall in the verbs? \_\_\_\_\_

Where does the accent fall in the nouns? \_\_\_\_\_

---

# Answer Key

---

## Chapter 1

2a 1. Closed syllables have only one vowel 2. The vowel is closed in by one or more consonants on the right side. 3. The vowel is short. 4. All are one-syllable words. The code is **cl**.

bat, cat, hat, mat, pat, sat

can, man, ban, fan, ran, pan, tan

sad cap nag

bad nap rag

had gap tag

dad rap wag

2b (top) The underlined words have no blends, the words in **bold** letters have blends.

- |                |                |                 |                 |                 |                 |
|----------------|----------------|-----------------|-----------------|-----------------|-----------------|
| 1. <u>hat</u>  | 5. <b>scam</b> | 9. <u>mad</u>   | 13. <u>pan</u>  | 17. <u>had</u>  | 21. <b>clam</b> |
| 2. <b>crab</b> | 6. <u>tag</u>  | 10. <b>swam</b> | 14. <b>clap</b> | 18. <b>scan</b> | 22. <u>cab</u>  |
| 3. <u>map</u>  | 7. <b>blab</b> | 11. <b>grab</b> | 15. <b>brag</b> | 19. <b>glad</b> | 23. <b>snag</b> |
| 4. <b>plan</b> | 8. <b>flag</b> | 12. <u>sat</u>  | 16. <u>tap</u>  | 20. <b>drag</b> | 24. <b>cram</b> |

First set: 1. glad 2. slab 3. slap 4. snap 5. trap Third set: 1. crag 2. crab 3. bran 4. brag 5. span  
Second set: 1. clan 2. clam 3. scan 4. scab 5. scam 6. blab

2c (top) First set: land, hand, band, brand, stand Fourth set: last, past, cast, fast, blast  
Second set: rant, grant, plant, slant, scant Fifth set: ramp, lamp, damp, clamp, stamp  
Third set: task, mask, bask, cask, flask

(bottom) 1. handbag 2. handstand 3. backpack 4. craftsman 5. catnap 6. bandstand

2e (top) 1. ă 4. ă 7. ô 10. ô 13. ô 16. ô 19. ô 22. ă  
2. ô 5. ô 8. ă 11. ă 14. ă 17. ô 20. ô 23. ô  
3. ô 6. ă 9. ô 12. ô 15. ô 18. ă 21. ô 24. ô

(bottom) The vowel **a** says ô when it comes after the letter **w** or is preceded by the letter **l**.  
1. walk 2. balk 3. stalking

3a (top) 1. ĩ 6. ă, ĩ 11. ĩ 16. ĩ (bottom) 1. windmill 5. halfback  
2. ă, ĩ 7. ă 12. ă 17. ĩ 2. lipstick 6. install  
3. ă, ĩ 8. ĩ 13. ă, ĩ 18. ĩ 3. catnip 7. napkin  
4. ĩ 9. ĩ 14. ă, ĩ 19. ă 4. pinball  
5. ă, ĩ 10. ă 15. ĩ 20. ĩ

3b (top) 1. sh 6. ch 11. ch/sh 16. sh  
2. ch 7. sh/ch 12. ch/sh 17. ch  
3. sh 8. sh/ch 13. ch 18. sh  
4. ch 9. sh 14. sh 19. sh  
5. sh 10. ch 15. ch 20. ch

(bottom) 1. căt-fish 6. pïc-nïc  
2. ăt-tăch 7. mîsh-măsh  
3. flăsh-băck 8. chît-chăt  
4. dîs-bănd 9. zîg-zăg  
5. răb-bît 10. dîs-mîss

## Chapter 1, page 2

3c (middle) 1. blank 2. swing 3. fling 4. drink 5. hang 6. spring 7. crank 8. blink

in 1. rank, rink 6. sang, sing blink, drink, link, mink, pink, rink, brink, wink  
 either 2. rang, ring 7. blank, blink hang, fang, pang, rang, sang, slang, tang  
 order 3. sank, sink 8. drank, drink bring, cling, fling, sing, sting, string, spring  
 4. slang, sling 9. clang, cling blank, drank, rank, sank, crank, tank, shrank  
 5. clank, clink 10. shrank, shrink

3d First set: 1. thing Second Set: 1. slang Third Set: 1. spring  
 accept answers 2. bath 2. slam 2. thrash  
 in any order 3. bang 3. fifth 3. thrift  
 4. cling 4. thrill 4. whip  
 5. whiz 5. whim Unscrambling puzzle: bathmat

3d continued: (top) bash, cash, crash, dash, flash, gash, mash, rash, sash, stash, trash  
 bring, cling, ding, king, ping, sing, sting, string, thing, wing  
 bland, brand, grand, hand, land, sand, stand, strand

Crossword puzzle: **Across:** 1. sandwich 4. inkling **Down:** 1. habitat 4. fabric  
 2. withstand 5. grandchild 2. whiplash  
 3. within 6. signal 3. thrilling

3e (top) 1. ī 7. ĩ 13. ī 19. ī Unscrambling puzzle: flashlight  
 2. ĩ 8. ī 14. ī 20. ī (bottom) right mind wild  
 3. ī 9. ī 15. ī 21. ī night kind child  
 4. ĩ 10. ī 16. ĩ 22. ī tight find mild  
 5. ī 11. ĩ 17. ī 23. ĩ fright hind  
 6. ī 12. ī 18. ī 24. ī slight grind  
 plight bind

4a (top) 1. ě 5. ě 9. ĩ 13. ě 17. ě (bot.) 1. express 6. entrench 1. extract  
 2. ĩ 6. ě 10. ě 14. ě 18. ĩ 2. exit 2. expand  
 3. ě 7. ĩ 11. ĩ 15. ĩ 19. ě 3. exact 3. extinct  
 4. ě 8. ě 12. ě 16. ě 20. ĩ 4. enlist 4. enchant  
 5. enact 5. entrust

**ex-** means *out of, away from, former* **en-** to put into or onto, to go into or onto

4b (top) 1. stall 5. spill 9. swell (mid.) 1. fill 6. call  
 staff 6. dress 10. press 2. wall 7. dress, fill, call  
 2. class 7. fill 11. frill 3. fall 8. wills  
 3. jazz fizz frizz 4. miss 9. class  
 4. bell 8. sniff 12. cliff 5. shells 10. cliff

(bottom) First set: chill, dill, drill, fill, frill, hill, kill, mill, pill, sill, spill  
 Second set: call, fall, hall, mall, stall, tall, wall  
 Third set: chess, cress, dress, fess, guess, less, press, bless  
 Fourth set: cliff, miff, sniff, stiff, tiff

4c (top) 1. catch 6. scratch (bott.) 1. branch 4. glitch 7. drench 10. scratch`  
 2. deck 7. fetch 2. peck 5. drink 8. quick 11. snack  
 3. click 8. brick 3. sketch 6. track 9. quench 12. trick  
 4. stretch 9. itch  
 5. check 10. stick  
 11. stitch

## Chapter 1, page 3

4e (top) Please see 2a.

(middle)	1. ex-pänd	7. ĩn-sěct	(bottom) drawings of
	2. ĩn-věnt	8. trěs-päss	short a= an apple
	3. äf-fěct	9. fĭsh-nět	short i= an igloo
	4. hěl-mět	10. ĩn-jěct	short e= an elephant
	5. ex-pěct	11. ěm-běl-lĭsh	
	6. ĩn-těnd	12. ěs-täb-lĭsh	

5a (top)	1. ǒ	7. ǒ	13. ǒ, (ě)	19. ǒ	1. clock	7. dots
	2. ǒ	8. ǒ	14. ě, (ǒ)	20. ǒ	2. Shop	8. log
	3. ě	9. ǒ	15. ǒ, (ě)	21. ǒ	3. Pop	9. doll
	4. ǒ	10. ě	16. ě, (ǒ)	22. ě	4. Hop	10. lost
	5. ǒ	11. ǒ	17. ǒ	23. ǒ	5. boss	11. knock, knock
	6. ǒ	12. ě	18. ǒ	24. ě	6. strong	12. job

(bottom) 1. bog, cog, dog, fog, frog, hog, jog, slog 3. cop, chop, crop, hop, mop, pop, shop  
2. dock, flock, jock, lock, mock, knock, rock

5a, p. 2 (top)	1. band, bind, bend, bond	6. mass, miss, mess, moss
	2. champ, chimp, chomp	7. last, list, lest, lost
	3. lift, left, loft	8. bland, blind, blend, blond
	4. chap, chip, chop	9. flap, flip, flop
	5. stack, stick, stock	10. flack, flick, fleck, flock

Short vowel signals: ss, ll, ff, zz, ck, tch; examples will vary.

5a, p. 2 (bottom)	1. ǒ	5. ǒ	9. ǒ	13. ǒ
	2. ǒ	6. ǒ	10. ǒ	14. ǒ
	3. ǒ	7. ǒ	11. ǒ	15. ǒ
	4. ǒ	8. ǒ	12. ǒ	16. ǒ

The vowel **o** is long in closed syllables when it is followed by **l** as in **roll**, **told** and **st** as in **most**, **host** and **post** but not **cost** and **lost**.

5c crossword p:	<b>Across</b>	1. crisscross	6. liftoff	<b>Down</b>	1. watchdog	6. bobsled
		2. compacts	7. goblet		2. hopscotch	7. bottom
		3. crosswalk	8. softball		3. stopwatch	
		4. chopsticks	9. eggnog		4. cobweb	
		5. snapshot			5. slingshot	

6a (top)	1. ů	7. ů	13. ǒ	19. ů	1. hŭn-drěd	7. sŭb-trăct
	2. ů	8. ů	14. ů, ǒ	20. ů	2. nŭt-shěll	8. wĭnd-mĭll
	3. ǒ	9. ů, ǒ	15. ů, ǒ	21. ů	3. gŭm-dröp	9. dĭs -trěss
	4. ů	10. ů, ǒ	16. ů	22. ů	4. ĭm -prěss	10. ůn-plŭg
	5. ů	11. ǒ	17. ů	23. ǒ	5. pŭmp-kĭn	
	6. ů	12. ů	18. ǒ	24. ů	6. wrěst-lĭng	

6a page 2	1. Beginning blends consist of two consonants that precede a vowel.	(bottom)				
	2. Ending blends consist of two consonants that follow a vowel.	1. adult				
	3. Clusters are three consonants that come before or after a vowel.	2. chipmunk				
	4. cl	3. album				
	1. stump	2. clump	3. slump	4. grump	5. thump	6. chopsticks
	1. junk	2. chunk	3. skunk	4. plunk	5. trunk	5. misspell
	1. blunt	2. grunt	3. stunt	4. brunt	5. shunt	6. rubbish
	1. stung	2. clung	3. swung	4. strung	5. sprung	7. exact





## Chapter 2

- 2a
- |             |              |               |               |                |
|-------------|--------------|---------------|---------------|----------------|
| 1. mādē vce | 5. stāmp cl  | 9. blādē vce  | 13. snäck cl  | 17. brāvē vce  |
| 2. mād cl   | 6. shāpē vce | 10. flāšk cl  | 14. blāzē vce | 18. scrāpē vce |
| 3. bäck cl  | 7. plātē vce | 11. skātē vce | 15. plānt cl  | 19. scrāp cl   |
| 4. bāke vce | 8. ānts cl   | 12. snāke vce | 16. quāke vce | 20. strānd cl  |

(bottom)	cl	in-flate	vce	vce	blame-less	s
	vce	take-off	cl	vce	shame-ful	s
	vce	stale-mate	vce	pref	ex-hale	vce
	cl	hand-made	vce	vce	make-shift	cl
	pref	en-grave	vce			

cave, crave, gave, pave, rave, save      bake, brake, fake, lake, make, quake, rake  
ate, date, fate, gate, hate, mate

- 3a (top)
- |              |              |               |               |
|--------------|--------------|---------------|---------------|
| 1. crīmē vce | 4. flīp cl   | 7. splīt cl   | 10. spīnē vce |
| 2. shīmē vce | 5. brībē vce | 8. strīpē vce | 11. spīn cl   |
| 3. shīn cl   | 6. spītē vce | 9. chīmē vce  | 12. glīdē vce |

(middle)	vce-vce	cl-vce	vce-cl				
	1. snakebite	1. sunshine	1. sidewalk	1. ī	4. ĩ	7. ī	10. ī
	2. likewise	2. capsized	2. lineman	2. ī	5. ī	8. ī	11. ī
	3. pinecone	3. pinstripe	3. wiretap	3. ĩ	6. ī	9. ĩ	12. ī
	4. lifetime						

- 4
- |                      |                        |                            |
|----------------------|------------------------|----------------------------|
| 1. ēvēnīng vce-cl    | 7. cōn-crētē cl-vce    | 13. lātēness vce-s         |
| 2. āth-lētē cl-vce   | 8. nāmēless vce-s      | 14. āt-mōs-phērē cl-cl-vce |
| 3. spītēful vce-s    | 9. ex-pēct pref-cl     |                            |
| 4. ād-hērē cl-vce    | 10. dis-crētē pref-vce |                            |
| 5. ex-trēmē pref-vce | 11. stām-pēdē cl-vce   |                            |
| 6. mākēūp vce-cl     | 12. cāsh-mērē cl-vce   |                            |

(bottom) 1. They all have two vowels. 2. The first vowel is followed by a consonant and e.  
3. The first vowel is long. 4. The e is silent.

5a (top) We use **k** before **e** and **i**, otherwise we use **c**.

(middle)					(bottom left)	(bottom right)
1. clap	5. kiss	9. kids	13. sake	17. crib	1. brake	7. like, lick
2. cake	6. clock	10. cram	14. cop	18. snake	2. stick	8. deck
3. kick	7. kite	11. cut	15. skill	19. close	3. cake	9. quake, quack
4. kit	8. cloth	12. king	16. take	20. skid	4. neck	10. bike
					5. quick	11. snake, snack
					6. strike	12. stake, stack

We use **ck** after short vowels.

5b (top) Use **k** before **e** and **i**. The letter **c** says **s**, when it is followed by **e**, **i**, and **y**.

(middle)	Hard c:	cave	Soft c:	cement	(bottom)	1. 2	7. 2	13. 1
		crisp		civil		2. 1	8. 3	14. 3
		cost		cell		3. 2	9. 2	15. 2
		expect		since		4. 1	10. 1	16. 1
		crate		spicy		5. 2	11. 2	17. 3
		cross		fence		6. 1	12. 2	18. 2
		clump		icy				

The symbol ə is called a schwa sound.

## Chapter 2, page 2

5c	(top)	1. grass g	6. game g	11. fringe j	Across	1. ridge	Down	1. bridge
		2. gymnast j	7. gel j	12. glide g		2. budge		2. fridge
		3. gem j	8. age j	13. page j		3. engagement		3. page
		4. twig g	9. grim g	14. flag g		4. judge		4. pledge
		5. range j	10. sponge j	15. genes j		5. lodge		5. stage

Across	1. ridge	Down	1. bridge
	2. budge		2. fridge
	3. engagement		3. page
	4. judge		4. pledge
	5. lodge		5. stage
	6. dodge		6. edge
	7. grudge		7. cage

6	(top)	1. chose	7. throne	13. block	Across	1. pothole	Down	6. homemade
		2. broke	8. cross	14. close		2. closeup		7. gemstone
		3. globe	9. choke	15. gloss		3. stovetop		8. handsome
		4. floss	10. clock	16. shone		4. rosebud		9. handmade
		5. stock	11. stone	17. boss		5. homesick		10. wholesome
		6. those	12. toss	18. froze				

7a	(middle)	1. $\bar{o}\bar{o}$	6. $\bar{u}$	11. $\bar{o}\bar{o}$	16. $\bar{o}\bar{o}$	(bottom)	cl	con-fuse	vce	vce	juke-box	cl
		2. $\bar{u}$	7. $\bar{o}\bar{o}$	12. $\bar{u}$	17. $\bar{o}\bar{o}$		vce	rude-ness	s	pref	ex-cuse	vce
		3. $\bar{u}$	8. $\bar{u}$	13. $\bar{o}\bar{o}$	18. $\bar{o}\bar{o}$		pref	en-dure	vce	vce	use-ful	s
		4. $\bar{o}\bar{o}$	9. $\bar{o}\bar{o}$	14. $\bar{u}$	19. $\bar{o}\bar{o}$		vce	pure-bred	cl	cl	in-clude	vce
		5. $\bar{u}$	10. $\bar{o}\bar{o}$	15. $\bar{o}\bar{o}$	20. $\bar{o}\bar{o}$		cl	pol-lute	vce			

8a	(top)	$\bar{o}$	$\bar{u}$	$\bar{o}\bar{o}$	$\ddot{o}$
		stove	love	prove	novel
		cove	oven	move	
		strove	shovel	movie	
		wove	drove	grovel	hovel

9	(bottom)	How many vs can you see?	How many vs can you hear?	How many syllables?	
		1. hopeful	3	2	2
		2. spoke	2	1	1
		3. sideswipe	4	2	2
		4. crisp	1	1	1
		5. reptile	3	2	2
		6. atmosphere	4	3	3
		7. basement	3	2	2
		8. incomplete	4	3	3
		9. watch	1	1	1
		10. imbalance	4	3	3
		11. likewise	4	2	2
		12. closeness	3	2	2

10a	1. ex-pīrē	pref-vce	6. bāl-ance	cl-s	Across	Down		
	2. stāgē-händ	vce-cl	7. stālē-mātē	vce-vce			1. instruct	1. confiscate
	3. dīs-trīct	cl-cl	8. cōn-cēn-trātē	cl-cl-vce			2. trumpet	2. complete
	4. ād-vīcē	cl-vce					3. limestone	3. combine
	5. fīrē-plācē	vce-vce					4. address	
				5. explode				

## Chapter 2, page 3

- 11a (top) 1. länd-slīde cl-vce 7. stōve-pīpe vce-vce  
 2. wīng-spān cl-cl 8. īl-lūs-trāte cl-cl-vce  
 3. lāmp-shāde cl-vce 9. hām-strīng cl-cl  
 4. cröss-chēck cl-cl 10. knīck-knäck cl-cl  
 5. grānd-stānd cl-cl 11. trāns-plānt cl-cl  
 6. īn-scrībe cl-vce
- (middle) 1. hand cl 4. home vce 7. craft cl 10. shake vce  
 2. space vce 5. grave vce 8. fire vce 11. sick cl  
 3. brush cl 6. whole vce 9. stone vce 12. sale vce

chart:	cl-vce	vce-vce	vce-cl
	handshake	gravestone	spacecraft
	brushfire	wholesale	homesick

- 12a (top) 1. hike 2. hiked (middle) Adding **-ed** to base words changes a verb to the past or to past tense.
- (bottom) 1. əd 5. t 8. əd 12. əd 15. əd 19. t  
 2. d 6. d 9. t 13. t 16. d 20. əd  
 3. əd 7. d 10. d 14. d 17. d 21. t  
 4. t 11. t 18. əd

- 12b (top) The suffix **-ed** says these three sounds: d, t, and əd
- (middle)
- |          |         |         |
|----------|---------|---------|
| ed=d     | ed=t    | ed=əd   |
| shined   | watched | rested  |
| buzzed   | trapped | texted  |
| planned  | poked   | prodded |
| pulled   | packed  | trotted |
| jogged   | slipped | chatted |
| inflamed | munched | funded  |

When **-ed** says **əd**, it is preceded by the letters **t** or **d**.

