

Name \_\_\_\_\_

# Syllables V/CV, VC/V

Spelling Words				
finish	pilot	even	wagon	music
silent	rapid	female	lemon	pupil
focus	robot	tulip	camel	salad

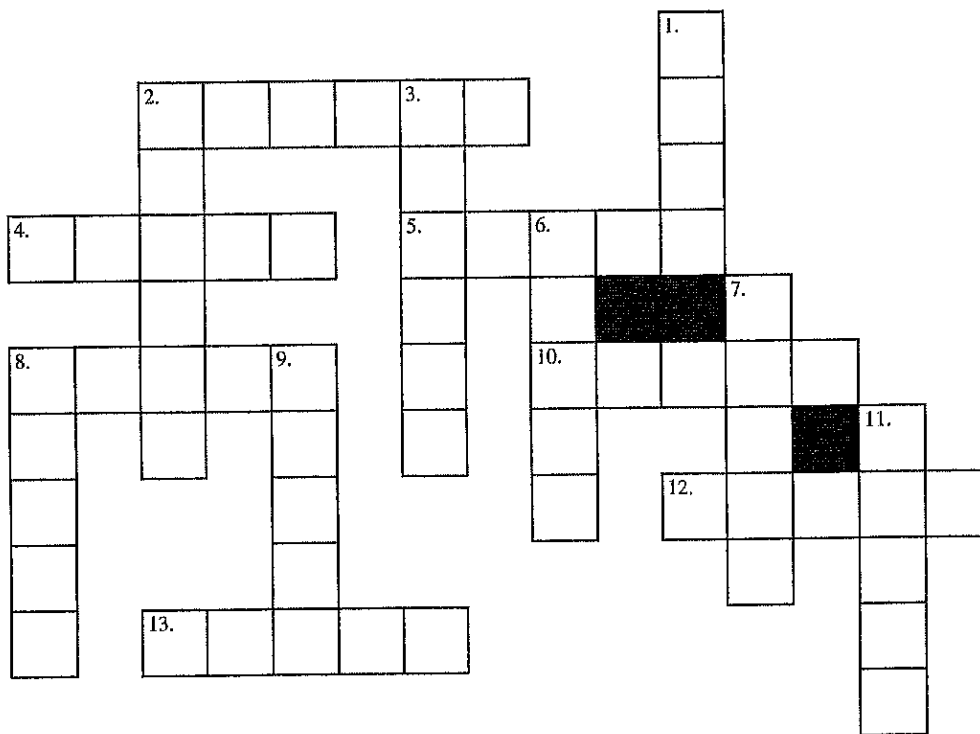
**Crossword Puzzle** Read each clue. Write the list word in the puzzle.

**Across**

- 2. to complete something
- 4. an animal with one or more humps
- 5. a sour fruit
- 8. a person who flies a plane
- 10. often made with lettuce
- 12. a kind of machine
- 13. very fast

**Down**

- 1. not odd but \_\_\_\_
- 2. the opposite of *male*
- 3. make no noise
- 6. songs
- 7. a toy with four wheels
- 8. a student
- 9. a spring flower
- 11. to adjust a camera lens



**Home Activity** Your child has been learning to spell words with long and short vowel sounds with these syllable patterns: V/CV VC/V. Give clues about a word from the list. Ask your child to guess the word and then spell it.

Name \_\_\_\_\_

# Syllable Patterns V/CV, VC/V

**Directions** Say the words in the box aloud. Listen to the first vowel sound. If the first vowel is long, write the word in the first column. If the first vowel is short, write the word in the second column.

rapidly	column	pilot	finish	menu
female	lemon	even	relax	musical

**Long Vowel**

**Short Vowel**

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

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Directions** Read the sentences. Choose the word that best completes each sentence and has the same type of vowel sound in the first syllable as the word shown in ( ). Circle it and then write it on the line.

11. (long) We planted daffodils and \_\_\_\_\_ in front of the house.

marigolds                  pansies                  tulips

12. (short) In the summer we go to our \_\_\_\_\_ on the lake.

house                  cabin                  trailer

13. (short) Mom paid for the gas with a \_\_\_\_\_ card.

credit                  birthday                  cash

14. (long) The sparrow caught a large black \_\_\_\_\_.

worm                  bug                  spider

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**Home Activity** Your child identified words that have a long or short vowel sound in the first syllable. Have your child read the words on the page above, and then choose five of them to write a story.

