This workbook is a companion to the Solutions 4 Spelling Handbook. It contains activities to reinforce and review the lessons studied in the handbook but can also be used in isolation to improve spelling skills.

First Edition April 2013

Contributors: Richard Kent, Kathryn Rose, Nicole Young, Sue Morris, Bev Blair, Jean Harris, Robyn Homans, Bev Johnston, Betty McAllister, Lyn Nowland, Les Van Aken, Kathy Cairncross, Jackie Dalli, Vanessa Drewery, Ken Knight, Robyn Mannion, Olwyn Ball, Karen Appleton, Judy Tasker, Bob Lawrence, Clare MacDonald-Clow, David Price, Kerry Funnell, Jessica Wynn
As a gift to the community this publication, the Solutions 4 Spelling Workbook, which is the essential companion to the Solutions 4 Spelling Handbook, is freely available to be reproduced with the sole condition that such reproductions must not be used for financial gain.
# TABLE OF CONTENTS

Getting Started.......................................................................................................................... 5  
Lesson 1 ....................................................................................................................................... 9  
Lesson 2 ....................................................................................................................................... 15  
Lesson 3 ....................................................................................................................................... 21  
Lesson 4 ....................................................................................................................................... 27  
Lesson 5 ....................................................................................................................................... 33  
Lesson 6 ....................................................................................................................................... 41  
Lesson 7 ....................................................................................................................................... 49  
Lesson 8 ....................................................................................................................................... 59  
Lesson 9 ....................................................................................................................................... 69  
Lesson 10 .................................................................................................................................... 77  
Lesson 11 ..................................................................................................................................... 87  
Lesson 12 ..................................................................................................................................... 95  
Lesson 13 .................................................................................................................................... 105  
Lesson 14 ..................................................................................................................................... 113  
Lesson 15 .................................................................................................................................... 121  
Lesson 16 ..................................................................................................................................... 127  
Lesson 17 .................................................................................................................................... 139  
Lesson 18 .................................................................................................................................... 147  
Final Points ................................................................................................................................ 157  
Spelling Assessment .................................................................................................................. 165  
Answers ...................................................................................................................................... 171
Getting Started
Activity GS01: Comprehension

Please read the following text and answer the questions below.

The English Language

The English way of speaking started in England hundreds of years ago. People called Britons were the first people to live in England but they were invaded by the Angles and Saxons, and these people then settled down to live in England around 600AD. Many of the Anglo-Saxon words started to be used and that language came to be known as Old English.

At the same time, other invaders, called the Danes, also attacked England and some of their words came to be used in the English language (cake, ill, sky, ugly and wrong). In 1066, a French king called William of Normandy became king of England because he won the battles against the English King. That’s when French words came into the English language. Some French words that we still use are: coat, price, act, hurt, royal, beautiful, river and pale.

Over the years, the English travelled and traded all around the world so words from other countries have been included in our speech. That is why many English words have the same meaning, for example: river, stream, brook and creek. Modern English includes words such as umbrella and piano from Italy, as well as skates and cruise from Holland. The Spanish gave us cocoa, mosquito and potato, and the words hamburger and kindergarten came from the Germans. Tea and wok are Chinese.

Our lists of words grew bigger when we started to put words together, making what we call compound words. For example: stair + way became stairway, basket + ball became basketball, rail + way became railway. There are many other examples.

Today, the English language is spoken in many places around the world by over 300 million people. Some of these places include Australia, New Zealand, South Africa, United States of America, Canada, Papua New Guinea and some parts of the West Indies.
1. Name three invaders of England.

______________________________________________________

2. Who were the first people to inhabit England?

______________________________________________________

3. Write down four English words that have a similar meaning.

______________________________________________________

4. List the given examples of Danish words.

______________________________________________________

5. Name six __countries__ that have given words to English.

______________________________________________________

6. What is a compound word?

______________________________________________________

7. List six examples of compound words?

______________________________________________________

________

______________________________________________________

8. Name four countries where people speak English today.

______________________________________________________
Activity GS02: Sight Words Word Search

In the following letter grid, find the sight words listed at the bottom of the page. They can be vertical, horizontal, diagonal or backwards. Using your LEFT hand, circle or highlight the words.

AGAIN     BECAUSE     BEFORE
GOES      GREAT      HAVE
LIFE      LIVE       MUCH
ONCE      THEIR      THOUGHT

© Copyright Solutions 4 Learning 2013. All rights reserved.
Lesson 1
Activity 0101: Alphabetical Order  
Date: 
Write each set of words in alphabetical order. Remember if the first letters are the same, you need to look at the second letter and so on. When you have finished, use one of the sets of words to create the most original nonsense sentence you can.

1. count, are, bag, forgotten, empty, driver

__________________________________________________________________________
__________________________________________________________________________

2. gum, it, just, kid, home, look

__________________________________________________________________________
__________________________________________________________________________

3. sort, right, maths, open, nine, told

__________________________________________________________________________
__________________________________________________________________________

4. have, would, his, parts, possibly, whole

__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
__________________________________________________________________________

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
Activity 0102: Word Search – Days and Numbers  Date:
In the following letter grid, find the words listed at the bottom of the page. They can be vertical, horizontal, diagonal or backwards. Using your LEFT hand, circle or highlight the words.

eight  five  four  friday  monday
nine  one  saturday  seven  six
sunday  ten  three  thursday  today
tomorrow  two  tuesday  wednesday  yesterday
Activity 0103: Short and Long Vowel Sounds

Below are some words with short vowel sounds and long vowel sounds. Pick out the words with short vowel sounds and put them into one of the five columns in the Short Vowel Sounds box; for example, "hut" goes into the last column, under 'u'. Put all the words with long vowel sounds into the Long Vowel Sound box. The first one is done for you.

<table>
<thead>
<tr>
<th>Short Vowel Sounds</th>
<th>Long Vowel Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>hut</strong></td>
<td>brave</td>
</tr>
<tr>
<td>stone</td>
<td>stun</td>
</tr>
<tr>
<td>came</td>
<td>slime</td>
</tr>
<tr>
<td>bust</td>
<td>crust</td>
</tr>
<tr>
<td>hope</td>
<td>Lisp</td>
</tr>
<tr>
<td>hid</td>
<td>hide</td>
</tr>
<tr>
<td>pet</td>
<td>theme</td>
</tr>
<tr>
<td>ute</td>
<td>set</td>
</tr>
</tbody>
</table>

Short Vowel Sounds

<table>
<thead>
<tr>
<th>a (as in bag)</th>
<th>e (as in beg)</th>
<th>i (as in big)</th>
<th>o (as in bog)</th>
<th>u (as in bug)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Long Vowel Sounds

<table>
<thead>
<tr>
<th>a (as in hate)</th>
<th>e (as in Pete)</th>
<th>i (as in hike)</th>
<th>o (as in stone)</th>
<th>u (as in huge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 0104: Vowel Sounds

Indicate whether the underlined vowel has a long or short sound.

baker
future
hopping
excitement
prison
hiding
excitement
hoping
hidden
back
umbrella
evening
Activity 0105: Vowel Sounds, the Odd Sound       Date:
Read each row and underline the word that does not fit in.

Short 'a' sound (eg. an):
brat slap adventure native traffic arid classic

Long 'a' sound (eg. ate):
paste placid tame patience ate same

Short 'e' sound (eg. egg):
beg egg bend education equally slept edit stem

Long 'e' sound (eg. me):
me equally crept she we

Short 'i' sound (eg. in):
it igloo gift mist glint in ripe ribbon rich

Long 'i' sound (eg. ice):
I iron grime grill line fire fight fine

Short 'o' sound (eg. on):
open orange offer of lost from hot chop document

Long 'o' sound (eg. open):
open block scope bloke snow smoke roses toe

Short 'u' sound (eg. up):
until umbrella up chunk stunt scrub cup due

Long 'u' sound (eg. use):
ute clue emu hunk true juice
Lesson 2
Activity 0201: Alphabetical Order

Write each set of words in alphabetical order. Remember if the first letters are the same, you need to look at the second letter and so on.

1. bus, now, but, near, back, narrow

   ____________________________________________
   ____________________________________________

2. carry, ate, these, best, funny, open, pride, drip, icicle, symbol

   ____________________________________________
   ____________________________________________

3. excitement, baker, hopping, umbrella, gym, prison, future, sky, riding, coping

   ____________________________________________
   ____________________________________________

4. wish, whether, went, woman, would, want, what, wonder

   ____________________________________________
   ____________________________________________

5. security, sometimes, she, school, starts, stupid, steps, standing

   ____________________________________________
   ____________________________________________

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

a b c d e f g h i j k l m n o p q r s t u v w x y z
### Activity 0202: Vowel Sounds

1. Indicate whether the underlined vowel has a long or short sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>huge</td>
<td>dropping</td>
</tr>
<tr>
<td>drip</td>
<td>iicle</td>
<td>pride</td>
</tr>
<tr>
<td>chest</td>
<td>open</td>
<td>trim</td>
</tr>
<tr>
<td>funny</td>
<td>these</td>
<td>flat</td>
</tr>
</tbody>
</table>

2. The following words should only contain short vowel sounds. Circle the *odd words out*.

   - that
   - office
   - ice
   - can
   - even
   - flat
   - trust
   - will

3. The following words should contain at least ONE long vowel sound. Circle the *odd words out*.

   - between
   - child
   - have
   - hope
   - we
   - days
   - current
Activity 0203: Vowel Sounds - long or short

Date:

A  Man has a **short a** sound.  
    Mane has a **long a** sound.  

E  Pet has a **short e** sound.  
    Pete has a **long e** sound.  

I  Kit has a **short i** sound.  
    Kite has a **long i** sound.  

O  Hop has a **short o** sound.  
    Hope has a **long o** sound.  

U  Tub has a **short u** sound.  
    Tube has a **long u** sound.  

Write the vowel sound for the first vowel in each of these words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hip</td>
<td><strong>same</strong></td>
</tr>
<tr>
<td>table</td>
<td><strong>dot</strong></td>
</tr>
<tr>
<td>cap</td>
<td><strong>tag</strong></td>
</tr>
<tr>
<td>six</td>
<td><strong>bet</strong></td>
</tr>
<tr>
<td>hoped</td>
<td><strong>cube</strong></td>
</tr>
<tr>
<td>bite</td>
<td><strong>kitten</strong></td>
</tr>
<tr>
<td>five</td>
<td><strong>bed</strong></td>
</tr>
<tr>
<td>even</td>
<td><strong>mate</strong></td>
</tr>
<tr>
<td>top</td>
<td><strong>ugly</strong></td>
</tr>
<tr>
<td>flat</td>
<td><strong>slide</strong></td>
</tr>
<tr>
<td>cup</td>
<td><strong>music</strong></td>
</tr>
<tr>
<td>bike</td>
<td><strong>cove</strong></td>
</tr>
</tbody>
</table>
Activity 0204: Long Vowel Sounds

Say the word then circle the word with your LEFT hand if a long vowel sound.

rope          cat
hot           came
pile          gate
rat           sake
pit           bad
dice          nose
pot           cup
tube          ace
fit           joke
lame          mile
sat           top
vile          wag
dig           bone
cape          cut
bin           fog
gap           page
Activity 0205: NOT Long or short vowels

Date:

For each line circle the word with the vowel sound that is the odd one out. These vowels are not long or short! Say its sound. Now write the odd word as you pronounce each letter out loud.

Vowel

<table>
<thead>
<tr>
<th>a</th>
<th>family</th>
<th>dragon</th>
<th>path</th>
<th>fact</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>dance</td>
<td>tall</td>
<td>pack</td>
<td>stamp</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>cloth</td>
<td>stop</td>
<td>plot</td>
<td>mother</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>do</td>
<td>chop</td>
<td>strong</td>
<td>blond</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>shut</td>
<td>cut</td>
<td>put</td>
<td>butter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3
**Activity 0301: Vowel Sounds**

These words all have **short vowel sounds**. Read them out loud, then add another vowel to make the **long vowel sounds**.

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowel Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>met</td>
<td>me.....t</td>
</tr>
<tr>
<td>kit</td>
<td>kit.....</td>
</tr>
<tr>
<td>din</td>
<td>din.....</td>
</tr>
<tr>
<td>bed</td>
<td>be.....d</td>
</tr>
<tr>
<td>blot</td>
<td>blo.....t</td>
</tr>
<tr>
<td>cut</td>
<td>cut.....</td>
</tr>
<tr>
<td>pan</td>
<td>pa.....n</td>
</tr>
<tr>
<td>net</td>
<td>ne.....t</td>
</tr>
<tr>
<td>rip</td>
<td>rip.....</td>
</tr>
<tr>
<td>grim</td>
<td>grim.....</td>
</tr>
<tr>
<td>Ben</td>
<td>be.....n</td>
</tr>
<tr>
<td>pin</td>
<td>pin.....</td>
</tr>
<tr>
<td>hop</td>
<td>hop.....</td>
</tr>
</tbody>
</table>
Activity 0302: Vowel Sounds

Read each word out loud and listen to the sound that the first vowel in the word makes. Is it long or short? Write it in the correct column.

<table>
<thead>
<tr>
<th>stop</th>
<th>lad</th>
<th>mud</th>
<th>token</th>
<th>smile</th>
<th>bone</th>
</tr>
</thead>
<tbody>
<tr>
<td>pie</td>
<td>mule</td>
<td>metre</td>
<td>lid</td>
<td>scrape</td>
<td>mug</td>
</tr>
<tr>
<td>cat</td>
<td>pill</td>
<td>set</td>
<td>bite</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>pig</td>
<td>rate</td>
<td>take</td>
<td>bit</td>
<td>prize</td>
<td>fret</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long Vowel</th>
<th>Short Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ____________________________
Activity 0303: The Sounds of Y

The letter ‘y’ has four sounds. It has its own sound, as in yellow, a short ‘i’ sound as in myth, a long ‘i’ as in cry and a long ‘e’ as in berry. Read these words out loud then write them in the correct box.

<table>
<thead>
<tr>
<th>happy</th>
<th>cyst</th>
<th>carry</th>
<th>yap</th>
<th>dry</th>
<th>eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>sky</td>
<td>yell</td>
<td>crystal</td>
<td>very</td>
<td>you</td>
<td>type</td>
</tr>
<tr>
<td>yes</td>
<td>gym</td>
<td>hairy</td>
<td>tyre</td>
<td>pyramid</td>
<td>lolly</td>
</tr>
<tr>
<td>cycle</td>
<td>yonder</td>
<td>penny</td>
<td>rhythm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Own sound</th>
<th>Short ‘i’</th>
<th>Long ‘i’</th>
<th>Long ‘e’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 0304: Adding ‘ing’ to words

When you add ‘ing’ to words ending in ‘e’ you usually drop the ‘e’ (usually verbs, that is doing words) at the end. Read the following paragraph and identify and write down all the matching words with and without the ‘ing’ ending.

