

Name _____

Spelling Sound Sheet 82

(for use with Lesson 117)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

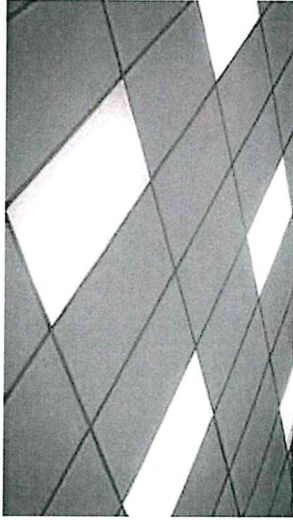
Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence



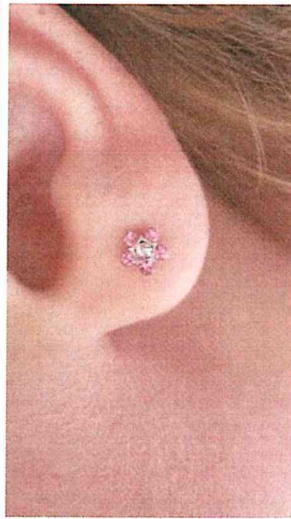
r _ _ ns



c _ _ ling



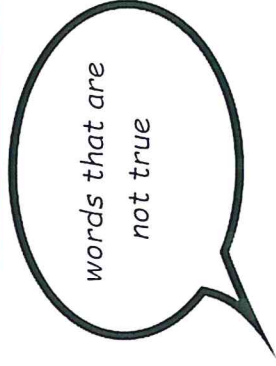
rec _ _ ve



p _ _ rce



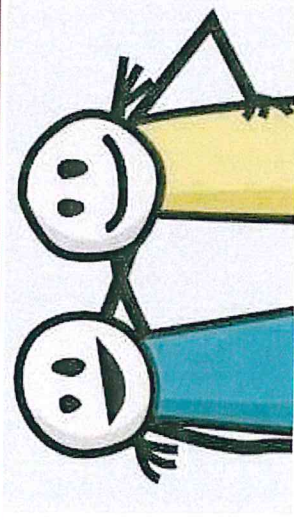
b _ _ ge



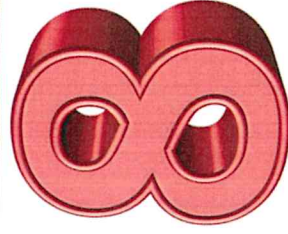
l _ _



t _ _



fr _ _ nd



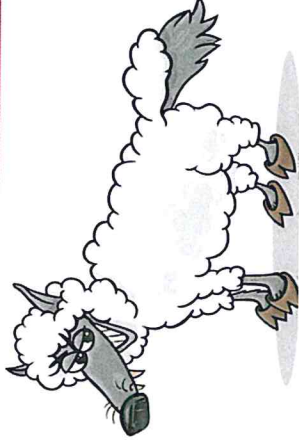
_ _ ght



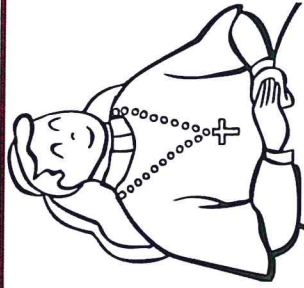
r _ _ ndeer



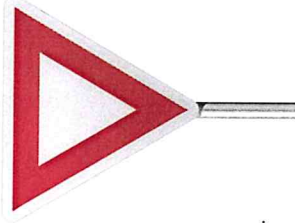
br _ _ fcase



dec _ _ ve



pr _ _ st



y _ _ ld



s _ _ ze



mov _ _



fr _ _ ght



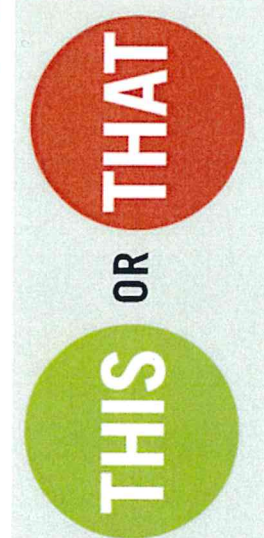
brown _ _



sk _ _ n



ch _ _ f



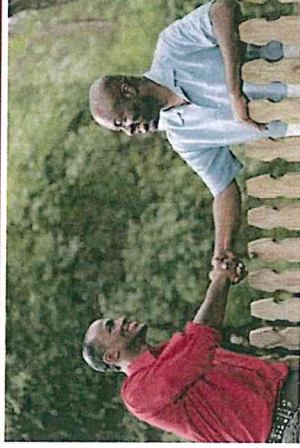
_ _ ther



vegg _ _



n _ _ ce



n _ _ ghbor



smooth _ _



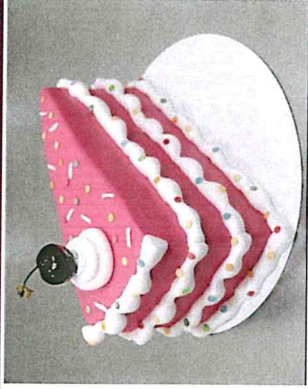
w _ _ rd



v _ _ l



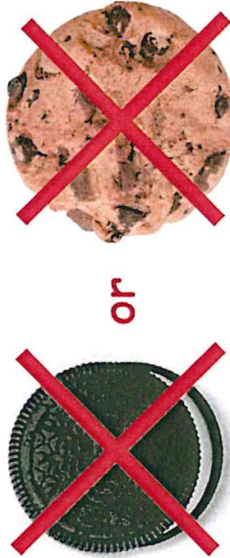
h _ _ ght



p _ _ ce



sh _ _ ld



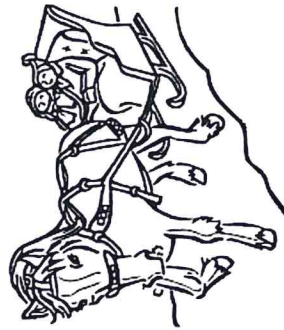
n _ _ ther



p _ _



prair _ _



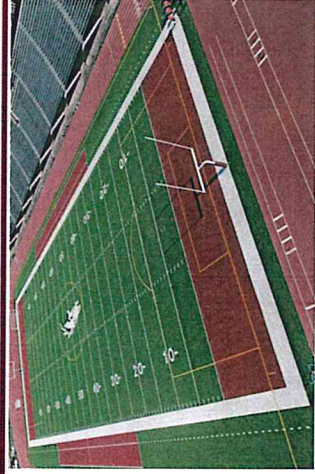
sl _ _ gh



freeb _ _



v _ _ n



f _ _ ld



cook _ _

~~there~~
~~they're~~

th _ _ r



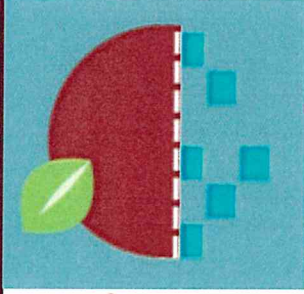
shr _ _ k



prot _ _ n



w _ _ ght



calor _ _



girlfr _ _ nd

Name _____

Teacher's Initials _____

Worksheet 117
(for use with Lesson 117)
Phonics 2

1. **niece**

2. **lie**

3. **receive**

4. **veil**

5. **parade**

6. **sharper**

7. A shield is a wide piece of armor made from something strong, like steel. Shields were strapped to arms or held in hands and used for protection. Knights were men who served kings by protecting them. Knights used shields to protect themselves from the weapons of the enemy.

a. What could shields be made from?

b. What did shields protect knights from?

Name _____

Parent's Initials _____

Homework 117
(for use with Lesson 117)
Phonics 2

1. piece

2. tie

3. protein

4. vein

5. alive

6. starter

7. People can be related in different ways. For example, your mother or father's mom is your grandmother. Your mother or father's dad is your grandfather. You are a niece or nephew if your father or mother has a brother or sister. Confused? Lots of people are!

a. Your mother or father's mother is your what?

b. Are you a niece or a nephew to anyone?

If so, to whom? _____

Parents: Your child has been taught **digraph ei**, which makes an /ē/ sound, as in *either*, or an /ā/ sound, as in *vein*; and **digraph ie**, which makes an /ī/ sound, as in *pie*, or an /ē/ sound, as in *piece*.

