

Name \_\_\_\_\_

# Short Vowels; Syllables VC/CV

Spelling Words				
happen	lettuce	basket	winter	sister
problem	supper	subject	lesson	spelling
napkin	collar	traffic	suggest	puppet

**Syllable Match** Cross out the extra syllable. Write the list word.

- |  |      |      |      |           |
|--|------|------|------|-----------|
| 1. <table border="1"><tr><td>bas</td><td>kin</td><td>ket</td></tr></table>   | bas  | kin  | ket  | 1. _____  |
| bas  | kin  | ket  |      |           |
| 2. <table border="1"><tr><td>les</td><td>low</td><td>son</td></tr></table>   | les  | low  | son  | 2. _____  |
| les  | low  | son  |      |           |
| 3. <table border="1"><tr><td>hap</td><td>pen</td><td>per</td></tr></table>   | hap  | pen  | per  | 3. _____  |
| hap  | pen  | per  |      |           |
| 4. <table border="1"><tr><td>sis</td><td>col</td><td>lar</td></tr></table>   | sis  | col  | lar  | 4. _____  |
| sis  | col  | lar  |      |           |
| 5. <table border="1"><tr><td>sug</td><td>ject</td><td>gest</td></tr></table> | sug  | ject | gest | 5. _____  |
| sug  | ject | gest |      |           |
| 6. <table border="1"><tr><td>let</td><td>pup</td><td>pet</td></tr></table>   | let  | pup  | pet  | 6. _____  |
| let  | pup  | pet  |      |           |
| 7. <table border="1"><tr><td>mon</td><td>ster</td><td>ter</td></tr></table>  | mon  | ster | ter  | 7. _____  |
| mon  | ster | ter  |      |           |
| 8. <table border="1"><tr><td>sub</td><td>per</td><td>ject</td></tr></table>  | sub  | per  | ject | 8. _____  |
| sub  | per  | ject |      |           |
| 9. <table border="1"><tr><td>hap</td><td>nap</td><td>kin</td></tr></table>   | hap  | nap  | kin  | 9. _____  |
| hap  | nap  | kin  |      |           |
| 10. <table border="1"><tr><td>traf</td><td>per</td><td>fic</td></tr></table> | traf | per  | fic  | 10. _____ |
| traf   | per  | fic  |      |           |

**Opposites** Write the list word that completes each phrase.

- |                                       |           |
|---------------------------------------|-----------|
| 11. not a <b>brother</b> , but a ____ | 11. _____ |
| 12. not <b>summer</b> , but ____      | 12. _____ |
| 13. not <b>breakfast</b> , but ____   | 13. _____ |
| 14. not <b>cabbage</b> , but ____     | 14. _____ |
| 15. not <b>math</b> , but ____        | 15. _____ |



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# Plurals

**Directions** Write the plural form of the word in ( ) to complete each sentence.

1. Nora found ten (penny) on the sidewalk. \_\_\_\_\_
2. She traded them to Marla for some (cherry). \_\_\_\_\_
3. Marla bought two new (glass). \_\_\_\_\_
4. She bartered them to Amy for two (paintbrush). \_\_\_\_\_
5. Carla is selling several (box) of books. \_\_\_\_\_
6. Amy made a list of the (book) she wanted to buy. \_\_\_\_\_
7. One of them is about three little (fox). \_\_\_\_\_
8. Maya has a collection of (doll). \_\_\_\_\_
9. The dolls come from different (country). \_\_\_\_\_
10. Maya takes care of her dolls and (toy). \_\_\_\_\_

**Directions** Write the plural form of each word below.

11. beach \_\_\_\_\_
12. dog \_\_\_\_\_
13. class \_\_\_\_\_
14. kiss \_\_\_\_\_
15. family \_\_\_\_\_
16. bush \_\_\_\_\_
17. fly \_\_\_\_\_
18. brush \_\_\_\_\_
19. apple \_\_\_\_\_
20. rock \_\_\_\_\_



**Home Activity** Your child wrote irregular plurals of words ending in *-sh*, *-ch*, *-x*, *-ss*, and *-y* and used them to complete sentences. Name words for your child that end in these letters and have your child write the words.