1. If you ache to bake a cake, then you are aching to be baking. If you fake being asleep, then you are faking... and what about if we take a piece of that cake? Then we are taking it. If we eat too much of it we might end up hating it. That means we hate it. On the other hand, someone might ask us to vote on the best cake we have ever had. We might end up voting for the one we’ve just made!

   ache
   aching

2. Write the following words in sentences but use them with an ‘ing’ ending:
   gape, mate, rate, wake, rise

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Lesson 4
Activity 0401: Words within Words

Look for smaller, more familiar words within larger ones. Do not change the order or sequence of the letters. One letter words do not count. For example, in the word *England* are found the words *and, land, and gland.*

1. walking __________________________________________

2. father __________________________________________

3. change __________________________________________

4. fisherman ______________________________________

5. glitter __________________________________________

6. holiday __________________________________________
Activity 0402: Active E

Date:

Look at the following words. Say them out loud to yourself and hear the sound that the vowel makes in the word.

Beside each word, write down your own meaning OR write the word in a sentence OR write the definition from the definition bank below.

1. pip
2. rip
3. man
4. cap
5. din
6. win

7. cod
8. bit
9. hop
10. rid
11. cut
12. tub

<table>
<thead>
<tr>
<th>a type of fish</th>
<th>a piece of</th>
<th>a jump on one leg</th>
</tr>
</thead>
<tbody>
<tr>
<td>throw away</td>
<td>an injury</td>
<td>plastic container</td>
</tr>
<tr>
<td>noise</td>
<td>to come first</td>
<td>adult male</td>
</tr>
<tr>
<td>a tear in clothes</td>
<td>a seed in a fruit</td>
<td>put on your head</td>
</tr>
</tbody>
</table>
Activity 0403: Active E

On the beginning of each line below, write down one of the 12 words from the previous activity and add an 'e' to the end of the word. Say the words to yourself. Can you hear how the Active E has changed the sound of the vowel from a short sound to a long sound? Beside each word write down your own meaning OR write the word in a sentence.

1._________________________________________________
2._________________________________________________
3._________________________________________________
4._________________________________________________
5._________________________________________________
6._________________________________________________
7._________________________________________________
8._________________________________________________
9._________________________________________________
10._______________________________________________
11.________________________________________________
12.________________________________________________
Activity 0404: Adding 'ing' to words

When you add 'ing' to words ending in 'e' you usually drop the 'e' (usually doing words) at the end. Read the following paragraph and underline the 'ing' words. Write the word and the core word below [the word without the 'ing']. Note that most, but not all, core words will have an 'e' at the end.

The boy was riding his bike, taking his time and hoping that his mum, who was raking the grass, would not notice that he was not wearing his helmet. A policeman was driving by and noticing him, decided that taking his name and fining him for ignoring the law, would be the right thing to do.

riding  ride
Lesson 5
Activity 0501: Alphabetical Order

Write these words down in alphabetical order. You will have to look at the second, third or fourth letter to determine the alphabetical order.

scratch, scatter, please, plant, push, ration,
         rabbit, pleasing, ratio, plaque

Activity 0502: Spelling Strategy – proof reading

Circle the correct spelling. Use a dictionary.

HINT

shore/sure/shaw
women/wimen/wiman
answur/anser/answer
butiful/beautiful/buteaful
orchestra/orkestra/orkistra
eqwly/ekwharly/equally
appreciate/apreciate/apresiate
familiar/famelya/familyer
enthusiastic/enthusyastic

I am ____ I know how to spell this.
The two ____ went for a swim.
Please ____ my question.
The flowers in the garden look ____.
Musicians play in an ____.
They shared the lollies ____.
I ____ your kindness.
I know him, his face is ____.
The very ____ student loved English.
Activity 0503: Active E

Look at the following words. Say them *out loud* to yourself and hear the sound that the vowel makes in the word.

**Beside each word**, write down your own meaning OR write the word in a sentence OR write the definition from the definition bank below.

1. at
2. scar
3. star
4. car
5. grim
6. mad
7. slim
8. quit
9. trip
10. strip
11. dot
12. slid

<table>
<thead>
<tr>
<th>a motor vehicle</th>
<th>where you are</th>
<th>an old wound</th>
</tr>
</thead>
<tbody>
<tr>
<td>thin</td>
<td>a journey</td>
<td>to take everything off</td>
</tr>
<tr>
<td>to give up</td>
<td>a twinkle in the sky</td>
<td>unpleasant</td>
</tr>
<tr>
<td>a small mark</td>
<td>a slip</td>
<td>crazy</td>
</tr>
</tbody>
</table>
Activity 0504: Active E

Date:

On the beginning of each line below, write down one of the 12 words from the previous activity and add an 'e' to the end of the word. Say the words to yourself. Can you hear how the Active E has changed the sound of the vowel from a short sound to a long sound? Beside each word write down your own meaning OR write the word in a sentence.

1._________________________________________________

2._________________________________________________

3._________________________________________________

4._________________________________________________

5._________________________________________________

6._________________________________________________

7._________________________________________________

8._________________________________________________

9._________________________________________________

10.________________________________________________

11.________________________________________________

12._________________________________________________
Activity 0505: Spelling Review Active E - Version 1 Date:
Have someone dictate the Spelling Review words from Lesson Five of the Spelling Handbook and write your answers below.

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________
7. _______________________
8. _______________________
9. _______________________
10. ______________________
11. ______________________
12. ______________________
Activity 0506: Consonant Sounds C  
Date: 
Identify the sounds that letters make. Use a dictionary, if necessary, when asked to list your own words.

1. The letter 'c' makes two sounds. The first sound is 'k' and the other sound is 's'. Underline the words with the 'k' sound.

   cat  cut  cent  city  cycle  crust  
   cotton  cinema  celebrate  cap  cell  copper

2. Write down the words with the 's' sound.

3. Add three of your own words to the 's' sound list.

4. Look at the word reconcile. Say the word out loud. Can you hear the two different sounds for the letter 'c'? Write down the definition of the word reconcile and use it in a sentence.

   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
Activity 0507: Consonant Sound G

Identify the sounds that letters make.

1. Circle the letter 'g' in the following words if it makes the common sound of 'g' as in 'go'.

   giraffe    large    gypsy    dig    ginger
   engine    cage    grub    grin    giant

2. 'g' also makes the sound 'j' as in the word gem. Can you find this sound six times in the following sentence? Underline them.

   The large giant ginger giraffe escaped through the gap in the great cage.
Lesson 6
Activity 0601: Spelling Review Active E – Version 2 Date:
Have someone dictate the Spelling Review words from Lesson Six of the Spelling Handbook and write your answers below.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
Activity 0602: Doubling Rule

Add the suffix in brackets and write the complete word. Remember if it's a short vowel sound you double and if it's a long vowel sound you don't. Also, when adding a suffix that starts with a vowel to a word that ends in 'e': the 'e' runs away and the 'ing' comes to stay.

Hope (ing)
Shop (ing)
Hop (ing)
Run (er)
Cope (ing)
Peace (ful)
Upset (ing)
Stop (ing)
Dine (ing)
Dine (er)
Please (ant)
Age (less)
Activity 0603: Consonant Sound X

Date:

Identify the sounds that letters make. Use a dictionary, if necessary, when asked to list your own words.

1. The letter 'x' makes two sounds. It makes the 'ks' sound as in box and the 'gs' sound as in exit. Group the following words according to these two sounds.

exact exam tax example mixture axle
maximum exist six flax ox

BOX   EXIT
Activity 0604: Consonant Sound C

Date:

Identify the sounds that letters make. Use a dictionary, if necessary, when asked to list your own words.

1. The letter 'c' makes two sounds. The common sound of 'c' as in cat and the second sound like 's' as in centre. For the following words, listen to the sound the first letter makes. Group the following words according to these two sounds.
   - cat
   - cut
   - cent
   - cotton
   - city
   - cycle
   - crust
   - cinema
   - celebrate
   - cap
   - cell
   - copper

   CAT
   CENTRE

2. When does the letter 'c' usually make the 'sss' sound? [refer to your Spelling Handbook]

3. Add three of your own words below to each of these two groups.
Activity 0605: Consonant Sound G

Identify the sounds that letters make. Use a dictionary, if necessary, when asked to list your own words.

1. The letter 'g' makes two sounds. The common sound of 'g' as in *go* and a second sound like 'j' as in *gem*. Group the following words according to these two sounds.

   ginger gap hug gypsy slug logged
   giraffe giant dig large cage

   GO                 GEM

2. When does the letter 'g' usually make the 'j' sound? [refer to your Spelling Handbook]

3. Add three of your own words below to each of these two groups.
Activity 0606: Words within Words

Look for smaller, more familiar words within larger ones. Do not change the order or sequence of the letters. One-letter words do not count. For example, in the word electricity are found the words elect, electric, it and city. In the word hairdressing are found the words hair, ha, air, dress, dressing, sing, in and sin.

1. Look for smaller words in the word discovering. At least ten smaller words can be found!

2. List three words with at least ten letters. You can use a dictionary to choose these words. Now, find and list as many smaller words within the word as you are able.
Activity 0607: Spelling Strategy – write, say, look, cover

Date:

Practise this spelling strategy from Lesson six on these words. If you are unsure of the meaning, use a dictionary. Practise on scrap paper.

**Signature**  
She wrote her **signature** on the bottom of the form.

**Breathe**  
I love to walk in the forest to **breathe** the fresh air.

**Permanent**  
Is that sign temporary or is it **permanent**?

**Sufficient**  
This amount food is **sufficient** for the picnic.

**Surplus**  
They bought a tent from the army **surplus** store.

**Customary**  
It is **customary** to shake hands when people first meet.
Lesson 7
Activity 0701: Word Patterns – adding suffixes  Date:
This table is a good way to learn how words change shape when we add different endings (suffixes) to them. Sometimes we have to change the spelling of the word before we can add a suffix to it. Fill in the table by adding the endings in the columns to each of the base words.

<table>
<thead>
<tr>
<th>Base word</th>
<th>d / ed</th>
<th>ing</th>
<th>s / es if you hear ‘ez’ add ‘es’. Eg. catches</th>
</tr>
</thead>
<tbody>
<tr>
<td>laugh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>argue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 0702: Letter-Blends th, ng, ch  

1. The letter-blend 'th' makes two sounds. The first as in the word *thin* and the second as in the word *that*. Notice how the second sound vibrates the vocal cords. Write the following words down grouped according to these two sounds.

   lathe thing myth them bath these mother
   this thong that throb thin
   THIN THAT

2. List four words that contain the letter-blend 'ng'. Example *long*.

   Does the 'ng' follow a long or short sound vowel?

3. The letter-blend 'ch' makes the three sounds 'ch', 'k' and 'sh'. Write the following words down grouped according to these three sounds.

   school machine ache chop change
   choke chef champagne echo
   CH  K  SH
Activity 0703: Letter-Blend kn

There are lots of 'kn' words in the following story but the 'k' has been left out. Circle these words and rewrite the story with the correct spelling.

The brave night travelled throughout the land on his noble horse. He liked to ride at night with his napsack on his back and a nitted scarf around his neck. He always kept a sharpened nife strapped near his nee in case of danger. Sometimes he would neel and acknowledge the king, but most of the time he enjoyed exploring new and unnwon lands as he never new what exciting adventures were just around the corner.
Activity 0704: Letter-Blend wr  

Date:

1. Unravel the letters to reveal the 'wr' words listed below. Write the words down.

gekwrcae ________________________  
leggwr ________________  
depapwr ________________________  
eltsewr ________________________  
netiwr ________________  
kwrnile ________________________  

wrapped wreckage written wriggle wrestle wrinkle

2. Fill in the correct 'wr' word, from the words below, to complete the sentences. Use a dictionary to help.

The beautiful but tiny ____________ flitted from tree to tree.

He ____________ the door violently and it nearly came off its hinges.

The young women lay a ____________ of flowers at the grave site.

He ________________ in pain when the hot embers fell on him.

wirthed wren wrenched wreath
Activity 0705: Letter-Blend sh

1. Choose and write the correct ‘sh’ word from the list below. The ‘sh’ words have a similar meaning.

hurry __________________________
end __________________________
rack __________________________
glow __________________________
push hard ______________________
wobbled ________________________
clean __________________________
press down ______________________

     rush shook shove squash shelf shine finish wash

2. Underline the correct ‘sh’ word with your left hand.

The shoppers got a shut/shock/shot when the truck crashed into the shack.

Mr Shelley bumped into the bench and gashed/flashed/sashed his shin.

He sharpened/shined/shortened his axe so that he could chop the wood.

The lightning flashed/crashed/bashed across the inky night sky.
Activity 0706: Letter-Blend wh

1. Write down the meaning of these words. Use a dictionary.
   white elephant _________________________________
   white feather _________________________________
   white collar _________________________________

2. Find three more from your dictionary.
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Write down your own questions using these words.
   where _______________________________________
   when _______________________________________
   what _______________________________________
   why _______________________________________
   which _______________________________________
   who _______________________________________

Date: ___________________________
Activity 0707: Spelling Review

Date:

Have someone dictate the Spelling Review from Lesson Seven of the Spelling Handbook and write your answers below.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________
**Activity 0708: Spelling Strategy – take a photo of the word**

**Date:**

Practise this spelling strategy from Lesson seven on these words. If you are unsure of the meaning use a dictionary. Practise on scrap paper.

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Especially</td>
<td>This gift is especially for you.</td>
</tr>
<tr>
<td>Practically</td>
<td>It was practically impossible to hear her whispering.</td>
</tr>
<tr>
<td>Cemetery</td>
<td>The cemetery was crowded for the funeral.</td>
</tr>
<tr>
<td>Leisure</td>
<td>Her leisure time was spent in the garden.</td>
</tr>
<tr>
<td>Successful</td>
<td>The charity fund-raiser was very successful.</td>
</tr>
<tr>
<td>Definite</td>
<td>Her friend made a definite promise.</td>
</tr>
</tbody>
</table>
Activity 0801: Letter-Blends ck, dge, tch, ed, or, ar, oa  Date:
Identify the sounds that letter-blends make. Use a dictionary, if necessary, when asked to list your own words.

1. What is the sound that the letter-blend ‘ck’ makes?

   Does this letter-blend follow a short or long vowel sound?

2. The letter-blend ‘dge’ makes one sound, as in the word ledge.
   What is this sound?

   List three words with that contain ‘dge’.