Name _____

Spelling Sound Sheet 83

(for use with Lesson 118)

Phonics 2

climb	ō-ø	es	move
ie	floor	certain	warm
cious	ue	busy	ei
sign	often	shoe	first

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 118
(for use with Lesson 118)
Phonics 2

1. **eighteen**
2. **sleigh**
3. **eighty**
4. **wildest**
5. **visit**
6. **argue**
7. Did you know the moose is the largest member of the deer family? It is a gigantic animal with long legs, a large head, and a long muzzle. Male moose, called "bulls," can be as long as 10 feet and weigh as much as 1800 pounds.
 - a. What are bulls?

 - b. The moose belongs to what family?

Name _____

Parent's Initials _____

Homework 118

(for use with Lesson 118)

Phonics 2

1. eight

2. weigh

3. freight

4. oldest

5. statue

6. glue

7. Moose are found mostly in moist woods where willow and birch trees grow. They also wade in lakes and feed on water lily plants. A mother moose can have one, two, or three baby moose that are born in late spring.

a. Where do most moose live?

b. How many moose can a mother moose have at one time?

Parents: Your child has been taught **quadrigraph eigh**, which makes an /ā/ sound, as in *neighbor*.

Name _____

Spelling Sound Sheet 84

(for use with Lesson 119)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 119

(for use with Lesson 119)

Phonics 2

1. program

2. between

3. sue

4. large

5. bigger

6. chase

7. The country of China has the third largest land mass in the world. There are more people living in China than in any other place in the whole (hōl) world. The early Chinese people believed that China was the center of the world. During the months of June and July, China has monsoons and strong winds.

a. How large is China's land mass?

b. In which months does China have monsoons?

Name _____

Parent's Initials _____

Homework 119
(for use with Lesson 119)
Phonics 2

1. across

2. secret

3. clue

4. charge

5. runner

6. degree

7. China has about one fourth of the world's population. A large number of pigs and chickens are raised in China to feed these people. China is also one of the world's largest fish producers. Wildlife is protected by the Chinese government, and the panda bear is the most popular animal of all.

a. How many people live in China?

b. Name an animal that is popular in China.

Parents: Your child has been taught two more ways to divide words that follow the "vccv" syllable division pattern—that is, after the vowel with the accent on either syllable.

Name _____

Spelling Sound Sheet 85

(for use with Lesson 121)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence

Lesson 121

We have a new spelling rule to learn today. It is called the **dropping rule**.

Have you ever noticed and wondered, when reading a word like **baking**, *where did the silent e in **bake** go?!* There is a rule that we follow when spelling words that end in silent e that have a suffix added to the end of them.

The Dropping Rule

“Silent e’s are dropped when adding vowel suffixes.”

You might be asking yourself what a *vowel* suffix is. That’s easy. It’s any suffix where the first letter is a vowel. Let me show you all the vowel suffixes we know so far:

er ed est es y ing ous

Let’s spell some silent e root words with vowel suffixes added!

dance + er = dancer

like + ed = liked

late + est = latest

judge + es = judges

ice + y = icy

joke + ing = joking

fame + ous = famous

Let me show you all the **consonant** suffixes we know so far:

s **ness** **less** **ly** **ful** **let**

Let's spell some silent e root words with **consonant** suffixes added- we keep those silent e's!

cake + **s** = cakes

like + **ness** = likeness

use + **less** = useless

safe + **ly** = safely

care + **ful** = careful

brace + **let** = bracelet

This is easy, right. Let me make it even easier. Just remember this:

“Check, check, drop!”

Does the root word end with a silent e ?	Does the suffix begin with a vowel ?	Drop or Don't Drop the silent e?
Yes = ✓	Yes = ✓	✓ ✓ = drop!!!
No = X	Yes = ✓	X ✓ = don't drop!
Yes = ✓	No = X	✓ X = don't drop!
No = X	No = X	X X = don't drop!

Let's try this out on the worksheet. Don't do the back side until you check the answers on the front side with the key!!

Name _____

Teacher's Initials _____

Worksheet 121
(for use with Lesson 121)
Phonics 2

Dropping Rule

To begin, make:

1 check mark if the root word ends with a **silent e**.

1 check mark if the suffix is a **vowel suffix**.

When finished:

If you have **2** check marks, **drop the silent e** before adding the suffix.

If you have only **0** or **1** check mark, just **add the suffix**.

☐ 1. slide + ☐ -ing = _____

☐ 2. fade + ☐ -less = _____

☐ 3. nice + ☐ -est = _____

☐ 4. vote + ☐ -er = _____

☐ 5. slime + ☐ -y = _____

☐ 6. smile + ☐ -ing = _____

☐ 7. ripe + ☐ -ness = _____

Name _____

Parent's Initials _____

Homework 121

(for use with Lesson 121)

Phonics 2

Dropping Rule

To begin, make:

1 check mark if the root word ends with a **silent e**.

1 check mark if the suffix is a **vowel suffix**.

When finished:

If you have **2** check marks, **drop the silent e** before adding the suffix.

If you have only **0** or **1** check mark, just **add the suffix**.

☐
 1. phone + -ing = _____

☐
 2. gripe + -y = _____

☐
 3. same + -ness = _____

☐
 4. late + -er = _____

☐
 5. tune + -less = _____

☐
 6. fine + -est = _____

Parents: Your child has been taught the **Dropping Rule**: when a root word ends with a "silent e," drop the e before adding a vowel suffix (e.g., make + **-ing** = making).

Name _____

Spelling Sound Sheet 86

(for use with Lesson 122)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence

Lesson 122 (and a BONUS FRENCH TRIGRAPH!)

We will be learning three new suffixes today. Suffixes are added to the end of root words and change their meaning. We code suffixes with boxes. Don't forget an accent!

Suffix **ist** means a person who does, performs, makes, or plays the root word.

Code these examples. One has been done for you. An organ is an instrument similar to a piano.

organ¹²
vc|cv **ist**

cartoon ist

final ist

- An **organist** is *a person who plays the organ.*
- A **cartoonist** is *a person who makes cartoons.*
- A **finalist** is *a person who makes it to the final round of a contest.*

Suffix **ish** can mean being like, being a little bit like, or belonging to a country.

Code these examples. One has been done for you. Did you know that Turkey is a country?!

boy¹
v **ish**

fool ish

Turk ish

- Boyish** describes *a girl who is dressed and acts more like a boy.*
- Foolish** describes *a person who is acting like a fool (being silly or a bit dumb).*
- Turkish** describes *a person who was born in the country of Turkey.*

Suffix **en** means to make more so or is made out of the root word.

Code these examples. One has been done for you.

deep[']en

light en

wood en

-They will **deepen** the river so that larger boats can travel on it.

-The sky began to **lighten** as the sun rose higher.

-My dad showed me his **wooden** whistle that sounds just like a duck's quacking.

We can now code words with **TWO SUFFIXES!!!** Sometimes spelling changes slightly- like a dropped silent e, an f changes to v, a y changes to an i, or there are twin consonants. These are all okay!

Code these examples. Two have been done for you. Don't forget an accent!

stre[~]ngth[']en[']ed

se[~]lf[']ish[']ly

nerv ous ness

tour ist s

fam ous ly

thick en ing

Try
it!
😊

→ beauti ful ly

mysteri ous ly

Try this
one too!
😊

* *Check your work with the answer key!!* *

Lesson 122

ANSWER KEY

We will be learning three new suffixes today. Suffixes are added to the end of root words and change their meaning. We code suffixes with boxes. Don't forget an accent!

Suffix **ist** means a person who does, performs, makes, or plays the root word.

Code these examples. One has been done for you. An organ is an instrument similar to a piano.

organ¹_{v c | c v}**ist**

cartoon¹_{v c | c v}**ist**

final¹_{v c | c v}**ist**

- An **organist** is *a person who plays the organ.*
- A **cartoonist** is *a person who makes cartoons.*
- A **finalist** is *a person who makes it to the final round of a contest.*

Suffix **ish** can mean being like, being a little bit like, or belonging to a country.

Code these examples. One has been done for you. Did you know that Turkey is a country?!

boy¹_v**ish**

fool¹_v**ish**

Turk¹_v**ish**

- Boyish** describes *a girl who is a dresses and acts more like a boy.*
- Foolish** describes *a person who is acting like a fool (being silly or a bit dumb).*
- Turkish** describes *a person was born in the country of Turkey.*

Suffix **en** means to make more so or is made out of the root word.