- |                     |                     |                     |                    |
|---------------------|---------------------|---------------------|--------------------|
| 1. grīp – grīpped   | 6. scrāpe – scrāped | 11. grāde – grāded  | 16. āsk - āsked    |
| 2. shrüg – shrügged | 7. stöp – stöpped   | 12. slām – slāmmed  | 17. mēlt – mēlted  |
| 3. līke – līked     | 8. hūm - hūmmed     | 13. smīle – smīled  | 18. cāmp – cāmped  |
| 4. plān - plānned   | 9. hōp – hōpped     | 14. thānk - thānked | 19. chīme - chīmed |
| 5. spōt – spōtted   | 10. hōpe – hōped    | 15. drīft – drīfted | 20. trīm – trīmmed |

1. The consonant must be doubled. 2. Drop the **e**, and add **-ed**. 3. No changes are needed.

- 12c (top) 1. When the first vowel is short, followed by one consonant, double the consonant before adding **-ed**.  
 2. When the first vowel is long, followed by a consonant and silent **e**, drop the **e** and add **-ed**.  
 3. When the first vowel is short, followed by two consonants, just add **-ed**.

- (middle)
- |            |             |             |              |
|------------|-------------|-------------|--------------|
| 1. hiked   | 5. drummed  | 9. joked    | 13. grinned  |
| 2. stepped | 6. hired    | 10. drifted | 14. blinked  |
| 3. tested  | 7. sulked   | 11. based   | 15. scrubbed |
| 4. tugged  | 8. strapped | 12. wilted  | 16. pruned   |



## Chapter 3

2a	1. ä, cl	4. ē, op	7. ē, op	10. ō, op	13. ī,æ vce	16. ā,æ vce
	2. ī, op	5. ō, op	8. ā,æ vce	11. ǒ, cl	14. ů, cl	17. ē, op
	3. ō,æ vce	6. ĭ, cl	9. ě, cl	12. ē, op	15. ō, op	18. ě, cl

(bottom)	1. hō-těl op-cl	5. zē-rō op-op	9. vōl- ūmǽ cl-vce
	2. hē-rō op-op	6. sěl-ěct cl-cl	10. mēm-ō cl-op
	3. mēd-ĭc cl-cl	7. dō-nātǽ op-vce	
	4. rō-tātǽ op-vce	8. lī-lăc op-cl	

4 (middle)	1. ē-věnt op-cl	9. phō-tō op-op	1. volcano
	2. ī-rĭs op-cl	10. dō-nāte op-vce	2. tomatoes
	3. mēn-ū cl-op	11. ū-nĭt op-cl	3. dislocated
	4. vī-rŭs op-cl	12. ē-rāsǽ cl-cl	4. Monument
	5. ē-lěct op-cl	13. cōm-ĭc cl-cl	5. equipment
	6. măg-ĭc cl-cl	14. ū-nĭtǽ op-vce	6. telescribe
	7. dēc-ādǽ cl-vce	15. fĭn-ĭsh cl-cl	
	8. ō-mĭt op-cl	16. mī-nŭs op-cl	

5a	Across: 1. defense	6. develop	Down: 1. frequent	6. document
	2. evacuate	7. revive	2. album	7. revolve
	3. react	8. violin	3. giant	8. prohibit
	4. bright	9. placemat	4. isolate	
	5. microscope		5. potato	

6a (top)	The prefix <b>re-</b> means again, anew	6a, p. 2
	prefix base w. suffix	prefix base w. suffix
	1. pre test	1. pro file
	2. pre wash ed	2. pro pose ing
	3. pre shrunk	3. pro tract ed
	4. pre fix	4. pro gram
	5. pre scribe ing	5. pro long ing
	pre means before	de: away from, down
		opposite of
		pro: forward, for
		supportive of

6a, p. 2	A) expel	B) excuse	C) express	D) expand
	explode	expire	extreme	expect
	eject	erupt	elastic	elect
	erase	evaluate	elapse	event

The prefixes **ex-** and **e-** mean *out of, away from*; **ex-** also means *former*. A **morpheme** is the smallest unit of meaning. A **free morpheme** is a base word that makes sense by itself. A **bound morpheme** does not make sense by itself. It must have prefixes or suffixes. The name of a Latin base word is called **root**.

6b (top)	Prefix	Base W	Suffix	1. compose	4. contribute	7. compact	10. contract
	1. co	ed		2. collect	5. combine	8. commit	11. compass
	2. co	host	ing	3. commute	6. collapse	9. collide	12. complete
	3. co	exist					
	4. co	equal					

We use **col-** before **l**. We use **com-** before **b, m,** and **p**.

These prefixes mean *together* and *with*. The **o** says ə.

ə	ǒ	ə	ǒ	ə	ǒ
1. combine	2. concert	3. confuse	4. comprehend	5. collapse	6. concentrate

## Chapter 3, page 2

					(bottom)	
7a	1. ī-dol op-cl	7. dräg-on cl-cl	1. re-con-strūct	pref-pref-cl		
	2. fīg-ure cl-vce	8. hū-man op-cl	2. spēc-ū- lātø	cl-op-vce		
	3. trīb- ute cl-vce	9. ī-tem op-cl	3. de-vīcø	op-vce		
	4. ē-qual op-cl	10. pān-ic cl-cl	4. īl-lūs- trātø	cl-cl-vce		
	5. fē-male op-vce	11. dō-nate op-vce	5. re-con-vēnø	pref-pref-vce		
	6. tōp-ic cl-cl	12. ěd-it cl-cl				
8	1. pre-cēdø pref-vce	7. hū-mīd op-cl	pref	re/mind	cl	
	2. un-con-tēst-ed pref-pref-cl-s	8. de-com-pōsø pref-pref-vce	pref	con/sume	vce	
	3. mis-bē-hāvø pref-op-vce	9. e-vāl-ū-ātø pref-cl-op-vce	op	ti/rade	vce	
	4. non-stīck pref-cl	10. com-pro-mīsø pref-pref-vce	pref	com/plex	cl	
	5. re-sēnt-ful pref-cl-s	11. dis-con-nēct-ed pref-pref-cl-s	pref	pro/vide	vce	
	6. com-pre-hēnd pref-pref-cl	12. āc-cū-mū-lātø cl-op-op-vce	cl	snap/shot	cl	
			pref	e/rase	vce	
			pref	de/mand	cl	
			cl	in/struct	cl	

Prefixes and suffixes are not marked.

9 (top)	1. de-fend-ed	5. pre-scribe	9. dis-grace-ful	13. knot-ted	1. 4, 3, 3	6. 3, 3, 3
	2. un-twist-ing	6. re-fresh-ing	10. de-scrib-ing	14. scrub-bing	2. 3, 2, 2	7. 4, 3, 3
	3. pre-shrunk	7. de-frost-ed	11. mis-quot-ed	15. drop-ping	3. 4, 3, 3	8. 4, 2, 2
	4. pro-long-ing	8. re-strict-ed	12. re-mind-ed	16. strut-ted	4. 5, 4, 4	
					5. 4, 3, 3	

10a (middle)	1. ī	6. ē	11. ī	12. ē	(bottom)	1. hazy	6. crispy
	2. ē	7. ī	12. ē	17. ē		2. drafty	7. pricy
	3. ī	8. ē	13. ē	18. ī		3. smily	8. poppy
	4. ē	9. ē	14. ē	19. ē		4. funny	9. sunny
	5. ē	10. ī	15. ē	20. ē		5. foggy	10. spicy

At the end of a one-syllable word, y says ī. At the end of a word with two or more syllables, y says ē.

10a, p. 2 (top)	1. slop→py	3. mud→dy	5. sun→ny	7. thrift→y
	2. dust→y	4. dad→dy	6. hand→y	8. fun→ny
	1. wāvy	3. sīlky	5. pūppy	7. nūtty
	2. chōppy	4. shādy	6. smōky	8. mīsty

(middle) Adding the suffix -y to a base words means that it is like the base word or has the quality of the base word.

(bottom)	1. likely	4. nicely	7. clumsily	10. openly	13. mostly	16. kindly
	2. brightly	5. bodily	8. lately	11. handily	14. lazily	17. calmly
	3. angrily	6. highly	9. safely	12. hugely	15. finely	18. luckily

Since -ly starts with a consonant, no changes are needed, just add -ly to the base word; however, if the base word ends in y, you must change the y to i before adding -ly.

10c (top)	1. sup-ply' ī	4. de-ny' ī	7. de-fy' ī	10. im-ply' ī
	2. re-ply' ī	5. bulk'-y ē	8. Ju-ly' ī	11. slop'-py ē
	3. tren'-dy ē	6. com-ply' ī	9. fluff'-y ē	12. oc-cu-py' ī

## Chapter 3, page 3

- 10c (middle)
- |             |              |                   |                  |
|-------------|--------------|-------------------|------------------|
| 1. justify  | 6. notify    | Across: 1. trendy | Down: 1. testify |
| 2. testify  | 7. humidify  | 2. justify        | 2. deny          |
| 3. falsify  | 8. purify    | 3. occupy         | 3. solidify      |
| 4. classify | 9. intensify | 4. notify         | 4. purify        |
| 5. solidify |              | 5. sloppy         |                  |
|             |              | 6. fluffy         |                  |

- 10e (top)
- |               |              |               |                |
|---------------|--------------|---------------|----------------|
| 1. myth ĭ     | 5. hybrid ī  | 9. system ĭ   | 13. lyrics ĭ   |
| 2. hydrogen ī | 6. synonym ĭ | 10. hydrant ī | 14. nylon ī    |
| 3. style ī    | 7. rhyme ī   | 11. pyramid ĭ | 15. syllable ĭ |
| 4. hymn ĭ     | 8. crystal ĭ | 12. tyrant ī  | 16. rhythm ĭ   |
- short i**  
oxygen  
homonym  
typical  
symbol  
lynx
- physical**  
symptom  
gym  
antonym  
syrup
- long i**  
hype  
cycle  
type
- hyphen  
hydrate  
cyclone

- 11 (top)
- |        |        |        |        |        |        |                |              |
|--------|--------|--------|--------|--------|--------|----------------|--------------|
| 1. ātə | 4. ət  | 7. ātə | 1. ĩtə | 4. ət  | 7. ĩtə | <b>Across:</b> | <b>Down:</b> |
| 2. ət  | 5. ātə | 8. ət  | 2. ĩtə | 5. ĩtə | 8. ət  | 1. satellite   | 1. accurate  |
| 3. ātə | 6. ət  | 9. ātə | 3. ĩtə | 6. ət  | 9. ət  | 2. pirate      | 2. equate    |
|        |        |        |        |        |        | 3. tabulate    | 3. invite    |
|        |        |        |        |        |        | 4. climate     | 4. polite    |

- 12a
- |                          |                              |          |
|--------------------------|------------------------------|----------|
| 1. nā-tion op-s          | 6. de-vō-tion pref-op-s      |          |
| 2. mō-tion op-s          | 7. pro-tēc-tion pref-cl-s    |          |
| 3. e-mō-tion pref-op-s   | 8. frăc-tion cl-s            |          |
| 4. pro-mō-tion pref-op-s | 9. ĩn-vēn-tion cl-cl-s       |          |
| 5. e-lēc-tion pref-cl-s  | 10. pre-scrĭp-tion pref-cl-s | (bottom) |
- |                             |                        |                |            |
|-----------------------------|------------------------|----------------|------------|
| 1. contribute, contribution | 5. reflection, reflect | 1. inspection  | 6. disrupt |
| 2. locate, location         | 6. collection, collect | 2. motivation  | 7. relate  |
| 3. translate, translation   | 7. eruption, erupt     | 3. instruction | 8. attract |
| 4. pollute, pollution       | 8. selection, select   | 4. creation    | 9. predict |
|                             |                        | 5. vacation    | 10. donate |
- The letter **e** needs to be dropped.

- 12a, p. 2 (top)
- |           |                  |            |
|-----------|------------------|------------|
| tion=zhən | sion/s-sion=shən | (middle)   |
| explosion | tension          | 1. divide  |
| invasion  | expulsion        | 2. invade  |
| occasion  | extension        | 3. decide  |
| illusion  | pension          | 4. extend  |
| division  | mansion          | 5. expand  |
|           |                  | 6. explode |

When a vowel comes right before -sion, it says zhən.  
When a consonant comes before -sion, it says shən,  
The word ending ssion says shən.

- |                           |                        |          |                        |
|---------------------------|------------------------|----------|------------------------|
| 1. expression, express    | 5. omission, omit      | (bottom) | 1. discussion, discuss |
| 2. possession, possess    | 6. submission, submit  |          | 2. confession, confess |
| 3. transmission, transmit | 7. impression, impress |          | 3. commission, comit   |
| 4. oppression, oppress    | 8. depression, depress |          | 4. admission, admit    |

When a verb ends in **ss** or **mit**, the noun goes to **ssion**.

**Chapter 4** Students will mark r-controlled vowels by circling the vowel and the r.  
The answer key will show r-controlled vowels in **bold** letters.

- 2a (top)
- |                    |                     |                     |                     |            |            |
|--------------------|---------------------|---------------------|---------------------|------------|------------|
| 1. rc <b>ar</b>    | 7. vce ā, <i>ɛ</i>  | 13. rc <b>ar</b>    | 19. cl <i>ă</i>     | 1. market  | 7. harness |
| 2. cl <i>ă</i>     | 8. rc <b>ar</b>     | 14. cl <i>ă</i>     | 20. rc <b>ar</b>    | 2. harmful | 8. darling |
| 3. rc <b>ar</b>    | 9. cl <i>ă</i>      | 15. rc <b>ar</b>    | 21. rc <b>ar</b>    | 3. disarm  |            |
| 4. vce ā, <i>ɛ</i> | 10. rc <b>ar</b>    | 16. rc <b>ar</b>    | 22. vce ā, <i>ɛ</i> | 4. depart  |            |
| 5. rc <b>ar</b>    | 11. rc <b>ar</b>    | 17. vce ā, <i>ɛ</i> | 23. rc <b>ar</b>    | 5. partly  |            |
| 6. rc <b>ar</b>    | 12. vce ā, <i>ɛ</i> | 18. rc <b>ar</b>    | 24. cl <i>ă</i>     | 6. target  |            |

- 2a, p. 2 (top)
- |              |               |               |               |          |          |          |
|--------------|---------------|---------------|---------------|----------|----------|----------|
| 1. <b>ar</b> | 6. <b>ar</b>  | 11. <i>âr</i> | 16. <i>âr</i> | (middle) | 1. fare  | 6. stair |
| 2. <i>âr</i> | 7. <i>âr</i>  | 12. <b>ar</b> | 17. <b>ar</b> |          | 2. fair  | 7. pare  |
| 3. <i>âr</i> | 8. <i>âr</i>  | 13. <i>âr</i> | 18. <i>âr</i> |          | 3. flare | 8. pair  |
| 4. <b>ar</b> | 9. <b>ar</b>  | 14. <i>âr</i> | 19. <b>ar</b> |          | 4. flair |          |
| 5. <i>âr</i> | 10. <i>âr</i> | 15. <b>ar</b> | 20. <i>âr</i> |          | 5. stare |          |

- 3a
- |                              |                               |                               |                               |
|------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. <b>or</b> , rc            | 7. <i>ō</i> , <i>ɛ</i> , vce  | 13. <b>or</b> , <i>ɛ</i> , rc | 19. <i>ō</i> , <i>ɛ</i> , vce |
| 2. <i>ō</i> , cl             | 8. <b>or</b> , <i>ɛ</i> , rc  | 14. <i>ō</i> , <i>ɛ</i> , vce | 20. <b>or</b> , rc            |
| 3. <b>or</b> , rc            | 9. <b>or</b> , rc             | 15. <b>or</b> , rc            | 21. <b>or</b> , rc            |
| 4. <i>ō</i> , <i>ɛ</i> , vce | 10. <i>ō</i> , cl             | 16. <i>ō</i> , cl             | 22. <b>or</b> , rc            |
| 5. <i>ō</i> , cl             | 11. <b>or</b> , <i>ɛ</i> , rc | 17. <b>or</b> , rc            | 23. <i>ō</i> , cl             |
| 6. <b>or</b> , rc            | 12. <b>or</b> , rc            | 18. <i>ō</i> , cl             | 24. <b>or</b> , rc            |

Explorer, far, North, exploring, area, Afterwards, informed, world, part, large, North, Before, started, organized, exploring, party, hardy, departed, port, York, port, more, support, enormous, effort, March, North, carried, short, darkness, harsh, storms, remarkable, party, history, recorded, North

- 3a, p. 2
- |           |           |              |              |              |              |               |
|-----------|-----------|--------------|--------------|--------------|--------------|---------------|
| 1. course | 6. bore   | 11. soar     |              |              |              |               |
| 2. coarse | 7. board  | 12. sore     | 1. or        | 4. <i>ûr</i> | 7. or        | 10. <i>ûr</i> |
| 3. hoarse | 8. bored  | 13. morning  | 2. <i>ûr</i> | 5. <i>ûr</i> | 8. <i>ûr</i> | 11. or        |
| 4. horse  | 9. hoard  | 14. mourning | 3. or        | 6. or        | 9. or        | 12. <i>ûr</i> |
| 5. boar   | 10. horde |              |              |              |              |               |
- Sword* and *wore* do not follow the rule.