Name \_\_\_\_\_

# Final Syllable -/e

Spelling Words				
handle	trouble	simple	people	middle
table	little	gentle	poodle	pickle
noodle	saddle	juggle	uncle	riddle

**Rhymes** Write the list word that rhymes with the word shown.

1. nickel \_\_\_\_\_
2. doodle \_\_\_\_\_
3. label \_\_\_\_\_
4. paddle \_\_\_\_\_
5. bubble \_\_\_\_\_
6. steeple \_\_\_\_\_
7. fiddle \_\_\_\_\_
8. dimple \_\_\_\_\_

**Missing Words** Write the list word that completes each phrase.

9. a door \_\_\_\_\_
10. not rough but \_\_\_\_\_
11. a barking \_\_\_\_\_
12. not my aunt but my \_\_\_\_\_
13. sit in the \_\_\_\_\_
14. \_\_\_\_\_ the balls
15. just a \_\_\_\_\_ bit more

handle	poodle
little	uncle
gentle	middle
juggle	

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**Home Activity** Your child is learning to spell words that end in -/e. Together, say each word, spell it, clap, and loudly say "l, e" when you get to the end of a word.

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# Final Syllable -le

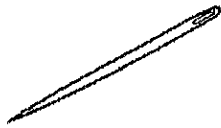
**Directions** Read the story. Draw a line under each word that ends with a consonant and **le**. Then write the words on the lines below, showing the two syllables that make up the words.

Lisa was sitting at the table in the kitchen. She was working hard on a jigsaw puzzle, but she was having trouble. It was not a simple one. There were a lot of little pieces. At last she put in the final piece, a piece shaped like a turtle. The picture was complete! It showed a bald eagle flying over a castle.

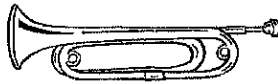
- |          |       |          |       |
|----------|-------|----------|-------|
| 1. _____ | _____ | 5. _____ | _____ |
| 2. _____ | _____ | 6. _____ | _____ |
| 3. _____ | _____ | 7. _____ | _____ |
| 4. _____ | _____ | 8. _____ | _____ |

**Directions** Choose the word in the box that matches each picture. Write the word on the line. Then draw a mark (/) to divide the word into syllables

bubbles    needle    poodle    candle    marbles    bugle



9. \_\_\_\_\_



10. \_\_\_\_\_



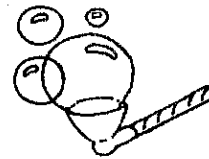
11. \_\_\_\_\_



12. \_\_\_\_\_



13. \_\_\_\_\_



14. \_\_\_\_\_

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**Home Activity** Your child identified and wrote words that end with the final syllable sound heard in *handle*. Work with your child to list other words that end with consonant + *le*. Then have your child write a story using some of the words.

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# Compound Words

- A **compound** word is two words joined together to make one word.

**Directions** Read the two small words. Then write the two words as a compound word.

- news + paper = \_\_\_\_\_
- sun + burn = \_\_\_\_\_
- bed + spread = \_\_\_\_\_
- honey + comb = \_\_\_\_\_
- wood + shed = \_\_\_\_\_
- corn + meal = \_\_\_\_\_
- snow + storm = \_\_\_\_\_
- lawn + mower = \_\_\_\_\_
- rail + road = \_\_\_\_\_
- play + ground = \_\_\_\_\_

**Directions** Use one of the compound words you made above to complete each sentence. Make sure the word makes sense in the sentence.

- Rosa mixed the eggs and \_\_\_\_\_ to make corn muffins.
- By August we had moved all the firewood from the yard into the \_\_\_\_\_.
- Krista has very fair skin, so she has to be careful not to get a \_\_\_\_\_.
- When she checked the hive, Mrs. Hodges was surprised at how busy the bees had been—the \_\_\_\_\_ was nearly full.
- My favorite thing on the \_\_\_\_\_ is the long slide.



**Home Activity** Your child wrote compound words and used them to complete sentences. Play a game with your child using the words *sun*, *snow*, *ball*, and *light*. Take turns to see how many compound words you can make using one of the words.