Code these examples. One has been done for you.

dēep'en

light'en

wood'en

-They will **deepen** the river so that larger boats can travel on it.

-The sky began to **lighten** as the sun rose higher.

-My dad showed me his **wooden** whistle that sounds just like a duck's quacking.

We can now code words with **TWO SUFFIXES!!!** Sometimes spelling changes slightly- like a dropped silent e, an f changes to v, a y changes to an i, or there are twin consonants. These are all okay!

Code these examples. Two have been done for you. Don't forget an accent!

strēngth'en'ed

sēlf'ish'ly

(nerve)
nerv'ous'ness

tōur'ist's

(fame)
fām'ous'ly

thick'en'ing

Here is a
trigraph we
WON'T learn.
Your teacher
is a word nerd.
LOL!

bēāūtī'ful'ly

mýstēri'ous'ly

→ /ē/... walk away!

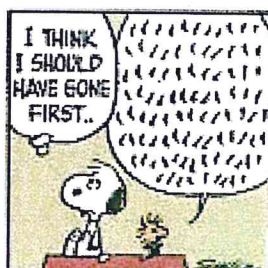
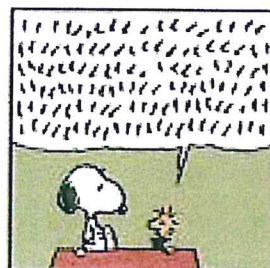
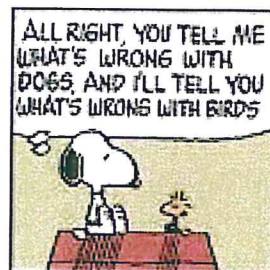
beauty beautify beautiful beauticean = ēāū

Also... eau can say /ō/... so we just have to underline it, put a v, and walk away!

plāt'ēau'

bū'reau

COOL!





LITTLE
CALF. BEAR
O
SWINNERTON
1892

NO. 23
JUNE

TWIN
RIOTS

SLAM BANG NEW STORIES



KATZENJAMMER KIDS

10c



Name _____

Teacher's Initials _____

Worksheet 122

(for use with Lesson 122)

Phonics 2

1. harpist

2. piggish

3. sicken

4. vocalist

5. sheepishly

6. golden

7. A cartoonist is a comic artist who thinks up and then draws cartoons for newspapers and magazines (măg' ũ zēns). Cartoons are drawings used for purposes such as advertising or amusement. Cartoons used just to entertain are called "comic strips" or "gag cartoons." Those used to tell a story or advertise something are called "cartoon illustrations." The comics children enjoy the most are in the form of comic books.

a. What does a cartoonist spend his or her time doing?

b. Which comics do you like to read the most?

Name _____

Parent's Initials _____

Homework 122
(for use with Lesson 122)
Phonics 2

1. organist

2. selfish

3. weaken

4. cartoonist

5. foolishly

6. thickening

7. A comic strip involves a series of humorous cartoons that have the same characters in them. The first comic strip was called *The Little Bears and Tigers*. The first strip that showed characters talking was *The Katzenjammer Kids*. Some cartoons are popular for a long time. *Peanuts*, starring Charlie Brown, has been around since 1950.

a. What was special about *The Little Bears and Tigers*?

b. Which cartoon strip has Charlie Brown in it?

Parents: Your child has been taught suffixes **-en**, **-ish**, and **-ist** and their meanings; and that words may contain more than one suffix.

Name _____

Spelling Sound Sheet for Saxon 123: -ture

1. _____

2. _____

3. _____

4. What is the new final, stable syllable we are learning today? _____

5. What sound does this final, stable syllable make? _____

6. Does there have to be a root word left to code a final, stable syllable? _____

Code:

Neil's adventure took eight sheets of
writing paper.

creature

Read:

capture

culture

departure

feature

fixture

fracture

lecture

literature

miniature

mixture

moisture

nature

pasture

signature

texture

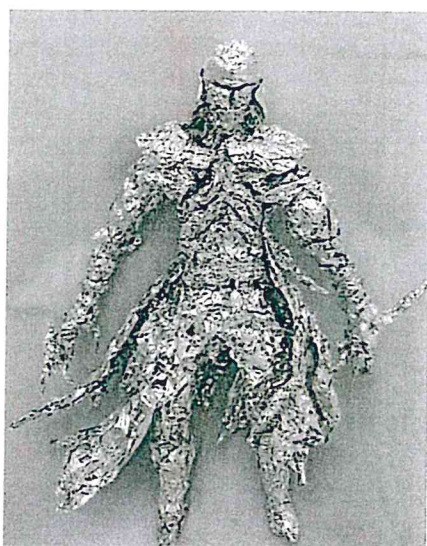
Lesson 123

Today, we will be learning a new final, stable syllable: **ture**. Final, stable syllables come at the end of words, like suffixes, but they are *not* added to root words. We code final, stable syllables with brackets like this: []. These word endings can be counted on to always be pronounced the same way. [ture will always sound like /cher/.

Examples (a sculpture is a work of art that is made by carving a piece of wood, metal, plaster, or stone, by shaping clay or sand, or by pouring melted metal into a mold):

pās[ture ădvěn[ture scŭlp[ture

- Cows graze in the green **pasture**.
- My dad said our car trip would be an **adventure**.
- I created a **sculpture** of a knight by shaping pieces of aluminum foil.



Name _____

Teacher's Initials _____

Worksheet 123
(for use with Lesson 123)
Phonics 2

1. fracture

★ _____

2. nature

3. weight

4. ceiling

5. fastest

6. safely

7. Jupiter is the fifth planet from the sun. It is the biggest planet of all. Jupiter is three hundred eighteen times bigger than the earth, but the sun is one thousand times bigger than Jupiter. Jupiter orbits the sun in a little less than twelve years.

a. What is the biggest planet?

b. Which is bigger, the sun or Jupiter?

c. How long does it take Jupiter to orbit the sun?

Name _____

Parent's Initials _____

Homework 123

(for use with Lesson 123)

Phonics 2

1. lecture

2. picture

3. receive

4. thickest

5. rarely

6. creep

7. Pluto is the furthest known planet from the sun. It is the smallest of the nine planets. This planet revolves around the sun in a little more than two hundred and forty-eight years. It is very cold on Pluto because it is so far from the sun.

a. What is the furthest known planet from the sun?

b. What size is Pluto?

c. What is the temperature like on Pluto?

Parents: Your child has been taught **final, stable syllable -ture**, which makes a /cher/ sound, as in *picture*.

Name _____

Spelling Sound Sheet 87
(for use with Lesson 124)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 124

(for use with Lesson 124)

Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. Timmy's little brother can _____ towers out of blocks.
2. Today has been a bad day; _____ has gone right.
3. Sally helped her mother bake the _____-shaped cookies.
4. Jaclyn's hair is curly, and Heather's hair is _____.
5. We had to go to the store to buy eggs, milk, and _____.

Word List:

straight

heart

sugar

build

nothing

Name _____

Parent's Initials _____

Homework 124

(for use with Lesson 124)

Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. The teacher asked the students for the _____ to her question.
2. Sam _____ the baseball and threw it to first base.
3. He tapped her _____ to get her attention.
4. There were not any hangers, so Amy threw the _____ on the floor.
5. Valentine's Day is in the month of _____.

Word List:

clothes answer February shoulder caught

Parents: Your child has been taught ten new sight words: answer, build, caught, clothes, February, nothing, heart, shoulder, straight, sugar. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 88

(for use with Lesson 126)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Lesson 126

We will be learning about something new today- **prefixes!!!** Prefixes are added to the **beginning** of root words (NOT at the end) and change their meaning. We code prefixes with boxes, just like we do suffixes. Don't forget an accent!

Prefix **pre** means before.

Look carefully at these examples:

pre'cook

pre'mix

pre'heat

-To **precook** food means to cook it before you plan on eating it. Often times foods like raw meats will last longer this way.

-If you **premix** the dry ingredients for a recipe (like flour, sugar, and salt) and put it into a bag before you really need it, you will save yourself time later. I mix up five bags of pancake mix at a time because I do not have a lot of time in the mornings to cook!

-To **preheat** an oven is to let it heat up before you put the food in it to bake. Food bakes better in an oven that is already hot.

