Week 1: Short Vowels

- last
- class
- smell
- head
- friend
- left
- send
- mix
- milk
- thick
- thin
- stick

**Strategy:** A short vowel sound is *usually* spelled with one vowel followed by a consonant sound.

**Dictionary Skill:** ABC Order
Put words in ABC order by looking at the first letter of each word. Decide which of those letters comes first in the alphabet. If the first letters are the same, go to the last class.

Week 2: Short Vowels

- pond
- drop
- lot
- sock
- crop
- luck
- rub
- does
- drum
- hunt
- shut
- front

**Strategy:** A short vowel sound is *usually* spelled with one vowel followed by a consonant sound.

Week 3: Vowel-Consonant-e Pattern

- save
- life
- wide
- mine
- grade
- smile
- smoke
- huge
- note
- cube
- come
- love

**Strategy:** When spelling a word with a long vowel sound, remember that a long vowel sound is often spelled with the vowel-consonant-e pattern.

**Dictionary Skill:** Parts of a Dictionary
A dictionary lists words in ABC order. How could you find the word cube quickly? Turn to the front part of the dictionary. Where will you find the words starting with the

Week 4: More Long Vowel Spelling

- paint
- clay
- neighbor
- eight
- paid
- lay
- weigh
- feel
- leave
- seem
- speak
- need

**Strategy:** To spell a word with the long a sound with the long a or the long e sound, remember these things:
- the long a sound can be spelled ai or ay
- the long e sound can be spelled ea or ee
Week 5: Spelling the long o sound

<table>
<thead>
<tr>
<th>coach</th>
<th>hold</th>
</tr>
</thead>
<tbody>
<tr>
<td>float</td>
<td>sold</td>
</tr>
<tr>
<td>soap</td>
<td>both</td>
</tr>
<tr>
<td>blow</td>
<td>most</td>
</tr>
<tr>
<td>row</td>
<td>sew</td>
</tr>
<tr>
<td>own</td>
<td>through</td>
</tr>
</tbody>
</table>

**Strategy:** To spell a word with the long o sound, remember that this sound can be spelled oa, ow, or o.

**Dictionary Skill:** Guide Words

Entry words are the main words in a dictionary. They are in ABC order. Two guide words are at the top of each page in a dictionary to help find words quickly. They tell

Week 6: Three-Letter Clusters

<table>
<thead>
<tr>
<th>scream</th>
<th>straight</th>
</tr>
</thead>
<tbody>
<tr>
<td>screen</td>
<td>stream</td>
</tr>
<tr>
<td>spring</td>
<td>street</td>
</tr>
<tr>
<td>spray</td>
<td>string</td>
</tr>
<tr>
<td>spread</td>
<td>throw</td>
</tr>
<tr>
<td>strong</td>
<td>three</td>
</tr>
</tbody>
</table>

**Strategy:** When you are spelling a word that has a consonant cluster, say the word aloud and listen for the different consonant sounds. Remember, some words begin with the clusters scr, spr, str, and thr.

Week 7: Spelling the Long i Sound

<table>
<thead>
<tr>
<th>bright</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight</td>
<td>mind</td>
</tr>
<tr>
<td>fight</td>
<td>die</td>
</tr>
<tr>
<td>tight</td>
<td>pie</td>
</tr>
<tr>
<td>might</td>
<td>lie</td>
</tr>
<tr>
<td>wild</td>
<td>tie</td>
</tr>
</tbody>
</table>

**Strategy:** When you hear the long i sound, think of the patterns ight, i or ie.

**Dictionary Skill:** Definitions

A dictionary entry has one or more definitions or meanings for the entry word. A sample sentence is used sometimes to make the meaning more clear. Show students an

Week 8: The Vowel Sound in “clown”

<table>
<thead>
<tr>
<th>clown</th>
<th>loud</th>
</tr>
</thead>
<tbody>
<tr>
<td>crowd</td>
<td>ground</td>
</tr>
<tr>
<td>bow</td>
<td>count</td>
</tr>
<tr>
<td>crown</td>
<td>cloud</td>
</tr>
<tr>
<td>round</td>
<td>mouth</td>
</tr>
<tr>
<td>sound</td>
<td>would</td>
</tr>
</tbody>
</table>

- **Strategy:** When you hear the ou sound, as in clown and round, remember that it is often spelled with the pattern ow or ou.
**Week 9: The Vowel Sound in “lawn”**

- lawn
- raw
- straw
- law
- cloth
- soft
- cost
- talk
- almost
- also
- wall
- walk

**Strategy:** The o sound can be spelled with the aw, o or al.

**Dictionary Skill:** Pronunciation Key

Each dictionary entry has a pronunciation key. This is used to help you say the entry word and tells you what sounds the symbols in the pronunciation stand for. It also gives a sample word for each sound.

