

# Lesson 1: Compound Words

## Spelling Words

1. *homesick*
2. *evergreen*
3. *well-wisher*
4. *picnic basket*
5. *homemade*
6. *long-term*
7. *underground*
8. *handkerchief*
9. *large-scale*
10. *gingerbread*
11. *furthermore*
12. *heart attack*
13. *stagecoach*
14. *good-natured*
15. *headquarters*
16. *loudspeaker*

## Your Own Words

Look for other compound words to add to the lists. You might find *earthquake* or *flash flood* in a book about natural disasters. Where might you see *scrapbook* or *well-worn*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Compound words consist of two or more words used as a single word. They can be *closed*, *hyphenated*, or *open*.

Sort the Spelling Words into the three groups.

### CLOSED elsewhere

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### HYPHENATED make - believe

_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____

### OPEN ground floor

_____	_____
_____	_____

Some compound words, such as *eyewitness*, are written closed; others, such as *well-behaved*, are hyphenated; some, such as *common sense*, are written open.

# Lesson 1: Compound Words *(continued)*

**SPELLING CLUES: Compound Words** When spelling a compound word, think of the two shorter words in it. Spell each word correctly. Then put the two words together.

Find and circle the part of each word that is misspelled. Then write the whole word correctly.

- |                 |                |
|-----------------|----------------|
| 1. wel-wisher   | 4. futhermore  |
| 2. lage-scale   | 5. hankerchief |
| 3. heart attach | 6. headquaters |

**PROOFREADING** 7–12. Circle the misspelled words, and write each word correctly on the lines.

*Dear Paul,*

*How I enjoy being among evergrene trees! Something in New Hampshire seems to make everyone good-naturd. A long-turm stay in the country is certainly looking good right now. I'm not homesick yet, anyway. Tomorrow, my aunt and I are going into the woods with a picnick basket full of fortune cookies, spinach, and homeade pretzels. But here I am rattling on. How's London? Have you gone for a ride in the undergrond tunnels yet?*

*Your friend,  
Adam*

**FUN WITH WORDS** Compound words do not always combine the meanings of the two words. Write a Spelling Word that goes with each silly definition below. (Note: These aren't the real definitions of the words!)

13. someone who doesn't need a microphone
14. a cart for getting opera stars from one side of the platform to the other
15. a loaf that adds spice to your life.
16. a house with a high fever

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

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

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

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

5. \_\_\_\_\_

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

7. \_\_\_\_\_

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

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

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

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

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

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

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

15. \_\_\_\_\_

16. \_\_\_\_\_

# Lesson 2: Homophones

## Spelling Words

1. *border* \_\_\_\_\_
2. *capital* \_\_\_\_\_
3. *fowl* \_\_\_\_\_
4. *principal* \_\_\_\_\_
5. *boarder* \_\_\_\_\_
6. *bard* \_\_\_\_\_
7. *stationary* \_\_\_\_\_
8. *principle* \_\_\_\_\_
9. *palette* \_\_\_\_\_
10. *stationery* \_\_\_\_\_
11. *burro* \_\_\_\_\_
12. *pallet* \_\_\_\_\_
13. *Capitol* \_\_\_\_\_
14. *burrow* \_\_\_\_\_
15. *foul* \_\_\_\_\_
16. *barred* \_\_\_\_\_

## Your Own Words

Look for other homophones to add to the diagram. You might find *chili* and *chilly* in a home economics book. In what kind of book might you find the words *awl* and *all*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

All the Spelling Words are homophones. That is, for each word in the list, there is another word that is pronounced the same but is spelled differently and has a different meaning. Some pairs are distinguished by a spelling change of only one letter. Others are quite different from each other.

Find each pair of homophones. Sort the pairs in a way that will help you remember them. An example pair has been given.

son	sun
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Knowing the definitions of homophones and noting the context in which they are used can help you determine which word to use.**

- **Memory clues like “the principal is your pal” and “stationery is paper” can help too.**
- **Recognizing a root word, such as *board* in *boarder*, is another way to choose the right spelling.**

## Lesson 2: Homophones *(continued)*

**SPELLING CLUES: Homophones** When you proofread your work, check for the correct use of homophones. Think about the meaning of the word you see written. Then read the words surrounding the homophone to help you decide if that is the correct word for the sentence.

Circle the homophone in parentheses that correctly completes each sentence. Then write the word.

1. He rode a lively little (burro, burrow).
2. The donkey stood (stationery, stationary).
3. The (barred, bard) wrote lovely rhyming verses.
4. The artist began by putting paint on a (pallet, palette).
5. A dog chased the rooster and other (fowl, foul) away.
6. He had never committed a (capital, Capitol) crime.

**PROOFREADING** 7–11. Circle the wrong homophones, and write each word correctly on the lines.

The thief had stolen some jewels from a tourist standing on the steps of the capital. At first the police suspected the principle of the local high school, but he was soon cleared of any wrongdoing. Then with the help of trained dogs, they found the jewels buried in a groundhog burro in a wooded park. The jewels were wrapped in a sheet of stationary. The thief's fingerprints were found on the boarder of the paper.