- 4a
- |          |        |        |        |        |            |             |     |
|----------|--------|--------|--------|--------|------------|-------------|-----|
| rc       | rc     | cl     | vce    | rc     | first/hand | cl          |     |
| first    | thirst | thrill | pride  | pref   | con/firm   | rc          |     |
| swirl    | chirp  | brink  | strike | rc     | whirl/wind | cl          |     |
| third    | twirl  | shrink | crime  | rc     | skir/mish  | cl          |     |
| flirt    | shirt  | crisp  |        | pref   | re/birth   | rc          |     |
| dirt     | quirk  | thrift |        | cl     | black/bird | rc          |     |
| (bottom) | 1. rc  | 5. cl  | 9. cl  | 13. rc | rc         | birth/stone | vce |
|          | 2. cl  | 6. rc  | 10. rc | 14. cl | cl         | af/firm     | rc  |
|          | 3. cl  | 7. rc  | 11. rc | 15. rc | rc         | stir/rups   | cl  |
|          | 4. rc  | 8. cl  | 12. cl | 16. cl |            |             |     |

- 5a
- |                   |                            |                             |                    |                    |             |             |         |
|-------------------|----------------------------|-----------------------------|--------------------|--------------------|-------------|-------------|---------|
| 1. <b>er</b> , rc | 5. <b>er</b> , rc          | 9. <i>ě</i> , cl            | 13. <b>er</b> , rc | 1. <b>cor-ner</b>  | rc-rc       | 5. păt-tern | cl-rc   |
| 2. <b>er</b> , rc | 6. <i>ě</i> , cl           | 10. <b>er</b> , <i>ɛ</i> rc | 14. <i>ě</i> , cl  | 2. <b>or-der</b>   | rc-rc       | 6. ĩn-sert  | cl-rc   |
| 3. <i>ě</i> , cl  | 7. <b>er</b> , <i>ɛ</i> rc | 11. <i>ě</i> , cl           | 15. <b>er</b> , rc | 3. <b>per-form</b> | rc-rc       | 7. con-cern | pref-rc |
| 4. <b>er</b> , rc | 8. <i>ě</i> , cl           | 12. <b>er</b> , rc          | 16. <b>er</b> , rc | 4. ex-pert         | pref-rc, or |             | cl-rc   |

Bird, After, Emerald, car, heard, chirping, under, fir, bird, carefully, car, store, clerk, store, bird, clerk, bird, formula, bird, formula, water, bird, dropper, Whenever, more, After, bird, feathers, started, bigger, over, our, bird, outdoors, learn, survive, worried our, yard, door, bird, preserve, learn, adorable

- 5c
- |      |      |       |                     |                                |                               |                                 |
|------|------|-------|---------------------|--------------------------------|-------------------------------|---------------------------------|
| 1. n | 5. n | 9. c  | 1. shimmer, glimmer | 1. <i>ī</i> , <i>ɛ</i> , timer | 5. <i>ă</i> , chatter         | 9. <i>ō</i> , <i>ɛ</i> joker    |
| 2. n | 6. c | 10. n | 2. twitter, flutter | 2. <i>ă</i> , wrapper          | 6. <i>ō</i> , <i>ɛ</i> broker | 10. <i>ű</i> , shutter          |
| 3. c | 7. n | 11. n | 3. fender, bender   | 3. <i>ĩ</i> , printer          | 7. <i>ă</i> , camper          | 11. <i>ī</i> , <i>ɛ</i> , liner |
| 4. n | 8. c | 12. c | 4. skipper, clipper | 4. <i>ā</i> , <i>ɛ</i> scraper | 8. <i>ō</i> , dropper         | 12. <i>ĩ</i> , flipper          |
|      |      |       | 5. better, letter   |                                |                               |                                 |



Chapter 4, page 2

- 5c, p. 2 (top)
- |               |                        |                     |                   |
|---------------|------------------------|---------------------|-------------------|
| 1. ě, pepper  | 7. ů, drummer (middle) | 1. silver, copper   | 7. runner, winner |
| 2. ō, voter   | 8. ō, closer           | 2. pitter, patter   |                   |
| 3. ā, safer   | 9. ĭ, shipper          | 3. sister, brother  |                   |
| 4. ĭ, finer   | 10. ō, stopper         | 4. pitcher, catcher |                   |
| 5. ĭ, slipper | 11. ā, scanner         | 5. mutter, chatter  |                   |
| 6. ō, logger  | 12. ĭ, miner           | 6. critter's litter |                   |

- 6a
- |                     |                     |                      |                      |          |           |            |           |
|---------------------|---------------------|----------------------|----------------------|----------|-----------|------------|-----------|
| 1. <b>ur</b> ,rc    | 6. <b>ur</b> ,rc    | 11. <b>ur</b> ,rc    | 16. <b>ur</b> ,rc    | rc-rc    | cl-rc     | rc-vce     | rc-cl     |
| 2. <b>ur</b> ,rc    | 7. ů,cl             | 12. ů,cl             | 17. ů,cl             | surf/er  | oč/cur    | sur/prīsē  | turn/ōff  |
| 3. <b>ōō</b> -ē,vce | 8. <b>ur</b> ,rc    | 13. <b>ur</b> ,rc    | 18. <b>ur</b> ,rc    | burn/er  | sŭn/burst | sur/vīvē   |           |
| 4. ů,cl             | 9. <b>ōō</b> -ē,vce | 14. <b>ur</b> ,rc    | 19. <b>ōō</b> -ē,vce | per/turb | sŭb/urb   | turn/stīlē | vce-rc    |
| 5. <b>ur</b> ,rc    | 10. <b>ur</b> ,rc   | 15. <b>ōō</b> -ē,vce | 20. <b>ur</b> ,rc    |          | sŭn/burn  |            | sīdē/burn |

6c

- |                            |                |                                     |                |                 |               |               |               |
|----------------------------|----------------|-------------------------------------|----------------|-----------------|---------------|---------------|---------------|
| 1. dis- <b>tor</b> -tion   | pref-rc-s      | 6. ex- <b>cur</b> -sion,            | pref-rc-s      | 1. ūre          | 6. <b>ur</b>  | 11. <b>ir</b> | 16. <b>ir</b> |
| 2. <b>tur</b> -pĕn-tīnē    | rc-cl-vce      | 7. un-dis- <b>turb</b> -ed,         | pref-pref-rc-s | 2. <b>ur</b>    | 7. <b>ir</b>  | 12. ĭre       | 17. <b>ir</b> |
| 3. <b>cor</b> -ner-stōnē   | rc-rc-vce      | 8. ĭn- <b>jur</b> -y,               | cl-rc-s        | 3. ūre          | 8. ĭre        | 13. <b>er</b> | 18. ĭre       |
| 4. co- <b>or</b> -dĭn-āte  | pref-rc-cl-vce | 9. <b>scorn</b> -ful-ly,            | rc-s-s         | 4. <b>ur</b>    | 9. ĭre        | 14. ēre       | 19. ēre       |
| 5. re-frĭg- <b>er</b> -āte | pref-cl-rc-vce | 10. <b>fur</b> -ther- <b>more</b> , | rc-rc-rc       | 5. <b>ōō</b> ,ē | 10. <b>ir</b> | 15. ĭre       | 20. <b>er</b> |

The missing letter is *h*. Silent *e* after **ar** causes **ar** to say âr.

- 6c cont.
- |                |             |               |   |                                |              |       |               |
|----------------|-------------|---------------|---|--------------------------------|--------------|-------|---------------|
| 1. entire      | 2. admire   | 3. empire     | 4. require  | 1. ū                           | 4. ě         | 7. âr | 10. âr        |
| 1. endure      | 2. secure   | 3. obscure    | 4. figure   | 2. <b>ur</b>                   | 5. <b>ur</b> | 8. ě  | 11. <b>ur</b> |
| 1. explore     | 2. restore  | 3. encore     | 4. ignore   | 3. ĭ                           | 6. ě         | 9. ě  | 12. ō         |
| 1. software    | 2. hardware | 3. silverware | Ar says âr when <b>a</b> is followed by double <b>r</b> . |                                |              |       |               |
| (bottom) 1. ūr | 3. ēr       | 5. ūr         | 7. ūr   | The <b>ur</b> in bury says âr. |              |       |               |
| 2. ēr          | 4. ūr       | 6. ēr         | 8. ūr   |                                |              |       |               |

- 7a (top)
- |         |              |                |                      |              |
|---------|--------------|----------------|----------------------|--------------|
| Across: | 1. importer  | 6. exploring   | Down: 1. cooperation | 6. advertise |
|         | 2. porcupine | 7. wilderness  | 2. cucumber          | 7. hibernate |
|         | 3. harmonize | 8. generation  | 3. perspire          | 8. supervise |
|         | 4. surrender | 9. prehistoric | 4. enterprise        | 9. northern  |
|         | 5. start     |                | 5. argument          |              |

7b

- |                                      |                             |                                   |                |
|--------------------------------------|-----------------------------|-----------------------------------|----------------|
| 1. un not, opposite of               | 8. mis wrong, bad           | We use <b>em-</b> before b and p. |                |
| 2. de away from, down, opposite      | 9. con together, with       | 1. midday                         | 5. midnight    |
| 3. non not                           | 10. com together, with      | 2. midweek                        | 6. midsummer   |
| 4. ex out of, away from, former      | 11. pre before, earlier     | 3. foretell                       | 7. foresee     |
| 5. e out of, away from               | 12. pro forward, supporting | 4. forewarn                       | 8. forefathers |
| 6. dis not, the opposite of, without | 13. a on, in, without       | <b>mid-</b> means middle          |                |
| 7. re again, anew                    | 14. en into, onto, within   | <b>fore-</b> means before         |                |

- 8 (top)
- |      |       |       |          |            |              |
|------|-------|-------|----------|------------|--------------|
| 1. A | 7. L  | 13. L | (bottom) | 1. advisor | 7. factor    |
| 2. L | 8. A  | 14. A |          | 2. jogger  | 8. scanner   |
| 3. L | 9. L  | 15. L |          | 3. equator | 9. tractor   |
| 4. L | 10. A | 16. A |          | 4. swimmer | 10. creator  |
| 5. A | 11. L | 17. L |          | 5. actor   | 11. educator |
| 6. L | 12. L | 18. L |          | 6. locator | 12. elevator |

The suffix **-or** means *a person or thing that performs a certain activity*.

- 9 (bottom)
- |                   |                        |                    |
|-------------------|------------------------|--------------------|
| 1. be ware' yes   | 7. in quire' yes       | 13. sev'er al no   |
| 2. there'fore yes | 8. var'y yes           | 14. ver'y yes      |
| 3. nu'mer al no   | 9. fed'er al no        | 15. min'er al no   |
| 4. per'ish yes    | 10. pre'pared' yes     | 16. com'pared' yes |
| 5. con'spire' yes | 11. gen'er al no       | 17. re'tired' yes  |
| 6. car'a way yes  | 12. re'quire' ment yes | 18. mar'a thon yes |

## Chapter 4, page 3

- 10 (top) 1. imperfect      6. indigestion      11. improper      1. Use **im-** before b, m, and p  
 2. insecure      7. impolite      12. illogical      2. Use **il-** before l  
 3. irresistible      8. illegal      13. irreverence      3. Use **ir-** before r  
 4. illiterate      9. irregular      14. immature  
 5. imbalance      10. invalid      15. indirect

These prefixes mean *not*. These prefixes can also mean *in, inside, within*.  
 The prefixes **con-**, **com-**, **col-**, **co-**, and **cor-** mean *together* or *with*.

- 11 (top) 1. əd-věn'-chər      2. Adventure is a noun  
 3. (1)An undertaking or enterprise of a hazardous nature (2) An exciting experience  
 4. The word adventure originated from Latin and came to English from French.  
 5. chər  
 6. The two words at the top of the page are called guidewords. The one on the left is the first word on the page. The word on the right is the last word on the page.

- 12 (top) **-al** says əl.      (middle)      (bottom)  
 1. personal      5. signal      8. herbal      12. approval      1. national      1. margin  
 2. arrival      6. tribal      9. removal      13. cultural      2. natural      2. digit  
 3. proposal      7. natural      10. global      14. rehearsal      3. emotional      3. refuse  
 4. rental      11. frontal      4. structural      4. refer  
 5. optional      5. center  
 6. fictional      6. number

- 13 (top) The name of the symbol ə is schwa.  
 1. silent, adjective      5. merchant, person      The suffix **-ant** is used for a person.  
 2. occupant, person      6. recent, adjective  
 3. current, adjective, noun      7. frequent, adjective      The suffixes **-ance** and **-ence** say əns.  
 4. servant, person      8. contestant, person

- (middle) 1. distance      5. presence      (bottom) 1. mənt      4. mənt      7. ənt  
 2. attendance      6. residence      2. ənt      5. ənt      8. ənt  
 3. importance      7. confidence      3. mənt      6. mənt      9. mənt  
 4. fragrance      8. innocence

- 14a (top) The suffix **-en** says ən.      (middle)  
 1. ən      5. ən      8. ən      12. ən      15. ən      19. ən      persons: human, veteran  
 2. ən      6. ən      9. on      13. ən      16. ən      20. on      fabrics: cotton, nylon  
 3. ən      7. on      10. ən      14. on      17. ən.      21. ən      shapes: hexagon, pentagon  
 4. on/ən      11. ən      18. ən

- (bottom) **-ənt**      **-ən**      **-mənt**  
 current      cannon      argument  
 agent      person      attachment  
 instant      woman      investment  
 resident      pelican      retirement  
 exuberant      cotton      compartment

- 14b (top) 1. warrior, **ēər**      8. nutrient, **ēənt**      **-ian** means a person who does...  
 2. interior, **ēər**      9. jovial, **ēəl**  
 3. champion, **ēən**      10. radiant, **ēənt**      **ēāte**      **ēənt**      **ēəl**  
 4. librarian, **ēən**      11. obedient, **ēənt**      radiate      orient      tutorial  
 5. exterior, **ēər**      12. memorial, **ēəl**      infuriate      variant      burial  
 6. scorpion, **ēən**      13. ingredient, **ēənt**      alleviate      recipient      trivial  
 7. comedian, **ēən**      14. material, **ēəl**      mediate      expedient      imperial

## Chapter 5

When students syllabify a word that starts with a prefix, accept the code of pref or cl, pref or op, pre or rc, whatever the case may be. For example, in the word *display*, accept *dis-splāy* pref-vv or *dis-splāy* cl-vv. The answer key will show *dis-splāy* pref/cl-vv, however, point out the prefix. Students will circle the vowel+r in r-controlled syllables. The answer key shows them in bold letters.

2a (top) The first vowel is long, the second vowel is silent. They say long a.

- |              |               |               |                 |                                   |
|--------------|---------------|---------------|-----------------|-----------------------------------|
| 1. trāin vv  | 7. scrāpē vce | 13. frāil vv  | 19. trāit vv    |                                   |
| 2. quāil vv  | 8. chart rc   | 14. stāy vv   | 20. fāint vv    | 1. sail 3. bail 5. nail 7. tail   |
| 3. plānē vce | 9. prāy vv    | 15. drāin vv  | 21. march rc    | 2. pail 4. mail 6. fail 8. rail   |
| 4. swāy vv   | 10. pāint vv  | 16. shāpē vce | 22. clāim vv    |                                   |
| 5. arch rc   | 11. sprāy vv  | 17. spark rc  | 23. strāight vv | 1. main 3. rain 5. gain 7. chain  |
| trāy vv      | 12. sharp rc  | 18. strāin vv | 24. strāy vv    | 2. pain 4. vain 6. brain 8. stain |
- Use **ai** in the beginning or in the middle of words. Use **ay** at the end of words.

- |                                   |                             |               |               |
|-----------------------------------|-----------------------------|---------------|---------------|
|                                   |                             | Across        | Down          |
| 2a, p.2 (top)                     | 5. māin-tāin vv-vv          | 1. paintbrush | 1. trailer    |
| 1. en-ter-tāin-er pref/cl-rc-vv-s | 6. ō-ver-stāy op-rc-vv      | 2. raindrops  | 2. brainstorm |
| 2. rāil-wāy vv-vv                 | 7. ter-rāin rc-vv           | 3. derailment | 3. midway     |
| 3. dis-clāim-er pref/cl-vv-s      | 8. dis-plāy pref/cl-vv      | 4. bridesmaid | 4. highway    |
| 4. por-trāy rc-vv                 | 9. con-tāin-er pref/cl-vv-s | 5. layaway    | 5. prepay     |
|                                   |                             | 6. payday     |               |

- 3a It says long e, the first vowel is long, the second vowel is silent. 1. ēat 2. tēa 3. sēat 4. dēal  
 1. neat 6. streak 11. trail 16. clean (bottom) Eastern, easy, reach, near  
 2. beam 7. cheap 12. cheat 17. frail clear, clean, stream, heat, releases,  
 3. pain 8. squeak 13. stream 18. smear steam, season, year, eager, beavers,  
 4. dream 9. stain 14. paint 19. sprain leap, stream, appear, retreat, fear,  
 5. speak 10. tweak 15. scream 20. squeal heal, disease, great, treat

*Great* does not follow the rule.

- 3b (top) It says ě or short e. It says ā or long a.
- |            |            |              |               |          |
|------------|------------|--------------|---------------|----------|
| ea=ě sweat | ea=ě meant | ea=ē teacher | ea=ē increase | 1. steak |
| instead    | threads    | uneasy       | sneaky        | 2. Great |
| threat     | breath     | hear         | breathe       | 3. break |
| dread      | spread     | plea         | queasy        |          |

- 4a (top) It says long e. First v. is long, second v. is silent. kēep **cl-vv** **vv-vce**  
 (middle) 1. deed 6. chain 11. sneeze 16. sweep sixteen beehive  
 2. sway 7. sleep 12. snail 17. jeep indeed cheesecake  
 3. deep 8. cheeks 13. freeze 18. claim upkeep sweepstakes  
 4. reef 9. stray 14. geese 19. sweet **vv-cl** **vv-vv**  
 5. creek 10. queen 15. trail 20. sheet feedback weekday  
 deep, keep, sleep, sweep, seep, jeep kneecap screenplay  
 seen, teen, screen, keen, queen, sheen treetop freeway

- 4b
- |                                  |  |
|----------------------------------|--|
| 1. re-en-ter pref-cl-rc          | 7. mēan-ing-ful vv-s-s                               |
| 2. fēel-ing-s vv-s-s             | 8. pre-ex-ist pref-pref-cl                           |
| 3. re-ād-mīt pref-cl-cl          | 9. tēen-āgē vv-vce                                   |
| 4. co-ōp-er-ātē pref-cl-rc-vce   | 10. co-or-dīn-ātē pref-rc-cl-vce                     |
| 5. kēep-sākē vv-vce              | 11. re-āc-tion pref-cl-s *For the code of the prefix |
| 6. re-e-lēc-tion pref-pref-cl-s* | 12. sēed-pōd vv-cl e-, accept pref or op.            |
- |       |       |        |       |
|-------|-------|--------|-------|
| three | deed  | meet   | week  |
| knee  | seed  | sheet  | seek  |
| tree  | greed | sweet  | creek |
| free  | speed | street | cheek |

## Chapter 5, page 2

4c (top) The letter **e** is long, the **y** is silent

- |                   |             |
|-------------------|-------------|
| 1. jockey         | 6. donkeys  |
| 2. jersey, volley | 7. alley    |
| 3. valley         | 8. monkey   |
| 4. money          | 9. kidneys  |
| 5. honey          | 10. turkey  |
|                   | 11. chimney |

The vowel-vowel team **ey** says long **a**.  
 prey, verb: one animal hunts another animal  
 prey, noun: an animal that is being hunted.

4e (top) **y** says long **e**.

(bottom)

- |          |            |             |            |            |            |            |
|----------|------------|-------------|------------|------------|------------|------------|
| (middle) | 1. stories | 5. cherries | 1. ladies  | 5. pennies | 1. pays    | 5. applies |
|          | 2. keys    | 6. daisies  | 2. turkeys | 6. valleys | 2. studies | 6. says    |
|          | 3. puppies | 7. chimneys | 3. essays  | 7. hobbies | 3. delays  | 7. replies |
|          | 4. plays   | 8. ponies   | 4. parties | 8. tardies | 4. strays  | 8. tries   |

5a (top) 1. ē 5. ē 9. ē 13. ē (middle) The vowel team **ie** says long **i**, at the end of a one-syllable word and long **e** at the end of a two-syll. word.

- |      |      |       |       |
|------|------|-------|-------|
| 2. ī | 6. ē | 10. ē | 14. ī |
| 3. ē | 7. ī | 11. ī | 15. ē |
| 4. ī | 8. ē | 12. ē | 16. ē |

(bottom) Verbs: lie, tie, die, vie/ lied, tied, died, vied, lying, tying, dying, vying

6a

- |             |   |               |               |     |            |     |
|-------------|---|---------------|---------------|-----|------------|-----|
| 1. cōal vv  | 7. gōat vv  | 13. sport rc  | 19. rōad vv   | vv  | coast/er   | s   |
| 2. rōdē vce | 8. fōē vv   | 14. grōan vv  | 20. cork rc   | vv  | oat/meal   | vv  |
| 3. glōat vv | 9. thrōat vv  | 15. stōck cl  | 21. dōē vv    | cl  | tip/toe    | vv  |
| 4. rōam vv  | 10. flōss cl  | 16. spōkē vce | 22. pōach vv  | vce | scape/goat | vv  |
| 5. Jōē vv   | 11. stork rc  | 17. bōast vv  | 23. rōast vv  | cl  | up/load    | vv  |
| 6. glōss cl | 12. flōat vv  | 18. cōach vv  | 24. brōkē vce | vv  | toast/er   | s   |
|             | (Students must circle r-controlled vowels.<br>They are shown in red on the answer key.) |               |               | vv  | sea/coast  | vv  |
| (bottom)    | coat, float, goat, moat, bloat, gloat   |               |               | vv  | coal/mine  | vce |
|             | boast, roast, toast   |               |               | vce | life/boat  | vv  |
|             |   |               |               | cl  | ap/proach  | vv  |
|             |   |               |               | vv  | road/side  | vce |

- |                |                 |                     |                            |
|----------------|-----------------|---------------------|----------------------------|
| 6a, p. 2 (top) | 1. soak, seek   | 5. sail, seal       | 9. groan, green, grain     |
|                | 2. boast, beast | 6. foal, feel, fail | 10. croak, creek, creak    |
|                | 3. poach, peach | 7. moat, meat, meet | 11. boat, beet, beat, bait |
|                | 4. float, fleet | 8. moan, mean, main | 12. road, read, reed, raid |

**oar** says **or**. 1. oars, overboard 2. hoarse 3. soar, roar, boars 4. coarse 5. hoard

7a The vowel team **ue** says long **u**. The first vowel is marked long; the second one is crossed out.