**Week 10: Unexpected Consonant Patterns**

- knee
- knot
- knife
- knock
- know
- wrap
- wrong
- write
- scratch
- patch
- watch
- match

**Strategy:** Some words have unexpected consonant patterns. A beginning n sound may be spelled with the kn, beginning r sound may be spelled with the wr, and a final ch sound may be spelled with the tch. *Note these

**Week 11: Vowel + r Sound**

- dark
- star
- smart
- art
- March
- clear
- near
- ear
- storm
- fourth
- door
- north

**Strategy:** Remember these spelling patterns for the vowel + r sounds:

- -arm as in dark
- -ear, as in clear
- -or as in storm

**Dictionary Skill:** Choosing the Correct Meaning

If an entry word has more than one meaning, the meanings are numbered. A sample sentence may be given to

**Week 12: Vowel + r Sound**

- her
- were
- serve
- girl
- first
- bird
- third
- dirt
- turn
- hurt
- work
- word

**Strategy:** Remember these spelling patterns for the ur sounds:

- -er, as in her
- -ir, as in girl
- -ur, as in turn
- -or, as in work
Week 13: The Vowel Sound in “coin”

<table>
<thead>
<tr>
<th>coin</th>
<th>boil</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td>join</td>
</tr>
<tr>
<td>noise</td>
<td>foil</td>
</tr>
<tr>
<td>oil</td>
<td>boy</td>
</tr>
<tr>
<td>spoil</td>
<td>toy</td>
</tr>
<tr>
<td>point</td>
<td>joy</td>
</tr>
</tbody>
</table>

**Strategy:** The oi sound as in coin and boy is spelled with the pattern oi or oy.

**Dictionary Skill:** Words That Look the Same
Some words are spelled the same but have different meanings. The words are numbered and listed separately in a dictionary.

Week 14: Spelling the j Sound

<table>
<thead>
<tr>
<th>judge</th>
<th>gym</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>large</td>
</tr>
<tr>
<td>jeans</td>
<td>page</td>
</tr>
<tr>
<td>jar</td>
<td>age</td>
</tr>
<tr>
<td>June</td>
<td>orange</td>
</tr>
<tr>
<td>stage</td>
<td>giraffe</td>
</tr>
</tbody>
</table>

**Strategy:** The j sound can be spelled with the consonant j or with the consonant g followed by e, i or y.

Week 15: Spelling the k and kw Sounds

<table>
<thead>
<tr>
<th>quick</th>
<th>skin</th>
</tr>
</thead>
<tbody>
<tr>
<td>queen</td>
<td>picnic</td>
</tr>
<tr>
<td>quart</td>
<td>school</td>
</tr>
<tr>
<td>quit</td>
<td>week</td>
</tr>
<tr>
<td>squeeze</td>
<td>second</td>
</tr>
<tr>
<td>park</td>
<td>crack</td>
</tr>
</tbody>
</table>

**Strategy:** The k sound can be spelled with the pattern k, ck or c. The kw sounds can be spelled with the qu pattern.

**Dictionary Skill:** Parts of Speech
A dictionary entry shows if a word is a noun, verb or another part of speech. Abbreviations are used.

Week 16: Vowel + r Sounds in hair

<table>
<thead>
<tr>
<th>care</th>
<th>pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>scare</td>
<td>air</td>
</tr>
<tr>
<td>bare</td>
<td>pair</td>
</tr>
<tr>
<td>share</td>
<td>bear</td>
</tr>
<tr>
<td>hair</td>
<td>pear</td>
</tr>
<tr>
<td>chair</td>
<td>where</td>
</tr>
</tbody>
</table>

**Strategy:** The ar sounds can be spelled with these patterns:
-are, as in care
-air, as in hair
**Week 17: Homophones**

**Strategy:** Homophones are words that sound the same but have different spelling and meanings. When you spell a homophone, think about the meaning of the word you want to write.

**Note:** See *Mastering the Mechanics* page 116 and page 149.

**Dictionary Skill:** Homophones
A dictionary entry uses the symbol ♦ to designate

- hear
- here
- new
- knew
- its
- it’s
- our
- hour
- there
- their
- they’re

**Week 18: Compound Words**

**Strategy:** Compound words are made from two shorter words. Think about the spellings of the shorter words

- airplane
- inside
- grandmother
- sometimes
- himself
- nothing
- birthday
- herself
- outside
- grandfather
- baseball
- something

**Week 19: Words That End with ed or ing**

**Strategy:** When a base word ends with e, drop the e before adding ed or ing. When a base word ends with one vowel and one consonant, the consonant is usually doubled before adding ed or ing.

**Dictionary Skill:** Base Words
To find out how to spell a word that ends with ed or ing

- saving
- cared
- smiled
- joking
- chopped
- tapping
- rubbed
- dropped
- grinning
- wrapped
- patted
- fixing

**Week 20: Changing the Final y to i**

**Strategy:** When a base word ends with a consonant and y, change the y to i before adding es or ed.

- babies
- puppies
- stories
- ponies
- flies
- parties
- pennies
- cried
- carried
- dried
- hurried
- tried
Week 21: Prefixes re and un

- rewrite
- remake
- retell
- reuse
- unfair
- unhappy

Prefixes are added to the beginning of a base word to add meaning.