Prefix **over** & Prefix **under** mean just what they sound like!! Prefix **over** means above or too much and Prefix **under** means below or not enough.

Look carefully at these examples:

over'feed

under'feed

-These mean to feed someone too much food or not enough food.

over pāy

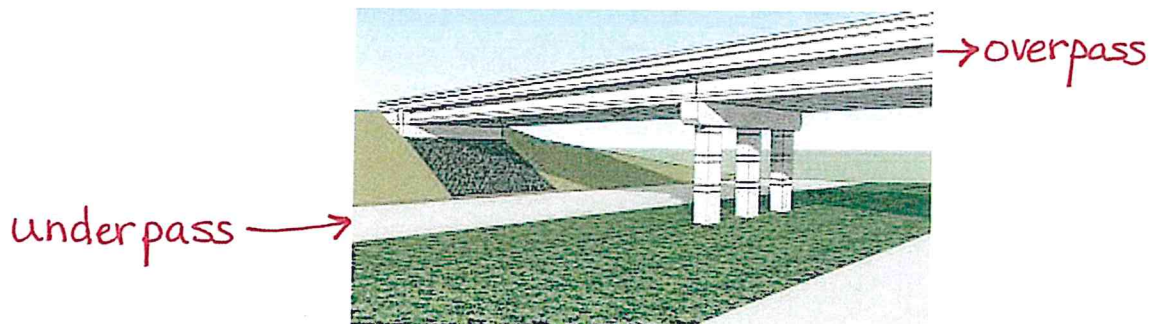
under pāy

-These mean to pay someone too much money or not enough money.

over pās

under pās

-These mean a road that goes above another road or below another road so that people can cross paths without being in danger.



With suffixes, the accent is usually on the root word.

NEW STUFF... **tricky, tricky**, so pay close attention...

Did you notice the weirdly placed accents above? With prefixes, the accent can be on **any syllable... including inside the prefix box if the prefix has more than 1 syllable!!!** You will have to say these words several times aloud to hear the spot that is said longer, louder, and higher to figure out where the accent goes.

Let's clap out the syllables for our three new prefixes...

pre = 🖐️ = 1 syllable.

The accent can go after pre or in or after the root word.

over = 🖐️ 🖐️ = 2 syllables.

The accent could also go inside this prefix!!!

under = 🖐️ 🖐️ = 2 syllables.

The accent could also go inside this prefix!!!

We can now code words with both a SUFFIX and a PREFIX!!!

Look carefully at these examples:

preboiled

She **preboiled** tonight's potatoes because she knew she would need her only pot to cook the beans.

overdoing

* Do is a sight word, so we circle it.

Today was the first time that Karly was going to take a jog since last summer, and she was going to go slowly because she knew that **overdoing** it could hurt her.

underhandedness

Brian's **underhandedness** was noticeable to everyone in the room- he wasn't fooling anyone with his dishonesty.

Name _____

Teacher's Initials _____

Worksheet 126

(for use with Lesson 126)

Phonics 2

1. predefine

2. oversee

3. preteen

4. underwater

5. overstay

6. overlooking

7. If people overfeed their pets, the pets might become too heavy. If the pets are underfed, they might become too thin. In both cases, the pets will not be healthy.

a. What causes pets to become too heavy?

b. What can cause unhealthy pets?

Name _____

Parent's Initials _____

Homework 126

(for use with Lesson 126)

Phonics 2

1. presell

2. underline

3. overtake

4. underexpose

5. overspend

6. pretreat

7. Cookbooks are often crucial for preparing good food. Cookbooks explain when and how to preheat, or warm, the oven. They may instruct you to premix or precook some of the items needed. It is wise to follow the instructions in cookbooks closely.

a. Will cookbooks help us cook better? If so, why?

b. What does "preheat" mean?

Parents: Your child has been taught **prefixes over-, pre-, and under-** and their meanings.

Name _____

Spelling Sound Sheet 89

(for use with Lesson 127)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

1. _____
2. _____
3. _____
4. _____
5. _____

use coding
sheet on
back instead

Sentence

Lesson 127

We will learn 6 more **prefixes** today! Remember: prefixes are added to the **beginning** of root words (NOT at the end) and change their meaning. We code prefixes with boxes, just like we do suffixes. *Today's new prefixes are all just one syllable so there won't be any crazy looking accents inside prefix boxes.*

Prefixes **dis**, **un**, and **in** ALL mean not or the opposite of.

Look carefully at these examples that all have prefix **dis**:

dislike

distrust

disagree

-If you **dislike** squash then you do not like it.

-If you do not trust somebody then you **distrust** them.

-If you **disagree** with what your mom says then you do not agree with her.

Look carefully at these examples that all have prefix **un**:

unhappy

unfold

unwrap

-If you are **unhappy** with how someone is treating you then you are not happy with them.

-If my baby sister **unfolds** the laundry then it is not folded neatly now.

-If you **unwrap** your burrito to check out what is inside it, then your burrito is no longer wrapped up tightly.

Look carefully at these examples that all have prefix **in**:

incorrect
v c c v

insane
v

insecure
v c v

-If you have written an **incorrect** answer on your paper then it is not the **correct** answer.

-If you are sane, then you are behaving reasonably. If you do something crazy, something that is not **reasonable**, then someone might tell you that you are **insane**.

-Secure means calm or safe. If you feel **insecure** with your new job then you do not feel **secure** yet. If the bridge is wobbly, then your footing might be a bit **insecure** too. It is not **safe** and you could easily fall.

Prefixes **ir**, **il**, and **im** ALL mean not or the opposite of too... but they are used before root words that start with certain letters. It's easy...

Use prefix **ir** with root words that start with an **r**, like:

irregular = irregular = NOT regular = NOT how it should be

irresponsible = irresponsible = NOT responsible = being careless

irresistible = irresistible = NOT resistible = you have to have it

irreversible = irreversible = NOT reversible = can't be undone

Use prefix **il** with root words that start with an **l**, like:

illegal = illegal = NOT legal = against the law

illogical = illogical = NOT logical = you aren't making sense

illegible = illegible = NOT legible = the writing is not clear enough to be read

Use prefix **im** with root words that start with an **m**, like:

immature = immature = NOT mature = acting like a baby, not your own age

immeasurable = immeasurable = NOT measurable = can't measure it

immortal = immortal = NOT mortal = can't die

There are **EXCEPTIONS** with prefix **im** where the spelling is **correct** but the root word does **NOT** begin with an **m**. Take a look at these, where the root words all start with a **p** or a **b**:

impossible = impossible = NOT possible = can't be done

impractical = impractical = NOT practical = not the best way to do it

impolite = impolite = NOT polite = rude

impatient = impatient = NOT patient = being irritated by having to wait

imperfect = imperfect = NOT perfect = a bit messed up

improper = improper = NOT proper = not done the right way

imbalanced = imbalanced = NOT balanced = two things should be equal,
but they are not equal

Name _____ Spell Snd Sht Coding: 127

If you unsettle the tiny
plant, it might not grow.

indented costume

Name _____

Teacher's Initials _____

Worksheet 127
(for use with Lesson 127)
Phonics 2

1. distrust
2. indirect
3. unscramble
4. unlisted
5. incorrect
6. dislike
7. When children are young, parents teach them to keep their rooms clean and uncluttered. They want toys off the floor, clothes in the closet or chest, and the rooms swept and dusted. Children learn quickly that an untidy room means an unhappy Mom or Dad!
 - a. How do parents feel when they find messy rooms?

 - b. How do you keep your room?

Name _____

Parent's Initials _____

Homework 127

(for use with Lesson 127)

Phonics 2

1. unhook

2. impolite

3. disjoint

4. untangle

5. indecent

6. disconnect

7. Cleaning your bathroom is important. Germs grow in bathrooms and are unsafe. For this reason, we should disinfect, or kill the germs, on everything. Sinks, tubs, and stools will all shine if cleaned well. Even children can learn to help make bathrooms clean and spotless.

a. What is another word for "kill the germs"?

b. What do you clean in your bathroom?

Parents: Your child has been taught prefixes *dis-*, *im-*, *in-*, *ir-*, and *un-* and their meanings.

