

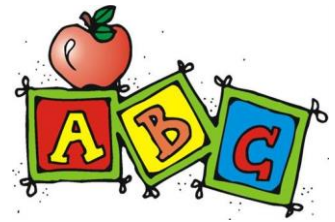
New Vision International School

Reading & Spelling

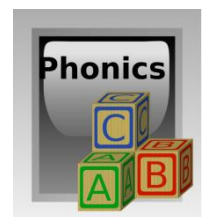


BOOKLET

Grade 1



S.Y. 2021-2022



Student's Name: _____

Grade 1 Section- _____

Reading & Spelling Booklet

Grade 1



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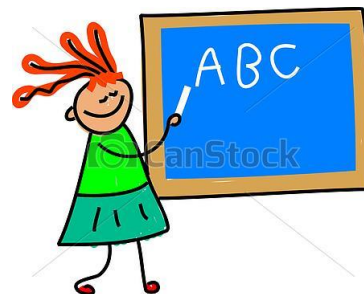


Reading & Spelling Booklet

Grade 1



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Reading & Spelling Booklet

Grade 1



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Get the Egg!

(5th story)

Name: _____ Date: _____

Get the Egg!

By: Alyssa Satin Capucilli

A big red bird is in the nest. Six eggs sit in the nest. A big twig hit an egg! Brad used a net to save the egg. Kim and Brad set the egg back in its nest. The big red bird is back. Six small birds sit in the nest.

A. Story Elements of *Get the Egg!*

Directions: Choose the best answer.

1. What is the **title** of the story?

- a. Sam, Come Back! b. Get the Egg!

2. Who is the **author** of the story, "Get the Egg!"?

- a. Alyssa Satin Capucilli b. William Chin

3. What is the **genre** of the story?

- a. Animal Fantasy b. Realistic fiction

4. Who are the main characters in the story?

- a. Kim and Brad b. Sam and Max



B. True or False: (Get the Egg!)

Directions: Put a \checkmark if the statement is TRUE and X if the statement is not true.

- _____ 1. A big green bird is in its nest.
- _____ 2. The big wood hit an egg!
- _____ 3. Six eggs sit in the nest.
- _____ 4. The big red bird never comes back.

C. Vocabulary Development: (Get the Egg!)

Directions: Fill in the boxes with the correct spelling of the word for each given meaning.

nest	saw	small	tree	your
------	-----	-------	------	------

1. Where the birds lay their eggs.

--	--	--	--

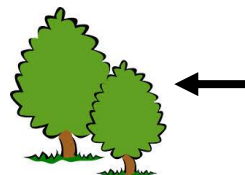


2. Past tense of 'see'.

--	--	--

3. Similar to the word 'little'.

--	--	--	--	--



4. It's a big plant.

--	--	--	--



5. Is this _____ bag?

a. me

b. your



D. Comprehensive Questions:

Direction: Write the answer with the given questions below.

1. Do you think it was a good idea for Brad and Kim to save the egg?

a. Yes

b. No

2. What words would you use to describe Brad and Kim?

a. kind and helpful

b. bad children

E. Picture Clues:

Directions: Look at the pictures. Then answer the questions that follow.



1. What was the first thing that the boy used?

☆ **a comb**

☆ **a toothbrush**

☆ **a towel**

2. What did the boy use next?

☆ **a bar of soap**

☆ **shampoo**

☆ **a toothbrush**

3. Where was the boy?

☆ **He was in the living room.**

☆ **He was in the bathroom.**

Animal Park

(6th story)

Name: _____ Date: _____

Animal Park

By: Judy Nayer

Camp is in a big park. The park is home to many big animals. What will we see? We go in a truck. Zebras run past very fast. Big cats rest in a tree. Cubs play with bugs. Big birds run fast in the grass. Big hippos sit in the cool mud. What else? Big elephants sip and swim in the pond. We are in luck today. We saw them all. We go back into camp in the truck. We are glad we saw the animals

A. Story Elements of *Animal Park*

Directions: Circle the correct answer.



1. Who is the author of the selection *Animal Park*?

a. Darby Kelly

b. Judy Nayer

2. What is the genre of the story *Animal Park*?

a. Literary Non-fiction

b. Animal Fantasy

3. Where is the setting of the story?

a. in Africa

b. in Saudi Arabia

4. Which animals rest up after having a big hunt?

a. big cats

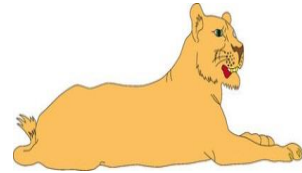
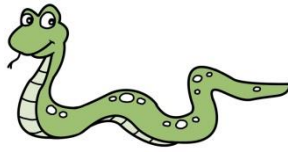
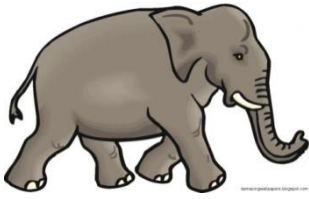
b. big birds

5. The _____ run fast.

a. big hippos

b. big birds

**B. Characters: What big animals did you see in the story *Animal Park*?
Circle them.**



B. True or False: (Animal Park)

Directions: Put a check \checkmark if the statement is mentioned in the selection "Animal Park" and put an X if it is not.

- _____ 1. Big birds run **fast**.
- _____ 2. Hippos sit in **wet** mud.
- _____ 3. The **lion** feeds its kit.
- _____ 4. **Big elephants** stand and sip in the pond.