- the prefix re means “again”
- the prefix un means “not” or the “opposite of”

Dictionary Skill: Syllables

The dictionary uses the symbol * to separate the

Week 22: Suffixes ful, ly and er

- useful
- careful
- hopeful
- thankful
- friendly
- slowly
- quickly
- sadly
- teacher
- helper
- farmer
- singer

Suffixes are added to the end of a base word to add meaning.

- the suffix ful can mean “full of” or “having”
- the suffix ly can mean “in a way that is”

Week 23: VCCV Pattern

- invite
- remake
- retell
- reuse
- unfair
- unhappy
- uncle
- unlike
- unhurt
- unwrap

Strategy: To spell a word with the VCCV pattern, divide the word between the two consonants and look for the spelling patterns that you already know. Spell the word by syllables.

Dictionary Skill: The Schwa Sound

In words such as useful, the second syllable has a weak vowel sound called the schwa sound. The pronunciation key shows this sound as |e|. The |e| sound can be spelled with any vowel. Examples:

- invite
- Monday
- enjoy
- until
- forget
- window
- Sunday
- garden
- market
- basket

Week 24: Double Consonants

- rabbit
- sudden
- follow
- happen
- butter
- lesson
- dollar
- button
- pretty
- hello
- letter
- yellow

Strategy: A suffix is a word part added to the end of a base word to add meaning.

- the suffix ful can mean “full of” or “having”
- the suffix ly can mean “in a way that is”

Strategy: A VCCV word may have a double consonant. Divide between the consonants to find the syllables. Look for spelling patterns you know. Spell the word by syllable-
### Week 25: Spelling the s Sound in “city”

<table>
<thead>
<tr>
<th>place</th>
<th>certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>center</td>
<td>space</td>
</tr>
<tr>
<td>nice</td>
<td>city</td>
</tr>
<tr>
<td>once</td>
<td>circle</td>
</tr>
<tr>
<td>dance</td>
<td>circus</td>
</tr>
<tr>
<td>face</td>
<td>pencil</td>
</tr>
</tbody>
</table>

**Strategy:** The s sound may be spelled c when the c is followed by i or e.

#### Dictionary Skill: Spelling Table

If you do not know how to spell a sound you can turn to the spelling table in a dictionary to find the different ways a sound can be spelled.

---

### Week 26: Vowel Sounds in “tooth” & “cook”

<table>
<thead>
<tr>
<th>tooth</th>
<th>chew</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>grew</td>
</tr>
<tr>
<td>boot</td>
<td>flew</td>
</tr>
<tr>
<td>shook</td>
<td>drew</td>
</tr>
<tr>
<td>balloon</td>
<td>shoe</td>
</tr>
<tr>
<td>spoon</td>
<td>blue</td>
</tr>
</tbody>
</table>

**Strategy:** When you hear the long oo sound, as in “tooth” or “chew”, remember that it may be spelled with the pattern oo or ew. The short oo sound as in cook may be
Week 27: The Vowel Sound in “bought”

<table>
<thead>
<tr>
<th>thought</th>
<th>daughter</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>taught</td>
</tr>
<tr>
<td>fought</td>
<td>laugh</td>
</tr>
<tr>
<td>brought</td>
<td>through</td>
</tr>
<tr>
<td>ought</td>
<td>enough</td>
</tr>
<tr>
<td>caught</td>
<td>cough</td>
</tr>
</tbody>
</table>

**Strategy:** When you hear the short o sound, as in “bought” or “caught”, remember that it can be spelled with the pattern ough or augh.

**Dictionary Skill:** Stressed Syllables

The dictionary pronunciation shows which syllable is

Week 28: Words that end with er or le

<table>
<thead>
<tr>
<th>summer</th>
<th>later</th>
</tr>
</thead>
<tbody>
<tr>
<td>winter</td>
<td>little</td>
</tr>
<tr>
<td>October</td>
<td>travel</td>
</tr>
<tr>
<td>color</td>
<td>apple</td>
</tr>
<tr>
<td>November</td>
<td>able</td>
</tr>
<tr>
<td>ever</td>
<td>purple</td>
</tr>
</tbody>
</table>

**Strategy:** In words with more than one syllable:
- the final er sounds are often spelled er
- the final el sound can be spelled le

Week 29: Words That Begin with a or be

<table>
<thead>
<tr>
<th>a or be</th>
<th>Begin with</th>
</tr>
</thead>
<tbody>
<tr>
<td>again</td>
<td>ago</td>
</tr>
<tr>
<td>around</td>
<td>begin</td>
</tr>
<tr>
<td>away</td>
<td>before</td>
</tr>
<tr>
<td>about</td>
<td>because</td>
</tr>
<tr>
<td>alive</td>
<td>between</td>
</tr>
</tbody>
</table>

**Strategy:** In two-syllable words, the unstressed sound at

Week 30: Contractions

| I’m | wouldn’t |
| he’s | weren’t |
| aren’t | she’s |
| couldn’t | wasn’t |
| won’t | I’d |

**Strategy:** A contraction is a short way of saying or writing two or more words. An apostrophe takes the place of one