   Does this letter-blend follow a short or long vowel sound?

3. The letter-blend ‘tch’ only makes the sound ‘ch’, as in the word pitch. List three words with this letter-blend.

   Does this letter-blend follow a short or long vowel sound?

4. The letter-blend ‘ed’ makes three sounds. It makes the sounds ‘ed’, ‘d’ and ‘t’. For the following words, say them out loud then write them grouped according to the three sounds.

   loved  equipped  packed  funded  halved
   minded  hiked  rotted  timed

   ED  D  T
5. The letter-blend 'or' usually makes the 'or' sound. Often it makes the 'er' sound when it follows a 'w'. For the following words, say them out loud then write them grouped according to the two sounds.

word, snore, corny, work, storm, worst, worm, torn, cord

OR

ER

6. The letter-blend 'ar' usually makes the 'ar' sound. Often it makes the 'aw' sound when it follows a 'w', as in the word war.

List three words containing 'ar' that make the 'ar' sound and three words containing 'ar' that makes the 'aw' sound.

AR

AW

7. List three words that contain the 'oa' letter-blend.

Describe the sound that the letter-blend 'oa' makes.
**Activity 0802: Word Patterns – adding suffixes**

This table is a good way to learn how words change shape when we add different endings (*suffixes*) to them. Sometimes we have to change the spelling of the word before we can add a suffix to it. Fill in the table by adding the endings in the columns to each of the base words. Practise writing out the words a few times to help you remember them.

<table>
<thead>
<tr>
<th>Base word</th>
<th>d / ed</th>
<th>ing</th>
<th>s / es if you hear 'ez', add 'es'. Eg. wishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>stare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>try</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>face</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>empty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 0803: Letter-Blend dge

Unscramble these letters to make a 'dge' word.

- gadeb
  - _  _  d  g  e
- igdreb
  - _  _  d  g  e
- gitdef
  - _  _  d  g  e  _
- tegdag
  - _  _  d  g  e  _
- rirodpeg
  - _  _  _  _  d  g  e
- egdub
  - _  _  d  g  e
- dumgesd
  - _  _  _  d  g  e  _
- egdri
  - _  _  d  g  e
Activity 0804: Letter-Blend tch
Fill in the crossword with ‘tch’ words

Across
3. one who sells meat
4. used to light fires
5. to bring
7. where meals are cooked
9. a skin irritation
10. a fairy - story character
11. used to open a gate
12. hold tightly

Down
1. people from a European nation
2. covering over a hole
3. to stuff up
6. a muscle spasm
8. a narrow channel
10. it tells the time
Activity 0805: Words Within Words

Find as many smaller words within the following words as you can, and list them beside the word.

Industrialisation

___________________________________

___________________________________

Infringement

___________________________________

___________________________________

Maintenance

___________________________________

___________________________________

Misunderstanding

___________________________________

___________________________________

Demonstrate

___________________________________

___________________________________

Superintendent

___________________________________

___________________________________
Activity 0806: Spelling Rule for ie

When do you write 'ie' and when 'ei'? The spelling rule is 'i' before 'e' except after 'c' when it makes the 'eee' sound.

For example:

<table>
<thead>
<tr>
<th>IE</th>
<th>ET</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td>receive</td>
</tr>
<tr>
<td>belief</td>
<td>receipt</td>
</tr>
<tr>
<td>relieve</td>
<td>perceive</td>
</tr>
</tbody>
</table>

Exceptions due to French origin:

- seize, counterfeit, protein, caffeine

In these words the 'ei' used to be pronounced as a long 'i':

- either and neither

1. Write these words in the correct column.

   relief  deceive  deceit  niece  ceiling  siege  conceal
   conceive  chief  shield  grief  wield  yield  hygiene

<table>
<thead>
<tr>
<th>IE</th>
<th>ET</th>
</tr>
</thead>
</table>

2. Take two of the 'ie' words and two of the 'ei' words and write a sentence(s) using them.
Activity 0807: Spelling Strategy – repeated writing Date:
Practise this spelling strategy from Lesson eight on these words. If you are unsure of the meaning use a dictionary. Practise on scrap paper.

<table>
<thead>
<tr>
<th>Exhibition</th>
<th>There was an art exhibition of paintings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparatus</td>
<td>The apparatus was used in a science experiment.</td>
</tr>
<tr>
<td>Mortgage</td>
<td>They arranged a mortgage to buy the house.</td>
</tr>
<tr>
<td>Equipped</td>
<td>The camp was well equipped.</td>
</tr>
<tr>
<td>Subterranean</td>
<td>Subterranean means under the ground.</td>
</tr>
<tr>
<td>Politician</td>
<td>Did you vote for that politician?</td>
</tr>
</tbody>
</table>
Activity 0808: Spelling Review

Date:

Have someone dictate the Spelling Review from Lesson Eight of the Spelling Handbook and write your answers below.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________
Activity 0901: Letter-Blend ie Date:
1. The letter-blend ‘ie’ makes two sounds. For the following words, say them out loud then write them grouped according to the two sounds.

   niece piece lie achieve replied relied handkerchief

   1st 2nd

2. Describe the two sounds that ‘ie’ makes

Activity 0902: Letter-Blend ei Date:
When does ‘ei’ [or ‘eigh’] in a word not following this spelling rule ‘i’ before ‘e’ except after ‘c’? When it does not make the ‘eee’ sound! The following are words that do not follow this spelling rule.

   vein, rein, reign, eight, eighteen, sleigh, freight,
   neigh [the sound a horse makes], neighbour, weight, weigh

What sound does ‘ei’ [or ‘eigh’] make in these words?
Activity 0903: Letter-Blend oo

Date:
The letter-blend ‘oo’ makes two sounds. For the following words, say them out loud then write them grouped according to the two sounds.

school moon good foot shook boot balloon broom
look pool woollen too book spoon took wood

1st

2nd

Activity 0904: Letter-Blends ee, oa and ar

Date:
Make FOUR words of any length from any of the letters and letter-blends below. Use every one of the two-letter-blends at least once in this activity. Do not use single letters from the blends, use the whole two letters of the blends. For example, you could not make the word free because the ‘r’ is part of the letter-blend ‘ar’.

free ar oo l t
Activity 0905: Letter-Blend ed

Date:

The three sounds of 'ed'

From the words below work out which endings sound like 'ed', 'd', or 't'. Say them out loud. Which is the most common? Make three lists first, then decide.

<table>
<thead>
<tr>
<th>'ed'</th>
<th>'d'</th>
<th>'t'</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

fated wanted slipped frowned loved timed hiked rotted
minded equipped snored followed sounded packed assisted
stopped grouped fasted blended knifed contained played
lacked listed banded bridged washed dwarfed used scattered
scratched planted worked called calmed ended crowded
speared looked hanged
Activity 0906: Letter-Blends oi and oy
Find and circle the words in the Word Search:
annoy  annoy  avoid  avoid
boil  boy  buoy  coin
employ  loyal  oil  soil
spoil  toy

Activity 0907: Letter-Blends ai and ay
Find and circle the words in the Word Search:
aim  bait  bay  clay  day  display
entertain  nail  pain  play  played
railway  rain  say  tail  trailer
train  tray  way

©Copyright Solutions 4 Learning 2013. All rights reserved.
Activity 0908: Letter-Blend ey
Find and circle the words in the Word Search:

donkey  honey  key  money
motley  monkey  pulley
storey  trolley

Activity 0909: Spelling Strategy – trace the word
Practise this spelling strategy from Lesson nine on these words. If you are unsure of the meaning use a dictionary. Practise on scrap paper.

Miscellaneous
This is a miscellaneous collection of things.

Exaggerate
Do not exaggerate your claim.

Guarantee
The new car had a one year guarantee.

Embarrassing
I find it embarrassing to give a speech.

Conscientious
Students who work hard are conscientious.

Seismograph
A seismograph measures earthquakes.
Activity 0910: Spelling Review

Date: 

Have someone dictate the Spelling Review from Lesson Nine of the Spelling Handbook and write your answers below.

1. 

2. 

3. 

4. 

5. 

6. 

Lesson 10
Activity 1001: Letter-Blends igh and ow

Identify the sounds that letter-blends make.

1. The letter-blend 'igh' makes one sound, as in the word 'high'. What is this sound?

   List three words with that contain 'igh'.

2. The letter-blend 'ow' makes two sounds. It makes the 'ow' sound as in *how* and the long vowel sound for 'o' as in *low*. For the following words, say them out loud then write them grouped according to the two sounds.

   *grown, gown, clown, thrown, town, show, tow, low, now, how, allow, brown*

   1. 'ow'
   2. long vowel 'o'

   *how*  
   *low*
Activity 1002: Letter-Blend ou

Read the following sentences out loud. With your LEFT hand circle all the words that contain the letter-blend ‘ou’. This letter-blend makes four sounds. Say each word out loud and write the words grouped according to the four sounds.

"On a cloudy day, my soulful cousin, found a young circus group touring around the countryside. The proud youths stood on each other’s shoulders beside a double boulder looking to feed the gaping mouths of the poultry on top. But with his hunger, all my cousin could think about was making chicken soup.”

1<sup>st</sup>       2<sup>nd</sup>       3<sup>rd</sup>       4<sup>th</sup>
cloudy         tour         young         soulful
Activity 1003: Memory and Spelling

Test your memory and spelling. Read the sentences in the previous activity, cover them and then fill in the missing words:

“On a __________________ day, my soulful cousin,

found a __________________ circus group touring around

the countryside. The __________________ youths stood

on each other's __________________ beside a double

boulder looking to feed the gaping ______________

of the _______________ on top. But with his hunger,

all my __________________ could thinking about

was making chicken __________________.”

Activity 1004: Letter-Blends au and aw

Date:
The two-letter-blends ‘au’ and ‘aw’ often make the same sound. The sound ‘or’. For instance, in the words paw or claw but also in the word sauce and haunt. Sometimes ‘au’ makes the short vowel ‘o’ sound as in sausage and auction.

The ‘aw’ words may be easier to spell, for example:

dawn saw law crawl prawn fawn

Did you know that the word awe can become...

awful, awesome, awed, awestricken, awestruck and awe-inspiring

We use the word awful quite often and we usually mean something is terrible, but it can also mean “full of awe” (or wonder or fear).

Q. In which of those awe words is the ‘e’ dropped? ________________

Some ‘au’ words include:
taught audience author cause because audit sausage cauliflower

In this paragraph, fill in the missing ‘aw’ and ‘au’ letter-blends:

“The ___thor was late bec___se of heavy traffic. It was ___ful but it was not his f___lt. The ___dience had waited in ___e since d___n on the l___n under the ___ning for his book signing but instead enjoyed a s___sage sizzle as they s___ a h___k soaring overhead.”

Q. Which word in this paragraph makes the sound ‘or’ and does not contain ‘aw’ or ‘au’? ________________
Activity 1005: Saying the Word as it Appears    Date:
Break these words into groups of letters to fit into the boxes then say the letter groups out loud as it is written, not as it is usually spoken.

february    knife    accommodate    library
vegetables    uncomfortable    handkerchief    champagne
Activity 1006: Saying the Word as it Appears  

Date:  

1. Fit these small words into the following words to make larger words and say the words out loud as they look.

   chief  wed  met  pal
   know  is  arm

   __________-ledge  __________-land  __________-nes-day

   hand-ker-_________  gour-_________

   w-___________  prin-ci-_________

2. Now write the words in the following sentences.
We went to a fancy restaurant for a _________________ meal.
We used to blow our nose with a ________________. Now we use tissues.
The ________________ of the school was very popular with the students.
The sailors were excited to see an ________________ in the distance.
The bride planned to wed her true love on a ________________ as that was the day they had first met exactly one year ago.

He threw a lot of branches on the fire in an effort to keep __________

The professor had a lot of ________________ about the world but had never travelled outside his own country.
Activity 1007: Letter-Blend ea

1. The letter-blend ‘ea’ has three sounds as in the following sentence*. Complete the missing letters in the words below. Say each word out loud making sure it makes the same sound for ‘ea’ in the word above.

*We break bread at meal time

st_____k d_____f t_____m

gr_____t w_____ther pl_____se

br_____ker br_____th br_____the
Activity 1008: Scanning “The Only Way Is Up!”

Scan the following article and highlight where:

1. the letter ‘c’ is saying ‘sssss’ (eg. city) 13 times

2. the letter ‘o’ is saying ‘u’ (short ‘u’ sound, eg. up) 8 times

3. the letters ‘ea’ are saying ‘e’ (long ‘e’ sound, eg. meat) 12 times

The Only Way Is Up!

Want to succeed? To reach the top you might need to simplify your approach. The following is an easy approach to understanding the simplicity of success and all that it entails.

When aiming for success, there are three main areas that you need to consider and focus on. It’s called the RVC principle, which stands for:

R - REALISE
V - VISUALISE
C - CAPITALISE

REALISE

In order to push ahead to find a greater level of success, you need to realise exactly where you are in your journey. Not only that, you also need to realise and understand what you’ve done in the past to bring you to that point in your life. Once you address and realise where you are at this point, you need to confront the issues, attitudes or behavioural patterns responsible before you can move one step closer to that success you desire.

Cont next page …
VISUALISE

Next, you need to visualise the outcome. Have a mental picture of what it is you want, what it will feel like when you get to that point and what you think you have to do to get there.

Keep in mind that, just because someone has a lot of money, it doesn’t necessarily mean they’re successful in everyone’s eyes. Success comes in all different shapes and forms. All that matters is your own definition of success.

CAPITALISE

The problem with a lot of people is that once they realise they need to make some changes, and they visualise what they want, they forget to capitalise on it. You have to take ownership and you have to take back control over your journey.

While success may sometimes seem out of reach, it’s up to you to focus on these areas to make it a reality.

Activity 1009: Spelling Review  Date:
Have someone dictate the Spelling Review from Lesson Ten of the Spelling Handbook and write your answers below.

1._______________________________________________________________
2._______________________________________________________________
3._______________________________________________________________
4._______________________________________________________________
Lesson 11
Activity 1101: Spelling Review – Special Sayings 1  Date:
Have someone dictate the Spelling Review from Lesson 11 of the
Spelling Handbook and write your answers below.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________
Activity 1102: Letter-Blend ew

The letter-blend ‘ew’ makes two sounds. The first is ‘oo’ as in the word crew and the second is ‘yoo’ as in the word few. ‘ew’ appears at the end of words. For each of the following letters, add ‘ew’ to complete the word, say the word out loud, then write the words grouped according to the two sounds.