D. Vocabulary Development:

Directions: Complete each sentence with a word from the box.

them

home

many

into

1. I went _____ the house and saw a black cat.



2. Our _____ is simple but clean.



3. I enjoy my weekend with _____



4. There are _____ gums in the container.



E. Critical Thinking Questions: Write the answer for each given question.

1. Choose an animal in the big park. Write a fact about the animal you choose.

2. Where is the home of the animals in the selection?

D. Reading Comprehension:

Directions: Circle the answer to the given questions below.

The Bug on the Rug

Look at the rug. There is a bug.
There is a bug on the rug!

The bug on the rug is big. Are there other bugs?

Yes, there are many bugs. Give me a hug.

I do not like the bugs. I do not like the bugs on the rug.

Look at the rug. There are no bugs.

The bugs are gone. The bugs have gone out.

There are no bugs in the rug.

1. What is on the rug?

a. a bug **c. a rug**

2. Which describes the bug?

a. small **b. big**

3. Are the bugs gone?

a. yes **b. no**

4. How many bugs left?

a. three **c. no one**

The Class Pet

(7th Story)

Name: _____

Date: _____

The Class Pet

By: Nichole Shields

The class gets a pet mouse. The children learn a lot about mice. Mice eat many things. They run around at night. They make nests. Baby mice need their mom.

The class gets another mouse.

A. Story Elements of *The Class Pet*

Directions: Draw a line to match column A to column B.

Column A	Column B
1. Title	a. Miss Ford
2. Author	b. school
3. Genre	c. The Class Pet
4. Main Character	d. Expository Text
5. Setting	e. Nichole L. Shields

B. Vocabulary Development

Directions: Circle the letter of the correct answer

1. Tim and Tam are best _____.
a. friends b. away c. our
2. One can't go _____ for a long time.
a. away b. very c. school
3. Today, Tim will go out of town. He rides in the _____ sadly.
a. every b. car c. house
4. Tam ran to the _____ and cried inside his room.
a. away b. house c. our
5. He was _____ sad.
a. very b. own c. friends
6. _____ friends played with him.
a. They b. Own c. Our

C. Directions: Put T if the statement is true and put F if the statement is not true.

1. Miss Ford takes a glass box to school. _____
2. Mice need to eat and drink. _____
3. The pet is a cute white bird. _____
4. Mice like to sleep when the sun rises. _____
5. Mice like to run and jump late at night. _____

D. Critical Thinking Questions:

1. Why is a mouse a good pet to have in classroom?

2. Why do you think the author wanted to write about mice?

E. Reading Comprehension:

Directions: Read the story and answer each question.

Dogs and Cats

Kip and Pat are black dogs. Tim and Liz are white cats. Cats can sit up in trees. Dogs sit under trees. Tim likes to play with Pat. Liz likes to sit under the sun.

1. How are Kip and Pat alike?
 - a. **They can sit in trees.**
 - b. **They are black dogs.**
 - c. **They play with Tim.**

2. How are Tim and Liz alike?
 - a. **They are white cats.**
 - b. **They are black dogs.**
 - c. **They are red hens.**

3. How is Tim NOT like Liz?
 - a. **Tim is a black dog.**
 - b. **Tim likes to play.**
 - c. **Tim sits under trees.**

I'm a Caterpillar
(8th story)

Name: _____

Date: _____

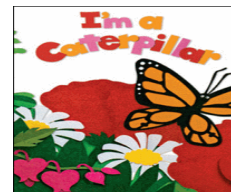
I'm a Caterpillar

By: Jean Marzollo

A Caterpillar eats a lot. It stops eating when it is big enough. Then it's time to hang from a stem. It waits. It splits its skin! It is soft inside. It is now a pupa. It keeps changing. Soon, it will come out. What will it be? A butterfly! It visits flowers. It drinks nectar. Soon it will lay eggs.

A. Story Elements of *I'm a Caterpillar*

Directions: Choose and circle your answer.



1. What is the title of the selection?
a. I'm a Caterpillar b. I'm a Butterfly
2. Who is the Author?
a. Jean Marzollo b. Darby Kelly
3. What is the Genre?
a. Literary Nonfiction b. Fantasy
4. Why does the caterpillar stop eating?
b. It doesn't want the food. b. It is full.
5. What protects the pupa?
a. shell b. house

B. Vocabulary Development: Directions: Circle the correct answer.

1. We're _____ with our project.
a. done b. know
2. I _____ the answer to the question!
a. know c. push

3. We _____ the tables backward to have space.

a. wait

c. push

4. The students _____ for their teacher inside the classroom.

a. push

b. wait

5. They _____ their grandparents every weekend.

a. visit

b. done

C. Life Cycle of a Butterfly

Directions: Match the stage to its picture below.

Egg

Caterpillar

Pupa

Butterfly



D. Critical Thinking Question:

1. Why do you think the author ends the selection the same way it starts?

E. Reading Comprehension:

Directions: Read the selection then answer the questions that follow.

How They Grow by Judy Nayer

How does a butterfly grow? It starts out as a tiny egg. It becomes a caterpillar. It eats lots of leaves. It grows and grows. Then it goes inside a cocoon. At last, it comes out. It's a butterfly!

How does a frog grow? It starts out as a tiny egg in the water. The egg grows into a tadpole. It keeps changing. It eats tiny plants. It grows and grows. At last, it hops out of the pond. It's a frog!
Now you know how they grow!

1. What do you think the butterfly will do next?
a. It will fly away.
b. It will swim.
2. What do you think the frog will do next?
a. It will fly away.
b. It will swim.
3. Where does a tadpole live?
a. on a rock
b. in the water
4. ***At last, it hops out of the pond.***
What does **hops** mean?
a. jumps
b. runs
5. Why do the butterfly and the frog have in common?
a. They are both flying.
b. They are both living things



Where Are My Animal Friends?
(9th story)

Name: _____

Date: _____

Where Are My Animal Friends?