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# Compound Words

## Spelling Words

sunglasses	football	homework	haircut	popcorn
railroad	snowstorm	earring	scarecrow	blueberry
butterflies	lawnmower	campground	sandbox	toothbrush

**Compound Match Up** Draw a line to connect two words to make a compound word. Write the compound word.

- |          |       |           |
|----------|-------|-----------|
| 1. tooth | corn  | 1. _____  |
| 2. pop   | mower | 2. _____  |
| 3. ear   | berry | 3. _____  |
| 4. lawn  | brush | 4. _____  |
| 5. foot  | ring  | 5. _____  |
| 6. blue  | work  | 6. _____  |
| 7. home  | cut   | 7. _____  |
| 8. sand  | ball  | 8. _____  |
| 9. rail  | road  | 9. _____  |
| 10. hair | box   | 10. _____ |

**Dividing Compounds** Draw a line between the two words in each compound word. Write each word.

- |                 |                   |
|-----------------|-------------------|
| 11. snowstorm   | 11. _____ + _____ |
| 12. campground  | 12. _____ + _____ |
| 13. sunglasses  | 13. _____ + _____ |
| 14. scarecrow   | 14. _____ + _____ |
| 15. butterflies | 15. _____ + _____ |



**Home Activity** Your child has been spelling compound words. Together, look for compound words in a favorite book. Ask your child to name the two words that make up each compound word.

Name \_\_\_\_\_

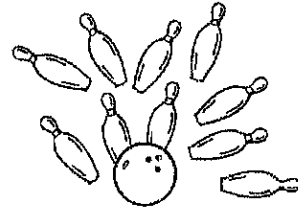
# Consonant Blends

**Directions** Say the name of the picture. Write **spl**, **thr**, **squ**, or **str** to complete the word.

1. \_\_\_\_\_ ash



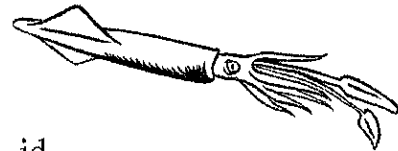
2. \_\_\_\_\_ ike



3. \_\_\_\_\_ ee



4. \_\_\_\_\_ id

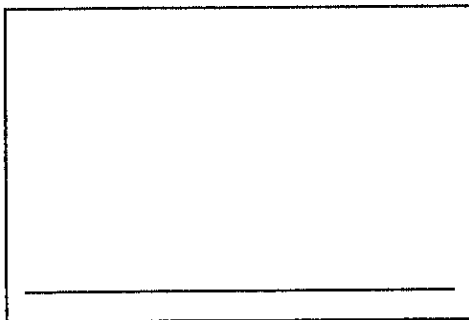


**Directions** Read each word and listen for the three-letter blend. Then write two more words that begin with the same blend.

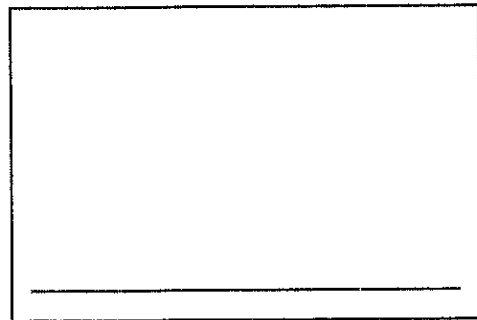
- |             |       |       |
|-------------|-------|-------|
| 5. stripe   | _____ | _____ |
| 6. squirrel | _____ | _____ |
| 7. three    | _____ | _____ |
| 8. split    | _____ | _____ |
| 9. straw    | _____ | _____ |
| 10. through | _____ | _____ |

**Directions** Draw a picture of something that begins with the letters shown below. Write the picture name on the line.

11. squ



12. thr



**Home Activity** Your child wrote words beginning with the blends *spl* (*split*), *thr* (*throw*), *squ* (*squash*), and *str* (*street*). Challenge your child to name more words that begin with the same blends.

Name \_\_\_\_\_

## Words with *spl*, *thr*, *squ*, *str*, *scr*

### Spelling Words

splash	throw	three	square	scream
strike	street	split	splurge	thrill
strength	squeak	throne	scratch	squeeze

**Question Clues** Write the list word that answers each question.

- How do you stop an itch? 1. \_\_\_\_\_
- What is the name of that shape? 2. \_\_\_\_\_
- What sound does a mouse make? 3. \_\_\_\_\_
- Where does a queen sit? 4. \_\_\_\_\_
- Where might you park a car? 5. \_\_\_\_\_
- What might you do at a haunted house? 6. \_\_\_\_\_
- What does a pitcher do with a ball? 7. \_\_\_\_\_
- What number comes before four? 8. \_\_\_\_\_
- What is it called when a batter swings and misses? 9. \_\_\_\_\_
- What do you do to get toothpaste out of a tube? 10. \_\_\_\_\_

**Proofreading** Circle the list word that is spelled correctly. Write it.

- splesh splash 11. \_\_\_\_\_
- thrill thril 12. \_\_\_\_\_
- stregth strength 13. \_\_\_\_\_
- splutt split 14. \_\_\_\_\_
- splurge splurje 15. \_\_\_\_\_



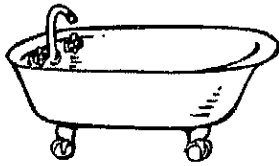
**Home Activity** Your child learned words with the three-letter blends *spl*, *thr*, *squ*, *str*, and *scr*. Divide a sheet of paper into four sections. Ask your child to sort and write the words according to their beginning blends.