Name _____

Spelling Sound Sheet 90
(for use with Lesson 128)
Phonics 2

heart	dge	ge	nothing
g	shoulder	tch	answer
ch	straight	build	sugar
caught	February	ture	clothes

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Lesson 128

We will be learning three new word endings today. These are NOT suffixes because when you hide them with your finger, there is NOT a root word left behind. We are learning these because sometimes words that end with them aren't from our own English language. *Some* of the words with these endings we have borrowed from the French language so we must pronounce them the French way.

The three word endings are: **ile** **ice** **ine**

Some words that end with them have the normal "silent e make the i say his name" ī sound:

pile
while
tile

nice
dice
mice

fine
dine
pine

Now take a look at these words that also have these endings:

frāgile

nōtice

ēngine

These words look like they are coded correctly, but they are NOT. All of the i's have been coded with macrons over them because we see a silent e at the end. In these three French endings, the i actually makes the schwa (ə) /ǔ/ sound!! Let's change the macrons over the i's to schwas. These are properly coded now:

frägile

nōtice

ēngine

Did you say... /frāj-ǔl/

/nō-tǔs/

/ēn-jǔn/

-Something that is **fragile** is *easily broken*.

I wrote FRAGILE on the box in big letters before I mailed it because there is glass inside it.

-**Notice** can be a verb (an action word) or a noun (a thing). It can mean *to see* or it can mean *a sign put on a bulletin board or wall*.




Did you notice the notice that our teacher posted on her board? It states the tryout dates for the spring play!





-An **engine** is *a motor* or the part of a car or other machine that gives it power and lets it move.


Grandpa has to fix the engine before we can use our lawnmower.

There are a few **exceptions** with ine and ice. In the words below, the **i** says /ē/:

We don't
have a way
to code an
i to say /ē/.
Just "walk
away."
When you
read one of
these words,
think...

 gasoline  magazine  machine

 routine  praline  ravine  police



Name _____

Teacher's Initials _____

Worksheet 128
(for use with Lesson 128)
Phonics 2

1. hostile
2. crevice
3. determine
4. gasoline
5. mobile
6. pumice
7. Gas stations, or service stations, are important to anyone who drives an automobile, or car. When a car owner needs gasoline or oil, or has engine problems, it becomes routine to head for a gas station. There, a mechanic can add gas, change the oil, or examine the engine and repair the problem.
 - a. Name one thing that can be done at a gas station.

 - b. Gas stations are also called what?

Name _____

Parent's Initials _____

Homework 128
(for use with Lesson 128)
Phonics 2

1. fragile
2. justice
3. medicine
4. praline
5. service
6. engine
7. Going to the doctor is important if you wish to maintain good health. After doctors examine people, they can determine whether medicine is needed. Doctors often keep magazines for people to read while they wait. You may notice that many children visit doctors on a routine basis to prevent common illnesses.
 - a. Why are doctors important?

 - b. Have you ever had an illness and gone to a doctor?

Parents: Your child has been taught **French endings** **-ice**, **-ile**, and **-ine**, which make either an /ī/ sound, a schwa sound, or an /ē/ sound.

Name _____

Spelling Sound Sheet 91

(for use with Lesson 129)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence

Lesson 129

When **2 vowels** are right next to each other, they *usually make 1 sound*. We have many examples of these that we have been coding all year, such as:

digraphs: loop weekly soup autumn

diphthongs: foil sourness

Look at this word:

neon
v v

I see 2 vowels next to each other... do we have a digraph or diphthong **eo**? **NO!**

Let's finish coding this word. First, are there any prefixes, suffixes, or final, stable syllables? No...

Are there any consonants between the 2 vowels? No...

This word is a 2 syllable word ("2 claps"). I already know how to say it... /nē-ŏn/. It is the word we use to describe signs that glow in all sorts of pretty colors...



→ This is a neon sign.

I seem to remember Mrs. Hoberer saying a long time ago that *every syllable (word part, "room") needs its own vowel sound*.

Well, I know I have a 2 syllable word, and I have 2 vowels... so, both vowels must make a sound! **I need to put a wall in between them!!!**

ne|on
v v

Now I need to code my vowels. I have a wall right after the e... so he doesn't have a friend... let's try a macron there. And the o, well, he has a friend, let's try a breve there. I'll add an accent too.

nē|ōn
v v

Do we know a word pronounced /nē-ōn/?? YES!! We did it!!!

Let's try out another **vv** word. **create**

I see a c that needs a k-back. I see silent e... so I will cross him out... but I also see digraph ea. I know silent e is not strong enough to mess with a digraph! Digraph ea can be coded 3 ways (~~ēa~~, ~~ěa~~, ~~ĕā~~), so I will try them all...

|~~crēate~~
v

/krēt/... no, that country
is spelled Crete!

|~~crĕate~~
v

/krĕt/... no such word!

|~~creatē~~
v

/krāt/... no, that is
spelled crate!

Hmmm... this must be one of those 2 vowels together words that I need to put a wall between and let them each make their own sound! Let's try that! If ea is not a digraph... I'm going to let the silent e do his stuff and put a macron over the a. I see that e does not have a friend... so I'll try a macron there... and add an accent....

Create means to make something from your own imagination!

crē|āte

Ah-ha!!!! /krē-āt/!!! We did it again!!!

I think I will go create something new with my Lego blocks! ☺

Here are some more "Rule vv" words for you to learn from, please make sure that you can read them all:

pō|ēm

rē|āct

lī|ōn

mū|sē|ūm

gī|ānt

stā|di|ūm

Oddball i says /ē/ here... walk away!

Name _____

Alternate Worksheet 129

Code these... they will ALL need a | **between** the 2 vowels!

ruin

trial

diet

fluid

riot

cruel

1. Name three different fluids (hint: water is a fluid!).

2. A museum is a neat place to go. There are car museums, science museums, doll museums, famous people museums, and many more. A museum is a place devoted to the study of objects having artistic, scientific, or historical value.

A. Name three different types of museums.

B. What kinds of objects can you find in museums?

3. In Austin, Texas, there is a museum about Lyndon Baines Johnson, the thirty-sixth president of the United States. He became president after John F. Kennedy was assassinated, or killed. This museum has information about President Johnson from the time he was born until he died. There are many interesting things to see.

A. Who was the thirty-sixth president of the United States?

B. Where is the museum about Lyndon Baines Johnson?

C. Who is the president of the United States right now?

Be able to read these "Rule vv" words:

dial	rodeo
fuel	radio
Noel	boa
patriot	client
Iowa	duet
diary	graduate
piano	genuine
meteor	nucleus
casual	violin

Name _____

Spelling Sound Sheet 92
(for use with Lesson 131)
Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Lesson 131

We will learn about **number prefixes** today! Remember: prefixes are added to the **beginning** of words and change their meaning. We code prefixes with boxes, just like we do suffixes.

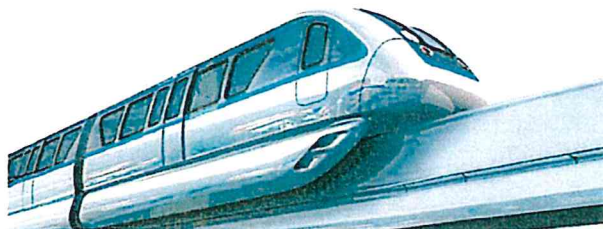
Prefixes that mean **1**:

mono

monorail (a train that travels on **1** rail or track)

monocle (eyeglasses for only **1** eye)

monologue (a speech made by **1** person)

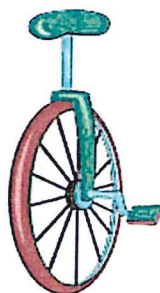


uni

unicorn (a creature with **1** horn)

unicycle (a bike with only **1** wheel)

uniform (everyone wears **1** kind of outfit)



Prefixes that mean **2**:

bi

bicycle (**2** wheels)

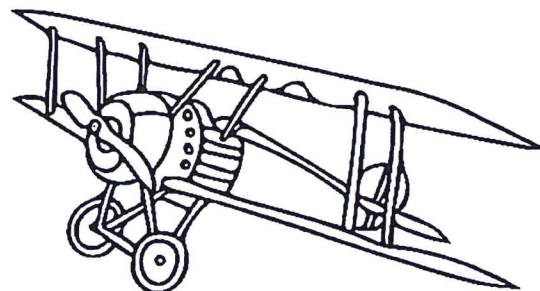
biplane (**2** sets of wings)

bilingual (can speak **2** languages)

bifocals (glasses that help in **2** ways: near and far)

bimonthly (happens every **2** months)

biweekly (happens every **2** weeks)



di

digraph (**2** letters that make one sound like sh)

dialogue (speaking by **2** people- a conversation)