By: William Chin

Winter is coming. Raccoon is in a hurry to find his friends. Goose and hummingbird aren't staying in the forest. They must go to a warm place. Bear ate a lot in summer. It will sleep for a long time. Squirrel stayed in the forest. It has a warm nest and a lot of food. They had a race to the edge of the forest and back!

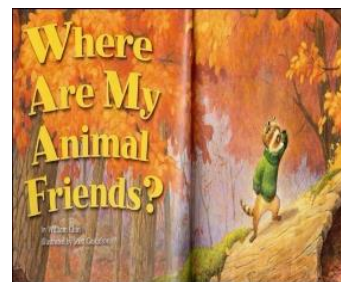
A. Story Elements of *Where Are My Animal Friends?*

Directions: Circle the letter of your answer.

1. What is the title of the story?

a. **Where Are My Animal Friends?**

b. **Winter is Coming!**



2. Who wrote the story *Where Are My Animal Friends?*

a. **William Chin**

b. **Lea Roberts**

3. What is the genre of the selection *Where Are My Animal Friends?*

a. **Literary nonfiction**

b. **drama/play**

4. Where is the setting of the selection *Where Are My Animal Friends?*

a. **park**

b. **forest**

5. Who is the Main character?

a. **bear**

b. **raccoon**

B. Characters:

Directions: Match the name of each character to its picture.

1. Raccoon



2. Goose



3. Bear



4. Hummingbird



5. Squirrel



C. Critical Thinking Questions:

1. Why are the animals in a hurry to find their friends?

a. because the winter is coming

b. because they like to eat a lot

2. Look back at pages 198-199. Where do animals go when the days turn cold?

D. Complete each sentence by choosing the correct word from the box below.

Does **won't** **Oh**

1. **I** _____ play outside, it's cold!
2. _____! It's a lovely day.
3. _____ the bear sleep in winter?

E. Reading Comprehension

Directions: Read the poem and answer the questions that follow.

The Weather

By: Sue Peterson

The sky is blue and sunny.
Do you like the sunny sky?
The sky is black and rainy.
Do you like the rainy sky?
The temperature is cold. It is winter.
Do you like the winter cold?
The temperature is hot. It is summer.
Do you like the summer hot?
I like them all!

1. What is the color of the sky in rainy season?

-  blue
-  gray

2. What can you say about the weather when it's winter?

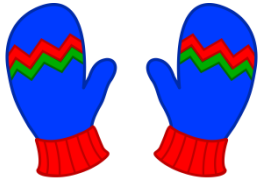
-  It is cold.
-  It is hot.

3. How would you know that summer is coming?

☆ The weather becomes hot.

☆ The weather becomes cold.

4. What clothes do you wear during winter? Circle your answers.



Mole and the Baby Bird
(10th story)

Name: _____ Date: _____

Mole and the Baby Bird

By: Marjorie Newman

Mole finds and lovingly cares for a baby bird. As the bird recovers, Mole's mother explains that soon the bird will fly. But Mole wants to keep the bird, so he builds it a cage. Then, one beautifully clear day, Grandad takes Mole for a walk to the top of a high hill where Mole can feel the wind whipping around him. "I'm flying!" he says. When Mole returns home, he looks at the caged baby bird, finally understands that birds are meant to fly, and sets his baby bird free.

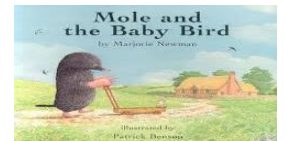
A. Story Elements of *Mole and the Baby Bird*

Directions: Write the correct answer on the spaces provided.

hill/forest

Animal Fantasy

Mole and bird



1. Title: Mole and the Baby Bird
2. Author: by Marjorie Newman
3. Genre: _____
4. Setting: _____
5. Main Character(s): _____

B. Mole and the Baby Bird:

Directions: Circle the best answer and write it on the line.

1. Why is the baby bird sad in the cage?

- a. The baby bird wants to be free like other animals.
- b. The baby bird likes to stay inside the cage.

Write the answer here:

2. The baby bird is a

- a. pet bird
- b. wild bird

3. Mole made for the baby bird.

- a. nest and cage
- b. chair

4. Who visited Mole's house?

- a. Grandma
- b. Granddad

5. Who said this line "Birds are meant to fly"?

- a. Mole
- b. dad



C. Pick a word from the box to match each clue. Write it on the line.

loved

wood

should

door

1.



2.



3. You _____ say, "Thank You."



4. I liked it a lot! I _____ it.



D. Reading Comprehension:

Directions: Read the selection then answer the questions that follow.

Rainy Day

Peg went to the park every day with her dog, Max. She led Max to the park so he could play outside.

One day Peg and Max left for the park. They went down the back steps. Then it started to rain hard. Max did not care that it was raining. Peg got her raincoat, and off they went to the park!

1. What is the main idea of the selection?

- ☆ playing in the mud
- ☆ going to the park every day
- ☆ wearing raincoats to be dry

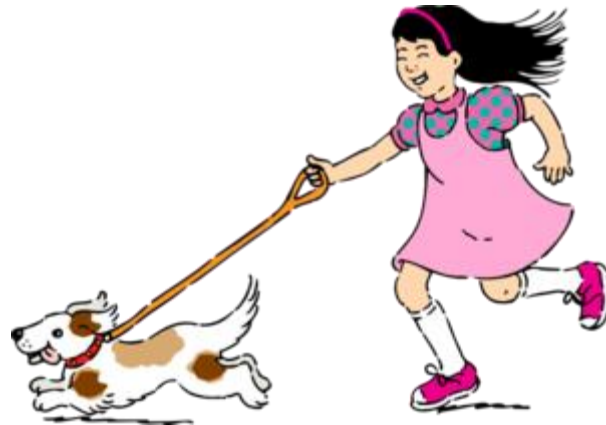
2. How does Peg feel when she walks with Max?