Name \_\_\_\_\_

# Consonant Digraphs

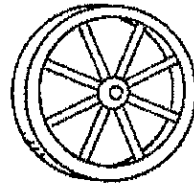
**Directions** Say the names of the pictures. Then fill in the missing letters. Use **sh**, **th**, **wh**, **ph**, **ch**, **tch**, or **ng**.



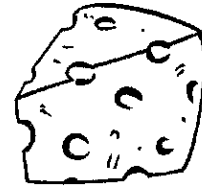
1. ba\_\_\_\_\_tub



2. ri\_\_\_\_\_



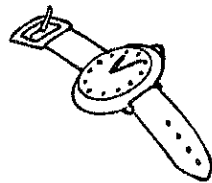
3. \_\_\_\_\_eel



4. \_\_\_\_\_eese



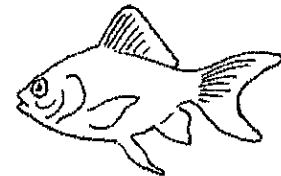
5. ma\_\_\_\_\_ine



6. wa\_\_\_\_\_



7. tro\_\_\_\_\_y



8. fi\_\_\_\_\_

**Directions** Use the digraphs **sh**, **th**, **wh**, **ph**, **ch**, **tch**, or **ng** to finish the words in the sentences below.

9. There are \_\_\_\_\_irteen stripes on the flag of the United States.
10. The forecast is for stormy wea\_\_\_\_\_er all week.
11. Aunt Laura wore a beaded \_\_\_\_\_awl over her \_\_\_\_\_oulders.
12. I collected \_\_\_\_\_ells and starfi\_\_\_\_\_ on the bea\_\_\_\_\_.
13. Isn't that your \_\_\_\_\_ird piece of pie?
14. When we played ball, Melissa was the pi\_\_\_\_\_er, and Barry was the ca\_\_\_\_\_er.
15. Is that your \_\_\_\_\_one I hear ri\_\_\_\_\_ing?
16. The snow lay soft and \_\_\_\_\_ite on the pa\_\_\_\_\_.



**Home Activity** Your child identified words containing the digraphs *sh*, *th*, *wh*, *ph*, *ch*, *tch*, and *ng* and used the digraphs to complete words. Read the words on the page with your child. Ask your child to name other words that begin or end with the digraphs *sh*, *th*, *wh*, *ph*, *ch*, *tch*, and *ng*.

Name \_\_\_\_\_

# Consonant Digraphs

Spelling Words				
father	chapter	other	alphabet	watch
English	weather	catch	fashion	shrink
pitcher	flash	athlete	trophy	nephew

**Meaning Clues** Read the clue. Write the list word the clue tells about. The letters in the boxes will answer this riddle:

*What do you call cheese that's not yours?*

1. get smaller	_____	_____	_____	_____	□	_____
2. the ABCs	_____	_____	_____	_____	□	_____
3. a clock for the wrist	_____	_____	_____	_____	□	_____
4. a prize	_____	_____	_____	_____	□	_____
5. a clothing trend	_____	_____	_____	_____	□	_____
6. something that can hold water	_____	_____	_____	_____	□	_____
7. not a niece but a _____	_____	_____	_____	_____	□	_____
8. a dad	_____	_____	_____	_____	□	_____
9. part of a book	_____	_____	_____	_____	□	_____
10. a language	_____	_____	_____	_____	□	_____
11. what it's like outside	_____	_____	_____	_____	□	_____

**Word Parts** Write the list word that contains each small word.

- 12. ash            \_\_\_\_\_
- 13. her            \_\_\_\_\_
- 14. let            \_\_\_\_\_
- 15. cat            \_\_\_\_\_



**Home Activity** Your child learned to spell words with *sh*, *th*, *ph*, *ch*, and *tch*. Point to a word on the word list. Ask your child to circle the *sh*, *th*, *ph*, *ch*, or *tch* in the word. Then cover the word and have your child spell it out loud.