Prefix that means **3**:

tri

tricycle (3 wheels)

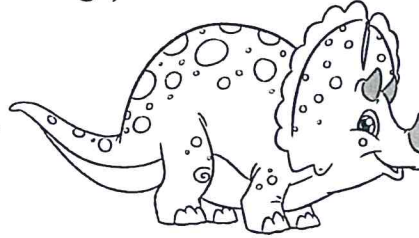
trigraph (3 letters that make one sound, like dge)

triangle (a shape with 3 sides)

triceratops (a dinosaur with 3 horns)

triple (like double, but 3 times as much)

triplets (3 babies at the same time)



Prefixes that mean **4**:

quar

quarter (it takes 4 of these coins to make a dollar)

quart (it takes 4 of these cartons of milk to fill up a gallon jug)

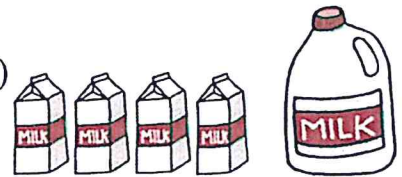
quad

quadrilateral (any shape that has 4 sides, like a rectangle or square)

quadrigraph (4 letters that make one sound, like eigh)

quadruplets (4 babies at the same time)

quadruple (like double or triple, but 4 times as much)



Prefix that means **5**:

pent

pentacle (a star made from 5 lines)

pentagon (any shape that has 5 sides)



Here are some coded examples:

digrāph

biplāne

triāngle

Name _____

131: number prefixes

Draw a line from the prefix to its meaning.

bi or di

one

pent

two

tri

three

mono or uni

four

quar or quad

five

Name _____

Teacher's Initials _____

Worksheet 131
(for use with Lesson 131)
Phonics 2

1. **monoplane**

2. **trigraph**

3. **biceps**

4. **giant**

5. **versatile**

6. **uncommon**

7. Write four sentences about things you have learned this year at school.

Name _____

Parent's Initials _____

Homework 131
(for use with Lesson 131)
Phonics 2

1. oatmeal

2. superb

3. ambition

4. overspend

5. outlaw

6. digraph

7. Write four sentences about things you have learned this year at home.

Parents: Your child has been taught **prefixes** *bi-*, *mono-*, *pent-*, *quad-*, and *tri-* and their meanings.

Name _____

Spelling Sound Sheet 93

(for use with Lesson 132)

Phonics 2

1. _____

17. _____

33. _____

2. _____

18. _____

34. _____

3. _____

19. _____

35. _____

4. _____

20. _____

36. _____

5. _____

21. _____

37. _____

6. _____

22. _____

38. _____

7. _____

23. _____

39. _____

8. _____

24. _____

40. _____

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41. _____

10. _____

26. _____

42. _____

11. _____

27. _____

43. _____

12. _____

28. _____

44. _____

13. _____

29. _____

45. _____

14. _____

30. _____

46. _____

15. _____

31. _____

47. _____

16. _____

32. _____

48. _____

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Lesson 132

Today we will learn a new suffix! **Suffix age** says /ɪj/. Suffix age has 2 possible meanings:

1. an action
2. a collection of

Remember: suffixes are added to the **end** of root words and change their meaning. We code both prefixes and suffixes with boxes.

Here are some words with suffix age... remember to say /ɪj/... not /āġē/.

drain^{age}

The act of draining, like water going down a pipe.

block^{age}

The act of blocking, like in hockey or basketball.

bagg^{age}

A collection of bags, like suitcases to pack for a trip.

Code these words. They all have suffix age. Check your answers with the key.

pack age

link age

spoil age

Answer Key for Lesson 132

pack'age

link'age

spoil'age

→ oddball i, just walk away! /ē/ sound

Name _____

Teacher's Initials _____

Worksheet 132
(for use with Lesson 132)
Phonics 2

1. haulage

2. linkage

3. trailer

4. inspection

5. absentee

6. confession

7. Write five prefixes you know; then write two sentences using some of those prefixes.

Name _____

Parent's Initials _____

Homework 132

(for use with Lesson 132)

Phonics 2

1. leakage

2. drainage

3. meltage

4. spoilage

5. addition

6. immigration

7. Write five suffixes you know; then write two sentences using some of those suffixes.

Parents: Your child has been taught suffix **-age** and its meaning.

Name _____

Spelling Sound Sheet for Saxon 133:
prefixes mis- & re-

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. What are both mis- and re- examples of? _____

8. What does mis- mean? _____

9. What does re- mean? _____

Code:

Redo the handwriting and I will pretend I
did not see it.

Take the oil off the stove and spray it on
the beans.

Lesson 133

We will learn 3 more **prefixes** today! Remember: prefixes are added to the **beginning** of root words and change their meaning. We code prefixes with boxes, just like we do suffixes. *Today's new prefixes are all just one syllable so there won't be any crazy looking accents inside prefix boxes.*

Prefixes **mis** means wrong.

Look carefully at these examples that all have prefix **mis**:

misfit

misspell

misprint

- **Misfit** means fits wrong, like pants that are too long
- **Misspell** means spell wrong, like mistake instead of mistake.
- **Misprint** means print wrong, like a book that is missing chapter 1.

Prefixes **re** means again.

Look carefully at these examples that all have prefix **re**:

reuse

reread

retell

- **Reuse** means use again, like a drinking cup you use at breakfast and lunch.
- **Reread** means read again, like when it didn't make sense the first time so you read it again.
- **Retell** means tell again, like a really good joke you told your dad then go and tell your mom.

Prefixes **non** means no or not.

Look carefully at these examples that all have prefix **non**:

nonfat

nonstop

nonstick

- **Nonfat** means no fat, like nonfat milk (which is also called skim milk).
- **Nonstop** means will not stop, like your nonstop talking. Haha!!!! ☺
- **Nonstick** means will not stick, like the kind of pan you need for cooking eggs.

Practice coding these words with prefixes mis, re, and non. Check your answers with the key.

rewrite

misfire

nonsense

nonfiction

recopy

misdeal

Lesson 133 Answer Key

re^uwrite[']_v

mis[']fire[']_v

non[']sense[']_v

non[']fic[']tion[']_v

re[']cop[']y[']_{vc/v}

mis[']di[']al[']_{v/v}

* Please read all these words aloud to an adult so that you know that you are saying them correctly.

Lesson 133, part 2

Since we can now code words with both a SUFFIX and a PREFIX, let's look at some new ones:

dis^aappear[']ing
V C C V

disappearing = not seeing right now.

My dog keeps disappearing under my bed.

un^hhealth[']i^{ness}
V

* the **i** here is a hidden suffix **y**!! More examples... iciness, oiliness, itchiness, storminess

unhealthiness = like being not good for your body

The unhealthiness of donuts, her favorite snack, did not matter to her.

under[']state[']ment
V

understatement = having spoken something that is less than what is real.

His comment about her dress being pretty was an understatement. It was truly a spectacular work of art!!!

irre¹place¹able

irreplaceable = not able to put another thing just like it in its spot again.

My mom was mad because the plate I broke is irreplaceable. They aren't made anymore.

unreason¹able

* re is **NOT** a prefix here because that would leave "ason" for a root word... and that is not a real word.

unreasonable = not able to see, say, or do the thing that makes the most sense.

My dad's punishment, grounding me for a week, for coming home five minutes late last night was unreasonable. It wasn't my fault we got a flat tire!!

Try it out! Circle the **real word** made from each root word. Remember- a dropped silent e in the spelling is okay! *Check your answers with the key.*

- | | | | |
|----------------|-------------|-------------|---------------|
| 1. __manage__ | mismanagely | remanageful | mismanagement |
| 2. __believe__ | nonbeliever | ilbeliever | rebelieveness |
| 3. __pack__ | bipackly | repackage | mispackless |
| 4. __tangle__ | untangled | distangled | imtangled |
| 5. __band__ | disbandage | pentbandage | unbandage |
| 6. __pay__ | dispayer | nonpayment | overpayful |
| 7. __line__ | underlining | overlined | unliner |

Answer Key for Lesson 133, Part 2

1. __manage__ mismanagely remanageful mismanagement

The mismanagement of this company is no joke!