- ☆ sad
- ☆ angry
- ☆ happy

3. Why does Peg take Max with her?

- ☆ Max hates to play in the rain.
- ☆ Max goes everywhere with Peg.
- ☆ Max enjoys going to the park.

4. Why does Peg get her raincoat?



Dot & Jabber and the Great Acorn Mystery
(11th story)

Name: _____ Date: _____

Dot & Jabber and the Great Acorn Mystery

By: Ellen Stoll Walsh

Dot & Jabber had a mystery to solve. An acorn mystery! The detectives set out to find the larger oak that produced the acorn that sprouted into the smaller tree. After a mole points them in the right direction, the two detectives wonder how the acorn travelled from the bigger tree to the location of the newer tree. ("Do you think it walked?" asks Jabber). Reaching the large oak, they discover their unexpected answer, they observe a squirrel making off with a newly fallen acorn and burying it in the ground.

A. Story Elements of *Dot & Jabber*

Directions: Circle the correct answer.

1. Who is the **author** of the selection ***Dot & Jabber and the Great Acorn Mystery?***
 - a. Darby Kelly
 - b. Ellen Stoll Walsh

2. What is the **genre** of the story ***Dot & Jabber and the Great Acorn Mystery?***
 - a. Animal Fantasy
 - b. Informational Fiction

3. Where is the **setting** of the story ***Dot & Jabber and the Great Acorn Mystery?***
 - a. across the meadow
 - b. on top of a mountain

4. What is the job of ***Dot & Jabber?***
 - a. detectives
 - b. policemen

B. Directions: Put a check ✓ if the statement is true about Dot & Jabber.

- _____ 1. Dot & Jabber saw a little oak tree.
- _____ 2. Dot & Jabber are doctors.
- _____ 3. Dot & Jabber solved a mystery.
- _____ 4. Dot & Jabber are clever mice detectives.
- _____ 5. Dot & Jabber ate some leftover clues.

C. Vocabulary Development:

Directions: Circle the letter of your choice.

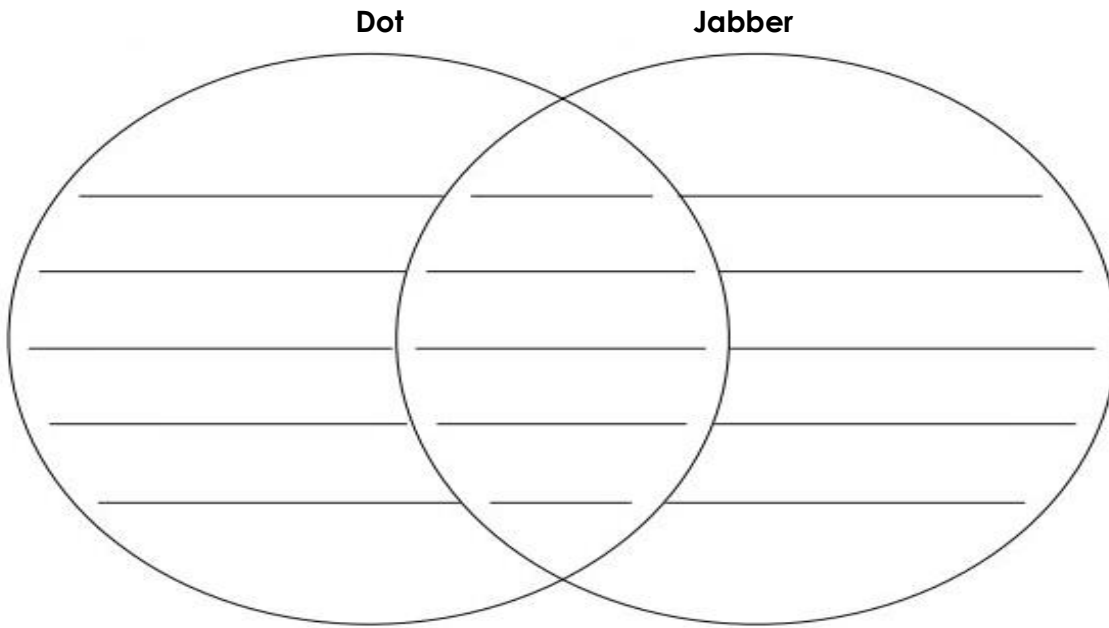
1. We will be detectives today _____ of playing outside.
a. instead **b. another**
2. What will we find _____ millions of clues?
a. among **b. solve**
3. We want to solve a _____.
a. another **b. mystery**
4. _____ of the clues are in the hall.
a. instead **b. None**
5. Hurray! Here is a clue. And here is _____ clue.
a. another **b. solve**

D. Critical Thinking Questions: Write the answer for each given question.

1. What skills do detectives need to solve a mystery?

2. Why do you think the author chose to write about this mystery?

E. Directions: Compare and contrast Dot & Jabber.



F. Read and Comprehend

Read the selection. Then answer the questions.

Snow Surprise

Jen woke up one day and saw that lots of snow had fallen. She just sat in bed and looked out her window at it all.

Then she called out, "School must be closed today!" No one called back to her. Jen got up and dressed.

"Mom? Dad? Is school closed today?" asked Jen. There was still no sound. Then Jen looked outside the back door. She saw Mom and Dad playing in the snow. They were making a big, fat snowman! Why weren't they getting ready to go to work?

"Hi!" Jen called. "What are you doing?"

Mom just smiled and tossed a snowball at Dad. Jen put on her coat and mittens. She would help them with that snowman!