- |           |          |          |            |        |         |
|-----------|----------|----------|------------|--------|---------|
| <b>ū:</b> | rescue   | venue    | <b>ūō:</b> | due    | fruit   |
|           | avenue   | queue    |            | sue    | cruise  |
|           | imbue    | miscue   |            | suit   | true    |
|           | argue    | revenue  |            | glue   | clue    |
|           | barbecue | continue |            | bruise | pursuit |

The vowel team **ui** always says **ūō**. The vowel team **ue** says **ūō** after the letters **d, l, r,** and **s**.

- 7a, p. 2 (top) 1. flu/id 2. cru/el 3. ru/in 4. flu/ent 5. du/et  
 1. ā 2. ō 3. ǒ 4. ē 5. ǒ 6. ǒ or ŭ 7. ā 8. ǒ 9. ǒ 10. ō 11. ē 12. **or**

1. rescued, rescuing, rescuer 2. pursued, pursuing, pursuer

- |            |             |                    |           |             |           |
|------------|-------------|--------------------|-----------|-------------|-----------|
| 1. coast   | 4. coat     | 7. moaned, groaned | 10. free  | 13. dream   | 16. cream |
| 2. pursuit | 5. teeter   | 8. clean           | 11. break | 14. keynote | 17. toe   |
| 3. dreams  | 6. sea, sea | 9. heat            | 12. blues | 15. esteem  |           |

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8a keep, explain, away, steep, feelings, speedy, retreat, each, dream, true, sweet, maiden, sleep, defied, wait, seek, wee, each, coaxed, dismay, eager, meet, complied screamed, pain, tried, feet, meantime, sweeping, cleaning, pail, soapy, approached, mean, disdain, pay, heed, treat, maid, prevailed, beseeched, tee, beaming, knees, pleaded, tears, cheeks, replied, sweetly, faithful, someday, queen The word **said** does not follow the pronunciation rule, but it could be included. Grade flexibly because this should be fun.

9 1. Every syllable must have one vowel sound. 2. A one-syllable word is never divided.  
3. Silent vowels don't count. 4. A word has the same number of syllables as the number of sounded vowels.

(middle)	1.	3, 1, 1	6.	4, 1, 1	11.	4, 2, 2
	2.	4, 2, 2	7.	2, 1, 1	12.	5, 3, 3
	3.	4, 2, 2	8.	4, 2, 2	13.	4, 3, 3
	4.	3, 2, 2	9.	5, 4, 4	14.	5, 4, 4
	5.	4, 3, 3	10.	4, 2, 2		

10	1. gōal-kēep-er	vv-vv-s	6. māin-tēn-ance	vv-cl-s
	2. re-lāx-ā-tion	pref-cl-op-s	7. un-pro-tēct-ed	pref-pref-cl-s / pref-op-cl-s
	3. frēe-stānd-ing	vv-cl-s	8. de-vāl-ūe	pref-cl-vv
	4. brēad-crūmbs	vv-cl	9. strēam-līnē	vv-vce
	5. spēed-bōat	vv-vv	10. un-ex-plāined	pref-pref-vv-s

(middle) 1. Mastering word patterns makes you a great reader. 2. The coach of the Green Bay Packers praised his team after they defeated the Pittsburgh Steelers.

11	<b>Across:</b>	1. toasty	5. strengthen	<b>Down:</b>	1. scribbler	5. leadership
		2. squeamish	6. arboretum		2. arcade	6. squeegee
		3. greenish	7. career		3. constrain	
		4. blueberry			4. committee	

12a

1. crē-ā-tion	op-op-s	5. āc-quāint-ance	cl-vv-s	9. pī-ō-nēer	op-op-vv
2. sēam-strēss	vv-cl	6. vōl-ūn-tēer	cl-cl-vv	10. dis-āp-pēar-ance	pref-cl-vv-s
3. bē-trāy-al	op-vv-s	7. en-dēav-or	pref-vv-s	11. mis-de-mēan-or	pref-pref-vv-s
4. en-crōach-ment	pref-vv-s	8. fēa-ture	vv-s	12. dis-con-tīn-ūe	pref-pref-cl-vv

(bottom)	1. maintain	5. upload	9. unload
	2. mainstream	6. upstream	10. entertain
	3. detain	7. overload	
	4. decrease	8. contain	

13	1. item	7. symbol	(middle)	1. memorize	5. summarize	3. normalize
	2. custom	8. real		2. harmonize	6. fantasize	4. personalize
	3. tender	9. final		3. agonize	7. economize	5. capitalize
	4. modern	10. organ		4. sympathize	8. colonize	6. centralize
	5. winter	11. civil				7. legalize
	6. motor	12. human		(bottom)	1. formalize	8. localize
				Hard c becomes soft c.	2. verbalize	

14	1. absent	5. detain	9. trust	The suffix <b>ee</b> means, "One who receives or benefits from a certain action."
	2. honor	6. refuge	10. train	(middle)
	3. escape	7. evacuate	11. retire	1. ĩv
	4. enlist	8. nominate	12. refer	2. ĩv
				3. ĩv
				4. ĩv
				5. ĩv
				6. ĩv
				7. ĩv
				8. ĩv
				9. ĩv
				10. ĩv
				11. ĩv
				12. ĩv

(bottom)	1. include	5. decide	9. expend	
	2. explode	6. divide	10. intend	
	3. exclude	7. defend	11. intrude	
	4. offend	8. evade	12. corrode.	The last sound of the base words is <b>d</b> .

## Chapter 6

- 2 (top) 1. sād-dl̥ 3. kēt-tl̥ 5. hānd-dl̥  
 2. hūm-bl̥ 4. grāp-pl̥ 6. rūb-bl̥  
 1. ripple 2. sample 3. dimple 4. topple 5. purple

(bottom) huddled, maple, little, speckled, struggle, couple, nibbles, gobbled, jostled, squabbled, Snuggles, startled, little, trembled, battle, rattled, puddle, Snuggles, tangle, scuffle, scuttled, chuckled

- |         |                    |                    |          |           |            |
|---------|--------------------|--------------------|----------|-----------|------------|
| 3 (top) | 1. shūt-tl̥ cl-cle | 6. hōb-bl̥ cl-cle  | (bottom) | 1. settle | 7. bottle  |
|         | 2. sīm-pl̥ cl-cle  | 7. stī-fl̥ op-cle  |          | 2. title  | 8. snuggle |
|         | 3. stā-bl̥ op-cle  | 8. stūm-bl̥ cl-cle |          | 3. giggle | 9. cable   |
|         | 4. āp-pl̥ cl-cle   | 9. mīd-dl̥ cl-cle  |          | 4. puzzle | 10. bubble |
|         | 5. bū-gl̥ op-cle   | 10. crā-dl̥ op-cle |          | 5. bridle | 11. table  |
|         |                    |                    |          | 6. maple  | 12. riddle |

- |    |            |             |              |                   |                        |
|----|------------|-------------|--------------|-------------------|------------------------|
|    |            |             | (middle)     |                   | (bottom)               |
| 4a | 1. pickle  | 6. tickle   | 11. sparkle  | 1. candle, light  | 1. able, unable        |
|    | 2. crackle | 7. chuckle  | 12. knuckles | 2. fable, story   | 2. simple, complicated |
|    | 3. twinkle | 8. sprinkle | 13. wrinkle  | 3. little, small  | 3. battle, peace       |
|    | 4. trickle | 9. buckle   | 14. speckle  | 4. drizzle, rain  | 4. giggle, cry         |
|    | 5. crinkle | 10. tackle  | 15. ankle    | 5. startle, scare | 5. couple, single      |
|    |            |             |              |                   | 6. rattlesnake         |

- |    |                           |                           |                    |                     |
|----|---------------------------|---------------------------|--------------------|---------------------|
|    |                           |                           | (bottom)           |                     |
| 5a | 1. gur-gl̥ rc-cle         | 6. thīs-tl̥ cl-cle        | 1. double, trouble | 6. giggle, chuckle  |
|    | 2. nēs-tl̥ cl-cle         | 7. lā-dl̥ op-cle          | 2. fumble, stumble | 7. sparkle, twinkle |
|    | 3. re-kīn-dl̥ pref-cl-cle | 8. jūn-gl̥ cl-cle         | 3. handle, candle  | 8. mumble, grumble  |
|    | 4. un-ā-bl̥ pref-op-cle   | 9. wrēs-tl̥ cl-cle        | 4. single, jingle  | 9. cuddle, snuggle  |
|    | 5. crūm-bl̥ cl-cle        | 10. ex-ām-pl̥ pref-cl-cle | 5. tackle, huddle  |                     |

- |    |  |                            |               |               |
|----|--|----------------------------|---------------|---------------|
| 6a | 1. bōt-tl̥ -nēck cl-cle-cl                                     | 6. tā-bl̥-clōth op-cle-cl  | Across        | Down          |
|    | 2. būm-bl̥-bēē cl-cle-vv                                       | 7. em-bēz-zl̥ pref-cl-cle  | 1. rustle     | 1. pickles    |
|    | 3. sēt-tl̥-ment cl-cle-s/cl                                    | 8. hān-dle-bar cl-cle-rc   | 2. comprehend | 2. reporter   |
|    | 4. en-tān-gl̥ pref-cl-cle                                      | 9. mīd-dl̥-man cl-cle-cl   | 3. correspond | 3. atmosphere |
|    | 5. mis-hān-dl̥ pref-cl-cle                                     | 10. en-cir-cl̥ pref-rc-cle | 4. cockroach  | 4. steeple    |
|    | For # 4, 5, 7, and 10 accept pref or cl for the first syllable |                            | 5. wrestler   | 5. drizzle    |

- |         |             |              |               |   |
|---------|-------------|--------------|---------------|---|
| 7 (top) | 1. miracle  | 5. particles | 9. cuticles   | (bottom)  |
|         | 2. clavicle | 6. vehicle   | 10. tentacles | long v: vehicle, cubicles, cuticles                 |
|         | 3. article  | 7. barnacles | 11. spectacle | short v: clavicle, obstacle, spectacle              |
|         | 4. obstacle | 8. cubicles  | 12. pinnacle  | tentacles, pinnacle                                 |
|         |             |              |               | The second vowel in each word says the schwa sound. |

- |         |                 |                        |               |                |
|---------|-----------------|------------------------|---------------|----------------|
| 8 (top) | 1. payable      | 5. sensible            | 9. adorable   | (bottom)       |
|         | 2. washable     | 6. sizeable or sizable | 10. advisable | 1. disposable  |
|         | 3. distractible | 7. useable or usable   | 11. terrible  | 5. preventable |
|         | 4. taxable      | 8. convertible         | 12. horrible  | 2. refundable  |
|         |                 |                        |               | 3. remarkable  |
|         |                 |                        |               | 4. comfortable |

## Chapter 7

1a The highlighted words are shown in bold letters.

- (top) 1. **oil** 4. **voice** 7. **joist** 10. **ointment** 13. joy  
 2. convoy 5. cowboy 8. ploy 11. corduroy 14. **rejoin**  
 3. **poise** 6. **point** 9. soy 12. **moist** 15. **foil**

Use **oi** in the beginning or the middle of words; use **oy** at the end of a word or a syllable.

1. coil 3. spoil 5. coin 7. overjoy (bottom) 1. employ 2. poison  
 2. coy 4. toy 6. void 8. hoist 3. appointment

- 1a, p. 2 1. busboy 6. decoys 11. coins  
 2. avoid 7. enjoy 12. annoy  
 3. thyroid 8. employer, loyal 13. hoist  
 4. deploy 9. choices 14. destroyed  
 5. invoice 10. spoil

2a (top) Use **ou** at the beginning or in the middle of words. Use **ow** at the end of words.  
 Use **ow** before the ending letters **n** and **l**, and before **er** and **el**.

- 2b
- |  | <b>ou as in out</b> | <b>ou=ô (ought)</b> | <b>ou=ũ</b>                     |
|--|---------------------|---------------------|---------------------------------|
|  | amount              | mountain            | bought brought young cousin     |
|  | couch               | sprout              | thoughtful fought rough country |
|  | counter             | scout               | wrought cough enough trouble    |
|  | grouchy             | announce            | sought trough touch tough       |

The words **rough**, **enough**, **cough**, **tough**, **trough** do not follow the rule **gh** is silent.

- 2c (top)
- |  | <b>ou=ō</b> | <b>ou=ur</b> | <b>ou=or</b>                     |
|--|-------------|--------------|----------------------------------|
|  | group       | soup         | journey courage fourth concourse |
|  | youth       | cougar       | nourish adjourn course court     |
|  | through     | coupon       | courtesy pour resource           |
|  | souvenir    | journal      | source                           |
- (middle) Ou says long **o**. (bottom) 1. though 4. thoroughly, poultry  
 2. dough 5. Although  
 3. shoulder, boulder

3a (top) Ow says the long **o** sound.

- |         |         |         |        |         |        |           |              |
|---------|---------|---------|--------|---------|--------|-----------|--------------|
| show    | ow=ō    | stow    | ow=ō   | flow    | ow=ō   | 1. yellow | 8. arrow     |
| now     | ow=cow  | fellow  | ow=ō   | brow    | ow=cow | 2. pillow | 9. wallow    |
| grow    | ow=ō    | plow    | ow=cow | sparrow | ow=ō   | 3. borrow | 10. narrow   |
| know    | ow=ō    | swallow | ow=ō   | mellow  | ow=ō   | 4. shadow | 11. meadow   |
| vow     | ow=cow. | crow    | ow=ō   | throw   | ow=ō   | 5. hollow | 12. tomorrow |
| shallow | ow=ō    | allow   | ow=cow | anyhow  | ow=cow | 6. sorrow | 13. bellow   |
|         |         |         |        |         |        | 7. widow  | 14. burrow   |
|         |         |         |        |         |        |           | 15. follow   |

4a Use **au** in the beginning or middle of words, use **aw** at the end of words.  
 Use **aw** in the middle of words when a single **l**, **n**, or **k** follows it.

1. haunt 4. gaudy 7. crawl 10. sauce  
 2. hawk 5. yawn 8. pause 11. dawn  
 3. sprawl 6. launch 9. aunt 12. cause

- 4a, p. 2 **Across:** 1. sausage 6. audit **Down:** 1. authority 6. autograph  
 2. autobiography 7. saucer 2. faucet 7. autumn  
 3. Australia 8. vault 3. auditorium  
 4. taunt 4. automobile  
 5. automatic 5. audible

## Chapter 7, page 2

- 5
- |                 |             |                   |                      |
|-----------------|-------------|-------------------|----------------------|
| 1. enjoy, show  | 6. fault    | 11. through       | 16. thrown           |
| 2. owl          | 7. fought   | 12. announcements | 17. showers, flowers |
| 3. tough, tough | 8. Tomorrow | 13. enough        | 18. flawless         |
| 4. applause     | 9. royal    | 14. coin          | 19. straws           |
| 5. Join         | 10. spoiled | 15. point         | 20. auto             |

- 6a (top)
- |                     |                      |                          |                       |                |
|---------------------|----------------------|--------------------------|-----------------------|----------------|
| 1. $\bar{o}\bar{o}$ | 8. $\bar{oo}$        | 15. $\bar{oo}$           | (bottom) 1. honeymoon | 7. seafood     |
| 2. $\bar{oo}$       | 9. $\bar{oo}$        | 16. $\bar{o}\bar{o}$     | 2. barefoot           | 8. tablespoon  |
| 3. $\bar{oo}$       | 10. $\bar{o}\bar{o}$ | 17. $\bar{oo}, \bar{oo}$ | 3. afternoon          | 9. yearbook    |
| 4. $\bar{o}\bar{o}$ | 11. $\bar{o}\bar{o}$ | 18. $\bar{o}\bar{o}$     | 4. proofread          | 10. Hollywood  |
| 5. $\bar{oo}$       | 12. $\bar{oo}$       | 19. $\bar{oo}$           | 5. bridegroom         | 11. roommate   |
| 6. $\bar{o}\bar{o}$ | 13. $\bar{o}\bar{o}$ | 20. $\bar{o}\bar{o}$     | 6. whirlpool          | 12. broomstick |
| 7. $\bar{o}\bar{o}$ | 14. $\bar{o}\bar{o}$ | 21. $\bar{o}\bar{o}$     |                       |                |

7a (top) We use **oo** in the beginning or middle of words, we use **ew** at the end of words.

- (middle) 1. feud  $\bar{u}$  2. feudal  $\bar{u}$  3. neutral  $\bar{o}\bar{o}$  4. neutron  $\bar{o}\bar{o}$  5. neurology  $\bar{u}$
- (bottom)
- |                     |                     |                      |                      |
|---------------------|---------------------|----------------------|----------------------|
| 1. $\bar{o}\bar{o}$ | 5. $\bar{o}\bar{o}$ | 9. $\bar{u}$         | 13. $\bar{o}\bar{o}$ |
| 2. $\bar{u}$        | 6. $\bar{u}$        | 10. $\bar{o}\bar{o}$ | 14. $\bar{o}\bar{o}$ |
| 3. $\bar{o}\bar{o}$ | 7. $\bar{u}$        | 11. $\bar{u}$        | 15. $\bar{u}$        |
| 4. $\bar{o}\bar{o}$ | 8. $\bar{u}$        | 12. $\bar{o}\bar{o}$ | 16. $\bar{o}\bar{o}$ |

- 8 (top)
- |                         |                                   |                               |
|-------------------------|-----------------------------------|-------------------------------|
| 1. foot-loose d-d       | 6. bām-boo-zlæ cl-d-cle           | (bottom) farmer, goose, laid, |
| 2. nour-īsh-ment d-cl-s | 7. cōlæ-slaw vce-d                | each, first, astounded        |
| 3. com-pound pref-d     | 8. ās-trō-naut cl-op-d            | overjoyed, filled, greed      |
| 4. tur-quoise rc-d      | 9. dew-drōps d-cl-s               | now, goose                    |
| 5. lawn-mow-er d-d-s    | 10. mis-pro-nounce pref-pref/op-d |                               |

- 9a (middle)
- |                    |                    |                    |                                     |
|--------------------|--------------------|--------------------|-------------------------------------|
| <b>ei = long a</b> | <b>ei = long e</b> | <b>ie = long e</b> | (middle) either, neither, weird,    |
| veil               | receive            | believe            | seize, leisure                      |
| rein               | conceited          | thief              | (bottom)                            |
| weight             | weird              | priest             | height, sleight = long i            |
| eighty             | perceive           | shriek             | forfeit, counterfeit = short i      |
| reign              | deceit             | niece              | friend, foreign, sovereign, short e |
| feint              | seize              | shield             |                                     |
| freight            | deceive            | pier               |                                     |

- 9b
- |                |             |            |              |              |            |
|----------------|-------------|------------|--------------|--------------|------------|
| <b>Across:</b> | 1. eighteen | 5. relieve | <b>Down:</b> | 1. conceited | 5. eighth  |
|                | 2. neighbor | 6. sleigh  |              | 2. achieve   | 6. receipt |
|                | 3. cashier  | 7. ceiling |              | 3. perceive  | 7. believe |
|                | 4. deceive  | 8. brief   |              | 4. thieves   | 8. grieve  |

- 10
- |                                     |                           |                  |
|-------------------------------------|---------------------------|------------------|
| 1. har-poon rc-d                    | 7. dis-bē-lief pref-op-d  | pref ex-haust d  |
| 2. au-thor-īzə d-rc-vce             | 8. au-thēn-tic d-cl-cl    | d boy-cott cl    |
| 3. pow-er-house d-rc-d              | 9. re-triev-er pref-d-s   | cl with-drew d   |
| 4. dis-āp-point pref-cl-d           | 10. boo-mer-āng d-rc-cl   | pref dis-count d |
| 5. in-sur-mount-able pref/cl-rc-d-s | 11. ān-nounce-ment cl-d-s | d point-less s   |
| 6. em-ploy-ment pref-d-s            |                           | d scoot-er s     |
|                                     |                           | d draw-back cl   |

- 11
- The campers thought carefully about what they brought because they were in the wilderness.
  - Getting too close to the tidewater glaciers is dangerous because big pieces can fall off and cause a tidal wave.
  - The bears were spooked because rocks were bouncing towards them.
  - The bears wandered off to a snowfield and went to sleep.
  - The others were worried because the trio was six hours late in returning to camp.
  - The hikers were happy they came back alive.