2. __believe__ nonbeliever ilbeliever rebelieveness

She is a nonbeliever, but I will show her that I really can fix this!

3. __pack__ bipackly repackage mispackless

I have to repackage this gift because my cat clawed it.

4. __tangle__ untangled distangled imtangled

We finally got her hair untangled with the comb.

5. __band__ disbandage pentbandage unbandage

The doctor asked me to unbandage my arm so she could take a look at it.

6. __pay__ dispayer nonpayment overpayful

Nonpayment of your bills can cause you a lot of trouble.

7. __line__ underlining overlined unliner

My teacher is always underlining important words.

Name _____

Add a prefix and a suffix to the given root words.

Prefixes		Suffixes	
re-	mis-	-ing	-ly
-in	un-	-ness	-able

	suit	
	avail	
	understand	
	Paint	
	kind	
	Proper	
	equal	
	usual	
	expected	
	open	



Name- _____

Teacher's Initials _____

Worksheet 133
(for use with Lesson 133)
Phonics 2

1. reuse

2. rewrite

3. misconduct

4. overpay

5. Detroit

6. ointment

7. Madagascar is an island nation in the Indian Ocean. It is about the same size as Texas. It is the fourth largest island in the world. It was part of France until 1960 when it became independent, which means it does not rely on others for support. Rainfall is unpredictable in Madagascar, and there are about two cyclones a year.

a. What ocean is Madagascar in?

b. What does it mean for a nation to be independent?

Name _____

Parent's Initials _____

Homework 133

(for use with Lesson 133)

Phonics 2

1. misfire

2. mistake

3. readdress

4. avoid

5. oversleep

6. deflate

7. Madagascar leads the world in producing vanilla and cloves. Agriculture is the main way that the people make a living. Education is free to children, but many children do not attend school. The average temperature in Madagascar is sixty-five degrees.

a. What are the main crops of Madagascar?

b. What is the average temperature?

Parents: Your child has been taught **prefixes mis-** and **re-** and their meanings.

Name _____

Spelling Sound Sheet 94
(for use with Lesson 134)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Doubling Rule- Review

☐ ☐

1. rip + ed = _____

☐ ☐

2. drum + er = _____

☐ ☐

3. stick + y = _____

☐ ☐

4. fog + y = _____

☐ ☐

5. full + ness = _____

☐ ☐

6. grit + ing = _____

☐ ☐

7. slim + est = _____

Name _____

Teacher's Initials _____

Worksheet 134
(for use with Lesson 134)
Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. To spell correctly, you have to follow _____ rules.
2. Can you _____ that two plus two is four?
3. They went to the gas station to get a _____ tank of gas.
4. Robin Hood stole from the rich and gave to the _____.
5. _____ of the cookies were left on the table at the end of the day.

Word List:

full poor special prove none

Name _____

Parent's Initials _____

Homework 134
(for use with Lesson 134)
Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. My teacher, _____ Larson, gave me an A on my report card.
2. _____ Smith told me to eat right and get plenty of sleep to get well.
3. In math class, you might _____ objects in the classroom.
4. The bright and starry sky looked _____ last night.
5. All of the food you eat goes through many tubes before it reaches your _____.

Word List:

measure beautiful Mrs. Dr. stomach

Parents: Your child has been taught ten new sight words: beautiful, Dr., full, measure, Mrs., none, poor, prove, special, stomach. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 95

(for use with Lesson 136)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentence

Lesson 136

Today we will practice coding and reading **multisyllabic** words. Prefix **multi** means **many**. Multisyllabic words have many syllables... which means they are long and are coded with many walls! The key to reading long words is to say them aloud piece by piece... syllable by syllable. It is easy to code multisyllabic words because there is nothing new to learn. If you have v's... fill the space in between them with 1, 2, or 3 c's! You may have a vcv, a vccv, and a vcccv pattern, plus a final, stable syllable, AND a prefix or suffix (or two!) in a single word. No problem!!! Just take long words step by step.

1. Always start by coding affixes (prefixes and suffixes) and final, stable syllables.
2. Look for vowels and things like digraphs that include vowels. Write all the necessary v's underneath vowels and add underlines and arcs.
3. Fill in all the c's in between the vowels.
4. Divide up the word with a wall inside each pattern.
5. Look for and code the little leftover things like breves, macrons, k-backs, cedillas, lines through s's, and whether any vowels ought to be coded as shwas.
6. Put one accent after the syllable that you think is said the loudest. You only get one per word!! Try saying the word now! You might need a few changes.

Let's try coding **misidentification** out together, following each step, one at a time:

1. (prefixes, suffixes, final, stable syllables) **mis**identifica**tion**

2. (v's, underlines, arcs)

Look at all those v's!!

misidentification
v v v v v

3. (c's between all the v's)

misidentification
v c v c c v c v c

4. (a wall for each pattern)

Look at all those walls!!

misidentification
v c v c c v c v

5. (breves, macrons, little things)

misidentification
v c v c c v c v

6. (one accent)

Wow! We coded a 7 syllable word!

misidentification
v c v c c v c v

His **misidentification** of his own suitcase at the airport resulted in him bringing home a stranger's belongings.

Take a look at these coded multisyllabic words:

innocently
v c c v c v

Do you see him whistling **innocently**?

overemphasize
v c c c v c v

Would Mrs. Hoberer **overemphasize** the importance of coding? ☺ No!

comprehended
v c c c v c v

She **comprehended** the directions to his house but got lost anyway.

unquestioningly

He unquestioningly accepts the rules.

Try it out! Code these multisyllabic words the best that you can. Check your answers with the key after you are done. Fix any mistakes.

acrobatics

hibernation

disconnectedness

prehistorically

Congratulations! This was the last **coding** lesson (the 2 lessons after this are about spelling rules)!!! The whole purpose of learning to code has been to prepare you to “attack” long words such as these. You now have the ability to read some really lengthy words now- you should be proud of your hard work!! You may not know what all these long words mean yet... but you have the skills to pronounce them correctly!

*** Please practice reading the words on Reading List #136 with an adult. ***

Knowing how to read long words like these will make next year so much easier for you! It may take you a few days to master them- practice!

Answer Key for Lesson 136

ăc|rō|băt|ic|s|
v c c v c v c v

hī|ber|nā|tion|
v c v c c v

dis|cōn|nēct|ed|ness|
v c c v

pre|his|tor|i|cāl|ly|
v c c v c v c v

Name _____

Teacher's Initials _____

Worksheet 136

(for use with Lesson 136)

Phonics 2

1. automatically

2. disconnectedness

3. diplomatically

4. hibernation

Name _____

Parent's Initials _____

Homework 136
(for use with Lesson 136)
Phonics 2

1. acrobatics

2. comprehended

3. prehistorically

4. establishment

Parents: Your child has been taught how to code and read **multisyllabic words**.

Name _____

Spelling Sound Sheet 96

(for use with Lesson 137)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Lesson 137

Today we are going to add something to the doubling rule. Let's first remember what the **doubling rule** is:

The root word has to end in a vowel then a consonant to get a ✓.

The suffix must begin with a vowel to get a ✓.

Two checks means double the final consonant before adding the suffix.

✓
sit
(vc)

+

✓
ing
(v)

=

"Check, check, double?"
Yes!
sitting

✗
jump
(cc)

+

✓
er
(v)

=

"Check, check, double?"
No!
jumper

✗
look
(vv)

+

✓
ed
(v)

=

"Check, check, double?"
No!
looked

Oh yeah! The v here cannot be part of a digraph or diphthong! This does NOT get a check!

We have learned all this already. Let's learn one more thing about the doubling rule now.

Look at these 3 words. They are all spelled **correctly**.



refer
vc

+



ed
v

=

referred
↑

"Check, check, double?"



upset
vc

+



ing
v

=

upsetting
↑

"Check, check, double?"



garden
vc

+



er
v

=

gardener
↑
n?
?

"Check, check, double?"

Mrs. H said they were all spelled correctly, but this one should have 2 n's! It should be spelled gardenner... but it isn't! WHY NOT?

Let's try coding the root words to find out something that is different about the word garden... next page, please.

What is different??