1. What happens in the *middle* of the story?

- A. Jen sits up in bed and sees the snow.
- B. Jen sees Mom and Dad in the snow.

2. What does Jen do *after* she sees Mom toss a snowball?

- A. She looks out the door.
- B. She puts on her coat.

Simple Machines
(12th story)

Simple Machines

By: Allan Fowler

We use machines every day. Machines help make our lives easier. Some machines, such as lawn mowers and vacuum cleaners, have many parts. Other machines have few parts. They are called simple machines. Levers, inclined planes, wheels and axles, and pulleys are four kinds of simple machines.

A. Story Elements of *Simple Machines*

Directions: Circle the correct answer.

1. Who is the **author** of the selection **Simple Machines**?

a. Allan Fowler

b. Darby Kelly



2. What is the **genre** of the story **Simple Machines**?

a. Expository Text

b. Play

4. Which sentence tells about **Simple Machines**?

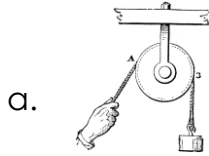
a. Simple Machines have few or no moving parts.

b. Simple Machines have many moving parts.

B. Simple Machines:

Directions: Circle the picture of each given simple machine.

1. Pulley



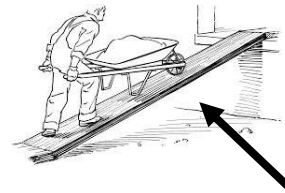
2. lever (bottle opener)



3. lever (crowbar)



4. Inclined Plane



C. Choose the word from the box to complete the sentences and write it on the line.

goes

heavy

kinds

Today

1. _____ is wonderful day!



2. He _____ to school.



3. I have different _____ of food.



4. Your bag is very _____!



D. Critical Thinking Questions:

1. What simple machines do you use in the classroom?

5. How are lever and Inclined plane alike?

- a. They are both flat and help us move things.
- b. They are both round.

Write your answer here:

E. Reading Comprehension:

Directions: Read the selection then answer the questions that follow.

Noses and Hoses

Elephants have long trunks. Elephant trunks are noses. But they are much more. Elephant trunks can scratch an itch. Elephants fill their trunks with water and use them like hoses to spray their backs. This way they stay cool and wet.

Elephants drink by spraying water into their mouths with their trunks. Trunks can smell and feel. Trunks can be noses and hoses!

1. Which sentence *best* tells what this selection is all about?

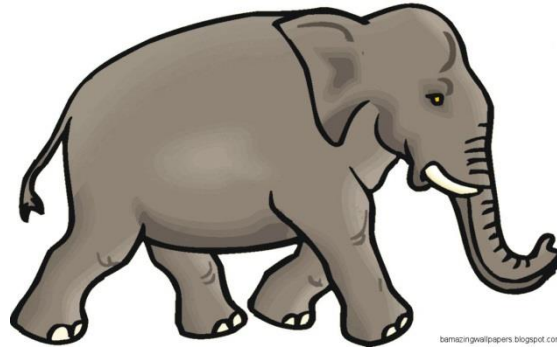
- Elephant trunks can do many things.
- Elephants use their trunks to drink water only.

2. Why does an elephant use its trunk for?

to see

to smell and feel

3. Write one sentence about Elephants.



Alexander Graham Bell: A Great Inventor
(13th story)

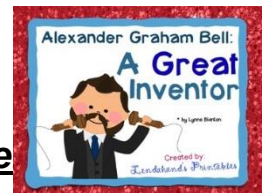
Alexander Graham Bell: A Great Inventor

By: Lynne Blanton

Alexander Graham Bell was born in Scotland in 1847. His father taught people how to speak well. Alexander's mother was deaf. Alexander was good at music and science. Alexander was interested in sound. He also liked to invent things. He built a machine that could speak. He also tried to make his dog talk. In 1871, Alexander moved to Boston. During the day, he taught deaf students how to speak. At night, he did experiments with sound. He met Thomas Watson. They began to work together. Alexander stopped teaching. He did experiments day and night. He and Watson wanted to invent a machine that could send voices from one place to another. On March 10, 1876, Alexander and Tom reached their goal. Alexander spoke to Tom through the first telephone. Alexander and Tom made the telephone better. Alexander spent his life inventing. He dies in 1922. Alexander Graham Bell changed the way people communicate with one another

A. Story Elements of Alexander Graham Bell

Directions: Circle the correct answer.



1. Who is the **author** of the selection **Alexander Graham Bell**?

c. Lynne Blanton

b. Ellen Stoll Walsh

2. What is the **genre** of the story **Alexander Graham Bell**?

a. Animal Fantasy

b. Biography

4. Which sentence tells about Aleck's birth?

c. He was born in Scotland in 1847. b. He was born in Canada in 1950.

B. Vocabulary Development

Directions: Complete each sentence. Circle your answer.

1. I _____ a sand castle at the beach last summer.

a. but

b. built

2. We performed experiments in our _____ Fair last week.

a. Science

b. Silent

3. I _____ a lot in my English class every day.

a. learn

b. lean

4. I go to school _____ for the assembly.

a. evening

b. early

C. Story Sequence:

Directions: Use numbers 1-4 to arrange the sequence of events in the selection, Alexander Graham Bell.