## Chapter 8

The words with soft **c** and **g** are written in bold letters.

			(bottom)	<b>hard c</b>	<b>soft c</b>	
1 (top)	1. <u>cost</u>	6. <u>crying</u>	11. <b>space</b>	16. <b>city</b>	clutter	grocer
	2. <b>cent</b>	7. <b>decide</b>	12. <u>doctor</u>	17. <b>twice</b>	crunchy	cinema
	3. <u>close</u>	8. <u>coffee</u>	13. <u>mascot</u>	18. <u>reflect</u>	subject	mercy
	4. <b>center</b>	9. <u>closet</u>	14. <b>celery</b>	19. <b>citizen</b>	crumble	perceive
	5. <b>spicy</b>	10. <b>ceiling</b>	15. <b>fancy</b>	20. <u>crime</u>	direct	decision

C says s when the letters **e**, **i**, or **y** come right after **c**.

1, p. 2 (top)	1. s	6. s	11. s	16. s	(middle)	attendance	privacy
	2. k	7. s	12. k	17. k		balance	absence
	3. k	8. s	13. s	18. s		vacancy	residence
	4. s	9. k	14. k	19. s		entrance	pharmacy
	5. k	10. k	15. s	20. s		literacy	secrecy
						policy	difference
2 (top)	1. <u>circulate</u>		5. <u>civic</u>		9. <u>recycle</u>		13. <u>clearance</u>
	2. <u>confidence</u>		6. <u>concert</u>		10. <u>excellence</u>		14. <u>circle</u>
	3. <u>concept</u>		7. <u>commerce</u>		11. <u>concern</u>		15. <u>circus</u>
	4. <u>occurrence</u>		8. <u>democracy</u>		12. <u>conference</u>		16. <u>bicycle</u>

(middle) The first **c** says **k**. The second **c** says **s**. **Sc** says **s** when it comes before **e**, **i**, and **y**.

(bottom) 1. accept 2. vaccine, scientific 3. accident, resuscitate, successful  
4. science, fascinating 5. scenery, reminisce

3a (top)	1. ace	5. əs	9. ace	(middle)	1. notice əs/ɪs	7. sacrifice ice
	2. əs	6. ace	10. əs		2. price ice	8. injustice əs/ɪs
	3. ace	7. əs	11. əs		3. office əs/ɪs	9. solstice əs/ɪs
	4. əs	8. ace	12. ace		4. advice ice	10. prejudice əs/ɪs
					5. practice əs/ɪs	11. device ice
					6. service əs/ɪs	12. accomplice əs/ɪs

(bottom) 1. race, place 2. spice, nice 3. prejudice, justice 4. price, slice 5. notice, service

4	1. <u>golden</u>	6. <u>angle</u>	11. <u>gasoline</u>	16. <b>age</b>	guess	ranger	baggage
	2. <b>huge</b>	7. <u>angel</u>	12. <u>giraffe</u>	17. <u>golf</u>	glitter	agent	geography
	3. <u>gallon</u>	8. <u>gloomy</u>	13. <b>gentle</b>	18. <u>governm.</u>	garden	sponge	gigantic
	4. <b>ginger</b>	9. <b>danger</b>	14. <u>glow</u>	19. <b>change</b>	recognize	magic	engage
	5. <b>gym</b>	10. <u>grill</u>	15. <u>grape</u>	20. <b>margin</b>	organize	engine	luggage
					wagon	energy	language

G says j when the letters **e**, **i**, or **y** follow right after **g**; otherwise **g** is hard as in *goat*.

4, p. 2	Across:	1. gymnastics	Down:	1. engagement	7. guitar
		2. refrigerator		2. ginger	
		3. gorgeous		3. garbage	
		4. enlarge		4. gargle	
		5. digest		5. tragedy	
		6. governor		6. grudge	

## Chapter 8, page 2

5 Instead of circling the prefixes, they are shown in bold letters.  
The prefix **geo** – means earth.

1. <b>general</b>	5. <b>generalize</b>	9. <b>genetic</b>	13. <b>agent</b>	(bottom)	
2. <b>generate</b>	6. <b>generator</b>	10. <b>genocide</b>	14. <b>agency</b>	manage	apology
3. <b>gender</b>	7. <b>generally</b>	11. <b>gentle</b>	15. <b>agenda</b>	radiology	village
4. <b>generic</b>	8. <b>generous</b>	12. <b>gentleman</b>	16. <b>urgent</b>	postage	damage
				mythpology	geology
				advantage	ecology
				bandage	package
				technology	pilgrimage

6a (top)	1. bridge	8. smudge	15. cringe	(bottom)		
	2. edge	9. page	16. judge	1. nudge	5. bulge	9. lunge
	3. cage	10. lodge	17. rage	2. hinge	6. budge	10. dodge
	4. charge	11. grudge	18. hedge	3. wedge	7. wage	11. gorge
	5. huge	12. large	19. merge	4. sage	8. verge	12. sledge
	6. pledge	13. stage	20. trudge			
	7. plunge	14. ridge	21. forge			

The letter **u** is inserted between **g** and **e** or **i** to keep the **hard g** sound.

7 (top)	1. ch	8. k	15. ch	(bottom)	1. chauffeur
	2. k	9. k	16. k		2. chartreuse
	3. ch	10. ch	17. k		3. chef
	4. k	11. ch	18. ch, ch		4. charades
	5. k	12. k	19. ch		5. parachutes
	6. ch	13. k	20. k		6. chalets
	7. ch	14. k	21. k		7. chandelier

### 8 Comprehension Questions

1. Switzerland became a nation in 1291.
2. The Swiss people became enraged because the Hapsburgers oppressed them and taxed them very heavily.
3. The representatives swore allegiance to each other and decided to wage war to gain their freedom.
4. The Swiss people chose a democratic form of government.
5. Both countries waged war to gain their freedom and independence from kings who oppressed them and imposed very high taxes. Both countries chose a democratic form of government.

## Chapter 9

- 1b
- |                         |                         |                      |
|-------------------------|-------------------------|----------------------|
| 1. im <b>port</b> ant   | 8. <b>big</b> gest      | 15. <b>teach</b> er  |
| 2. <b>bas</b> ket       | 9. <b>day</b>           | 16. <b>af</b> ter    |
| 3. re <b>quire</b> ment | 10. <b>Eng</b> lish     | 17. pre <b>dict</b>  |
| 4. sup <b>ply</b>       | 11. de <b>pos</b> it    | 18. <b>fast</b>      |
| 5. <b>pi</b> lot        | 12. Sep <b>tem</b> ber  | 19. ra di o          |
| 6. ad <b>mire</b>       | 13. un der <b>stand</b> | 20. to <b>ma</b> to  |
| 7. <b>free</b> way      | 14. <b>art</b> ist      | 21. re <b>cov</b> er |

- 2 (top)
- |                        |                        |                             |
|------------------------|------------------------|-----------------------------|
| 1. <b>dol'</b> lar     | 9. ac <b>count'</b>    | 17. <b>mem'</b> ber         |
| 2. al <b>low'</b>      | 10. <b>free'</b> dom   | 18. um <b>brel'</b> la      |
| 3. <b>bi'</b> cy cle   | 11. <b>al'</b> bum     | 19. <b>vid'</b> e o         |
| 4. a <b>gree'</b>      | 12. per <b>fume'</b>   | 20. <b>bar'</b> be cue      |
| 5. <b>la'</b> bel      | 13. <b>li'</b> on      | 21. in ter <b>rupt'</b>     |
| 6. <b>skate'</b> board | 14. re <b>fer'</b> ral | 22. <b>buf'</b> fa lo       |
| 7. <b>mu'</b> sic      | 15. <b>trum'</b> pet   | 24. e lec <b>tron'</b> nics |
| 8. be <b>lieve'</b>    | 16. com <b>bine'</b>   | 24. <b>grand'</b> moth er   |

- Crossword Puzzle:
- |                |             |
|----------------|-------------|
| Across         | Down        |
| 1. grandmother | 1. umbrella |
| 2. perfume     | 2. barbecue |
| 3. believe     | 3. dollar   |
| 4. electronics | 4. referral |
| 5. bicycle     | 5. account  |
|                | 6. combine  |

- 3a (top) The underlined vowels say the schwa sound (ə).

- |               |                  |                 |                   |
|---------------|------------------|-----------------|-------------------|
| 1. chan' nel  | 6. vow' el       | 11. ab' sent    | 16. el' e phant   |
| 2. at tend'   | 7. a round'      | 12. sev' enth   | 17. sea' son al   |
| 3. moun' tain | 8. pen' cil      | 13. com plete'  | 18. un der stood' |
| 4. chil' dren | 9. strength' en  | 14. per' son al | 19. fish' er man  |
| 5. ad mire'   | 10. com mand' er | 15. thou' sand. | 20. A mer' i can  |

The schwa sound occurs in unaccented syllables.

- 3b (bottom)
- |            |            |              |               |
|------------|------------|--------------|---------------|
| 1. so' da  | 5. com' ma | 9. pan' da   | 13. stan' za  |
| 2. tu' na  | 6. del' ta | 10. scu' ba  | 14. piz' za   |
| 3. ex' tra | 7. i de' a | 11. a ro' ma | 15. dra' ma   |
| 4. par' ka | 8. so' fa  | 12. ar' e a  | 16. cam' er a |

- 4a (top)
- |                                     |  |
|-------------------------------------|--|
| 1. re- again, anew                  | a says the schwa sound. The accent falls on the base word. |
| 2. pre- before                      |  |
| 3. de- away from, down, opposite    |  |
| 4. pro- forward, for, supportive of |  |
| 5. co- together, with               |  |

- (middle)
- |             |                |                 |                  |
|-------------|----------------|-----------------|------------------|
| 1. car' pet | 4. cole' slaw  | 7. mush' room   | 10. wes' tern    |
| 2. mar' gin | 5. cam' er a   | 8. val' en tine | 11. sea' son     |
| 3. fel' low | 6. cal' en dar | 9. nar' row     | 12. por' cu pine |

## Chapter 9, page 2

4a cont. The accent falls on the first syllable in two and three syllable words.

- |                     |                     |                     |                      |
|---------------------|---------------------|---------------------|----------------------|
| 1. <u>a</u> bove'   | 4. <u>pro</u> long' | 7. <u>pro</u> duce' | 10. <u>de</u> lete'  |
| 2. <u>pre</u> vent' | 5. <u>re</u> ply'   | 8. <u>a</u> long'   | 11. <u>re</u> act'   |
| 3. <u>de</u> tect'  | 6. <u>a</u> miss'   | 9. <u>pre</u> dict' | 12. <u>pro</u> ceed' |

The accent falls on the base word in words with a prefix and a base word.  
(middle)

- |          |   |               |              |             |
|----------|---|---------------|--------------|-------------|
| 4b (top) | 1. nonsense   | 6. unexpected | distracted   | unfocused   |
|          | 2. dishonest  | 7. nonstop    | undefeated   | unbeaten    |
|          | 3. unarmed, disarmed                                  | 8. dislocate  | unfortunate  | unlucky     |
|          | 4. nonfat   | 9. uncertain  | disconnect   | unplug      |
|          | 5. discover, uncover                                  |               | disagreeable | unfriendly  |
| (middle) | <b>dis-</b> means <i>not, without, undo</i>           |               | unreachable  | unavailable |
|          | <b>un-</b> means <i>not, the opposite of, reverse</i> |               | disarray     | disorder    |
|          | <b>non-</b> <i>not</i>                                |               | uncertain    | unsure      |
|          |   |               | disagreement | dispute     |

(bottom) The accent falls on the base word when there is a prefix, base word, and suffix.  
The accent falls on the base word in words with a prefix and a base word.

5a (top) The prefix **in-** means *in, into, inside*

- |          |              |                  |              |               |
|----------|--------------|------------------|--------------|---------------|
| (middle) | 1. illegal   | 5. irresponsible | 1. commute   | 5. collect    |
|          | 2. imperfect | 6. immoral       | 2. correct   | 6. combine    |
|          | 3. incorrect | 7. inform        | 3. confuse   | 7. commit     |
|          | 4. irregular | 8. illogical     | 4. committee | 8. contribute |

**In-, im-, il-, and ir-** also mean **not**.

**Con-, com-, col-, and cor-** mean *together or with*. The **o** says the schwa sound.

- |          |            |              |
|----------|------------|--------------|
| (bottom) | 1. account | 5. appear    |
|          | 2. afford  | 6. allow     |
|          | 3. attract | 7. aggravate |
|          | 4. admire  | 8. assume    |

- |         |              |               |               |                 |
|---------|--------------|---------------|---------------|-----------------|
| 6 (top) | 1. hand' ful | 4. crowd' ed  | 7. frost' y   | 10. tall' est   |
|         | 2. teach' er | 5. camp' er   | 8. roast' ing | 11. sense' less |
|         | 3. part' ly  | 6. kind' ness | 9. po' ny     | 12. soft' en    |

The accent falls on the base word.

- |          |                  |                  |                   |
|----------|------------------|------------------|-------------------|
| (middle) | 1. in tense' ly  | 6. com plain' er | 11. pre serv' er  |
|          | 2. un fair' ness | 7. re gard' less | 12. non smok' ing |
|          | 3. pre tend' ed  | 8. pre pay' ment | 13. pre vent' ed  |
|          | 4. de fend' ing  | 9. com plete' ly | 14. im port' ed   |
|          | 5. at trac' tive | 10. un luck' y   | 15. un worth' y   |

The accent falls on the base word in words with a prefix, a base word, and a suffix.

- |          |             |             |              |             |
|----------|-------------|-------------|--------------|-------------|
| (bottom) | 1. thinking | 4. pulling  | 6. different | 9. bushy    |
|          | 2. away     | 5. shoulder | 7. helping   | 10. minding |
|          | 3. kitchen  |             | 8. meeting   |             |

## Chapter 9, page 3

- 7 (top) 1. con' duct, con duct' 4. sus pect', sus'pect 1. In verbs, the accent falls on the base word or the second syllable.  
2. per' mit, per mit' 5. pre' sent, pre sent' 2. In nouns, the accent falls on the prefix.  
3. in sult', in' sult 6. ob ject', ob' ject

- 8 1. The accent is on the first syllable in most two and three-syllable words.  
2. In words that have a prefix and a base word, the accent is on the base word.  
3. In words that have a base word and a suffix, the accent is on the base word. Most suffixes are not accented.  
4. In words that consist of a prefix, a base word, and a suffix, the accent falls on the base word.

All of the underlined vowels say the schwa sound. The unscrambled words are kindness, refund, and helpful.

- 9 (top) 1. voter 5. planning (middle) 1. **prof** it + ed, profited  
2. stomping 6. drummer 2. e **quip** + ed, equipped  
3. hopped 7. hiked 3. re **bel** + ing, rebelling  
4. hoped 8. strapping 4. em **bed** + ed, embedded  
5. de **vel** op+er, developer
6. **vis** it+ed, visited 10. **gal** lop+ing, galloping 15. com **pel**+ing, compelling  
7. per **mit**+ing, permitting 11. com **mit**+ed, committed 16. pro **pel**+er, propeller  
8. be **gin**+er beginner 12. **car** pet+ed, carpeted 17. **cred** it+ed, credited  
9. ad **mit**+ed, admitted 13. **lim** it+ing, limited 18. pre **fer**+ed, preferred  
14. oc **cur**+ed, occurred

### 10 Comprehension Questions

1. Walt helped the three riders by hauling their food and camping gear. When it was very hot, he would meet them at the top of mountains or passes to give them cool water. He also found motels or campgrounds.
2. The riders raised money for Hope Hospice.
3. The radio station KKIQ broadcast updates of their trip every Friday for the duration of the trip.
4. Riding through Nevada and Utah was difficult because it was very hot.
5. The Continental Divide is a ridge that separates rivers flowing in a westerly direction to the Pacific Ocean from those flowing in an easterly direction to the Atlantic Ocean or the Gulf of Mexico (Webster's New World Dictionary). (Give credit if students show any signs of comprehending this concept.)
6. Riding through Missouri and Kentucky was tough because of the constant up and down.
7. The three women rode 3,850 miles and raised \$ 10,000.

## Chapter 10

- 1 (top) 1. drummer 1. crabby 1. dampen 1. hottest 1. chatted 1. hoping  
2. shopper 2. hazy 3. ripen 2. finest 2. stepped 2. trying  
3. timer 3. trendy 4. flatten 3. slimmest 3. lifted 3. flying  
4. blender 4. rosy 5. spoken 4. strongest 4. scraped 4. quoting

- (bottom) 1. slip 5. swim 9. fog 13. chat  
2. cute 6. price 10. strut 14. wave  
3. shake 7. rot 11. red 15. bump  
4. chop 8. slice 12. shine 16. shake

- 2 (top) 1. drop 4. pack 7. book 10. star These suffixes mean *a small amount of*.  
2. ring 5. snip 8. leaf 11. cover  
3. helm 6. cabin 9. lock 12. wave

- (middle) 1. rocket 4. market 7. bucket 10. bonnet  
2. pockets 5. racket 8. hatchet 11. budget  
3. ticket 6. basket 9. blanket 12. carpet

### 3. Across

1. straightened 5. leakiest  
2. happening 6. entered  
3. oxygen 7. droplet  
4. shiny 8. recovery

### Down

1. quietest 5. banners  
2. locket 6. kitten  
3. toughen 7. early  
4. steepest 8. emboldened

- 4a (top) 1. happier, happiest 6. prettier, prettiest 1. busy 6. sun  
2. trickier, trickiest 7. funnier, funniest 2. tiny 7. rain  
3. angrier, angriest 8. bulkier, bulkiest 3. early 8. spice  
4. juicier, juiciest 9. luckier, luckiest 4. empty 9. fog  
5. grayer, grayest 10. sloppier, sloppiest 5. fancy 10. smoke

- (bottom) 1. pries, pried, prying  
2. denies, denied, denying  
3. dries, dried, drying  
4. replies, replied, replying  
5. tries, tried, trying

- 5a (middle) 1. ən 6. ər 11. ən 1. advisor 5. narrator 1. major 5. liberator  
2. ər 7. ər 12. ər 2. prison 6. sugar 2. supervisor 6. circular  
3. ər 8. ən 13. ər 3. calendar 7. visitor 3. honor 7. veteran  
4. ən 9. ər 14. ən 4. treason 8. canyon 4. urban 8. uncommon  
5. ər 10. ən 15. ər

- 5c 1. warrior ēər 6. custodian ēən  
2. librarian ēən 7. guardian ēən  
3. historian ēən 8. exterior ēər  
4. interior ēər 9. champion ēən  
5. comedian ēən 10. superior ēər  
6. scorpion ēən 11. Canadian ēən

## Chapter 10, page 2

5c (bottom)	ar/or = əɹ regular grammar popular instructor conductor	-iar/-ior = ēəɹ warrior interior ulterior anterior	-ion/-ian = ēən median equestrian vegetarian pedestrian amphibian
-------------	--	--	--

- 6 (top)
- |                       |                          |                        |                           |
|-----------------------|--------------------------|------------------------|---------------------------|
| 1. <b>car'</b> pet    | 5. <b>bas'</b> ket ball  | 9. <b>free'</b> hand   | 13. <b>gadg'</b> et       |
| 2. <b>al'</b> ler gy  | 6. <b>loos'</b> en       | 10. <b>trav'</b> el er | 14. <b>flow'</b> ers      |
| 3. <b>gold'</b> en    | 7. <b>tall'</b> est      | 11. <b>brace'</b> let  | 15. <b>noise'</b> less ly |
| 4. <b>fol'</b> low er | 8. <b>stock'</b> bro ker | 15. <b>brave'</b> er y | 16. <b>bar'</b> be cue    |

The accent falls on the first syllable.