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>crew</td>
</tr>
</tbody>
</table>

Activity 1103: Letter-Blend eigh

Add the letter-blend ‘eigh’ to the gaps in the sentence then rewrite the complete sentence.

At _____t am, the n_____bours saw Santa’s sl______ descend out of control on _____tieth Street due to the w_____t of his heavy fr_____t.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Activity 1104: Letter-Blend gn  
Date:  
The letter-blend ‘gn’ makes the sound ‘n’, as the ‘g’ is silent. ‘gn’ may be used at the beginning or the end of a word. For the following words write a brief hint or clues to show you understand its meaning.

Gnome

____________________________________________

Gnaw

____________________________________________

Sign

____________________________________________

Foreign

____________________________________________

Resign

____________________________________________

Gnarl

____________________________________________
Activity 1105: Letter-Blends gu, ui

1. Unjumble the following list words (the first letter is underlined):

uifrt
i\text{ju}ce
ncesanui
situ
ui\text{cr}se

LIST WORDS

\begin{tabular}{llllll}
\text{cruise} & \text{disguised} & \text{figure} & \text{fruit} \\
\text{guarantee} & \text{guess} & \text{guidance} & \text{guilty} \\
\text{guitar} & \text{guy} & \text{juice} & \text{nuisance} \\
\text{rogue} & \text{suit} & \text{tongue} \\
\end{tabular}

2. With your LEFT hand circle the correct spelling of these words:

leage  league  leegue

catalog  catalogue  cataloge

gardian  guardean  guardian

guess  gess  guese

3. Underline the word that does NOT have a silent 'u':

guess  guidance  disguised  argue  guy  guilty

guitar  rogue  tongue  gullible  figure  guarantee
Activity 1106: Letter-Blends gh and gu

1. Find and highlight the gh words where the h is silent
2. Find and highlight the gu words where the u is silent

“This ghost town looked much scarier in the guidebook,” said Matt.

“Yes,” said Keri, “the guy at the front desk guaranteed all the hotel guests that there’d be ghosts and ghouls at every turn. Instead, this place is simply ghastly; you can tell they’re just people disguised as ghosts.”

“I thought travel agents were supposed to take the guesswork out of these things and provide a little guidance. It looks like they’re using us as guinea pigs to test it out.”

“I know,” exclaimed Keri, “we should figure out a way to make him feel guilty.”

“Don’t try to argue with him,” sighed Matt, “it’s our own fault for being so gullible.”

“They should have better laws to guard against rogue tour operators.”

“Maybe you should get out your guitar and provide some real entertainment,” he suggested, tongue-in-cheek.
Activity 1107: Spelling Review  

Date:  

Have someone dictate the Spelling Review from Lesson 11 of the Spelling Handbook and write your answers below.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________
Lesson 12
Activity 1201: Active E

Read the following story, then underline the words which use an active E.

Take care! There are some sneaky words here. Look for active E words that have suffixes added. Example, hope becomes hoping. Hoping is affected by the active E, so make sure you underline words like this.

Kate baked a cake for Pete’s birthday party. She iced it with dark chocolate icing and grated flakes of white chocolate over the top. Later that evening five of Pete’s mates and their wives drove over for the party. They had chosen a bottle of vintage wine as a gift. Jake and Mike were poking fun about Pete’s age, forgetting that Mike was a year older. They had a great time. Kate used plates to serve the cake and made sure everyone had a glass of wine to toast Pete. They were all tired when they were driving home. Kate and Pete had finally closed their door and gone to bed.
Activity 1202: Letter-Blends ti, tion, sion, ci, cian, xi

1. Think about these sounds.
   They are usually used in the following ways:

   'sion' & 'tion' (sounds like 'shn') are suffixes found at the end of core words. Examples:  
   tense -> tension
   donate -> donation
   decide -> decision

   'ci' (sounds like 'sh') is usually found in words ending in 'cial' or 'cious'.
   facial    social    delicious    conscious

   'cian' (shn) is used to name people’s professions.
   beautician    politician

   'xi' (sh) is usually found in the middle of a word.
   anxious      complexion

2. Think about the word session. Look it up in the dictionary for the correct pronunciation. Is it a `sh' or `shn' sound? Say the word out loud. Write it down in the appropriate column in the table on the next page.

continued next page...
3. Write the following words into the correct column in the table.

<table>
<thead>
<tr>
<th>ti</th>
<th>tion</th>
<th>sion</th>
<th>ci</th>
<th>cian</th>
<th>xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>fictitious</td>
<td>donation</td>
<td>decision</td>
<td>social</td>
<td>beautician</td>
<td>complexion</td>
</tr>
</tbody>
</table>

4. Select four of these words, use them in a few sentences and write them below. Underline the letter-blends. Example:

He made the decision to go to the computer study session but secretly wanted to go on an Antarctic expedition.
Activity 1203: Letter-Blends ‘tion or ‘sion’? Date:
Do you get confused with words ending in ‘tion’ or ‘sion’? A quick way of remembering is if the word sounds like ‘shun’ then it will end in ‘tion’, if it sounds more like ‘zhun’ then it will end in ‘sion’.

Try these spellings for yourself.

1. A place where you catch a train is a railway ________________.

2. When a teacher is talking you need to give your full ________________.

3. The opposite of multiplication is__________________________.

4. To do your best during tests you should have done some____________________

5. Your aunty is a ____________________.

6. When you want to relax you can watch __________________

7. When you explain something you give an__________________

8. When you try and influence someone you could try to use____________

9. Young children need constant ____________________.

10. Touching wood to bring you luck is just a __________________.
Activity 1204: Letter-Blend gn

Date:

When you see the letter-blend ‘gn’ in a word, the ‘g’ is usually silent.

Use a dictionary, if necessary, to help you complete the following words:

Rats will often gn_____ through electrical cables in the ceiling.

Camping was fun, except for being bitten by lot of gn_____s.

The finishing touch for the garden was a tiny gn______.

The old tree had a lot of character, with a large gn______ on its trunk.

We need to come to a complete stop when we see the ____gn.

I love the ______gn of your new house.

He will officially ____gn from his position tomorrow.

This year marks the 60th anniversary of Queen Elizabeth’s ______gn.

I heard the Italian man speaking a __________gn language.
Activity 1205: Spellings of the OR Sound

Some words sound the same but are spelt differently. Read the hint and write the correct word.

Hint | choose the correct word
--- | ---
on our skin | pour poor pore
feeling uninterested | bore boar board bored
toward the front | for fore four
rough surface | coarse course
an additional amount | moor more
sounding rough | horse hoarse
lacking money | pour poor pore
a dull person | bore boar board bored
4 | for fore four
direction | coarse course
large open marsh land | moor more
a four legged animal | horse hoarse
Activity 1206: Spellings of the OR Sound

Date:

There are four different ways of spelling the ‘or’ sound, using the letter ‘o’; ‘or’, ‘oar’, ‘oor’ and ‘our’

Words with the ‘or’ spelling are the most common and simplest to spell:

OR

ignore lord ford sword core sore for spore cord born fork fort cork torch morning corn stork horn torn worn thorn

Circle all the words with the ‘or’ spelling in this passage:

In the morning, the lord took his fork and sword to harvest the corn. He wished he had brought his torch and horn to scare the storks.

Write your own sentence here with at least three ‘or’ words:

_______________________________________________________

OAR oar (of a boat) boar (a male pig) coarse (rough)

OOR poor moor floor door

Using these ‘oor’ words complete the sentence:

The_____________ woman who lived on the _______________locked her _________and walked down the road to clean the _______ of the town hall.

OUR pour court mourn course

Not all words that contain ‘our’ make the ‘or’ sound. Examples are: tour, hour, flour
### Activity 1207: Word Families

In each Tic Tac Toe game find three words in a row that belong to the same word Family. Using your LEFT hand, circle these words then write the words to the right of each game.

<table>
<thead>
<tr>
<th>today</th>
<th>stray</th>
<th>play</th>
<th>head</th>
<th>broke</th>
<th>wake</th>
</tr>
</thead>
<tbody>
<tr>
<td>dome</td>
<td>hay</td>
<td>bring</td>
<td>bright</td>
<td>sight</td>
<td>flight</td>
</tr>
<tr>
<td>went</td>
<td>home</td>
<td>green</td>
<td>tight</td>
<td>may</td>
<td>cape</td>
</tr>
<tr>
<td>brown</td>
<td>park</td>
<td>hitch</td>
<td>grain</td>
<td>teeth</td>
<td>page</td>
</tr>
<tr>
<td>beans</td>
<td>star</td>
<td>shop</td>
<td>lain</td>
<td>frame</td>
<td>eat</td>
</tr>
<tr>
<td>itch</td>
<td>pitch</td>
<td>stitch</td>
<td>plain</td>
<td>train</td>
<td>rage</td>
</tr>
<tr>
<td>fort</td>
<td>grate</td>
<td>neigh</td>
<td>دونس</td>
<td>string</td>
<td>water</td>
</tr>
<tr>
<td>beep</td>
<td>sleigh</td>
<td>door</td>
<td>ding</td>
<td>wing</td>
<td>moan</td>
</tr>
<tr>
<td>weigh</td>
<td>socks</td>
<td>port</td>
<td>bone</td>
<td>fling</td>
<td>plate</td>
</tr>
</tbody>
</table>
Activity 1208: Spelling Review

Have someone dictate the Spelling Review from Lesson 12 of the Spelling Handbook and write your answers below.

1.____________________________________________________________________

2.____________________________________________________________________

3.____________________________________________________________________

4.____________________________________________________________________

5.____________________________________________________________________

6.____________________________________________________________________
Lesson 13
Activity 1301: Letter-Blends ph, rh, sc, eu

Fill in the missing words from the word lists.

<table>
<thead>
<tr>
<th>science</th>
<th>Stephanie</th>
<th>Europe</th>
<th>phone</th>
<th>rhetorical</th>
</tr>
</thead>
</table>

To ask a __________ question - should I ________ my daughter, __________, in ________ or email her the ________ homework?

<table>
<thead>
<tr>
<th>sciatica</th>
<th>rhinos</th>
<th>rhododendrons</th>
<th>sci-fi</th>
<th>phenomenal</th>
</tr>
</thead>
<tbody>
<tr>
<td>euphoric</td>
<td>scissors</td>
<td>rheumatoid</td>
<td>rhymes</td>
<td>pharmacy</td>
</tr>
</tbody>
</table>

The rangers thought the ________ developed ______________ from stomping on the ___________________________.

I went to the __________ for medication for my ______________ arthritis and came out with a pair of ________ and a book of ________.

The __________.movie was a ______________ success, which left the audience feeling ______________.

<table>
<thead>
<tr>
<th>proboscis</th>
<th>elephant</th>
<th>eucalyptus</th>
<th>eureka</th>
<th>ascended</th>
</tr>
</thead>
</table>

When the ______________ sucked ______________ oil through his long.______________, he ______________ up the escarpment and shouted “_______________!”

<table>
<thead>
<tr>
<th>euros</th>
<th>rhythms</th>
<th>philharmonic</th>
<th>euthanasia</th>
</tr>
</thead>
</table>

Members of the ______________ orchestra played a number of ______________ in a bid to earn thousands of ______________ to help raise awareness of the issue of ______________.
Activity 1302: Letter-blend 'tion' or 'sion'? Date:
Do you get confused with words ending in 'tion' or 'sion'? A quick way of remembering is if the word sounds like 'shun' then it will end in 'tion', if it sounds more like 'zhun' then it will end in 'sion'.

Select the correct spelling
1. A place where you catch a train is a railway **station/stasion**.

2. When a teacher is talking you need to give your full **attention/attension**.

3. The opposite of multiplication is **divition/division**.

4. To do your best during tests you should do some **revition/revision**.

5. Your aunty is a **relation/relasion**.

6. When you want to relax you can watch **televition/television**.

7. When you explain something you give an **explanation/explanasion**.

8. When you try and influence someone you could try to use **persuasion/persuasion**.

9. Young children need constant **supervition/supervision**.

10. Touching wood to bring you luck is just a **superstition/superstision**.
Activity 1303: Spellings of the 'or' Sound  

These are the four spellings of the 'or' sound. Under each of these letter-blends write three words with the same 'or' sound spelling.

- or  
- oar  
- oor  
- our

Activity 1304: The five spellings of the 'er' sound  

Notice the five spellings of the 'er' sound in this sentence. Say the words out loud.

- her  
- bird  
- hurts  
- earth  
- worms

List these similarly spelled words below them:

- exercise, turn, learn, firm, earnest, worth, purse, purchase, work, word, term, dirty, fur, certain, shirt, nurse

- her  
- bird  
- hurts  
- earth  
- worms
Activity 1305: find the 'er' sound words

As you look for the words say them to yourself and remember how they sound. Usually 'or' only says the 'er' sound when it follows the letter 'w'. Another short sentence to help you remember the 'er' sound:

Her First Nurse Works Early
Activity 1306: 'er' sound cloze sentences

Complete the sentences below using words that contain the 'er' sound. Some of the words sound the same but have different meanings, look in a dictionary if you are unsure of the difference.

Mankind lives on planet _ _ _ _ _ _ _
   earth /worth

A _ _ _ _ _ starts work early each morning.
   taker/baker

Father was present at the _ _ _ _ _ of his baby daughter.
   berth/birth

The _ _ _ _ _ _ _ _ was firm enough for the racehorses to run the race.
   surf/turf

If you get too hot you will become _ _ _ _ _ _ _ _ _.
   dirty/thirsty

I _ _ _ _ _ _ _ a good story on the radio today.
   herd/heard

We ride a bike for physical _ _ _ _ _ _ _ _ _ _ and to keep fit.
   exert/exercise

Diamonds are valuable and _ _ _ _ _ _ _ _ _ _ lots of money.
   worst/worth

Heat water in an _ _ _ _ _ _ _ _ _ _ and then make the tea.
   earn/urn

I paid the bill and put the money into my _ _ _ _ _ _ _ _ _ _.
   curse/purse

The _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ bird catches the worm from beneath the _ _ _ _ _ _ _ _ _ _.
   earth/early

Left lane ends, _ _ _ _ _ _ _ _ _ _ right.
   merge/urge
Lesson 13

Activity 1307: Commonly misspelt words  

Date:

1. Which of the following spellings is correct?
   a) acomodate 
   b) accommodate 
   c) accommodate 
   d) accommodate

2. Which of the following spellings is preferred in British English?
   a) acknowledgment 
   b) acknowledgement 
   c) acknowlegment 
   d) acknowlegement

3. Which of the following spellings is correct?
   a) arguement 
   b) argument 
   c) arguemant 
   d) arguemint

4. Which of the following spellings is correct?
   a) comitment 
   b) comitmment 
   c) commitment 
   d) comitmant

5. Which of the following spellings is correct?
   a) consensus 
   b) concensus 
   c) consencus 
   d) consesssus

For each correct word apply the Write, Say, Look, Cover Spelling Strategy from Lesson six. Use a separate piece of paper.
Activity 1308: Spelling Review

Have someone dictate the Spelling Review from Lesson 13 of the Spelling Handbook and write your answers below.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________

7. ________________________________________________________________

8. ________________________________________________________________

9. ________________________________________________________________
Lesson 14
Activity 1401: The ‘er’ sound

Date:

Underline the letters making the ‘er’ sound in each of these sentences. [‘er’ sounds: er  ir  ur  ear  wor]

The girls were working in the church.