_____ 1. Alexander Graham Bell **was born** in Scotland in 1847.

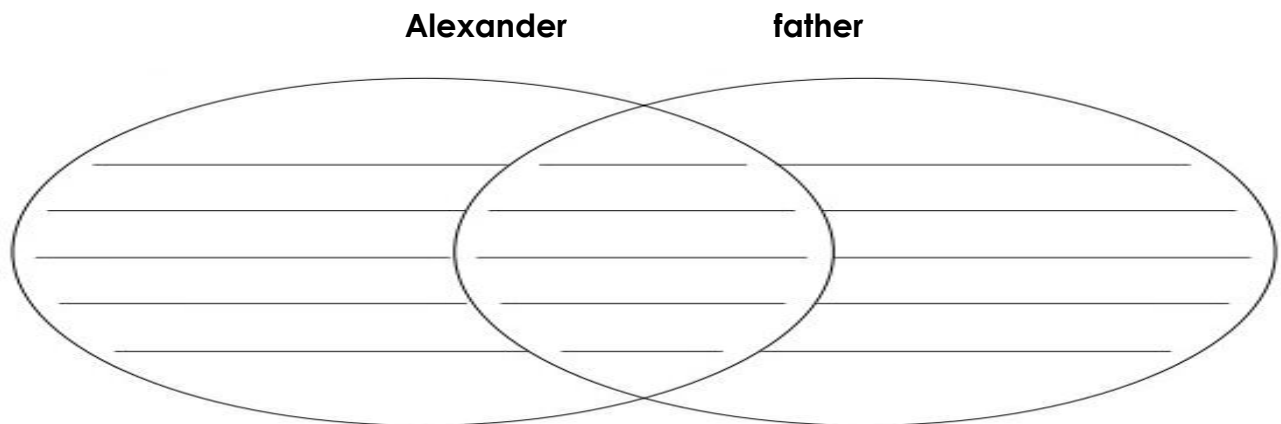
_____ 2. **As a teen**, Alexander liked studying the science.

_____ 3. Alexander kept on inventing things until his **death** in 1922.

_____ 4. Alexander **met Thomas Watson** and helped him invent a telephone.

D. Comparing and contrasting

Directions: Compare and contrast Alexander Graham Bell and his father



E. Critical Thinking Questions:

1. Why is Alexander Graham Bell's invention important to people everywhere?

2. Why do you think the author wanted to tell about Bell and his life?

F. Reading Comprehension:

Directions: Read the selection then answer the questions that follow.

You've Got Mail!

Suki got an e-mail from her friend, Annie. The e-mail made Suki happy. She went to talk to her mom. Then she looked at the calendar. Suki wrote back to Annie. The answer was "Yes!"

1. Which sentence is most likely true?

- a. Annie sent an email to Suki's mom.
- b. Annie asked about homework.
- c. Suki made a date to see her friend.

2. What happened last?

- a. Suki talked to her mom.
- b. Suki got an e-mail.
- c. Suki wrote back to her friend.

3. Why do you think Suki talked to her mom?

- a. to find out what was for dinner
- b. to ask if she could make a date with Annie
- c. to ask for a snack

Part 2

Spelling

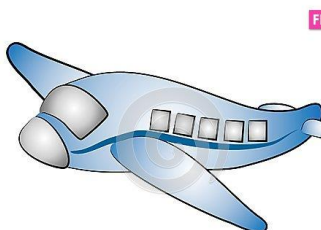
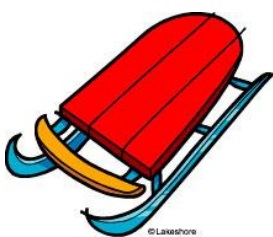


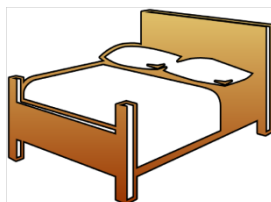
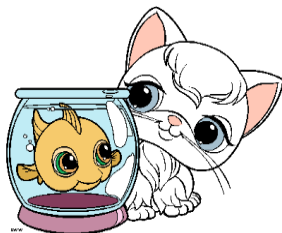
Spelling Lesson # 5
Words with short /e/

Name: _____ Date: _____

A. Directions: Choose and write the name of each picture below.

sled	jet	hen	pet	bed	leg
------	-----	-----	-----	-----	-----









vest
tent
nest
net

B. Write the word in ABC order.

1. _____

2. _____

3. _____

4. _____

bell
met
egg
red

C. Blend and Build Words - CVC

Practice to write on the line:

red

met

tent

vet

Spelling Lesson # 6
Words with short /u/

Name: _____ Date: _____

A. Directions: Write the missing word to complete each sentence.

1. The squirrel eats _____.



a. nut

b. rug

2. Swimming is really _____.



a. fun

b. run

3. I _____ colored papers for my art work.



a. bug

b. cut

4. I _____ faster now!



a. run

b. up

5. There is a house _____ there in the tree.



a. fun

b. up

Rhyming Words: Write the word that rhymes with the word in each number.

trust	bump	hut	plus	rug	fun
-------	------	-----	------	-----	-----

1. bus	_____	4. sun	_____
	-----		-----
	_____		_____
2. bug	_____	5. jump	_____
	-----		-----
	_____		_____
3. cut	_____	6. crust	_____
	-----		-----
	_____		_____