- |                      |                      |                       |
|----------------------|----------------------|-----------------------|
| 1. de <b>scend'</b>  | 5. pre <b>serve'</b> | 9. in <b>tact'</b>    |
| 2. un <b>sure'</b>   | 6. re <b>port'</b>   | 10. mis <b>spell'</b> |
| 3. pro <b>claim'</b> | 7. con <b>nect'</b>  | 11. im <b>pose'</b>   |
| 4. dis <b>arm'</b>   | 8. em <b>ploy'</b>   | 12. e <b>rase'</b>    |

The accent falls on the base word.

- |                        |                         |                          |
|------------------------|-------------------------|--------------------------|
| 1. re <b>cord'</b> er  | 5. un <b>like'</b> ly   | 9. col <b>lec'</b> tor   |
| 2. im <b>plant'</b> ed | 6. mis <b>tak'</b> en   | 10. ac <b>count'</b> ing |
| 3. un <b>pack'</b> ing | 7. im <b>poss'</b> ible | 11. a <b>gen'</b> da     |
| 4. pre <b>vent'</b> ed | 8. en <b>count'</b> er  | 12. de <b>light'</b> ed  |

The accent falls on the base word.

- 8b (top)
- |                |                |                 |                  |
|----------------|----------------|-----------------|------------------|
| 1. troublesome | 4. threesome   | 7. likelihood   | 10. parenthood   |
| 2. wholesome   | 5. worrisome   | 8. womanhood    | 11. livelihood   |
| 3. bothersome  | 6. meddlesome  | 9. brotherhood. | 12. neighborhood |
| 13. forcefully | 18. personally | 23. snobbish    | 27. sluggish     |
| 14. angrily    | 19. luckily    | 24. babyish     | 28. stylish      |
| 15. probably   | 20. possibly   | 25. grayish     | 29. ticklish     |
| 16. happily    | 21. incredibly | 26. Scottish    | 30. boyish       |
| 17. carefully  | 22. legally    |                 |                  |

- 9b (top)
- |                 |                 |               |              |
|-----------------|-----------------|---------------|--------------|
| 1. partnership  | 5. hardship     | 9. forward    | 13. upward   |
| 2. friendship   | 6. penmanship   | 10. downward  | 14. homeward |
| 3. censorship   | 7. guardianship | 11. afterward | 15. outward  |
| 4. membership   | 8. scholarship  | 12. backward  | 16. wayward  |
| 17. freedom     | 21. stardom     | 25. slug      | 30. greed    |
| 18. boredom     | 22. kingdom     | 26. clan      | 31. plenty   |
| 19. queendom    | 23. chiefdom    | 27. silly     | 32. penny    |
| 20. principedom | 24. dukedom     | 28. live      | 33. sister   |
|                 |                 | 29. play      | 23. equal    |

- 11a
- |                                   |   |
|-----------------------------------|---|
| 1. nā'-tion-hood (op-s-s)         | 7. frēē'-dom (vv-s)                                   |
| 2. mēm'-ber-ship (cl-rc-s)        | 8. un-whōlē'-some (pref-vce-s)                        |
| 3. fool'-ish-ness (d-s-s)         | 9. thānk'-ful-ness (cl-s-s)                           |
| 4. awk'-ward-ly (d-s-s)           | 10. re-lā'-tion-ship (pref-op-s-s)                    |
| 5. mēān'-ing-less-ness (vv-s-s-s) | 11. sēlf'-ish-ness (cl-s-s) keep the base word intact |
| 6. re-spēct'-ful-ly (pref-cl-s-s) | 12. mēd'-dlē-some (cl-cle-s)                          |

## Chapter 10, page 3

11a (bottom) usually, cheerful, lovely, sadness, hopeless dreadful, quickly, neighborhood, afterwards, fortunately, handsome, instantly, happily

12	Across:	1. forgiveness	Down:	1. noiselessly
		2. falsehood		2. gracefully
		3. masterful		3. tenderness
		4. frequently		4. quarrelsome
		5. accomplish		5. indirectly
		6. boyhood		6. workmanship
		7. distrustful		

14	base word	pref	suf	suf	base word	pref	suf	suf
	1. <b>yellow</b>		ish		10. <b>strength</b>		en	ing
	2. <b>lead</b>		er	ship	11. <b>wild</b>		er	ness
	3. <b>order</b>	dis	ly		12. <b>perfect</b>	im	ly	
	4. <b>success</b>	un	ful	ly	13. <b>own</b>		er	ship
	5. <b>for</b>		ward	ness	14. <b>care</b>		less	ness
	6. <b>mother</b>		hood		15. <b>grace</b>	dis	ful	ly
	7. <b>smoke</b>	non	ing		16. <b>wise</b>		dom	
	8. <b>light</b>	de	ful		17. <b>child</b>		hood	
	9. <b>chief</b>		dom		18. <b>lone</b>		some	ness

### 15 Comprehension Questions

1. The term sound/symbol correspondence means that one letter stands for one sound. It also means that words are written the way they sound.
2. The Angles, Jutes, and Saxons conquered England in the 5<sup>th</sup> century A.D.
3. The conquerors came from the area of today's Germany and spoke Old German.
4. The Vikings conquered England in 1013 A.D. They spoke Danish.
5. William the Conqueror conquered England in the year 1066.
6. The new king and his followers spoke French.
7. Anglo-Saxon (also give credit for Old English) and French became all mixed up.
8. We have to learn spelling rules from these five languages: Anglo-Saxon (or old German), Danish, French, Greek, and Latin.



## Chapter 11

- 1b (top)
- |             |                 |               |                |
|-------------|-----------------|---------------|----------------|
| 1. garment  | 5. scientist    | 9. investment | 1. Department  |
| 2. organic  | 6. plastic      | 10. soloist   | 2. aerobic     |
| 3. organist | 7. announcement | 11. economic  | 3. violinist   |
| 4. pavement | 8. static       | 12. economist | 4. enforcement |
- 1c (top)
- |             |                |              |                 |
|-------------|----------------|--------------|-----------------|
| 1. scenic   | 1. adjustment  | 1. stylist   | 6. erratic      |
| 2. academic | 2. government  | 2. flutist   | 7. measurements |
| 3. heroic   | 3. enjoyment   | 3. botanist  |                 |
| 4. basic    | 4. replacement | 4. therapist |                 |
| 5. economic | 5. appointment |              |                 |

1. **pun** ish ment 3. **pay** ment 5. **or** na ment 7. de **rail** ment 9. co **mit** ment  
 2. **gov** ern ment 4. **state** ment 6. **ar** gu ment 8. in **vest** ment 10. de **vel** op ment  
 The accent falls on the first syllable. In words with a prefix, base word, and a suffix, the accent is on the base word.

1. **den** tist 3. **tour** ist 5. **ter** ror ist 7. **sci** en tist 9. re **serv** ist  
 2. **hy** gien ist 4. **fi** nal ist 6. **op** ti mist 8. **or** gan ist 10. de **feat** ist  
 The accent falls on the first syllable. In words with a prefix, a base word, and a suffix, the accent is on the base word.

1. re **pub** lic 3. a **tom** ic 5. dra **mat** ic 7. bar **bar** ic 9. O **lym** pics  
 2. e **las** tic 4. **fab** ric 6. vol **can** ic 8. me **chan** ic 10. **pan** ic  
 The accent falls on the syllable directly before **-ic**.

- 2b
- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. vigorous and strenuous         | 6. jealous and envious           |
| 2. nervous and anxious            | 7. <b>gorgeous</b> and glamorous |
| 3. hilarious and humorous         | 8. boisterous and rambunctious   |
| 4. hazardous and <b>dangerous</b> | 9. venomous and poisonous        |
| 5. treasonous and traitorous      | 10. fabulous and tremendous      |
- The two words with soft **g** are gorgeous and dangerous.

- 2c
- The vowels before **-ous** are long.
- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. contemptuous <b>choo-əs</b> | 7. incredulous <b>jə-ləs</b>    |
| 2. virtuous <b>choo-əs</b>     | 8. tortuous <b>choo-əs</b>      |
| 3. deciduous <b>joo-əs</b>     | 9. sumptuous <b>choo-əs</b>     |
| 4. tumultuous <b>choo-əs</b>   | 10. obnoxious <b>shəs</b>       |
| 5. assiduous <b>joo-əs</b>     | 11. arduous <b>joo-əs</b>       |
| 6. anxious <b>shəs</b>         | 12. presumptuous <b>choo-əs</b> |
- The accent falls on the syllable before e, u, tu, du, and xi.

- 2d (top)
- The accent falls on the syllable before the connective **i**.
- |             |             |             |             |            |              |
|-------------|-------------|-------------|-------------|------------|--------------|
| <b>ē-əm</b> | <b>ē-əs</b> | <b>ē-ən</b> | <b>ē-ər</b> | <b>ē-ə</b> | <b>ē-āte</b> |
| stadium     | various     | librarian   | warrior     | bacteria   | mediate      |
| premium     | curious     | guardian    | interior    | criteria   | associate    |
| aquarium    | victorious  | median      | superior    | suburbia   | abbreviate   |
| gymnasium   | mysterious  | comedian    | exterior    | media      | radiate      |

- 3b (top)
- |                         |                        |
|-------------------------|------------------------|
| 1. limousine, gasoline  | 3. routine, trampoline |
| 2. nectarine, tangerine | 4. feminine, masculine |
- (middle)
- |                        |                            |
|------------------------|----------------------------|
| 5. margarine, sardines | 7. magazine, caffeine      |
| 6. engine, machine     | 8. Antihistamine, medicine |

Across: 1. determined 2. submarine 3. discipline 4. adrenaline 5. pristine 6. destined  
 Down: 1. examine 2. imagine 3. famine

## Chapter 11, page 2

- 4b (top) 1. justify 6. purify (middle) 1. class 6. false  
 2. fortify 7. notify 2. horror 7. simple  
 3. modify 8. testify 3. beauty 8. sign  
 4. typify 9. humidify 4. solid 9. syllable  
 5. diversify 10. intensify 5. person 10. example

- (bottom) 1. unified, unifying 4. terrified, terrifying  
 2. satisfied, satisfying 5. specified, specifying  
 3. certified, certifying 6. gratified, gratifying

- 5b (top) 1. chər 6. zhər 11. shər (middle) 1. yər  
 2. chər 7. chər 12. zhər 2. chər  
 3. shər 8. zhər 13. chər 3. yər  
 4. zhər 9. chər 14. chər 4. yər  
 5. chər 10. chər 15. zhər 5. chər

- 6b -age says ij.  
 double cons. 2 diff. cons. r.c. diphthong/digraph  
 cottage villages advantage storage sausages  
 luggage message salvaged coverage footage  
 cabbage rummage percentage average  
 beverage

Exceptions: damage, manage, savage

- 6c 1. damage, salvaged, coverage 5. advantage (bottom) 1. entourage  
 2. sausages, cabbage 6. shortage, villages 2. garage  
 3. message, luggage 7. rummage, storage 3. camouflage  
 4. percentage, discouraged 8. seepage, drainage 4. corsage

- 6d (top) 1. **fa** mous 4. **poi** son ous 7. un **gen** er ous  
 2. **se** ri ous 5. **cour** te ous 8. con **spic** u ous  
 3. **ner** v ous 6. **en** vi ous 9. con **tin** u ous  
 1. **hos** tage 4. **bev** er age 7. dis **cour** age  
 2. **bro** ker age 5. **pil** grim-age 8. mis **man** age  
 3. **lan** guage 6. **bag** age 9. re **pack** age  
 1. **nur** ture 4. **per** jure 7. de **par** ture  
 2. **cul** ture 5. **treas** ure 8. dis **clo** sure  
 3. **sig** na ture 6. **fur** ni ture 9. re **cap** ture

The accent falls on the first syllable. When a word has a prefix and a base word, the accent falls on the base word. When a word has a prefix, a base word, and a suffix, the accent falls on the base word.

1. pro **cure** 3. se **cure** 5. en **dure** 7. ma **ture**  
 2. ob **scure** 4. in **sure** 6. bro **chure** (bro shoor)

The accent falls on the second syllable

1. **clar** i fy' 3. **mag** ni fy' 5. **tes** ti fy' 7. **cer** ti fy'  
 2. **sat** is fy' 4. **u** ni fy' 6. **am** pli fy' 8. **mod** i fy'

The primary accent is on the first syllable. The secondary accent is on the suffix **-fy**.

## Chapter 11, page 3

7b (top) The suffixes –able and –ible say əble.

in any order: unbreakable, undeniable, unusable, unreliable, disposable,  
disagreeable, immovable, inexcusable

(middle) in any order: indigestible, inflexible, irresponsible, irresistible

(bottom)

1. digest	4. dispense	7. reverse/verse	10. permit
2. afford/ford	5. control	8. deduct/duct	11. flame
3. forgive/give	6. redeem/deem	9. destroy	12. divide

7d **Across:**

1. avoidable	5. portable	<b>Down:</b> 1. available	5. convertible
2. noticeable	6. terrible	2. impossible	6. sensible
3. reversible	7. adorable	3. enjoyable	7. treatable
4. incapable	8. eligible	4. achievable	8. edible

8b (top) The suffixes –tion and –cian say shən.

1. promote	6. pollute	10. distribute	15. erupt
2. audit	7. illustrate	11. direct	16. electric
3. locate	8. exhibit	12. except	17. music
4. contribute	9. devote	13. protect	18. magic
5. edit		14. instruct	

(middle) 1. The vowel **i** is short before –tion. 2. The vowels **a**, **o**, and **u** are long before –tion.  
3. The vowel **i** comes before –cian; it is short. 4. a person who performs a certain job or profession.

1. election	6. correction	1. examination
2. education	7. prevention	2. organization
3. interruption	8. irritation	3. reservation
4. collection	9. reflection	4. admiration
5. donation	10. frustration	5. preparation
		6. combination

9b (top) The suffix –sion usually says zhən. Sometimes it can also say shən.

1. reaction	6. substitution	1. The <b>i</b> is short.
2. division	7. supervise	2. The vowels <b>a</b> , <b>o</b> , and <b>u</b> are long.
3. operation	8. persuasion	3. In verbs, the ending letters <b>d</b> , <b>de</b> , and <b>se</b> need to be dropped before –sion is added.
4. invasion	9. graduation	4. Verbs that end in <b>t</b> or <b>te</b> go to –tion.
5. decision	10. confusion	

(bottom) 1. suspend 5. comprehend 1. These word endings go to –sion: **d**, **de**, **se**, **l**  
2. extend 6. expel 2. The consonants **n** and **l** usually come before  
3. expand 7. compel –sion when it says **shən**.  
4. apprehend 8. repel 3. The accent falls on the syllable before –tion and –sion.

10b (top) The word ending ssion is pronounced shən. The suffixes –tion, –cian, and sometimes –sion also say shən.

7. transmission	11. discussion	(bottom)
8. submission	12. depression	3. procession 5. secession
9. omission	13. confession	4. concession 6. intercession
10. expression		

The second syllables that go to ssion are **mit**, **cede**, and **ceed**.

The last two letters are **ss**.

The vowel changes from long **e** to short **e**.

## Chapter 11, page 4

10d (top) The suffix **-ous** says **əs**. They say **sh**. The accent falls on the syllable before **ci** and **ti**.

- (middle)
- |                               |                           |
|-------------------------------|---------------------------|
| 1. delicious, nutritious      | 4. cautious, infectious   |
| 2. obnoxious and rambunctious | 5. suspicious, fictitious |
| 3. predacious and ferocious   | 6. superstitious          |
|                               | 7. gracious               |

- |     |                        |                          |                           |                            |
|-----|------------------------|--------------------------|---------------------------|----------------------------|
| 10e | 1. di <b>vi</b> sion   | 6. grad u <b>a</b> tion  | 11. an i <b>ma</b> tion   | 16. mu <b>si</b> cian      |
|     | 2. <b>el</b> i gi ble  | 7. <b>man</b> age able   | 12. <b>flex</b> ible      | 17. <b>per</b> ish able    |
|     | 3. <b>char</b> i table | 8. pos <b>ses</b> sion   | 13. <b>prof</b> it able   | 18. <b>cred</b> ible       |
|     | 4. ag <b>gres</b> sion | 9. leg is <b>la</b> tion | 14. <b>dam</b> age able   | 19. con ver <b>sa</b> tion |
|     | 5. <b>pos</b> sible    | 10. <b>meas</b> ur able  | 15. e lec <b>tri</b> cian | 20. ex <b>plo</b> sion     |

Table:

division	animation	eligible	flexible
aggression	electrician	charitable	profitable
graduation	musician	possible	damageable
possession	conversation	manageable	perishable
legislation	explosion	measurable	credible

Words with the suffixes **-ic**, **-tion**, **-cian**, **-sion**, and **s-sion** follow the rule: the syllable directly before the suffix is accented:

In words with the suffixes **-able** and **-ible**, the first syllable is accented. If there is a prefix the base word/root is accented.

12 Crossword puzzle:

Across:

1. continuation
2. generosity
3. justify
4. determine
5. departure
6. professional
7. drainage
8. scientific

Down:

1. indispensable
2. depression
3. suspicious
4. government
5. physician
6. pharmacist
7. hydration

- |    |                           |                             |                             |
|----|---------------------------|-----------------------------|-----------------------------|
| 13 | 1. equalize, equalizer    | 1. classify, classification | 1. package, packaging       |
|    | 2. organize, organizer    | 2. notify, notification     | 2. nervous, nervousness     |
|    | 3. digitize, digitizer    | 3. falsify, falsification   | 3. pleasure, pleasurable    |
|    | 4. vaporize, vaporizer    | 4. justify, justification   | 4. profitable, profitably   |
|    | 5. moisture, moisturizer  | 5. purify, purification     | 5. remarkable, remarkably   |
|    | 6. pressure, pressurizing | 6. fortify, fortification   | 6. continuous, continuously |
|    |                           |                             | 7. bandage, bandaging       |

- |     |                |                 |            |            |
|-----|----------------|-----------------|------------|------------|
| 14a | 1. unbreakable | 6. determine    | Across:    | Down:      |
|     | 2. department  | 7. percentage   | 1. extreme | 1. deny    |
|     | 3. enormous    | 8. information  | 2. favor   | 2. therapy |
|     | 4. reaction    | 9. enjoyable    | 3. range   | 3. serve   |
|     | 5. prepackage  | 10. enjoyment   | 4. satisfy | 4. form    |
|     |                | 11. comfortable |            |            |

## Chapter 11, page 5

- 14b **ti** and **ci** say sh.
- |                |               |             |                     |
|----------------|---------------|-------------|---------------------|
| 1. gracious    | 6. potential  | 1. electric | 6. music            |
| 2. infectious  | 7. partial    | 2. part     | 7. protect          |
| 3. malicious   | 8. official   | 3. discuss  | 8. politics         |
| 4. spacious    | 9. financial  | 4. face     | 9. press or impress |
| 5. contentious | 5. commercial | 5. operate  | 10. repeat          |

Unscrambled words: construction, especially

- 15a (bottom)
- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. itemize, itemization       | 6. polarize, polarization       |
| 2. capitalize, capitalization | 7. hospitalize, hospitalization |
| 3. realize, realization       | 8. categorize, categorization   |
| 4. memorize, memorization     | 9. specialize, specialization   |
| 5. authorize, authorization   | 10. organize, organization      |

15b

	root word	prefix	suffix	suffix
1. deductible	duct	de	ible	
2. reauthorization	author	re	ize	a-tion
3. nectarine	nectar		ine	
4. dehumidify	humid	de	ify	
5. unglamorous	glamor	un	ous	
6. inaccessible	access	in	ible	
7. socialization	social		ize	a-tion
8. mismanagement	man	mis	age	ment
9. dishonorably	honor	dis	able	ly
10. undemocratic	democrat	un	ic	
11. mountainous	mountain		ous	
12. nonperishable	perish	non	able	
13. artistic	art		ist	ic
14. postage	post		age	
15. nonpoisonous	poison	non	ous	
16. disagreement	agree	dis	ment	
17. unspeakably	speak	un	able	ly
18. unrealistic	real	un	ist	ic

Grade somewhat flexibly. Give credit if students show thoughtful answers.