Have you heard that the early bird catches the worm?

Is the purple purse worth thirty dollars?

Thirteen birds were hurt by the herd of cattle.

In the first term we will learn more about our world.

Activity 1402: The ‘air’ sound

Date:

Make compound words containing the ‘air’ sound. Compound words are words that are made up of two or more smaller words. For example, the compound word haircut is made up of the smaller words hair and cut.

- For each word in the first list, choose a word in the second list to make seven compound words.
- Underline the letters in the compound word that make the ‘air’ sound.

1. hair, hard, wheel, care, every, air, down
2. where, chair, stairs, port, cut, ful, ware

    1. ______________________________________
    2. ______________________________________
    3. ______________________________________
    4. ______________________________________
    5. ______________________________________
    6. ______________________________________
    7. ______________________________________
Activity 1403: Letter-blends ph, rh, sc, eu       Date:
When you read the words, say them out loud and listen to the sound the letter-blends (ph, rh, sc,eu) make.

Examples:
The ’ph’ in phantom sounds like ’ff’, the letter ’h’ is silent.
The ’rh’ in rhinoceros sounds like ’r’, the letter ’h’ is silent.
The ’eu’ in eulogy sounds like ’u’, the letter ’e’ is silent.
The ’sc’ blend can have two different sounds:
   1. The ’sc’ in science or scene sounds like ’s’ because the ’c’ is followed by ’e’ or ’i’.
   2. The ’sc’ in school or scone sounds like ’sk’.

Read the sentences below and enter the correct words into the space provided:
The _ _ _ _ _ _ _ _ _ _ _ _ was invented by Alexander Graham Bell.
(xylophone/telephone)

Prince _ _ _ _ _ _ is the Queen’s husband and consort.
(Philip/Fiona)

In Egypt the _ _ _ _ _ _ _ _ had everlasting monuments to themselves built by slave labour, the _ _ _ _ _ _ and Pyramids are still standing after thousands of years.
(Sphinx/Pharaohs)

Pseudonym means a pretend name.       (True or false)

Michael Crawford played the lead role in _ _ _ _ _ _ _ _ of the Opera.
(Phoenix/Phantom)

It’s my writing, so I will use an _ _ _ _ _ _ _ _ _ _ _ _ in the sentence.
(apostle/apostrophe)

Jessica Watson sailed _ _ _ _ _ _ _ _ _ _ _ _ into Sydney Harbour, finally completing her solo voyage around the world at only 16 years of age.       (trumpet/triumphantly)
The ____ ____ ____ ____ ____ ____ was in full swing, there was an amazing ____ ____ ____ ____ with everyone enjoying themselves. (disco/atmosphere/schoolies)

When studying ____ ____ ____ ____ , you can find other countries by looking in a world atlas, a globe or even by using Google Earth to locate where they are; some are in the northern ____ ____ ____ ____ ____, others in the southern hemisphere. (hemisphere/geography)

The ____ ____ ____ valley is in Germany and is a wine producing region. (rind/Rhine)

Research is carried out in a ____ ____ ____ ____ laboratory. (scenic/science)

The Dr gave me a ____ ____ ____ ____ ____ to take to the pharmacist and a referral for ____ ____ ____ ____ ____ . (prescription/physiotherapy)

Eucalyptus trees are natives of Australia. (True or false)

A typical Devonshire tea is ____ ____ , jam and cream. (scorn/scone)
Activity 1404: Commonly misspelt words

1. Which of the following spellings is correct?
   a) deductible
   b) deductable
   c) deductuble
   d) deductabel

2. Which of the following spellings is preferred in American English and which in British English?
   a) dependant
   b) depindant
   c) dependent
   d) dependunt

3. Which of the following spellings is correct?
   a) embarras
   b) embaras
   c) embarass
   d) embarrass

4. Which of the following spellings is correct?
   a) existance
   b) existence
   c) existanse
   d) existance

5. For a page at the beginning of a book?
   a) foreward
   b) forword
   c) forworde
   d) foreword

For each correct word apply the Repeated Writing Spelling Strategy from Lesson eight. Use a separate piece of paper.
Activity 1405: The five spellings of the 'er' sound

Notice the five spelling of the 'er' sound in this sentence. Say the words out loud.

her  bird  hurts  earth  worms

List these similarly spelled words below them:

heard, world, prefer, birth, return, search, fern, first, 
burn, earn, worse, baker, thirst, curl, heard, worst

her  bird  hurts  earth  worms

Activity 1406: The 'air' sound

Circle the words with the 'air' sound and write a new short sentence with each one. Write it out and spell the word aloud as you write it.

Henry was the heir to the family fortune but he could not bear living in the castle. The air was dusty in there and it needed a lot of care to repair it.

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
4. ________________________________________________
5. ________________________________________________
6. ________________________________________________
7. ________________________________________________
Activity 1407: Spelling Review – Special Sayings 2  Date:
Have someone dictate sentences from the Spelling Review in Lesson 14 of the Spelling Handbook and write them below.

1. _________________________________________________________________
   __________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

4. _________________________________________________________________

5. _________________________________________________________________

6. _________________________________________________________________

7. _________________________________________________________________

8. _________________________________________________________________
   __________________________________________________________________
Activity 1501: Syllables 1
Do you remember?

1. How many spelling syllables (mouth movements) do the following words contain?
   - important (   )
   - unhappiness (   )
   - advertisement (   )

2. What is the core word upon which these larger words are built?
   - safety
   - remarkable
   - disrespectful
   - pleasure

3. Put (L) or (S) after each word to show that the underlined vowel has a long or short sound
   - hoping (   )
   - hiding (   )
   - prison (   )
**Activity 1502: Syllables 2**

Write these words, dividing them into syllables. Some words have only one syllable. Write those words also. Examples A, B and C will help.

A: told – told  B: hitter– hit/ter  C: employment– em/ploy/ment

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>told</td>
<td>told</td>
<td>hitter</td>
<td>hit/ter</td>
</tr>
<tr>
<td>drug</td>
<td></td>
<td>butter</td>
<td></td>
</tr>
<tr>
<td>warning</td>
<td></td>
<td>vacant</td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td>committed</td>
<td></td>
</tr>
<tr>
<td>harmful</td>
<td></td>
<td>harem</td>
<td></td>
</tr>
<tr>
<td>land</td>
<td></td>
<td>error</td>
<td></td>
</tr>
<tr>
<td>seated</td>
<td></td>
<td>domain</td>
<td></td>
</tr>
<tr>
<td>bench</td>
<td></td>
<td>carrot</td>
<td></td>
</tr>
<tr>
<td>cooler</td>
<td></td>
<td>lava</td>
<td></td>
</tr>
<tr>
<td>bank</td>
<td></td>
<td>coffee</td>
<td></td>
</tr>
<tr>
<td>greyest</td>
<td></td>
<td>fatal</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
<td>chowder</td>
<td></td>
</tr>
<tr>
<td>indoor</td>
<td></td>
<td>hamburger</td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td></td>
<td>turkey</td>
<td></td>
</tr>
<tr>
<td>dislike</td>
<td></td>
<td>dependent</td>
<td></td>
</tr>
<tr>
<td>pear</td>
<td></td>
<td>contact</td>
<td></td>
</tr>
<tr>
<td>unpack</td>
<td></td>
<td>permission</td>
<td></td>
</tr>
<tr>
<td>mail</td>
<td></td>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>export</td>
<td></td>
<td>permanent</td>
<td></td>
</tr>
<tr>
<td>wheat</td>
<td></td>
<td>subject</td>
<td></td>
</tr>
<tr>
<td>enrich</td>
<td></td>
<td>remember</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1503: Prefixes 1

Date:

A prefix is a syllable added onto the beginning of a word. Prefixes can change the meanings of words.

Example: do - undo redo overdo

1. Underline the prefixes in these words:
biped overheat rewrite untie mistake

2. Add a prefix from the box below to the list of words to form new words.

semi-, bi-, non-, ab-, trans-, in-

_____correct _____sense
_____circle _____port
_____cycle _____normal
Activity 1504: Prefixes 2

Date:

1. Change the prefix on the following words to form antonyms (words that mean the opposite).

   1. exterior  interior
   2. include _________
   3. outside _________
   4. ascend _________
   5. forward _________

2. Some antonyms are formed by adding a prefix.
   Example: able  unable
   Add a prefix to the following words
   honest __________
   legal __________
   capable __________
   import __________
Activity 1504: Suffixes 1

A suffix is a syllable added to the end of a word. Suffixes give words a part of speech.

Example: worker (noun) workable (adjective)

1. Underline the suffixes in these following words.
   
   talking  patriotism  factory
   careless  department

2. Add a suffix from the box below to the list of words to form new words.

   -ance, -th, -ness, -ery

   light __________  disturb__________
   warm___________  green___________
Lesson 16
Activity 1601: Syllables

Recognising the syllables, or beats, in words makes them easier to spell. Each syllable has one vowel sound.

Read these words, write the number of syllables you hear, then write the words separated into syllables.

<table>
<thead>
<tr>
<th>Example</th>
<th>Word</th>
<th>Syllables</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>going</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cooperate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>prepaid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hopefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>uncontrollable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fanatical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>saucepan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>excitement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>remotely</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 1602: Suffixes 1

Rule: Keep the 'e' on the end of a base word when adding an ending which begins with a consonant (e.g. "ment", "ly").

Examples: safe + ty = safety, move + ment = movement

Add the suffix in the brackets and write the new word:

- safe (ly) ________________________
- encourage (ment) ________________________
- shame (ful) ________________________
- hope (less) ________________________
- trouble (some) ________________________
- manage (ment) ________________________
- nice (ly) ________________________
- care (less) ________________________
- state (ment) ________________________
- advertise (ment) ________________________
- age (less) ________________________
### Activity 1603: Suffixes 2

Add the suffix in the brackets and write the new words. Decide whether to keep, or drop, the 'e'.

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope (less)</td>
<td>___________________</td>
</tr>
<tr>
<td>drive (ing)</td>
<td>___________________</td>
</tr>
<tr>
<td>please (ant)</td>
<td>___________________</td>
</tr>
<tr>
<td>age (less)</td>
<td>___________________</td>
</tr>
<tr>
<td>peace (ful)</td>
<td>___________________</td>
</tr>
<tr>
<td>change (ing)</td>
<td>___________________</td>
</tr>
<tr>
<td>amused (ment)</td>
<td>___________________</td>
</tr>
<tr>
<td>care (less)</td>
<td>___________________</td>
</tr>
<tr>
<td>admire (ation)</td>
<td>___________________</td>
</tr>
</tbody>
</table>
Activity 1604: The letter Y  

Date:  

Add an ending (suffix) to the word that ends with the letter ‘Y’ to complete the sentence:

Eg. There was one fly in the jam but many flies in the kitchen.

1. Luke wants to marry Marie. They will get __________________ soon.

2. Lee said there was no need to hurry but we __________________ anyway.

3. I made a copy for Jack and one for Jill. Now they both have ______________.

4. He was a chirpy son and his father enjoyed __________________.

5. Helen was very pretty and her ____________________was admired.

6. Bill can carry heavy loads and ______________most things when asked.

Correct the misspelt word.

Sally is a very shi girl. __________________

Her worryes are thankfully over. __________________

They have many difficutyes __________________

They are a happy familey. __________________

When words are misspelt you may be able to see that they are wrong.

As the saying goes “Don’t worry be happy”. Now you can write “Don’t let the worries of the world spoil your happiness”!
Activity 1605: Adding endings to letter 'y' words part 1  Date: 
When a word ends in 'vowel-y' we just add the ending.

Eg. monkeys  daytime  joyful  playing

Some words can have a variety of endings added and still the 'y' remains. Play can become playtime, player, played or playful. Grey can become greyish.

Add a suffix to each word and make sure you use each suffix listed at least once. **Suffixes:** 's' 'ing' 'ed' 'hood' 'ish' 'time'
**Words:** Sunday tray delay essay boy grey spray day

Activity 1606: Adding endings to letter 'y' words part 2  Date: 
Often when a word ends in 'consonant-y' and you add a suffix, the 'y' changes to an 'i'.

Eg. beauty to beautiful, berry to berries, sky to skies, duty to dutiful and vary to various.

Add a suffix to each word and make sure you use each suffix listed at least once. **Suffixes:** 'es' 'ness' 'ed' 'ful' 'ous'
**Words:** lady pretty canary rely mystery happy beauty envy
Activity 1607: Adding endings to letter 'y' words part 3

Date:

Often when a word ends in ‘consonant-y’ and you add a suffix, the ‘y’ changes to an ‘i’ ... but sometimes when adding ‘ing’, the ‘y’ stays and becomes ‘ying’. These are doing words!

Add the suffix ‘ing’ to each of these words:
fly  cry  study  hurry  supply  dry  pray
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Activity 1608: Adding endings to letter ‘y’ words part 4

Date:

When you make a ‘y’ word a plural (more than one), do you add ‘s’ or ‘es’ to the end of the word? If the word ends in ‘vowel-y’ add ‘s’, otherwise add ‘es’, but change the ‘y’ to an ‘i’.

Eg. canary becomes canaries and day becomes days

Add an ‘s’ or ‘es’ to the end of these words:
boy  toy  party  employ  pony  library  valley
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
**Activity 1609: Adding suffixes**

Which is the correct spelling? Saying the word as it appears may help you.