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## Base Words and Endings

**Directions** Add **-ing** and **-ed** to the words below. **Remember these rules:**

- \*If the word ends in a single consonant, double the consonant before adding *-ing* or *-ed*.
- \*If the word ends in *e*, drop the *e*. If the word ends in *y*, change the *y* to *i*.

Word	-ed	-ing
1. slope	_____	_____
2. please	_____	_____
3. bat	_____	_____
4. worry	_____	_____

**Directions** Add **-er** and **-est** to the words below. **Remember these rules:**

- \*If the word ends in a single consonant, double the consonant before adding *-er* or *-est*.
- \*If the word ends in *e*, drop the *e*. If the word ends in *y*, change the *y* to *i*.

Word	-er	-est
5. easy	_____	_____
6. fat	_____	_____
7. mild	_____	_____
8. tasty	_____	_____
9. tall	_____	_____
10. salty	_____	_____

**Directions** Write the correct form of the word in ( ) to complete the sentences below.

11. Mom's chili is good, but Aunt Jo's is (tasty) \_\_\_\_\_.
12. I thought my recipe was (easy) \_\_\_\_\_ to follow than yours.
13. Dad was (worry) \_\_\_\_\_ when I didn't call him.
14. This brand of chips is the (salty) \_\_\_\_\_ I've ever tasted.
15. My brother Ted is now (tall) \_\_\_\_\_ than my dad.

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## Long Vowel Digraphs

**Directions** Circle the words with the long a, long e, or long o sound

gather	greeting	win	gain	boasted
playground	painted	creeping	toasted	boiling
fling	clay	pitch	throwing	payment
agree	crow	admit	main	answer
freshest	spotless	cleaner	pavement	hearing
groaned	gripe	sobbing	soapsuds	train

**Directions** Use the words you circled to complete the sentences below.

1. We \_\_\_\_\_ marshmallows over the fire.
2. The winning team \_\_\_\_\_ about being the champs.
3. I drew pictures with chalk on the \_\_\_\_\_.
4. We watched our friends board the \_\_\_\_\_.
5. She practiced \_\_\_\_\_ pitches before the game.
6. Jenny \_\_\_\_\_ in pain when I stepped on her foot.
7. Dad \_\_\_\_\_ the garage doors blue.
8. Reggie and I never seem to \_\_\_\_\_.
9. I made sure there was lots of hot water and \_\_\_\_\_ to wash the pots.
10. Mom gave Mr. Hernandez a check as \_\_\_\_\_ for the rent.



**Home Activity** Your child identified and wrote words in which the long a sound is spelled *ai* and *ay*, the long e sound is spelled *ee* and *ea*, and the long o sound is spelled *oa* and *ow*. Ask your child to list words that rhyme with some of the long a, e, and o words on this page. Write the words and have your child note the different spellings.

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# Vowel Diphthongs

**Directions** **Circle** the words that have the same vowel sound as **out**. Then write the words on the lines.

1. The king wore a golden crown. \_\_\_\_\_

2. I can count to ten thousand. \_\_\_\_\_

3. The rooster crowed when the sun peeped over the mountain.  
\_\_\_\_\_

4. We enjoyed seeing the beautiful flowers. \_\_\_\_\_

5. The snow seemed to muffle every sound. \_\_\_\_\_

**Directions** **Circle** the words that have the same vowel sound as **toy**. Then write the words on the lines.

6. Did you enjoy the movie? \_\_\_\_\_

7. The balloon floated in the moist air. \_\_\_\_\_

8. My employer had his old car towed. \_\_\_\_\_

9. Let's avoid having too many choices. \_\_\_\_\_

10. The music for the show was very noisy. \_\_\_\_\_

**Directions** **Circle** the words that have the same vowel sound as the first word in the line.

11. **crown**      proud      snow      spoil

12. **boy**      know      choice      crow

13. **hour**      float      hope      tower

14. **join**      annoy      flour      flowed

15. **moist**      toast      pounce      point



**Home Activity** Your child identified and wrote words with the vowel sound in *out*, spelled *ou* as in *proud* and *ow* as in *shower*, and the vowel sound in *toy*, spelled *oi* as in *choice* and *oy* as in *voyage*. Have your child name other words with the same vowel sounds and write them with your child.