### 16 Comprehension Questions

- The trekkers decided to visit Nepal over winter vacation because they wanted to avoid the monsoon rains.
- It was quiet in Lukla because there are now roads, therefore, there was no traffic noise of any kind.
- The symptoms of altitude sickness are: headache, nausea, racing pulse/pounding heart.
- The trekkers learned about Nepalese culture, religion, and geography.
- Nuru's friends and relatives invited the trekkers into their homes for tea or to spend the night.
- The trekkers reached an altitude of 18,192 ft (5545 meters).
- The trekkers shared their culture with the Nepalese at Christmas.
- The trekkers felt enriched by the beauty of Nepal and the new experiences they had. They also missed the company of their new friends.

## Chapter 12

- 1b (top) 1. personal 5. seasonal 9. marginal 13. approval  
 2. **original** 6. **signal** 10. **colonial** 14. cultural  
 3. proposal 7. **natural** 11. global 15. rehearsal  
 4. arrival 8. denial 12. **memorial** 16. optional

- (bottom) 1. clerical 4. structural 7. radical  
 2. emotional 5. national 8. fictional  
 3. mythical 6. natural 9. agricultural 10. classical

- 1c (top) The combinations **ti** and **ci** say **sh**. 1. initials 4. official 7. facial  
 The combinations **tial** and **cial** say **shəl**. 2. impartial 5. financial 8. social  
 3. special 6. potential 9. crucial

The accent falls on the syllable before **cial** and **tial**.

- (bottom) 1. mūchooəl 4. spīrīchooəl 7. grājooəllē Grade 1-9 flexibly. Also accept  
 2. vīshooəl 5. ūnūshooəl 8. fāchchooəl chū for choo and jū for joo.  
 3. īndīvijooəl 6. ācchooəly 9. hābīchooəl

The **i** is short when it precedes **tu**, **su**, and **du**.

- 2b (top) 1. active 5. objective (middle) 1. explode 5. divide  
 2. effective 6. attractive 2. include 6. decide  
 3. secretive 7. creative 3. defend 7. offend  
 4. expensive 8. assertive 4. corrode 8. conclude

The letters **si**ve change to **d**. When the last syllable has a **vce** pattern, they change to **de**.

- (bottom) 1. detect, detection, detectable 4. relate, relation, relatable  
 2. elect, election, electable 5. predict, prediction, predictable  
 3. collect, collection, collectable 6. prevent, prevention, preventable  
 The word **pass** can attach all of the suffixes.

- 3b 1. quantity 5. security 9. Familiarity 13. Immunity  
 2. Necessity 6. publicity 10. formality 14. Curiosity  
 3. majority 7. Opportunity 11. maternity 15. density  
 4. identity 8. popularity 12. eternity

The accent falls on the syllable directly before **-ity**. qualities, opportunities, necessities

- 3c (top) Base Word Suffix Suffix Base Word Suffix Suffix  
 1. form al ity 7. person al ity  
 2. act ive ity 8. create ive ity  
 3. norm al ity 9. music al ity  
 4. common al ity 10. exclude ive ity  
 5. impulse ive ity 11. object ive ity  
 6. origin al ity 12. universe al ity

(bottom) activities, facilities, formalities, quantities  
 critical, mentality, captivity, medical, sensitivity  
 festivity, vertical, generality, classical, passivity

- 3e (middle) 1. capability 6. legibility (bottom) 1. social 6. deduct/duct  
 2. feasibility 7. livability 2. employ 7. apply  
 3. plausibility 8. portability 3. sense 8. irritate  
 4. availability 9. reliability 4. vary  
 5. eligibility 10. vulnerability 5. admit

The accent falls on the first syllable in words that end in **-able** and **-ible**. The accent falls on **bil** in words that end in **-ability** or **-ibility**; or the accent falls on the syllable before **-ity**.



Chapter 12, page 3

- 8c The other suffixes that say **ənt** are **–ent**, **–ence**.
- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. radiate, radiant, radiance    | 6. defy, defiant, defiance        |
| 2. tolerate, tolerant, tolerance | 7. attend, attendant, attendance  |
| 3. dominate, dominant, dominance | 8. ignore, ignorant, ignorance    |
| 4. comply, compliant, compliance | 9. resist, resistant, resistance  |
| 5. rely, reliant, reliance       | 10. import, important, importance |

The letter **i** says the long **e** sound.

- |          |                          |                            |                          |                             |
|----------|--------------------------|----------------------------|--------------------------|-----------------------------|
| (bottom) | <sup>ē</sup> 1. radiant  | <sup>ē</sup> 4. variant    | <sup>ē</sup> 7. ambiance | <sup>ē</sup> 10. experience |
|          | <sup>ē</sup> 2. nutrient | <sup>ē</sup> 5. ingredient | <sup>ē</sup> 8. orient   | <sup>ē</sup> 11. obedient   |
|          | <sup>ē</sup> 3. variance | <sup>ē</sup> 6. recipient  | <sup>ē</sup> 9. audience | <sup>ē</sup> 12. obedience  |

- 8e (top) 1. hydrant, hydration 2. reliant, reliance 3. informant, information  
 4. variant, variance, variation  
 5. assistant, assistance 6. irritant, irritation 7. occupant, occupancy, occupation  
 8. vacant, vacancy, vacation 9. consultant, consultancy, consultation  
 10. hesitant, hesitancy, hesitation 11. observant, observance, observation

- (bottom) 1. vacancy 4. evidence 7. confidence  
 2. fluency 5. distance 8. tolerance  
 3. silence 6. urgency 9. emergency

8f **c** says **s** when followed by: **e**, **i**, **y**; **g** says **j** when followed by **e**, **i**, **y**

- |       |                               |                             |                                 |                                   |
|-------|-------------------------------|-----------------------------|---------------------------------|-----------------------------------|
| (top) | <sup>s</sup> 1. florescent    | <sup>j</sup> 5. detergent   | <sup>g</sup> 9. significance    | <sup>s</sup> 13. recent           |
|       | <sup>k s</sup> 2. vacancy     | <sup>ks</sup> 6. accent     | <sup>ks s</sup> 10. acceptance  | <sup>g s s</sup> 14. magnificence |
|       | <sup>k j s</sup> 3. applicant | <sup>j s</sup> 7. urgency   | <sup>s</sup> 11. adolescent     | <sup>s</sup> 15. reminiscent      |
|       | <sup>g j</sup> 4. negligent   | <sup>s s</sup> 8. innocence | <sup>g s</sup> 12. extravagance | <sup>s</sup> 16. frequency        |

Use **–ant/–ance/–ancy** after hard **c** and **g**. Use **–ent/–ence/–ency** after soft **c** and **g**.

**Across:** 1. detergent 2. applicant 3. innocence 4. recent 5. adolescent

**Down:** 1. magnificence 2. vacancy 3. significance 4. urgency 5. accent

9. A) 1. **stu** dent 2. **dom** i nant 3. **ev** id ence 4. **am** bul ance 5. **fre** quen cy  
 Accent the first syllable in words with the suffixes **–ent/–ence/–ency** and **–ant/–ance/–ancy**.
- B) 1. de **ter** gent 2. in **tol** er ant 3. de **fi** ance 4. in **sis** tence 5. con **sis** ten cy  
 When there is a prefix, a base word, and a suffix, the base word is accented.
- C) 1. **gen** er al 2. **dig** i tal 3. **cap** i tal 4. **hos** pi tal 5. **per** son al  
 Accent the first syllable in words with the suffix **–al**.
- D) 1. non **ver** bal 2. re **ver** sal 3. dis **loy** al 4. re **fer** ral 5. ap **prov** al  
 When there is a prefix, a base word, and a suffix, the base word is accented.
- E) 1. **se** cre tive 2. **rel** a tive 3. **neg** a tive 4. **pos** i tive 5. **dec** o ra tive  
 Accent the first syllable in words with the suffix **–ive**.
- F) 1. pro **tec** tive 2. dis **rup** tive 3. con **clu** sive 4. im **press** ive 5. pre **dic** tive  
 When there is a prefix, a base word, and a suffix, the base word is accented.



## Chapter 12, page 4

- 11 (top)
- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. collect, collective, collectively | 5. create, creative, creativity |
| 2. product, productive, productivity | 6. class, classic, classical    |
| 3. urge, urgent, urgently            | 7. pass, passive, passivity     |
| 4. margin, marginal, marginally      |                                 |

**Across:** 1. ignorance 2. temporary 3. universal 4. dependent 5. voluntary  
**Down:** 1. secretive 2. formality 3. reference

- 12a (top)
- |            |              |                        |
|------------|--------------|------------------------|
| 1. sign    | 6. deceive   | 11. clear              |
| 2. prefer  | 7. recognize | 12. suffice            |
| 3. horizon | 8. nation    | 13. product or produce |
| 4. vision  | 9. circle    | 14. repeat             |
| 5. receive | 10. please   | 15. comprehend         |
- Unscrambling 1. salary 2. president

- 13 (top) When **-ic** is followed by **-ity**, the **c** says **s**.

- |          |                |                 |                                 |
|----------|----------------|-----------------|---------------------------------|
| (bottom) | 1. cavity      | 7. residency    | (bottom)                        |
|          | 2. security    | 8. protective   | 1. authorize, authorization     |
|          | 3. sanity      | 9. directory    | 2. memorize, memorization       |
|          | 4. gravity     | 10. secondary   | 3. hospitalize, hospitalization |
|          | 5. publicity   | 11. reliability | 4. specialize, specialization   |
|          | 6. electricity | 12. typical     |                                 |

- 14
- |             |          |        |        |             |        |        |        |
|-------------|----------|--------|--------|-------------|--------|--------|--------|
| base word   | prefix   | suffix | suffix | base word   | prefix | suffix | suffix |
| 1. pulse    | im       | ive    | ity    | 9. expense  | in     | ive    | ly     |
| 2. odor     | de       | ant    |        | 10. suit    | un     | able   |        |
| 3. respond  | un       | ive    | ness   | 11. product | non    | ive    |        |
| 4. appear   | dis      | ance   |        | 12. depend  | in     | ent    | ly     |
| 5. secure   | in       | ity    |        | 13. nature  | un     | al     | ly     |
| 6. serve    | con      | ancy   |        | 14. person  | al     | ity    |        |
| 7. accurate | in       | cy     |        | 15. accept  | ance   |        |        |
| 8. observe  | non      | ant    |        |             |        |        |        |
| or serve    | non, ob, | ant    |        |             |        |        |        |
- 
- |                       |                       |
|-----------------------|-----------------------|
| 1. i, define          | 5. i, confide         |
| 2. o, port, transport | 6. i, reside          |
| 3. i, combine         | 7. a, narrate         |
| 4. a, regulate        | 8. o, form, transform |

### 15 Comprehension Questions

- The group had to descend before nightfall because Herb dropped his pack and had no survival gear.
- Cecil-Anne fell because a foothold broke off.
- Cecil-Anne stayed on top of Mt. Whitney because her foot was broken and she couldn't walk.
- She put on her down jacket, wrapped John's down jacket around her legs, and did arm exercises.
- The mysterious person was a ranger.
- The ranger had brought a sleeping bag for Cecil-Anne and made tea and soup for her.
- A helicopter came to rescue Cecil-Anne.

## Chapter 13

1 Students will circle the prefixes and suffixes; they are shown in bold letters on the answer key.

		base words		base words
1. <b>p</b> rehistoric	history	8. <b>p</b> repackage	pack	
2. <b>u</b> nusable	use	9. <b>i</b> mpulsive	pulse	
3. <b>m</b> istaken	take	10. <b>m</b> isgivings	give	
4. <b>d</b> isagreement	agree	11. <b>c</b> ontributor	tribute	
5. <b>u</b> nnoticeable	notice	12. <b>d</b> epartment	part	
6. <b>i</b> ndifferent	differ	13. <b>a</b> waken	wake	
7. <b>r</b> eplaceable	place	14. <b>n</b> onsensical	sense	

	base words	meaning of prefixes	base words		
2	1. <b>n</b> onfat	fat	<b>a-</b> <i>on, in</i>	10. <b>u</b> nfocused	focus
	2. <b>u</b> nsafe	safe	<b>non-</b> <i>not</i>	11. <b>a</b> waiting	wait
	3. <b>d</b> isprove	prove	<b>un-</b> <i>not, opposite, reverse</i>	12. <b>r</b> efreshments	fresh
	4. <b>r</b> esupply	supply	<b>dis-</b> <i>not, without, undo</i>	13. <b>d</b> issolve	solve
	5. <b>d</b> isorder	order	<b>re-</b> <i>again, anew</i>	14. <b>r</b> eorder	order
	6. <b>u</b> nhealthy	health		15. <b>u</b> nfinished	finish
	7. <b>d</b> isplease	please		16. <b>d</b> isbelieve	believe
	8. <b>r</b> eplacement,	place		17. <b>a</b> partment	part
	9. <b>n</b> ondairy	dairy			

3a Responses will vary. For your convenience, possible word choices are listed in Note to Instructor. See worksheets for definitions.

3b	1. antiaircraft	6. supervisor	11. counterfeit	16. propeller
	2. deodorant	7. translate	12. devalue	17. transmission
	3. midday	8. proceed	13. evacuate	18. extreme
	4. predict	9. precede	14. supertanker	
	5. misbehave	10. misplace	15. antibiotic	

3c	<b>Across</b>	1. midtown	<b>Down:</b>	1. mistrust
		2. prefabricate		2. progress
		3. transatlantic		3. counteract
		4. antifreeze		4. transcript
		5. mistreatment		5. deleted
		6. supersonic		6. defender
		7. exporter		7. excommunicate

4b	1. bilingual	5. trilingual	9. kilometer	1 uni	$\frac{1}{1000}$ milli	$\frac{1}{2}$ semi
	2. century	6. semiweekly	10. submerge	100 cent	2 bi	1 mono
	3. multinational	7. monotheism	11. quarters	$\frac{1}{4}$ quart	1000 kilo	$\frac{1}{100}$ centi
	4. million	8. unicorn		3 tri	4 quadr	multi

4c top	1. submarine	5. centennial/triennial	middle:	1. tricycle	6. subway
	2. multiplication	6. university		2. bicycle	7. bicentennial
	3. triangle/triennial	7. kilogram		3. unicycle	8. semimonthly
	4. semicircle	8. quadrangle		4. multipurpose	9. support
	Do not expect students to find <i>triennial</i> .			5. millionaire	10. monotonous
					11. quartet

**Chapter 13, page 2**

4d suc-, suf-, sug-, sum- sup-, sus- Dictionary words will vary.

The assimilated prefixes sub- suc-, suf-, sug-, sum-sup-, sus- mean **below, under**

The word euphony means **good sound**.

The letter after **su** is doubled in columns 1-5 because the **b** in sub- changes to the first letter of the root.

- |    |       |                 |                 |                    |
|----|-------|-----------------|-----------------|--------------------|
| 5b | (top) | 1. imperfect    | 6. indigestion  | 11. imbalance      |
|    |       | 2. invisible    | 7. impolite     | 12. illegal        |
|    |       | 3. irresistible | 8. illegible    | 13. irreplaceable  |
|    |       | 4. illiterate   | 9. irregular    | 14. immature       |
|    |       | 5. injection    | 10. invalid     | 15. include        |
|    |       | 1. corruption   | 6. collect      | 11. committee      |
|    |       | 2. conquest     | 7. combine      | 12. correspondence |
|    |       | 3. compromise   | 8. cooperate    | 13. coincide       |
|    |       | 4. collision    | 9. contact      | 14. coeducation    |
|    |       | 5. consider     | 10. correlation | 15. continue       |

1. We use **il-** and **col-** in front of **l**.
2. We use **im-** and **com-** in front of **m, b,** and **p**.
3. We use **ir-** and **cor-** in front of **r**.

We use **in-** and **con-** in front of all the other letters.

- |         |                          |                  |                 |
|---------|--------------------------|------------------|-----------------|
| bottom: | 1. perception/percussion | 5. autobiography | 9. intermission |
|         | 2. television            | 6. malpractice   | 10. biology     |
|         | 3. interception          | 7. postscript    | 11. telegraph   |
|         | 4. biography             | 8. permission    | 12. maladjusted |

- |        |                  |                            |          |                |                  |
|--------|------------------|----------------------------|----------|----------------|------------------|
| 5c top | 1. postoperative | 6. automated               | (bottom) | 1. telegram    | 1. perfume       |
|        | 2. illegal       | 7. interrupt, conversation |          | 2. malfunction | 2. interact      |
|        | 3. invisible     | 8. malnourished            |          | 3. compassion  | 3. postpone      |
|        | 4. biopsy        | 9. invitations             |          | 4. indivisible | 4. automobile    |
|        | 5. impatient     |                            |          |                | 5. biodegradable |

- |    |                 |               |                |               |
|----|-----------------|---------------|----------------|---------------|
| 5d | <b>Across:</b>  |               | <b>Down:</b>   |               |
|    | 1. telescope    | 6. incredible | 1. intercept   | 6. malice     |
|    | 2. corporation  | 7. permit     | 2. communicate | 7. irrigate   |
|    | 3. constitution | 8. interstate | 3. coincidence | 8. biographer |
|    | 4. conclude     | 9. posttest   | 4. combination |               |
|    | 5. perfect      |               | 5. compliant   |               |

6b An assimilated prefix matches its last letter to the first letter of the root or puts in a letter that sounds better with the first letter of the root.

1. **ad-: ac-, ap-**      **en-: em-**      **ob-: oc-, op-, of-**      **syn-: sym-**

## Chapter 13, page 3

- 6b
- |              |                |                 |
|--------------|----------------|-----------------|
| 1. appoint   | 9. oppose      | 17. symptom     |
| 2. advance   | 10. obnoxious  | 18. synchronize |
| 3. appraise  | 11. objection  | 19. synonym     |
| 4. accompany | 12. occupy     | 20. symbol      |
| 5. adjust    | 13. opposite   | 21. sympathy    |
| 6. accredit  | 14. obligation | 22. syndrome    |
| 7. approve   | 15. occasion   | 23. symphony    |
| 8. account   | 16. observe    | 24. synthetic   |

bottom:	emblem	empower
	embrace	empathy
	abbreviate	abrasion
	absent	abolish
	enlist	enroll
	engrave	envelope

- 6c
1. The prefix **ob-** has three assimilated prefixes.
  2. The three assimilated prefixes of **ob-** are **oc-**, **op-**, and **of-**.