C. Listen as your teacher read each sentence. Circle your answer.

1. I can **run** fast. Which word has the same sound as the **u** in run?

A. rug

B. class

C. mute



2. I **just** want to play. Which word has the same sound as the **ust** in **just**?

A. best

B. crust

C. bond

3. I got a lump! Which word has the same sound as the **ump** in **lump**?

A. met

B. just

C. jump

4. It is dusk now. Which word has the same sound as the **usk** in **dusk**?

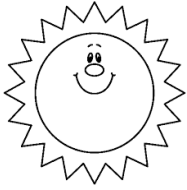
A. rusk

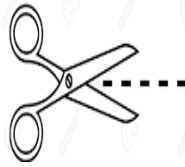
B. lump

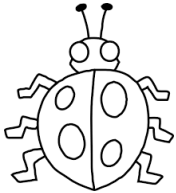
C. Fun

D. Directions: Choose and write the name of each picture.

sun	bug	nut	cut	cup	up
-----	-----	-----	-----	-----	----

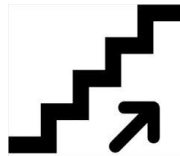












E. Directions: Circle the word that has short 'u' vowel sound.

pure

bus

jug

mule

cute

mug

nut

drum

pup

D. Blend and Build Words – CVC

Practice to write on the line:

bug

rug

jug


pup


Spelling Lesson #7


Words with -es

Name: _____ Date: _____

A. Directions: Finish the list word. Write the word that means more than one.

1. one **b** 

2. three 

3. one **k** 


4. four 

5. one **w** _____

6. five _____

B. Directions: Circle the correct word inside the parenthesis to complete each sentence.

1. There are twenty-four girls in our (class, **classes**). 

2. I (fix, **fixes**) my school things. 

3. We have two English (class, **classes**) every day. 

4. Can you (fix, **fixes**) the car? 

5. My mom (wish, **wishes**) to visit her friend. 

C. Circle the word that is spelled correctly. Write it on the line.

- | | | |
|-----------|---------|-------|
| 1. busses | buses | _____ |
| | | ----- |
| | | _____ |
| 2. kises | kisses | _____ |
| | | ----- |
| | | _____ |
| 3. fixes | fixxes | _____ |
| | | ----- |
| | | _____ |
| 4. wishes | wishesh | _____ |
| | | ----- |
| | | _____ |
| 5. clases | classes | _____ |
| | | ----- |
| | | _____ |

H. Read the clues. Write the list words.

class	kiss	fix	wish	Gus
--------------	-------------	------------	-------------	------------

- | | | |
|----|-------------------------------|-------|
| a. | It rhymes with <u>miss</u> . | _____ |
| | | ----- |
| | | _____ |
| b. | It rhymes with <u>fish</u> . | _____ |
| | | ----- |
| | | _____ |
| c. | It rhymes with <u>glass</u> . | _____ |
| | | ----- |
| | | _____ |
| d. | It rhymes with <u>bus</u> . | _____ |
| | | ----- |
| | | _____ |
| e. | It rhymes with <u>mix</u> . | _____ |
| | | ----- |
| | | _____ |

Spelling Lesson # 8
Words with /er/ /ir/ /ur/

Name: _____ Date: _____

A. Directions: Identify the name of each picture. Write it on the line.

first

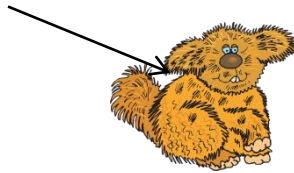
shirt

bird

girl

burn

fur



B. Directions: Circle the word that is spelled correctly.

1. My _____ is white.

shert shirt shurt

2. We _____ also there.

were wir wure

3. That _____ is my friend.

gerl girl gurl

4. I said, "yes, _____.

ser

sir

sur

5. Look at the _____!

berd

bird

burd

C. Directions: Circle the word that is spelled correctly.

1. ferst

furst

first

2. fer

fur

fir

3. hert

hart

hurt

4. bern

burn

birn

5. shirt

shurt

shert

D. Classifying:

Directions: Write each word under the proper column.

germ

first

serve

burst

dirt

clerk

fur

hurt

girl

her

-er

-ir

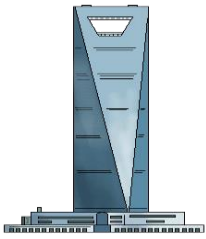
-ur

Spelling Lesson # 9

Words with -er, -est

Name: _____ Date: _____

A. Direction: Look at the pictures. Write the words with the correct ending(-er and -est).

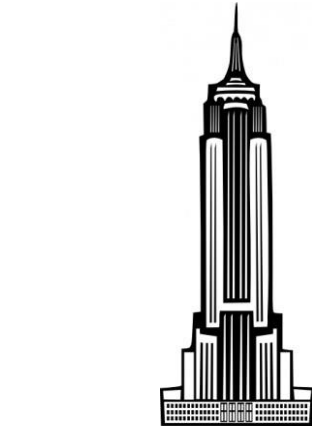


tall

1.



2.





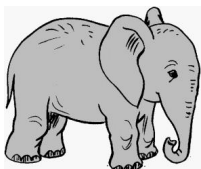
fast

3.



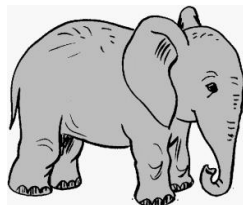
4.



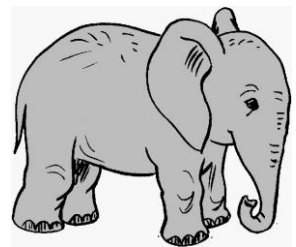


big

5.



6.

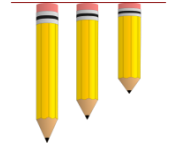


B. Add -er or -est to the given word. Write the new word.

-er

-est

1. long



2. fast



3. slow

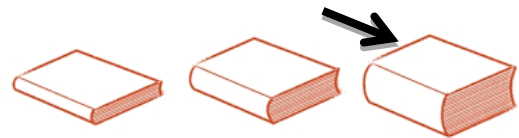


C. Circle the word that completes each sentence.

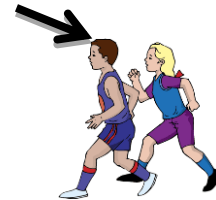
1. My book is **the** _____ **of all.**

a. thick

b. thickest



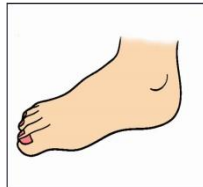
2. Ahmad is _____ **than** Meshal.