**WORKING WITH MEANING** Circle the incorrect homophones. Write the correct homophone for each.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

# Lesson 3: Adding Endings to Words

## Spelling Words

1. *potatoes*
2. *separating*
3. *harvesting*
4. *contained*
5. *programming*
6. *refused*
7. *omitted*
8. *produced*
9. *acquired*
10. *abilities*
11. *submitted*
12. *justified*
13. *forbidding*
14. *petrified*
15. *nutrients*
16. *resources*

## Your Own Words

Look for other words with the word ending *-ing*, *-ed*, *-s*, or *-es* to add to the lists. You might find *puzzling* or *shocking* in a mystery story. Where might you read about *experimenting* with new *cures*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Each Spelling Word ends in *-s*, *-es*, *-ed*, or *-ing*. Look at each word to see if changes were made to the base word before the ending was added.

Sort the words into four groups that match the example words.

**shoes / huts**

---

---

---

---

---

**jammed**

---

---

---

---

**tries / tried**

---

---

---

**raced / racing**

---

---

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- Sometimes endings can be added without spelling changes being made to the base word.
- When a base word ends in *y* preceded by a consonant, you must change the *y* to *i* before adding *-ed* or *-es*.
- When a base word ends in a consonant, you often have to double the final consonant before adding *-ed*, or *-ing*.
- When a base word ends in *e*, you must drop the final *e* before adding *-ed*, or *-ing*.

# Lesson 3: Adding Endings to Words *(continued)*

**SPELLING CLUES: Word Endings** When you write, notice words that end with -s, -es, -ed, or -ing. Look at the base word, and decide if the spelling stays the same or changes. Changes might include dropping the final e, doubling the final consonant, or changing a y to i before adding the ending.

Read each base word below. Decide if any spelling changes need to be made before the ending is added. Then add the ending and write each Spelling Word.

- |                  |                   |
|------------------|-------------------|
| 1. contain + ed  | 5. petrify + ed   |
| 2. harvest + ing | 6. separate + ing |
| 3. produce + ed  | 7. omit + ed      |
| 4. nutrient + s  | 8. ability + es   |

**PROOFREADING** 9–14. Read the following story. Add -s, -es, -ed, or -ing to the words that need it, so that the story makes sense. Write the correct spellings on the lines.

Cameron acquire a lot of knowledge at Iowa State. In his third year, he switched his major from computer program to agriculture. Because of his previous grades, the school refuse his application to take a double major in agriculture and microbiology. However, by January his grades had improved so much that when he submit his application again, it was accepted. When he graduated with honors, he was told his work had justify the confidence placed in him. The school's resource were well spent on this young man.

**FUN WITH WORDS** Write the Spelling Word that answers each riddle.

15. What have eyes but no faces?  
16. Why did the farmer raise his hand at the auction?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_



# Lesson 4: Related Words

## Spelling Words

1. *awful*
2. *drama*
3. *strain*
4. *awfully*
5. *continue*
6. *profession*
7. *dramatic*
8. *despair*
9. *awe*
10. *professionally*
11. *continuous*
12. *strenuous*
13. *continuously*
14. *dramatically*
15. *desperately*
16. *strenuously*

## Your Own Words

Look for another group of related words to add to the lists. You might find *belief*, *believe*, and *believer* in a book about home remedies. Where might you find the words *earth*, *earthly*, and *earthling*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Each of the Spelling Words is similar to or related to at least one other word in the list. Study the words to see how they are related.

Sort the words in a way that will help you remember them. One example grouping has been given.

**dream**  
**dreamer**  
**dreaming**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Knowing how to spell one word in a word family can help you spell other words that are related to it. Remember, however, that the base word may require spelling changes before a word ending is added.**

# Lesson 4: Related Words *(continued)*

**SPELLING CLUES: Base Words** If you're not sure how to spell a word, think about its parts. Make sure you spell the suffix correctly. Then think about the base word, and decide whether the spelling stays the same or changes.

Look at the two possible spellings for each word. Circle the one that is correctly spelled. Then write the word.

1. dramatically    dramatically
2. strainuous    strenuous
3. continuous    continous
4. professionally    professionaly

**PROOFREADING** Replace each underlined word with its base word to complete the sentences correctly. Write the base word.

Jessie watched in awful <sup>5</sup> as the water swirled around the boat. She knew she had to keep calm. To give in to the desperate <sup>6</sup> she felt would only frighten the others. She was determined to provide a happy ending to this dramatic <sup>7</sup> they were being forced to play out. She had to strenuous <sup>8</sup> to reach the paddles. As she stretched she lost her balance. Startled, she opened her eyes. Whew! She had only been dreaming.