1. offense	7. Obstruction	13. enforcement
2. accident	8. enemies	14. symptom
3. absent	9. emotion	15. offer
4. Opposites	10. Appearances	
5. admiration	11. Absolute	
6. enchilada	12. emperor	

- 6d top The other seven assimilated prefixes of **ad-** are **af-**, **ag-**, **al-**, **an-**, **ar-**, **as-**, and **at-**.  
middle: words will vary.

synonym	two words, same meaning	sympathy	feelings of compassion
symbol	logo	sympathize	to express compassion
symptoms	signs of disease	symmetry	having the same shape
synthetic	a type of fabric	symphony	an orchestral concert

We use **em-** in front of the letters **b** and **p**.

The three assimilated prefixes of **ob-** are **oc-**, **op-**, **of-**. We use them before roots that start with **c**, **p**, and **f**.

## Chapter 14

- 1b
- |                 |                          |                 |               |
|-----------------|--------------------------|-----------------|---------------|
| 1. subscriber   | 4. Scriptures/scriptures | 7. postscript   | 10. scribbled |
| 2. nondescript  | 5. inscribed             | 8. conscription |               |
| 3. prescription | 6. descriptive           | 9. transcript   |               |

The root **script/scribe** means **to write** or **writing**.

- 2b
- |                   |               |                   |
|-------------------|---------------|-------------------|
| 1. expression     | 5. pressed    | 9. suppress       |
| 2. impressionable | 6. express    | 10. irrepressible |
| 3. oppressive     | 7. depressing | 11. compress      |
| 4. impression     | 8. pressure   | 12. impressive    |

**impress:** impressive, impression, unimpressed, impressionable

**express:** expression, unexpressed, express, expressive

**oppress:** oppression, oppress, oppressive

The root **press** means *to press*.

- 3 Since many of the 33 words are difficult, do not expect students to find all of them.

Root + suffix: portion, portable, porter, portly

Prefix + root: comport, export, import, report, support, transport

Prefix+root+suffix: compartment, exportable, exporter, exportation, importable, important, importance, importer, importation, proportion, reportable, reporter, supportable, supporter, supportive, transportable, transporter, transportation

Prefix+root+suffix+suffix: importantly, proportionate, supportively

Prefix+prefix+root+suffix: unimportant, unimportance

The root **port** means **to carry**.

- 4b
- |                   |                   |   |
|-------------------|-------------------|---|
| 1. formality      | 6. performance    | perform: performance, performed                           |
| 2. conform        | 7. formation      | inform: informal, uninformed, misinformed, misinformation |
| 3. nonconformist  | 8. uninformed     |   |
| 4. misinformation | 9. transformation |   |
| 5. informal       | 10. uniform       |   |

The root **form** means **to form**, or **to shape**, also a **shape**.

- 5b
- |                   |                   |                    |                |
|-------------------|-------------------|--------------------|----------------|
| 1. structure      | 5. construction   | 9. instructor      | 13. instrument |
| 2. substructure   | 6. reconstruction | 10. destruction    |                |
| 3. infrastructure | 7. reconstructive | 11. indestructible |                |
| 4. construct      | 8. instruct       | 12. obstruct       |                |

The root **struct/struc/stru** means **to pile up** or **to build**.

- 6b The root **spect/spec** means **to see** or **to watch**.

<b>Across:</b>	1. perspective	5. inspector	<b>Down:</b>	1. disrespectful	5. inspection
	2. unsuspecting	6. spectator		2. retrospect	6. respect
	3. aspect	7. introspection		3. spectacular	7. prospective
	4. spectacle			4. suspect	

- 7b
- |                  |                   |   |
|------------------|-------------------|---|
| 1. dictatorship  | 6. vindication    | The roots <b>dict</b> and <b>dic</b> mean <b>to say</b> . |
| 2. predictions   | 7. dedication     | dictate: dictates, dictation, dictator, dictatorship      |
| 3. valedictorian | 8. indictment     | predict: prediction, predictable, unpredictable           |
| 4. contradictory | 9. dictates       | indicate: indicator, indication                           |
| 5. indicator     | 10. predictable   |   |
|                  | 11. unpredictable |   |

**Chapter 14, page 2**

- 8b (top) 1. invisible 5. improvised (middle) 1. advisor 5. vision (verbs) 1. provide  
 2. visitor 6. provider 2. revised 6. visualize 2. revise  
 3. revised 7. advisability 3. visor 7. vista 3. supervise  
 4. divide 8. visibility 4. evidence 8. supervisor 4. televise
- The roots **vis** and **vid** mean **to see**. (bottom) 1. revised 3. visible  
 2. invisible 4. visibility
- 9b 1. conductor 6. reproducible 11. productive  
 2. introduction 7. aqueduct The roots **duct** and **duce** mean **to lead**.  
 3. deduct 8. conduction (bottom) deduce, introduce, produce, reduce  
 4. reproduction 9. produce deduction, introduction, production,  
 5. producer 10. introduce reduction
- 10c **Across:** 1. establish 6. maintenance **Down:** 1. pertaining 6. attain  
 2. persistence 7. detention 2. irresistible 7. substitute  
 3. maintained 8. subsistence 3. container  
 4. station 9. assistance 4. resistant  
 5. obtainable 5. insistent
- 11 prefix + root: inject, subject, object, eject, project, interject, reject  
 prefix + root + suffix: (grade flexibly because this is difficult)  
 injection, injectable, subjective, objection, objector, objective, ejection, adjective, projection  
 projector, projective, interjection, rejection  
 prefix + root + suffix + suffix: subjectively, objectively, objectionable  
 The root **ject** means **to throw** or **to lie**.
- 12b 1. attraction 7. retraction The root **tract** means **to pull**.  
 2. extract 8. abstract 1. retract: retractable, retraction  
 3. attract 9. traction 2. attract: attractive, attraction  
 4. tractor 10. contractual 3. contract: contractual, contractor  
 5. subtract 11. distraction 4. distract: distraction, distractible, distracts  
 6. contract 12. detract  
 13. contractor
- 13b 1. inconvenient 5. unconventional 1. inconvenience 6. convention/event  
 2. adventure 6. solvent 2. reconvene 7. avenue  
 3. eventful 7. adventurous 3. eventually 8. invent  
 adventurous 8. vengeful 4. avenge 9. souvenir  
 4. nonintervatnion 5. prevent 10. event/convention
- The roots **vent** and **ven** means **to come**.  
 (bottom) 1. reconvene 2. nonintervention
- 14b 1. rupture 5. disruption 9. interrupt  
 2. erupt 6. disruptive 10. corrupt  
 3. eruption 7. bankrupt 11. incorruptible  
 4. disrupt 8. bankruptcy 12. abruptly
- The root **rupt** means **to break** or **to burst**.
- 15b 1. audit 6. applaud 11. telephone 16. auditorium  
 2. symphony 7. homophone 12. auditory 17. saxophone  
 3. audience 8. defraud 13. audible 18. audition  
 4. earphones 9. megaphone 14. headphones 19. audiologist  
 5. inaudible 10. audio-visual 15. phoneme 20. phonetic

## Chapter 14, page 3

- 15b The roots **aud(i)** and **audio** mean **to hear** or **to listen**
- |                |                  |
|----------------|------------------|
| 1. sym' pho ny | 4. au' di tor    |
| 2. phon' ics   | 5. in au' di ble |
| 3. phon et' ic | 6. au di' tion   |

The forms **phon(e)** and **phono** mean **sound**.

- 16b
- |                    |                      |                     |                       |
|--------------------|----------------------|---------------------|-----------------------|
| a. <u>synonym</u>  | e. <u>nomination</u> | i. <u>anonymous</u> | m. <u>phenomenon</u>  |
| b. <u>nominee</u>  | f. <u>homonym</u>    | j. <u>anonymity</u> | n. <u>synonymous</u>  |
| c. <u>antonym</u>  | g. astronomer        | k. <u>pseudonym</u> | o. <u>denominator</u> |
| d. <u>misnomer</u> | h. <u>anomaly</u>    | l. <u>venomous</u>  | p. <u>nominate</u>    |
- The roots/forms **nom** and **onym** mean **name** or **word**. The form **photo** means **light**.

- |                       |                           |                        |                        |
|-----------------------|---------------------------|------------------------|------------------------|
| a. <u>photograph</u>  | d. <u>photojournalist</u> | g. <u>photocopying</u> | j. <u>telephoto</u>    |
| b. <u>photocopy</u>   | e. <u>photofinishing</u>  | h. <u>photogenic</u>   | k. <u>photographer</u> |
| c. <u>photography</u> | f. <u>photosynthesis</u>  | i. <u>photographic</u> | l. <u>photocopier</u>  |

### Across:

- |                |              |
|----------------|--------------|
| 1. denominator | 5. misnomer  |
| 2. phenomenon  | 6. homonym   |
| 3. astronomer  | 7. antonym   |
| 4. photograph  | 8. telephoto |
|                | 9. venomous  |

### Down:

- |                 |
|-----------------|
| 1. photographer |
| 2. nominate     |
| 3. synonym      |
| 4. anonymous    |

- 17b Prefix + root: autograph, telegraph, digraph, photograph telegram, diagram, monogram  
 Prefix + root + suffix: biography, biographer, biographic, telegraphic, telegrapher, telegraphy, geography, geographer, geographic, topography, topographer, topographic, photography, photographer, photographic  
 Prefix + root + suffix + suffix: biographical, geographical, topographical  
 Prefix + prefix + root + suffix: autobiography, autobiographer, autobiographic, telephotographic, telephotography  
 Prefix + prefix + root + suffix + suffix: autobiographical

The forms **graph** and **gram** mean **to write** or **written**. The language of origin is Greek.

- 18b The forms are **chron** and **chrono**. They mean **time**. Chronos is the god of time. The word **synchronize** means *to occur at the same time*; for example, when people set their watches to the same time.

The variant of the form **metr** is **meter**. It means **to measure**, or **measure**.

**Symmetrical** means **the exact same shape on opposite sides**. **Asymmetrical** means **not having the same shape on opposite sides**.

19b

- |                      |                        |                       |                        |                         |                          |
|----------------------|------------------------|-----------------------|------------------------|-------------------------|--------------------------|
| 1. <u>factor</u>     | 5. <u>effective</u>    | 9. <u>faction</u>     | 13. <u>certificate</u> | 17. <u>satisfaction</u> | 21. <u>significant</u>   |
| 2. <u>difficult</u>  | 6. <u>infection</u>    | 10. <u>fiction</u>    | 14. <u>manufacture</u> | 18. <u>satisfactory</u> | 22. <u>significance</u>  |
| 3. <u>difficulty</u> | 7. <u>infectious</u>   | 11. <u>nonfiction</u> | 15. <u>perfect</u>     | 19. <u>office</u>       | 23. <u>insignificant</u> |
| 4. <u>effect</u>     | 8. <u>disinfectant</u> | 12. <u>fictitious</u> | 16. <u>perfection</u>  | 20. <u>officer</u>      | 24. <u>affection</u>     |

The roots mean **to make** or **to do**.

- |             |              |
|-------------|--------------|
| 1. identify | 7. notify    |
| 2. clarify  | 8. satisfy   |
| 3. specify  | 9. classify  |
| 4. falsify  | 10. simplify |
| 5. magnify  | 11. modify   |
| 6. unify    | 12. qualify  |

In verbs, the accent falls on the first syllable with a secondary accent on **fy**.

In nouns, the accent falls on **ca**, which is the syllable right before **tion**.

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# Glossary

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**assimilated prefix:** A prefix that changes its last letter to the first letter of a Latin root: **con-** + lect = collect, **in-** + mature = immature. Additionally, the last letter may change to a letter that sounds better with the Latin root: **con-** + pile = compile, **in-** + port = import.

**bound morpheme:** A root, prefix, or suffix that doesn't occur by itself. Most Latin base words, called *roots*, are bound morphemes; they require prefixes or suffixes to become meaningful words; *ject*, *object*, *objective*.

**free morpheme:** A base word that has meaning when it occurs by itself (*place*, *read*); however, prefixes or suffixes can be added to a free morpheme (*replacement*, *reading*).

**breve:** The curved mark above a vowel that indicates a short vowel sound; *ă*, *ĕ*, *ĭ*, *ŏ*, *ŭ*.

**diacritical marks:** Marks above vowels that show how they are pronounced; *ă*, *ĕ*, *ē*, *ō*, *â*, *ô*.

**digraphs:** Two letters that make a single sound; *sh*, *ch*, *th*, *wh*, *ph*, *aw*, *au*, *oo*, *ie*, *ei*.

**diphthongs:** Glides that begin with one vowel sound and change to another vowel sound within the same syllable. The common diphthongs are *oi*, *oy*, *ou*, and *ow*.

**etymology:** The study of the origins of words and how they have changed over time in pronunciation and in meaning.

**Greek combining form:** One part of a Greek compound word; *onym*, *synonym*, *synonymous*.

**homograph:** One of two or more words with the same spelling but with a different pronunciation and meaning such as *live* (*lĭve* and *lĭve*).

**homophone:** (same as homonym) One of two or more words with the same pronunciation but with a different spelling and meaning; *road*, *rode*, *they're*, *their*, *there*.

**macron:** A horizontal line above a vowel that indicates a long vowel sound; *ā*, *ē*, *ī*, *ō*, *ū*.

**morpheme:** The smallest unit of meaning. For example, the word *like* is one morpheme. When the prefix **un-** and the suffix **-ly** are added to *like*, the word **unlikely** has three morphemes or three units of meaning.

**multisensory method:** A method of teaching that uses the visual, auditory, and kinesthetic-tactile modalities simultaneously.

**phoneme:** One spoken sound.

**phonogram:** A written representation of a speech sound.

**prefix:** A morpheme that precedes a base word and changes its meaning.

**red word:** A sight word with an irregular spelling pattern.

**root:** A Latin base word that usually requires prefixes or suffixes. See **bound morpheme**.

**schwa (ə):** An unstressed vowel sound that occurs in unaccented syllables; *lĕmən*, *ăcrŏss*.

**suffix:** A morpheme that follows a base word and changes its meaning.

**syllabication:** The process of separating words into syllables.

**syllable:** A unit of spoken language that consists of one vowel sound. Consonants may precede or follow it. Please see Appendix, *Seven Types of Syllables*.



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# Proposed Spelling Activities

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Please use these exercises for lists entitled **Reading and Spelling for Mastery**.

**Students must read the spelling words every day before they start the two activities.**

The teacher chooses two appropriate activities for daily practice. Not all activities are suitable for every list.

1. Copy the list of words twice (on two separate sheets of paper). One list should be taken home; the other is to stay in the classroom for daily practice. Copy the red words in red pencil. Mark the homophones with **H** and the homographs with **HG**.
2. Write a sentence with each word (no more than two words per sentence). This activity might be assigned as homework. The red words should be copied in red pencil.
3. The teacher draws two columns on the board or shows them on the screen and writes these headings on top: first column **Short Vowel Sound**, second column **Long Vowel Sound**. Next, students copy the columns and headings and write the words according to the first vowel sound in the word. After students have progressed to **R-Controlled Vowels**, add another column. When students practice words with **vowel-vowel** teams or **diphthongs/vowel digraphs**, change the headings accordingly.
4. Write the spelling words in syllables.
5. Print and outline each word.
6. Word crosses: find words that have one letter in common. Write the first word horizontally; write the second word vertically.
7. Write the words once and use a different color for the vowels.
8. Write the words in alphabetical order.
9. Three colors: Write the list once in black, once in blue, and once in green (or whatever colors are available). Write the red words in red pencil on all three lists. This activity might be assigned as homework.
10. Write a rhyming word next to each spelling word.
11. Write the base word next to each spelling word and mark the vowels.
12. Read, cover, write, check: read each word, cover it with one hand, write it, check it.
13. For younger children: students trace the words in a sand tray.
14. The teacher selects one or two pages from a textbook and asks students to copy all of the words that fit the phoneme pattern they are studying.

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# Seven Types of Syllables

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**Closed Syllable:** (cl) 1. The closed syllable has one vowel. 2. The vowel is followed by one or more consonants on the right side. There may or may not be consonants on the left side of the vowel. 3. The vowel is short.

Examples: in, clock, end, stamp

**Vowel-Consonant-e Syllable:** (vce) 1. The vowel is followed by a consonant and the letter e. 2. The first vowel is long. 3. The e is silent.

Examples: ate, stripe, use, spoke

**Open Syllable:** (op) 1. The open syllable has one vowel. 2. The vowel is at the end of the syllable, or the vowel is the only letter in the syllable. 3. The vowel is long.

Examples: me, so, she, I, go

**R-Controlled Syllable:** (rc) 1. The vowel is followed by the letter r. 2. **ar** as in *car*, **or** as in *sport*, **er** as in *her*, **ir** as in *girl*, and **ur** as in *turn*. 3. This pattern is marked by circling the vowel + r.

Examples: art, or, fern, stir, turn

**Vowel-Vowel Syllable:** (vv) 1. Two vowels are next to each other. 2. The first vowel is long. 3. The second vowel is silent: ai, ay, ea, ee, ey, oa, ue, ui.

Other phonics manuals classify all vowel pairs as digraphs or diphthongs. This manual uses the term vowel-vowel syllable for the large number of words that follow the simple phonics rule: "The first vowel is long; the second one is silent."

Examples: aim, play, stream, tree, valley, oats, blue

**Consonant-le Syllable:** (cle) 1. This syllable occurs at the end of words. 2. One or two consonants precede the letters **le**. 3. The **e** is silent. 4. The consonant-le syllable is divided before the consonant that precedes **le**.

Examples: able, fiddle, humble, stifle

**Diphthong/Vowel Digraph Syllable:** (d) 1. Diphthongs are glides that begin with one vowel sound and change to another vowel sound within the same syllable. 2. The common diphthongs are: oi, oy, ou, and ow. 3. Vowel digraphs are vowel pairs that can't be sounded out; they must be memorized. 4. The common vowel digraphs are: au, aw, oo, ew, ie, ei. They are not marked.

Examples of words with diphthongs: spoil, boy, proud, cow

Examples of words with vowel digraphs: cause, draw, spoon, threw, brief, seize

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# Syllabication Rules

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## First Rule of Syllabication

Every syllable must have one vowel sound. A word has the same number of syllables as the number of sounded vowels. A one-syllable word is never divided.

## Second Rule of Syllabication

A word that has two consonants between two vowels is usually divided between the consonants: *trum-pet*, *hel-met*.

## Third Rule of Syllabication

A word that has three consonants between two vowels is often divided after the first consonant because the other two may form a blend. When the first syllable ends in a blend or a digraph, divide after the second consonant: *hun-dred*, *pump-kin*.

## Fourth Rule of Syllabication

Divide a word that has a vowel-consonant-e syllable after the silent **e**: *make-up*, *take-off*.

## Fifth Rule of Syllabication

Divide a compound word between the words that create it: *flag-pole*, *snap-shot*.

## Sixth Rule of Syllabication

Divide a word that has four consonants between two vowels after the second consonant. This may not always work. Look for consonant blends, digraphs, or clusters. Then decide where to divide the word: *dump-ster*, *criss-cross*, *bench-mark*.

## Seventh Rule of Syllabication

A word that has one consonant between two vowels is often divided after the first vowel. This means the first syllable is open and the vowel is long. Sometimes, the word is divided after the consonant. This means the first syllable is closed and the vowel is short: *ho-tel*, *mem-o*.

## Eighth Rule of Syllabication

Sometimes a vowel is a syllable all by itself; this means the vowel is an open syllable with a long vowel sound. A single vowel can also be a prefix: *o-mit*, *e-vent*.

## Ninth Rule of Syllabication

Divide a word after a prefix and before a suffix to keep the base word intact, if possible: *re-mind-ed*, *scrub-bing*.

## Tenth Rule of Syllabication

When a word has two vowels side-by-side and each one says its own sound, they belong to two separate syllables; therefore, divide between them: *re-act*, *co-op-er-ate*.

## Eleventh Rule of Syllabication

Divide a word that ends in a consonant-le syllable before the consonant that precedes **le**: *a-ble*, *strug-gle*.

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