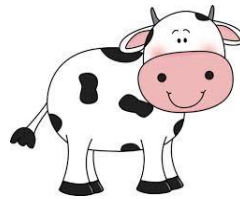
Spelling Lesson #10
Words with /ow//ou/

Name: _____ Date: _____

A. Circle the pictures that make the sound 'ou' like in house.



Circle the pictures that make the sound 'ow' like in clown.



B. Circle the correct spelling.

- | | |
|----------|-------|
| 1. crowd | krawd |
| 2. tawn | town |
| 3. down | dawn |
| 4. now | nuw |

**C. Complete each sentence below. Choose the answer from the box.
Use the clue after each sentence to help you.**

how

cow

down

now

brown

1. Have you seen my _____ crayon? (br - - n)
2. There's a _____ in the farmer's field. (c - -)
3. Let's go _____ the slide. (d - - n)
4. The best time is _____ . (n - -)
5. Do you know _____ to sing? (h - -)

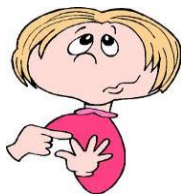
D. Write the name of each picture. Choose the answer from the box.

ouch

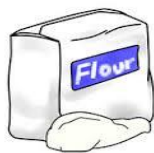
count

round

flour



1. 2. _____



3. _____

Spelling Lesson #11

Words with /oo/

Name: _____

Date: _____

A. Directions: Circle the words that rhyme in the box. Write them.

foot	took
look	pool

1.

2.

foot	moon
book	noon

3.

4.



B. Directions: Write the missing list word.

1. Lena wants to read a _____

2. We want to swim at the _____

3. I saw the fox and the kit at the _____

C. Directions: Choose the word to finish the sentence.

1. I (**took** - **cook** - **book**) my bag.

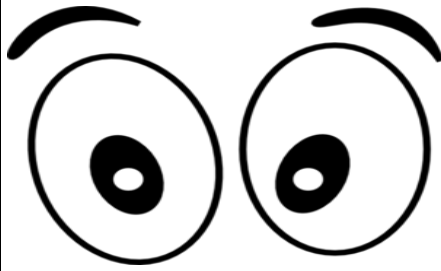
2. We need to eat healthy (**food** - **mood** - **wood**).

3. That is a (**food** - **good** - **wood**) news!

4. The (**took** - **cook** - **moon**) orbits the planet Earth.



D. Circle the words with oo in each sentence.



1. I see brown boots.



2. I see many books.



3. I see green food.



4. I see handyman tools.



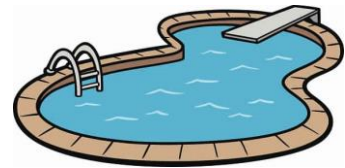
5. I see a full moon.



E. Directions: Name each picture. Write your answer on the line.

pool moon food zoo book foot





Spelling Lesson #12

Words with /oi/ and /oy/

A. Name each picture. Choose your answer from the box.

coin

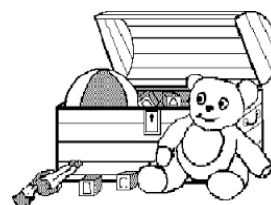
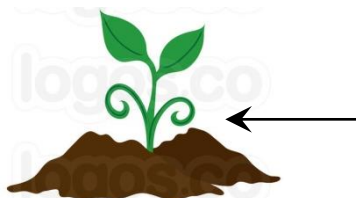
boy

soil

toy

boil

point



B. Draw a line through three rhyming list words in a row.

eat	colors	boil
boat	oil	seed
soil	wood	book

1.

2.

3.

4.

toy	cow	hall
joy	cook	seed
boy	wood	men

5.

6.

C. Circle the word that is spelled correctly. Write it on the line.

- | | | |
|----------|-------|---------|
| 1. point | poynt | 1. |
| 2. enjoi | enjoy | 2. |
| 3. loyal | loial | 3. |
| 4. oyl | oil | 4. |

D. Classify the following words according to their diphthongs /oi/ and /oy/.

boy coin soil voice toy boil point join

/oi/	/oy/

Spelling Lesson # 13

Words with /aw/ and /au/

Name: _____ Date: _____

A. Directions: Choose and write the name of each picture.

jaw

lawn

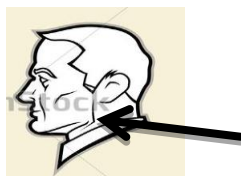
paw

straw

crawl

draw





faucet

autumn

daughter

taught

sauce





B. Complete each sentence. Choose the word in the answer box.

Autumn **sauce** **Taught**

1. _____ always comes before winter.
2. We were _____ how to count in the school.
3. I bought tomato _____ for the spaghetti.

C. Write the name of each picture.

faucet **daughter**







Part 3



Dictation

Spelling

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

Dictation #1

1.			
2.			
3.			



<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

Dictation #2

1.	
2.	
3.	

Dictation # 3

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____



Dictation # 4

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

Dictation #5

1. _____

2. _____

3. _____

===== :

Dictation #6

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____

<u>Total no. of words</u>	53 <u>no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

Dictation #7

--	--	--	--

1.	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
2.	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
3.	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

===== :

Dictation #8

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1.	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
2.	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
3.	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

Dictation #9

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____



Dictation #10

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____

Dictation #11

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____

===== :

Dictation #10

<u>Total no. of words</u>	<u>Total no. of spelled words</u>	<u>Total no. of misspelled words</u>	<u>Remarks</u>

1. _____

2. _____

3. _____