**FUN WITH WORDS** 9–16. Circle the misspelled words in the cartoon. Then write each word correctly.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_



# Lesson 5: Easily Confused Words

## Spelling Words

1. *breath* \_\_\_\_\_
2. *finally* \_\_\_\_\_
3. *bazaar* \_\_\_\_\_
4. *antidote* \_\_\_\_\_
5. *conscious* \_\_\_\_\_
6. *excess* \_\_\_\_\_
7. *bizarre* \_\_\_\_\_
8. *finely* \_\_\_\_\_
9. *breadth* \_\_\_\_\_
10. *persecuted* \_\_\_\_\_
11. *conscience* \_\_\_\_\_
12. *prosecuted* \_\_\_\_\_
13. *futile* \_\_\_\_\_
14. *access* \_\_\_\_\_
15. *anecdote* \_\_\_\_\_
16. *feudal* \_\_\_\_\_

## Your Own Words

Look for other pairs of similar words to add to the diagram. You might find *picture* and *pitcher* in a baseball book. You might find *emigrate* and *immigrate* in a book about becoming a United States citizen.

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

English has many words that can be easily confused with one another. They're not homographs or homophones, but they're so similar that they are used incorrectly many times. Study the Spelling Words to find each pair of words that might be confused with each other. Then pronounce each word carefully.

Sort the easily confused words by pairs.

<b>affect</b>	<b>effect</b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**It helps to be aware of words that sound similar. If you are not sure which word to use, look up the meanings of the words in a dictionary.**

# Lesson 5: Easily Confused Words *(continued)*

**SPELLING CLUES: Correct Pronunciation** Pronouncing words correctly in speech, avoiding slurred syllables and omitted letters, can help you spell words correctly in writing.

Look at each respelling and definition below. Then carefully pronounce each word in the pair beside it. Circle the word that matches the respelling and definition. Write the word.

- |  |            |            |
|--|------------|------------|
| 1. [fyoo'-təl] useless                     | feudal     | futile     |
| 2. [pûr'sə-kyoot'-əd] harassed, mistreated | persecuted | prosecuted |
| 3. [an'ik-dōt] a short story               | antidote   | anecdote   |
| 4. [breth] respiration                     | breath     | breadth    |
| 5. [pros'ə-kyoot'-əd] put on trial         | prosecuted | persecuted |
| 6. [fyood'-(ə)l] of lords and peasants     | futile     | feudal     |

**PROOFREADING** 7–12. Circle the incorrectly used words, and write the correct ones on the lines.

- Thanksgiving dinner was fabulous, and we ate to access.
- After three years of practice, I was finely able to do a magic show.
- Bazaar coincidences have been happening lately.
- Will you hand me the finally chopped onions, please?
- The breath of the river surprised us.
- Standing beneath the redwoods, we were conscience of the awesomeness of nature.

**WORKING WITH MEANING** Write the correct Spelling Words.

13.



bizarre/bazaar

14.



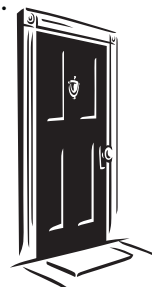
antidote/anecdote

15.



conscience/conscious

16.



access/excess

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

# Lesson 6: Prefixes *ad-*, *in-*

## Spelling Words

1. *arrested*
2. *improved*
3. *included*
4. *irrigated*
5. *inspection*
6. *insisted*
7. *illustrated*
8. *advice*
9. *approved*
10. *agreeable*
11. *investigated*
12. *announcement*
13. *impressed*
14. *accomplished*
15. *affectionate*
16. *irresponsible*

## Your Own Words

Look for other words with absorbed prefixes to add to the lists. You might find *approach* or *infer* in a detective novel. Where might you find the word *impeach* or *illuminate*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Each of the Spelling Words begins with a form of the prefix *ad-* or *in-*. The prefix *ad-* may be spelled *ac-*, *af-*, *ag-*, *an-*, *ap-*, and *ar-*. The prefix *in-* may be spelled *ir-*, *im-*, and *il-*. Sort the Spelling Words by the form of their prefixes.

***ad-*, *ac-*, *af-*, *ag-*, *an-*, *ap-*, *ar-***

_____	_____
_____	_____
_____	_____
_____	_____

***in-*, *il-*, *im-*, *ir-***

_____	_____
_____	_____
_____	_____
_____	_____

**Some prefixes, like *tri-* in *tricycle*, are noticeable. Others change form or spelling to join with the root: for example, *in-* becomes *il-* in *illustrated*. We call these *absorbed prefixes*.**

## Lesson 6: Prefixes *ad-*, *in-* (continued)

**SPELLING CLUES:** If you have trouble remembering whether or not a word requires a double letter, notice where a prefix ends and a root or base word begins. Usually if the prefix ends with the same letter that begins the root, you keep both, forming a double consonant.

Circle the correct spelling of each word. Write the correctly spelled word.

1. irrigated      irigated
2. aproved      approved
3. inproved      improved
4. advice      avvise
5. acomplished      accomplished
6. iresponsible      irresponsible

**PROOFREADING** 7–12. Circle the misspelled words in the paragraph. Write the correct spellings on the lines.

Officer Ramos was impressed with the illustrated announcement of Miss Adams's wedding. She and her husband were pictured in an affectionate embrace. Ramos investigated the police files. On close inspectshun, he identified the groom. Sure enough, the agreable husband was Carl Fisk, the infamous bank robber!

**FUN WITH WORDS** Write Spelling Words to complete the cartoon.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_