<table>
<thead>
<tr>
<th>CORE WORD</th>
<th>SUFFIX</th>
<th>CIRCLE THE CORRECT WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>ing</td>
<td>fling, flying</td>
</tr>
<tr>
<td>boy</td>
<td>s</td>
<td>boys, bois, boyes</td>
</tr>
<tr>
<td>hike</td>
<td>ing</td>
<td>hikeing, hiking</td>
</tr>
<tr>
<td>share</td>
<td>ed</td>
<td>shared, shareed</td>
</tr>
<tr>
<td>bull</td>
<td>y</td>
<td>bully, buly, buli</td>
</tr>
<tr>
<td>private</td>
<td>acy</td>
<td>privateacy, privacy</td>
</tr>
<tr>
<td>noise</td>
<td>y</td>
<td>noisey, noisy</td>
</tr>
<tr>
<td>day</td>
<td>time</td>
<td>daitime, daytime, datime</td>
</tr>
<tr>
<td>play</td>
<td>er</td>
<td>plaer, player, plaier</td>
</tr>
<tr>
<td>lady</td>
<td>es</td>
<td>ladyes, ladies, ladys</td>
</tr>
<tr>
<td>silly</td>
<td>ness</td>
<td>silliness, sillyness</td>
</tr>
<tr>
<td>rely</td>
<td>ed</td>
<td>relyed, relied</td>
</tr>
<tr>
<td>beauty</td>
<td>ful</td>
<td>beautiful, beautyful</td>
</tr>
<tr>
<td>mystery</td>
<td>ous</td>
<td>mysterious, mysterious</td>
</tr>
<tr>
<td>family</td>
<td>ar</td>
<td>familyar, familiar</td>
</tr>
<tr>
<td>swim</td>
<td>ing</td>
<td>swiming, swimming</td>
</tr>
</tbody>
</table>
Activity 1610: Word Play

For the word ‘exposition’, do the following:

1. Find the meaning
2. Use it in a sentence
3. Break it into chunks [prefix, suffix, syllables and letter-blends]
4. Determine the core word
5. Find words within words

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Activity 1611: Commonly misspelt words

1. Which of the following spellings is correct?
   a) harass
   b) haras
   c) harrass
   d) herrass

2. Which of the following spellings is correct?
   a) inadvertant
   b) inadvertant
   c) inadvertent
   d) inadvertent

3. Which of the following spellings is correct?
   a) indispensabel
   b) indispensabel
   c) indispensable
   d) indispensible

4. Which of the following spellings is preferred in Australian English?
   a) judgement
   b) judgment
   c) judgemant
   d) judgmant

5. Which of the following spellings is correct?
   a) liason
   b) liasson
   c) liason
   d) liaison

For each correct word apply the Take a Photo of the Word Spelling Strategy from Lesson three. Use a separate piece of paper.
Activity 1612: Spelling Review  
Date:  
Have someone dictate the Spelling Review at the end of Lesson 16 from the Spelling Handbook and write your answers below.

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

4. _________________________________________________________________

5. _________________________________________________________________

6. _________________________________________________________________
Lesson 17
Activity 1701: Ownership Apostrophe

Date:

If there is more than one owner of something, the word will usually end with an 's', to signify that it’s plural. In that case, simply add the apostrophe after the 's' (at the end of the word).

Here is an example: the hats of the ladies - the ladies' hats

Complete the following phrases:

1. the wings of the birds the _________ wings
2. the tents of the campers the ___________ tents
3. a home for dogs a ________ home
4. a meeting for teachers a ______________ meeting
5. the helmets of the bikers the ____________ helmets

Activity 1702: Ownership Apostrophes

Date:

When one person owns something, put the ownership apostrophe at the end of the word, then simply add an 's' after the apostrophe. When more than one person owns something, put an 's' at the end of the word to signify a plural, then add the apostrophe after the 's'. Insert the missing apostrophes in the following sentences. A description of each sentence follows in brackets.

The girls cat bit the postman.

(One girl had a cat, to the postman's regret.)

The girls cat bit the postman.

(The cat was owned by more than one girl - perhaps they were sisters with a perverse dislike of male mail personnel.)

The trees limbs fell on the hikers tent - rendering him temporarily disgruntled.
(One tree dropped some limbs onto a tent belonging to one hiker. You know immediately there was one tree dropping limbs onto the tent of one hiker.)

The trees limbs fell on the hikers tent - rendering them pained on the scone.

(More than one tree dropped limbs onto a tent belonging to more than one hiker. You know immediately there were multiple trees dropping limbs onto the tent inhabited by multiple hikers.)

The trees limb fell on the hikers tent - rendering them temporarily disgruntled.

(One tree dropped a limb onto a tent belonging to more than one hiker - one hopes they were not overcrowded in there. You know immediately that the limbs came from one tree but that there was more than one hiker.)

It can seem more complicated if the word doing the owning is already plural. Just put the apostrophe at the end of the word, then add 's' after the apostrophe, so that it sounds right.

The crowds wrath was tangible.

(We know a crowd is more than one person, but as it is a collective term it is treated as a singular. After all, there is only one crowd.)

The peoples will was expressed to Jeffrey, but to Jeffreys ultimate demise, he didn't listen.

(The 'will' belongs to the people, the 'ultimate demise' belongs to Jeffrey.)
Activity 1703: Missing Letter Apostrophes       Date:
An apostrophe can be used to show that a letter (or letters) is missing from a word. They are extremely common.

Try the following exercises:

Write this sentence in full. “The weather’s bad.”

________________________________________________

Write the abbreviated word in full. “Don’t think about it.”

________________________________________________

The abbreviated word is **not** correct. Write it correctly and then write it in full. “What horse can’t you ride? A clothes horse.”

________________________________________________

Write the abbreviated words in full. “If you don’t fail now and again, it’s a sign you’re playing it safe.” (Woody Allen)

________________________________________________

Write the abbreviated words in full. “Don’t look now, but there’s one too many in this room, and I think it’s you.” (Groucho Marx)

________________________________________________

Write the abbreviated word in full. “Blood’s not thicker than money.”
(Woody Allen)

________________________________________________

The abbreviated word is **not** correct. Write it correctly and then write it in full. “Sally isn’t able to complete her work.”

________________________________________________
Lesson 17

Activity 1704: Apostrophes and comprehension

In these words, replace the apostrophes with the missing letters; “there’s” and “he’s”.

What is meant by the word ‘gloat’?

If the fish got away, how come it is still on the line?

Replace the apostrophe with the missing letter; “Let’s”.

Define ‘fake’.

With all the bait available to eat, why do the fish have to go off to get something to eat?

Explain the apostrophes in the word “That’s” and “zoo’s”.

Why did he say the tusk was a shark’s tooth?
Activity 1705: Cloze exercise

For each comic in the previous activity; READ, COVER and then FILL IN the missing words.

1. Excuse me, ________, but there’s a fish on line 3. He claims you _______________ him but he got away. I think he’s _______________ to gloat.

2. All this fake ___________ has made me ________________.
   Let’s go get a bite to ____________.

3. That’s a tooth from a ____________ I caught off the ____________ of Florida. Actually it’s a plastic _________________ tusk I bought from the zoo’s gift ___________. But the shark _______________ is much more interesting.
Activity 1706: Commonly misspelt words

1. Which of the following spellings is correct?
   a) license
   b) licence
   c) lisense
   d) lisence

2. Which of the following spellings is correct?
   a) occasion
   b) ocassion
   c) occasion
   d) ocasion

3. Which of the following spellings is correct?
   a) occurrence
   b) ocurrence
   c) occurance
   d) occurance

4. Which of the following spellings is correct?
   a) perserverance
   b) persaverence
   c) perserverence
   d) perseverance

5. Which of the following spellings is correct?
   a) prerogative
   b) perogative
   c) perogitive
   d) preragitive

For each correct word apply the Trace the Word Spelling Strategy from Lesson four. Use a separate piece of paper.
Activity 1707: Ownership Apostrophes   Date:
Insert the missing ownership apostrophe in each sentence.

I have borrowed Johns carrot.

We walked Freds pig.

It is the librarys policy.

The three schools results were impressive.

The two snails owners got together after the training class.

That is Chris book.

Rufus friends came for lunch.

Activity 1708: Missing Letter Apostrophes   Date:
Remove a letter (s) and insert an apostrophe.

it is  _______________

do not  _______________

should not  _______________

what is  _______________

it has  _______________

you are  _______________

they are  _______________

cannot  _______________
Activity 1801: Homophones

Choose a word from the box to complete each sentence.

Word Box
there    where    too
their    to       won
they're  two      one    wear

1. _____ are you going?
2. I`m going ___ a footy game with my friend, Chris.
3. Kyle will come to the game _____.
4. Don’t forget to ______ a jacket when you go.
5. Here is some money so you can buy ______ hot dogs.
6. Don’t worry, I`ll only have ______ hot dog.
7. Our seats are over _______.
8. I am a Broncos fan and I think ______ going to beat the Dragons.
9. It`s ______ turn to travel to Sydney.
10. The final score was 18 to 10 and the Broncos ______ the game.
### Activity 1802: Homophones

**Date:**

Write the correct word for each clue.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>couple</td>
<td>fruit that grows on a tree</td>
</tr>
<tr>
<td>2</td>
<td>pork, steak, ribs, poultry</td>
<td>talk to someone for the first time</td>
</tr>
<tr>
<td>3</td>
<td>bucket</td>
<td>light coloured</td>
</tr>
<tr>
<td>4</td>
<td>shirts, pants, hats, shorts</td>
<td>shut or seal</td>
</tr>
<tr>
<td>5</td>
<td>colourful part of a plant</td>
<td>white powder used for cooking</td>
</tr>
<tr>
<td>6</td>
<td>lines, opposite of columns</td>
<td>red flower with a thorny stem</td>
</tr>
<tr>
<td>7</td>
<td>dog`s feet</td>
<td>to halt, stop or freeze</td>
</tr>
<tr>
<td>8</td>
<td>detect things with your eyes</td>
<td>a place where fish, sharks and dolphins live</td>
</tr>
<tr>
<td>9</td>
<td>quite cold</td>
<td>spicy bean and beef meal</td>
</tr>
<tr>
<td>10</td>
<td>time when you are sleeping</td>
<td>someone who protects a king</td>
</tr>
<tr>
<td>11</td>
<td>parent's boy</td>
<td>hot ball of burning gas in space</td>
</tr>
<tr>
<td>12</td>
<td>opposite of low</td>
<td>greeting</td>
</tr>
<tr>
<td>13</td>
<td>to put in the ground and cover with dirt</td>
<td>small round fruit; straw, black or blue</td>
</tr>
</tbody>
</table>
Activity 1803: Homophones

Using the clues, in brackets, work out the homophone for these words. Remember homophones sound the same but are spelt differently and have different meanings.

wear (used to ask a question) __________________________

witch (used to ask a question) __________________________

wine (dogs sometimes do this) __________________________

hole (not a fraction) __________________________

weather (or not, that is the Q) __________________________

Activity 1804: Antonyms

Antonyms are words that have opposite meanings. The antonym of good is bad. Write down the antonyms for these words.

love __________________________ worst __________________________

small __________________________ never __________________________

hot __________________________ purchase __________________________

fast __________________________ forward __________________________

wrong __________________________ shrink __________________________

late __________________________ narrow __________________________

walk __________________________ sweet __________________________

soft __________________________ build __________________________

found __________________________ more __________________________

clean __________________________ private __________________________

float __________________________ minority __________________________
Activity 1805: Antonyms

Re-write the following sentences replacing the underlined words with antonyms. The sentence must still make sense.

1. The boys were happy they caught many fish.

2. Tom’s old car was slower than Mick’s heavy truck.

3. She cooked the thickest steak in the biggest pan.

4. The tramp was wearing an old coat and a dirty cap.

5. His office was clean and his desk was tidy.

6. For lunch they had fresh bread spread with lumpy jam.

7. The dogs barked loudly to show they were angry.

8. The bus arrived late so it was nighttime when they arrived.
Activity 1806: Synonyms

Synonyms are words which have almost the same meaning, e.g. sad 😞 and unhappy 😞.

Write a synonym to match each of the words listed below:

big

gift

quick

under

damp

quiet

pretty

finish

shut

noisy

cold

old

weighty

start
Activity 1807: Antonyms

Antonyms are words which have opposite meanings, e.g.

hot and cold

White an antonym to match each of the words listed below:

bright ..............................................................
nasty ..............................................................
loud ..............................................................
beautiful ..........................................................
rough ............................................................
fresh ..............................................................
soft ..............................................................
sharp ..............................................................
clean .............................................................
wet ...............................................................
short .............................................................
dark ..............................................................
true ..............................................................
bent ..............................................................
Activity 1808: Commonly misspelt words

1. Which of the following spellings is correct?
   a) privelege
   b) privilege
   c) privlege
   d) privelige

2. Which of the following spellings is correct?
   a) procede
   b) proceede
   c) proced
   d) proceed

3. Which of the following spellings is correct?
   a) seperate
   b) separete
   c) separate
   d) seperat

4. Which of the following spellings is PREFERRED?
   a) supersede
   b) supercede
   c) superceed
   d) suparseed

5. Which of the following spellings is correct?
   a) withhold
   b) withhuld
   c) withhold
   d) withhald

For each correct word apply your favourite Spelling Strategy. Use a separate piece of paper.
Activity 1809: Spelling Review – Special Sayings 3  Date:
Have someone dictate the Spelling Review at the end of Lesson 18 from the Spelling Handbook and write your answers below.

1._______________________________________________________________

2._______________________________________________________________

3._______________________________________________________________

4._______________________________________________________________

5._______________________________________________________________

6._______________________________________________________________

7._______________________________________________________________

8._______________________________________________________________
Final Points
Activity FP01: Compound Words

Find and write down as many compound words as you can from the list that contain the letter-blend 'sh'.

workshopkeeperseashellfish

___________________________________________________

flashlighthouseshowboatramp

___________________________________________________

spaceshipwreckshoelace

___________________________________________________

flashbackyardstickupdate

___________________________________________________

sheepdoghousewife

___________________________________________________

shortbreadboardroommateshipshape

___________________________________________________

milkshakedownsize
Activity FP02: Compound Words

Compound words are made up of two or more words written together.

Write the two words which together made these new words:

- overhead
- tabletop
- baseball
- fernhouse
- policeman
- notepad
- railway
- backpack
- eyebrow
- sandpaper
- butterfly
- sunlight
- afternoon
- borderline
- icepack
**Activity FP03: Compound Words**

From the word list, fill in the missing words in the table.

<table>
<thead>
<tr>
<th>1st word</th>
<th>2nd word</th>
<th>Compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>hair</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>up</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>card</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>tea</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>door</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>suit</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>key</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>shoe</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>lawn</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td>……………</td>
<td></td>
</tr>
<tr>
<td>foot</td>
<td>……………</td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{word} + \text{word} = \text{compound word} \]
Activity FP04: **Compound Words**

From the word list, fill in the missing words in the table.