<input checked="" type="checkbox"/> rē fer v c v c	+	<input checked="" type="checkbox"/> ed v	=	referred ↑	"Check, check, double?"
<input checked="" type="checkbox"/> ŭp sēt v c v c v c	+	<input checked="" type="checkbox"/> ing v	=	upsetting ↑	"Check, check, double?"
<input checked="" type="checkbox"/> gardēn v c v c v c	+	<input checked="" type="checkbox"/> er v	=	gardener ↑ no double n	"Check, check, double?"

Look at this... garden has an **accent in the middle**, but the other two words have **accents at the end!**

So... in order for the root word to get a check...

1. It must end in vc. ✓
2. The v in vc must not be part of a digraph or diphthong. ✓
3. If there is a pattern (vcv, vccv, vcccv), then the accent must be at the end. ✓

Also... don't forget about the **dropping rule**. If the root word ends in a silent ~~e~~ and the suffix begins with a vowel, then drop the silent e to spell the word.

<input checked="" type="checkbox"/> bake (e)	+	<input checked="" type="checkbox"/> ing (v)	=	baking (e is dropped!)	"Check, check, drop?" Yes!
--	---	---	---	---------------------------	-------------------------------

Name _____

Teacher's Initials _____

Worksheet 137
(for use with Lesson 137)
Phonics 2

Doubling/Dropping Rules

To begin, make:

1 check mark if the root word ends with **one** vowel and **one** consonant *and* the final syllable is **accented**.

1 check mark if the root word ends with a **silent e**.

1 check mark if the suffix is a **vowel suffix**.

When finished:

If you have **2** check marks, **double the final consonant or drop the silent e** before adding the suffix.

If you have only **0** or **1** check mark, just **add the suffix**.

☐ ☐
1. drop + -ing = _____

☐ ☐
2. rest + -ed = _____

☐ ☐
3. fine + -est = _____

☐ ☐
4. open + -ed = _____

☐ ☐
5. slime + -y = _____

☐ ☐
6. admit + -ing = _____

Name _____

Parent's Initials _____

Homework 137

(for use with Lesson 137)

Phonics 2

Doubling/Dropping Rules

To begin, make:

1 check mark if the root word ends with **one** vowel and **one** consonant *and* the final syllable is **accented**.

1 check mark if the root word ends with a **silent e**.

1 check mark if the suffix is a **vowel suffix**.

When finished:

If you have **2** check marks, **double the final consonant** or **drop the silent e** before adding the suffix.

If you have only **0** or **1** check mark, just **add the suffix**.

☐ ☐
1. refer + -ing = _____

☐ ☐
2. slot + -ed = _____

☐ ☐
3. tame + -est = _____

☐ ☐
4. fill + -er = _____

☐ ☐
5. enter + -ing = _____

☐ ☐
6. hope + -less = _____

Parents: Your child has been taught a second condition for the **Doubling Rule**—that the final syllable of a root word must be accented (and must end with one vowel and one consonant) in order for the word to receive a check mark.

Name _____

Spelling Sound Sheet 97
(for use with Lesson 138)
Phonics 2

none	g	f	ee
y	poor	special	measure
or	prove	beautiful	ful
Dr.	ph	stomach	Mrs.

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Lesson 138

Today, we will also learn about a new spelling rule: The Changing Rule.

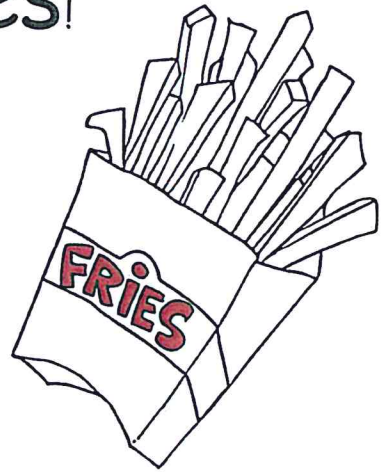
Look at this word: **fry** Pretend you have 1 french fry.

Now, pretend your sister gives you another french fry. Now you have 2 of them.

Are these spelled **frys**?

No... Actually the y changes to an i... it's really spelled **fries**!

The Changing Rule
When a word ends in a y, change the y to an i before adding a suffix.



Words that have a y that has changed to an i look like digraph ie. These are not really digraph ie, but they are easy to read because they will also say /ī/ or /ē/!

Here are some examples:

1 puppy → 4 puppies

I cry. → She cries.

1 baby → 3 babies

I will try it. → My mom tried too.

happy → happiness

My lawn is grassy → His lawn is grassier. → Her lawn is the grassiest.

There are only a few rule breakers... these ARE spelled correctly:

slyness shyly dryness dryly

Exceptions!!!

The Changing Rule,
Vowel Before the y:
When a word ends in ay, ey, oy,
or uy, do NOT change the y to
an i before adding a suffix.

Correct:

I am the newest player. ✓
She is always joyful. ✓
Are you obeying the rules? ✓
My blanket is a grayish color. ✓
I am staying here tonight. ✓
Being moneyless is no fun. ✓
They are two funny guys! ✓

The Changing Rule,
Suffixes that Begin with I:
When a word ends in a y, do
NOT change the y to an i
before adding suffix ING, ISH,
or IST.

Correct:

Mom is frying chicken. ✓
She is studying her math. ✓
What are you copying? ✓
Why are you acting babyish? ✓

Incorrect:

He is emptying the trash. ✗

This is easy to remember because II in a word just looks WRONG!!!

The Changing Rule in Reverse:
When a word ends in ie,
change the ie to a y before
adding suffix ING.

die → I am dying in this heat. ✓
I am dieing in this heat. ✗
tie → She is tying her shoes. ✓
She is tieing her shoes. ✗
lie → He is always lying! ✓
He is always lieing! ✗

This is easy to remember because IEI in a word just looks WRONG!!!

All of these root words end with y!!

1. Look at all the root words.

- **Circle** all that end in **ay**, **ey**, or **oy**.

2. Look at all the suffixes.

- **Circle** all that begin with **i**.

3. **No circles?** Change the **y** to **i** before adding the suffix to that word.

1 or 2 circles? Leave the **y** alone- just add the suffix to that word.

Let's Practice. Check your work with the answer key before doing the next page.

1. silly + ness = _____

2. empty + ing = _____

3. fly + ing = _____

4. dirty + er = _____

5. play + ing = _____

Name KEY

Worksheet 138: Changing Rule

All of these root words end with y!!

1. Look at all the root words.

- **Circle** all that end in **ay**, **ey**, or **oy**.

2. Look at all the suffixes.

- **Circle** all that begin with **i**.

3. **No circles?** Change the **y** to **i** before adding the suffix to that word.

1 or 2 circles? Leave the **y** alone- just add the suffix to that word.

Let's Practice. Check your work with the answer key before doing the next page.

1. silly + ness = silliness

2. empty + **ing** = emptying

3. fly + **ing** = flying

4. dirty + er = dirtier

5. **play** + **ing** = playing

All of these root words end with y!!

1. Look at all the root words.

-**Circle** all that end in **ay, ey, oy, or uy**.

2. Look at all the suffixes.

-**Circle** all that begin with **i**.

3. **No circles?** Change the **y to i** before adding the suffix to that word.

1 or 2 circles? Leave the y alone- just add the suffix to that word.

1. joy + less = _____

2. sandy + est = _____

3. stay + ing = _____

4. try + ed = _____

5. easy + er = _____

6. boy + ish = _____

7. shiny + ness = _____

8. buy + er = _____

Name _____

Spelling Sound Sheet 98
(for use with Lesson 139)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 139

(for use with Lesson 139)

Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. Will you _____ my friend a glass of tea?
2. The letter was addressed to _____ Linda Simmons.
3. The horses can _____ the buggy over the hill.
4. The kids knew not to _____ the pan because it was so hot.
5. On _____, we had the final spelling bee.

Word List:

touch

pull

Ms.

pour

Wednesday

Name _____

Parent's Initials _____

Homework 139

(for use with Lesson 139)

Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. We had to sit in the lobby for an _____ before seeing the doctor.
2. When you speak to someone who is older than you, you should use "_____" or "Mrs."
3. At my _____ and uncle's house, we get to play on the computer all day.
4. A _____ is a female child of a mother or father.
5. Of _____, you can come over to my house and play!

Word List:

daughter

course

aunt

Mr.

hour

Parents: Your child has been taught ten new sight words: aunt, course, daughter, hour, Mr., Ms., pour, pull, touch, Wednesday. If your child has difficulty reading these words, make flash cards and review them daily.