<table>
<thead>
<tr>
<th>1st word</th>
<th>2nd word</th>
<th>Compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>pillow</td>
<td></td>
</tr>
<tr>
<td>nail</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>screw</td>
<td>lash</td>
<td></td>
</tr>
<tr>
<td>air</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>way</td>
<td>tea</td>
<td></td>
</tr>
<tr>
<td>book</td>
<td>tub</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st word</th>
<th>2nd word</th>
<th>Compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>board</td>
<td></td>
</tr>
<tr>
<td>note</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>case</td>
<td></td>
</tr>
<tr>
<td>bath</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>driver</td>
<td></td>
</tr>
<tr>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shade</td>
<td></td>
</tr>
<tr>
<td>toe</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>doors</td>
<td></td>
</tr>
</tbody>
</table>

word + word = compound word
**Activity FP05: Compound Words**

Match up the following 12 compound words then list them under the correct headings in the table.

Hint: There are 4 groups of 3 words that are relevant to:
- Things you might use in the morning
- Working on a computer
- Times of the day or week
- Driving in the car

<table>
<thead>
<tr>
<th>after</th>
<th>about</th>
<th>Morning words</th>
<th>Computer words</th>
</tr>
</thead>
<tbody>
<tr>
<td>lap</td>
<td>board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>break</td>
<td>brake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>day</td>
<td>break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hand</td>
<td>top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>key</td>
<td>fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>round</td>
<td>rise</td>
<td>Time words</td>
<td>Driving words</td>
</tr>
<tr>
<td>sun</td>
<td>load</td>
<td></td>
<td></td>
</tr>
<tr>
<td>day</td>
<td>noon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>week</td>
<td>time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wind</td>
<td>shield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>down</td>
<td>end</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity FP06: Compound Words

We've just returned from our big cruise over_______, where we did lots of sight____________. We were on a strict time_________ because we wanted to have time to sample the wine at the local vine__________.

Whilst there, we paid tribute to our fallen soldiers on a tour through the _______yards. In Greece we went salt______________ fishing for Bluefin Tuna. This was a must for my brother, who is a keen _______man. The tour guide pointed out a few land__________ on the local maps to help us locate the best fishing spot.

Our friends joked that they hoped the ship wouldn't hit an ___berg but we were probably more likely to perish on land. The beaches were so unstable they often resembled quick_______ and once when we were walking on the foot_________, the ground simply crumbled under our feet!

The trip was, how_______, a wonderful experience and we all had lots of fun.

<table>
<thead>
<tr>
<th>fisherman</th>
<th>footpath</th>
<th>graveyards</th>
<th>however</th>
</tr>
</thead>
<tbody>
<tr>
<td>iceberg</td>
<td>landmark</td>
<td>overseas</td>
<td>quicksand</td>
</tr>
<tr>
<td>saltwater</td>
<td>sightseeing</td>
<td>timetable</td>
<td>vineyard</td>
</tr>
</tbody>
</table>
Spelling Assessment
Activity SA01: Spelling Assessment at COMMENCEMENT

Date:

Before commencing the Spelling Course have someone dictate the words from the Spelling Assessment chapter of the Spelling Handbook and write your answers below.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________
21. __________________________
22. __________________________
23. __________________________
24. __________________________
25. __________________________
26. __________________________
27. __________________________
28. __________________________
29. __________________________
30. __________________________
31. __________________________
32. __________________________
33. __________________________
34. __________________________
35. __________________________
36. __________________________
37. __________________________
38. __________________________
39. __________________________
40. __________________________
41. __________________________
42. __________________________
43. __________________________
44. __________________________
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>45.</td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td></td>
</tr>
<tr>
<td>61.</td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td></td>
</tr>
<tr>
<td>67.</td>
<td></td>
</tr>
<tr>
<td>68.</td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td></td>
</tr>
<tr>
<td>70.</td>
<td></td>
</tr>
</tbody>
</table>
Activity SA02: Spelling Assessment at COMPLETION       Date:
At completion of the Spelling Course have someone dictate the words from the Spelling Assessment chapter of the Spelling Handbook and write your answers below.

1. ____________________  23. ____________________
2. ____________________  24. ____________________
3. ____________________  25. ____________________
4. ____________________  26. ____________________
5. ____________________  27. ____________________
6. ____________________  28. ____________________
7. ____________________  29. ____________________
8. ____________________  30. ____________________
9. ____________________  31. ____________________
10. ____________________ 32. ____________________
11. ____________________ 33. ____________________
12. ____________________ 34. ____________________
13. ____________________ 35. ____________________
14. ____________________ 36. ____________________
15. ____________________ 37. ____________________
16. ____________________ 38. ____________________
17. ____________________ 39. ____________________
18. ____________________ 40. ____________________
19. ____________________ 41. ____________________
20. ____________________ 42. ____________________
21. ____________________ 43. ____________________
22. ____________________ 44. ____________________
Answers
Getting Started

English Language: 1. Angeles, Saxons, Danes, French. 2. Britons, 3. river, stream, brook, creek. 4. cake, ill, sky, ugly, wrong. 5. Denmark, France, Italy, Holland, Spain, Germany, China. 6. joint words to make a larger word. 7. stairway, basketball, railway. 8. Australia, NZ, South Africa, USA, Canada, PNG, parts of West Indies.

Lesson 1

Alphabetical order 1. are, bag, driver, empty, forgotten. 2. gum, home, it, just, kid, look. 3. maths, nine, open, right, sort, told. 4. have, his, parts, possibly, whole, would.

Short and long vowels:

Short Vowel Sounds

<table>
<thead>
<tr>
<th>a (as in bag)</th>
<th>e (as in beg)</th>
<th>i (as in big)</th>
<th>o (as in bag)</th>
<th>u (as in bug)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>keg</td>
<td>fin</td>
<td>blob</td>
<td>hut</td>
</tr>
<tr>
<td>bad</td>
<td>pet</td>
<td>slim</td>
<td>hop</td>
<td>stun</td>
</tr>
<tr>
<td>cram</td>
<td>set</td>
<td>lip</td>
<td>crop</td>
<td>lung</td>
</tr>
<tr>
<td>lap</td>
<td>bed</td>
<td>lip</td>
<td></td>
<td>fun</td>
</tr>
<tr>
<td>sat</td>
<td>let</td>
<td>hid</td>
<td></td>
<td>bun</td>
</tr>
<tr>
<td></td>
<td>get</td>
<td></td>
<td></td>
<td>bust</td>
</tr>
</tbody>
</table>

Long Vowel Sounds

<table>
<thead>
<tr>
<th>a (as in hate)</th>
<th>e (as in Pete)</th>
<th>i (as in hike)</th>
<th>o (as in hike)</th>
<th>u (as in huge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td>theme</td>
<td>fine</td>
<td>stone</td>
<td>fumes</td>
</tr>
<tr>
<td>cave</td>
<td>Crete</td>
<td>line</td>
<td>cone</td>
<td>ule</td>
</tr>
<tr>
<td>came</td>
<td>slime</td>
<td>hope</td>
<td>use</td>
<td></td>
</tr>
<tr>
<td>pass</td>
<td>hide</td>
<td>bone</td>
<td>fuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>bike</td>
<td>pine</td>
<td></td>
</tr>
</tbody>
</table>

Vowel sounds: baker, coping, excitement, future, gym, hopping, prison, riding, sky, umbrella.
L, L, S, L, S, L, S, S, S, L
Vowel sounds, the odd sound: native, placid, equally, crept, ripe, grill, open, block, due, hunk.

Lesson 2

Alphabetical order 1. back, bus, but, narrow, near, now. 2. ate, best, carry, drip, funny, icicle, open, pride, symbol, these. 3. baker, coping, excitement, future, gym, hopping, prison, riding, sky, umbrella. 4. want, went, what, whether, wish, woman, wonder, would. 5. school, security, she, sometimes, standing, starts, steps, stupid.

Activity: Vowel sounds long or short: short i, long a, long o, short a, short e, long o, long u, long i, short i, long e, long a, short e, short o, short a, long i, short u, long e, long o. Long vowel sounds: rope, came, pile, gate, sake, dice, nose, tube, ace, joke, lame, mile, vile, bone, cape, page. Not long or short vowels: path, tall, mother, do, put.

Lesson 3

Vowel Sounds: meet, kite, dine, bead, bloat, cute, pain, neat, ripe, grime, bean, pine, hope.
LONG VOWEL column: pie, mule, metre, token, rate, smile, scrape, bite, take, bone. SHORT VOWEL column: stop, cat, pig, lad, mud, pill, lid, set mug, sun, bit. The Sounds of 'Y': OWN -
yap, yell, yes, yonder, you. SHORT ‘i’ - cyst, crystal, gym, pyramid, rhythm. LONG ‘i’ - sky, tyre, cycle, type, eye, dry. Long ‘e’-happy, carry, very, hairy, lolly, penny.

**Adding ‘ing’ to words:** 1. ache/aching, bake/baking, fake/faking, take/taking, hate/hating, vote/voting. 2. Gaping, mating, rating, waking, rising.

**Lesson 4**

**Words within words**
1. walk, king, in.
2. fat, her, at.
3. hang, an.
4. fish, her, man, is, an.
5. litter, lit, it.
6. lid, day.

**Activity**
E: 1. Pip - a seed in a fruit, 2. Rip - a tear in clothes.
H: 7. Cod - a type of fish.
I: 8. Bit - a piece of.
J: 9. Hop - a jump on one leg.
K: 10. Rid - throw away.
M: 12. Tub - plastic container.

**Adding ‘ing’ to words**: riding/ride, taking/take, hoping/hope, raking/rake, wearing/wear, driving/drive, noticing/notice, taking/take, fining/fine, ignoring/ignore.

**Lesson 5**

**Alphabetical order**: plant, plaque, please, pleasing, push, rabbit, ratio, ration, scatter, scratch.

**Spelling Strategy – proof reading**: sure, women answer, beautiful, orchestra, equally, appreciate, familiar, enthusiastic.

**Consonant C ‘k’ sound**: cat, cut, crust, cotton, cap, copper.
**‘s’ sound**: cent, city, cycle, cinema, celebrate, cell.
**Letter G ‘g’ sound as in ‘go’**: dig, grub, grin.
**‘j’ sound**: large, giant, ginger, giraffe, cage.

**Lesson 6**

**Doubling Rule**: Hoping, shopping, hopping, runner, coping, peaceful, upsetting, stopping, dining, dinner, pleasant, ageless.

**X ‘ks’ sound**: box, tax, mixture, axle, maximum, six, flax, ox.
**X ‘gs’ sound**: exit, exact, exam, example, exist.
**CAT column**: cut, cotton, crust, cap, copper.
**CENTRE column**: cent, city, cycle, cinema, celebrate, cell.
**GO column**: gap, hug, slug, logged, dig.
**GEM column**: ginger, gypsy, giraffe, giant, large, cage.

**Words within the word discovering**: disc, disco, discover, cover, covering, cove, ring, in.

**Lesson 7**

**Letter-blend ‘th’**
**THIN column**: thing, myth, bath, thong, throb.
**THAT column**: lathe, them, these, mother, this.
**Letter-blend ‘ch’**
**CH column**: chop, change, choke.
**K column**: school, ache, echo.
**SH column**: machine, chef, champagne.

**Letter-blend kn**
**Knight, knapsack, knitted, knife, knee, kneel, acknowledge, unknown, knew.
**Letter-blend wr**
1. wreckage, wriggle, wrapped, wrestle, written, wrinkled.
2. Wren, wrenched, wreath, writhed.

**Letter-blend sh**
1. rush, finish, shelf, shine, shove, shook, wash, squash.
2. Shock, gashed, sharpened, flashed.

**Lesson 8**

**Letter-blends ck,dge, tch, ed, or, ar, oa**
1. ’k’ sound, when it follows a SHORT vowel sound.
2. ’j’ sound when it follows a SHORT vowel sound.
3. ’ch’ sound when it follows a SHORT vowel sound.
4. ED: funded, minded, rotted.

D: loved, halved, timed.
T: equipped, packed, hiked.
5. OR sound: snore, corny, storm, torn, cord.
ER sound: world, work, worst, worm.

**Letter-blend dge**
Unscramble the letters: Badge, bridge, fidget, gadget, porridge, budge, smudged, ridge.

**Letter-blend tch**
Crossword answers:
Across - 3. butcher, 4. match, 5. fetch, 7. kitchen.
Down - 1. Dutch.
2. hatch, 3. botch.
6. twitch, 8. ditch, 10. watch.
Words within words – Industrialisation: industrial, in, dust, us, trial, is at, sat. Infringement: in, infringe, fringe, ring, gem, men. Maintenance: main ten, an in, nan. Misunderstanding: under, u understand, stand, misunderstand, and, an, ding, din, sun, stan, tan.

Demonstrate: demon, on, ate, demo, rate, rat, at. Superintendent: super, in, ten, tend, dent, end, den.

Spelling Rule for ie/ei
IE: relief, niece, siege, chief, shield, grief, wield, yield, hygiene.
EI: deceive, deceit, ceiling, conceit, conceive.

Lesson 9


Letter-blend ed: see table below:

<table>
<thead>
<tr>
<th></th>
<th>‘ed’</th>
<th>‘d’</th>
<th>‘t’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fated</td>
<td>frowned</td>
<td>slipped</td>
</tr>
<tr>
<td></td>
<td>wanted</td>
<td>loved</td>
<td>hiked</td>
</tr>
<tr>
<td></td>
<td>rotted</td>
<td>timed</td>
<td>equipped</td>
</tr>
<tr>
<td></td>
<td>minded</td>
<td>snored</td>
<td>packed</td>
</tr>
<tr>
<td></td>
<td>sounded</td>
<td>followed</td>
<td>stopped</td>
</tr>
<tr>
<td></td>
<td>assisted</td>
<td>contained</td>
<td>grouped</td>
</tr>
<tr>
<td></td>
<td>fasted</td>
<td>played</td>
<td>knifed</td>
</tr>
<tr>
<td></td>
<td>blended</td>
<td>bridged</td>
<td>lacked</td>
</tr>
<tr>
<td></td>
<td>listed</td>
<td>used</td>
<td>washed</td>
</tr>
<tr>
<td></td>
<td>banded</td>
<td>scattered</td>
<td>lacked</td>
</tr>
<tr>
<td></td>
<td>planted</td>
<td>called</td>
<td>dwarfed</td>
</tr>
<tr>
<td></td>
<td>ended</td>
<td>calmed</td>
<td>worked</td>
</tr>
<tr>
<td></td>
<td>crowded</td>
<td>speared</td>
<td>looked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hanged</td>
<td></td>
</tr>
</tbody>
</table>

oi&oy:

<table>
<thead>
<tr>
<th>c</th>
<th>o</th>
<th>i</th>
<th>n</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>m</td>
</tr>
<tr>
<td>a</td>
<td>l</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>i</td>
<td>l</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>n</td>
<td>n</td>
<td>o</td>
<td>i</td>
</tr>
<tr>
<td>n</td>
<td>b</td>
<td>i</td>
<td>b</td>
<td>o</td>
</tr>
<tr>
<td>n</td>
<td>d</td>
<td>u</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td>y</td>
<td>l</td>
<td>o</td>
</tr>
<tr>
<td>y</td>
<td>o</td>
<td>y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>o</td>
<td>i</td>
<td>l</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>l</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 10
Letter-blends **au** & **aw**: "The author was late because of heavy traffic. It was awful but it was not his fault. The audience had waited in awe since dawn on the lawn under the awning for his book signing but instead enjoyed a sausage sizzle as they saw a hawk soaring overhead."

**Say the word as it appears:** boxes - hand-ker-chief, vege-tables, feb-ru-ary, ac-com-mo-date, un-com-fort-able, li-brar-y, champ-ag-ne, k-nife. 1. Make larger words...knowledge, island, Wednesday, handkerchief, gourmet, warm, principal. 2. Gourmet, handkerchief, principal, island, Wednesday, warm, knowledge. **Letter-blend** **ea**: break, steak, great, breaker. Bread, deaf, weather, breath. **Meal**s, team, please, breathe.

**Lesson 11**

**Letter-blend** **ew**. 1st few: dew, new, stew, knew, curfew. 2nd crew: blew, flew, drew, brew, chew.

**Letter-blend** **eigh**: At eight am, the neighbours saw Santa's sleigh descend out of control on Eightieth Street due to the weight of his heavy freight. **Letter-blends** **gu**, **ui**: 1. fruit, juice, nuisance, suit, cruise. 2. league, catalogue, guardian, guess. 3. argue, gullible.

"This ghost town looked much scarier in the guidebook," said Matt.
"Yes," said Keri, "the guy at the front desk guaranteed all the hotel guests that there'd be ghosts and ghouls at every turn. Instead, this place is simply ghastly; you can tell they're just people disguised as ghosts."
"I thought travel agents were supposed to take the guesswork out of these things and provide a little guidance. It looks like they're using us as guinea pigs to test it out."
"I know," exclaimed Keri, "we should figure out a way to make him feel guilty."
"Don't try to argue with him," sighed Matt, "it's our own fault for being so gullible."
"They should have better laws to guard against rogue tour operators."
"Maybe you should get out your guitar and provide some real entertainment," he suggested, tongue-in-cheek.

**Lesson 12**

**Active E**: Kate baked a cake for Pete's birthday party. She iced it with dark chocolate icing and grated flakes of white chocolate over the top. Later that evening five of Pete's mates and their wives drove over for the party. They had chosen a bottle of vintage wine as a gift. Jake and Mike were poking fun about Pete's age, forgetting that Mike was a year older. They had a great time. Kate used plates to serve the cake and made sure everyone had a glass of wine to toast Pete. They were all tired when they were driving home. Kate and Pete had finally closed their door and gone to bed.

<table>
<thead>
<tr>
<th>fi</th>
<th>tion</th>
<th>sion</th>
<th>ci</th>
<th>cian</th>
<th>xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>fictitious</td>
<td>donation</td>
<td>decision</td>
<td>social</td>
<td>beautician</td>
<td>complexion</td>
</tr>
<tr>
<td>martial</td>
<td>petition</td>
<td>tension</td>
<td>financial</td>
<td>musician</td>
<td>anxious</td>
</tr>
<tr>
<td>initial</td>
<td>expedition</td>
<td>extension</td>
<td>delicious</td>
<td>politician</td>
<td></td>
</tr>
<tr>
<td>potential</td>
<td>fraction</td>
<td>special</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cautious</td>
<td>function</td>
<td>beneficial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>financial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Letter-blends** 'tion' or 'sion': station, attention, division, revision, relation, television, explanation, persuasion, supervision, superstition.

176 © Copyright Solutions 4 Learning 2013. All rights reserved.
**Letter-Blend gn:**
Rats will often gnaw through electrical cables in the ceiling.
Camping was fun, except for being bitten by lot of gnats.
The finishing touch for the garden was a tiny gnome.
The old tree had a lot of character, with a large gnarl on its trunk.
We need to come to a complete stop when we see the sign.
I love the design of your new house.
He will officially resign from his position tomorrow.
This year marks the 60th anniversary of Queen Elizabeth’s reign.
I heard the Italian man speaking a foreign language.

**Spellings of the ‘or’ sound:** pore, bored, fore, coarse, more, hoarse, poor, bore, four, course, moor, horse. **Circle words with ‘or’ spelling:** morning, lord, fork, sword, corn, torch, horn, storks.

**Word Families:** today stray play, bright sight fight, itch pitch stitch, grain lain pain, neigh sleigh weigh, string wing fling.

**Lesson 13**
**Letter-Blends ph rh sc eu:**
To ask a rhetorical question - should I phone my daughter, Stephanie, in Europe or email her the Science homework?
The rangers thought the rhinos developed sciatica from stomping on the rhododendrons.
I went to the pharmacy for medication for my rheumatoid arthritis and came out with a pair of scissors and a book of rhymes.
The sci-fi movie was a phenomenal success, which left the audience feeling euphoric.
When the elephant sucked eucalyptus oil through his long proboscis, he ascended down the escarpment and shouted “Eureka!”
Members of the philharmonic orchestra played a number of rhythms in a bid to earn thousands of euros to help raise awareness of the issue of euthanasia.

**Letter-blends ‘tion’ or ‘sion’:** 1. station, 2. attention, 3. division, 4. revision, 5. relation, 6. television, 7. explanation, 8. persuasion, 9. supervision, 10. superstition.

**‘er’ sound cloze sentences:** earth, baker, birth, turf, thirsty, heard, exercise, worth, urn, purse, early, merge.

**Commonly misspelt words:**
1. d) accommodate,
2. b) acknowledgement,
3. b) argument,
4. c) commitment,
5. a) consensus

**Lesson 14**
**Underline the letters making the ‘er’ sound in each of these sentences.**
The girls were working in the church.
Have you heard that the early bird catches the worm.
Is the purple purse worth thirty dollars.
Thirteen birds were hurt by the herd of cattle.
In the first term we will learn more about our world.

**Make compound words containing the ‘air’ sound:** haircut, hardware, wheelchair, careful, everywhere, airport, downstairs. **Letter-blends ph, rh, sc, eu:** telephone, Philip, Pharaohs/Sphinx, true, phantom, apostrophe, triumphantly, schoolies/disco/atmosphere, geography/hemisphere, Rhine, science, prescription/physiotherapy, true, scone.
Commonly misspelt words:
1.a) deductible
2.c) dependent US English; a) dependant UK (British) English
3.d) embarrass
4.b) existence
5.d) forward

The 'air' sound: heir, bear, air, there, care, repair.

Lesson 15

Syllables 1
1. important (3) unhappiness (4) advertisement (4)
2. safety safe
   remarkable remark
   disrespectful respect
   pleasure please
3. hoping (L) hiding (L) prison (S)

Syllables 2

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>told</td>
<td>told</td>
<td>hitter</td>
<td>hit/ter</td>
</tr>
<tr>
<td>drug</td>
<td>drug</td>
<td>butter</td>
<td>but/ter</td>
</tr>
<tr>
<td>warning</td>
<td>warn/ing</td>
<td>vacant</td>
<td>va/cant</td>
</tr>
<tr>
<td>start</td>
<td>start</td>
<td>committed</td>
<td>com/itt/ed</td>
</tr>
<tr>
<td>harmful</td>
<td>harm/ful</td>
<td>harem</td>
<td>har/em</td>
</tr>
<tr>
<td>land</td>
<td>land</td>
<td>error</td>
<td>er/ror</td>
</tr>
<tr>
<td>seated</td>
<td>seat/ed</td>
<td>domain</td>
<td>dom/ain</td>
</tr>
<tr>
<td>bench</td>
<td>bench</td>
<td>carrot</td>
<td>car/rot</td>
</tr>
<tr>
<td>cooler</td>
<td>cool/er</td>
<td>lava</td>
<td>la/va</td>
</tr>
<tr>
<td>bank</td>
<td>bank</td>
<td>coffee</td>
<td>cof/fee</td>
</tr>
<tr>
<td>greyst</td>
<td>grey/est</td>
<td>fatal</td>
<td>fa/tal</td>
</tr>
<tr>
<td>fruit</td>
<td>fruit</td>
<td>chowder</td>
<td>chow/der</td>
</tr>
<tr>
<td>indoor</td>
<td>in/door</td>
<td>hamburger</td>
<td>ham/bur/ger</td>
</tr>
<tr>
<td>meat</td>
<td>meat</td>
<td>turkey</td>
<td>tur/key</td>
</tr>
<tr>
<td>dislike</td>
<td>dis/like</td>
<td>dependent</td>
<td>de/pen/dent</td>
</tr>
<tr>
<td>pear</td>
<td>pear</td>
<td>contact</td>
<td>con/tact</td>
</tr>
<tr>
<td>unpack</td>
<td>un/pack</td>
<td>permission</td>
<td>per/mis/sion</td>
</tr>
<tr>
<td>mail</td>
<td>mail</td>
<td>doctor</td>
<td>doc/tor</td>
</tr>
<tr>
<td>export</td>
<td>ex/port</td>
<td>permanent</td>
<td>per/man/ent</td>
</tr>
<tr>
<td>wheat</td>
<td>wheat</td>
<td>subject</td>
<td>sub/ject</td>
</tr>
<tr>
<td>enrich</td>
<td>en/rich</td>
<td>remember</td>
<td>re/mem/ber</td>
</tr>
</tbody>
</table>

Prefixes 1
1. Biped, overheated, rewrite, untie, mistake
2. Incorrect, nonsense, semicircle, transport, bicycle, abnormal

Prefixes 2
1. exterior interior; forward backward; include exclude; outside inside; ascend descend
2. honest dishonest; legal illegal; capable incapable; port export

Suffixes 1
1. talking, patriotism, factory, careless, department
2. lightness, disturbance, warmth, greenery
Lesson 16

Syllables
Going (2), cooperate (4), breakfast (2), prepaid (2), hopefully (3), automatic (4), uncontrollable (5), fanatical (4), saucepan (2), excitement (3), probability (5), calendar (3), remotely (3)

safe (ly)     safely
encourage (ment)    encouragement
shame (ful)     shameful
hope (less)      hopeless
trouble (some)   troublesome
manage (ment)    management
nice (ly)        nicely
care (less)      careless
state (ment)     statement
advertise (ment) advertisement
age (less)       ageless

hope (less)      hopeless
drive (ing)      driving
please (ant)     pleasant
age (less)       ageless
peace (ful)      peaceful
change (ing)      changing
value (able)      valuable
amuse (ment)     amusement
care (less)      careless
admire (ation)   admiration

The Letter Y. Add an ending: flies, married, hurried, copies, chirpiness, prettiness, carried

Misspelt word: shy, worries, difficulties, family

Adding endings to letter ‘y’ words part 1: Sundays, trays, delays, delaying, delayed, essays, boys, boyhood, boyish, greying, greyed, greyish, sprays, spraying, sprayed, days, daytime.

Adding endings to letter ‘y’ words part 2: ladies, prettiness, prettied, canaries, relies, relied, mysteries, mysterious, happiness, beauties, beautiful, envies, envied, envious.

Adding endings to letter ‘y’ words part 3: flying, crying, studying, hurrying, supplying, drying, praying

Adding endings to letter ‘y’ words part 4: boys, toys, parties, employs, ponies, libraries, valleys

Adding suffixes: flying, boys, hiking, shared, bully, privacy, noisy, daytime, player, ladies, silliness, relied, beautiful, mysterious, familiar, swimming

Commonly misspelt words
1. a) harass
2. d) inadvertent
3. c) indispensable
4. a) judgement (though judgment is becoming more acceptable)
5. d) liaison
Lesson 17

Ownership Apostrophes: birds', campers', dogs', teachers', bikers'.

The girl’s cat bit the postman.
The girls’ cat bit the postman.
The tree’s limbs fell on the hiker’s tent - rendering him temporarily disgruntled.
The trees’ limbs fell on the hikers’ tent - rendering them pained on the scone.
The tree’s limb fell on the hikers’ tent - rendering them temporarily disgruntled.
The crowd’s wrath was tangible.
The people’s will was expressed to Jeffrey, but to Jeffrey’s ultimate demise, he didn’t listen.

Missing Letter Apostrophes:
The weather is bad.
Do not
Can’t, can not
Do not, it is, you are.
Do not, it is.
Blood is.
Isn’t, is not.


Commonly misspelt words:
1. b) licence is the most common spelling used.
2. c) occasion
3. a) occurrence
4. d) perseverance
5. a) prerogative

Activity 1707: Ownership Apostrophes - John’s, Fred’s, library’s, schools’, snails’, Chris’, Rufus’
1708: Missing Letter Apostrophes - it’s, don’t, shouldn’t, what’s, it’s, you’re, they’re, can’t

Lesson 18

Homophones: 1801- where, to, too, wear, two, one, there, they're, their, won.
1802- pair/pear, meet/meat, pail/pale, clothes/close, flower/flour, rows/rose, paws/pause, see/sea, chilly/chilli, night/knight, son/sun, high/hi, bury/berry
1803- where, which, whine, whole, whether

Antonyms: 1804- hate, big, cold, slow, right, early, run, hard, lost, dirty, sink, best, always, sell, backwards, expand, wide, sour, destroy, less, public, majority
1805- sad/less, new/faster/light, thinnest/smallest, new/clean, dirty/untidy, stale/smooth, quietly/happy, early/morning

Commonly misspelt words:
   b) privilege
d) proceed
c) separate
   a) supersede
   a) withhold
Final Points

FP02 Compound Words: over/head, table/top, base/ball, fern/house, police/man, note/pad, rail/way, back/pack, eye/brow, sand/paper, butter/fly, sun/light, after/noon, border/line, ice/pack.

FP03- tree/top, hair/clip, up/grade, card/board tea/spoon, door/mat suit/case key/hole shoe/laces lawn/mower, sun/glasses, foot/path.


FP05- breakfast, sunrise, daybreak/ afternoon, daytime, weekend/ laptop, download, keyboard/ handbrake, roundabout, windshield.

FP06- overseas, sightseeing, timetable, vineyards, graveyards, saltwater, fisherman, landmarks, iceberg, quicksand, footpath, however.