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LESSON 1

INTRODUCTION

CVC (consonant-vowel-consonant) words such as *cat* and *dog* were the first words students learned to read. These words can be expanded into CVCC words, where the "CC" represents either a consonant team or a consonant blend. (Variations include CCVC, CCVCC, and VCC.)

A **consonant team**, or **digraph**, is a two-letter team that represents one sound. This lesson reviews the final consonant teams **ck**, **ng**, **nk**, and **double f, l, s, z**.

All of the words in this lesson have short vowels, whose sounds are not as distinct as the long vowel sounds. Students will mark short vowels with a breve.

Note on CK: The final **k** in one-syllable words is spelled **ck** after a short vowel.

Note on NG & NK: These teams are bossy. In the same way an **r** changes the sound of the vowel it follows, **ng** and **nk** slightly change the vowels preceding them. Don't try to isolate the short vowel from the **ng** and **nk**. Rather, pronounce the vowel with the team as a complete sound: **ang, ing, ong, ung; ank, ink, onk, unk**. Remind students that in all these words, the vowel is still considered a short vowel even though it doesn't sound exactly right.

Day One

TEACHING OVERVIEW

Thinks begins with another consonant team, **th**. **Ch, sh, th, wh** are also called *h-teams*.

Sight Words: The **oe** in *does* spells /ū/. The **ee** in *been* spells /ī/; **oe** and **ee** are **vowel teams** (Lesson 3 Introduction).

Note: The **s** in *does* spells /z/. This /z/ sound should already be mastered by students at the level of *Book Two*, so *Phonics Flashcards* and *Classical Phonics* references for **s = /z/** will not be repeated after this lesson.



LESSON 1

Phonics Focus

- The vowel in CVC and CVCC words is usually short.
Ex: **pat, pet, pit, pot, putt** (golf)
- Mark short vowels with a breve.
ă ě ĭ ֆ ֆ ֆ
- Some **consonant teams** found at the end of short-vowel words are **ck; ng; nk; double f, l, s, z**.

- | | |
|-----------|---------------|
| 1. sing | <i>sing</i> |
| 2. tell | <i>tell</i> |
| 3. pass | <i>pass</i> |
| 4. thanks | <i>thanks</i> |
| 5. king | <i>king</i> |
| 6. pack | <i>pack</i> |
| 7. ink | <i>ink</i> |
| 8. pick | <i>pick</i> |
| 9. junk | <i>junk</i> |
| 10. lock | <i>lock</i> |
| 11. long | <i>long</i> |
| 12. cuff | <i>cuff</i> |
| 13. jazz | <i>jazz</i> |
| 14. does | <i>does</i> |
| 15. been | <i>been</i> |

Write the words that have the sound of short ä.

- pass
- thanks
- pack
- jazz

Write the word that has the sound of short ě.

- tell

Write the words that have the sound of short ĭ.

- sing
- king
- ink
- pick

Write the words that have the sound of short ֆ.

- lock
- long

Write the words that have the sound of short ֆ.

- junk
- cuff

Write the sight words.

- does
- been

Phonics Flashcards:

- Phonics Focus* – short vowels (#28-31)
- thanks, does* – **th** (#53-54), **s = /z/** (#46)
- Sight Words* – **does** (#207), **been** (#201)

Classical Phonics:

- short vowels & Phonics Rule #1 (pp. 36-38, 137); final consonant teams & Phonics Rules #2 and #3 (pp. 46-48, 137)
- s = /z/** (p. 43), **th** (p. 51)

Write the words with the consonant team *ng*.

1. sing
2. king
3. long

Write the words with the consonant team *nk*.

4. thanks
5. ink
6. junk

Write the words with the consonant team *ck*.

7. pack
8. pick
9. lock

Write the words with *double f, l, s, or z*.

10. tell
11. pass
12. cuff
13. jazz

Write the sight words.

14. does
15. been

COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Go back and write over ...
 - vowels/vowel teams with RED
 - consonant teams/blends with BLUE
 - silent e with a SLASH
- Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.

1. *sīng*
2. *tēll*
3. *päss*
4. *thānks*
5. *kīng*
6. *päck*
7. *īnk*
8. *pīck*
9. *jūnk*
10. *lōck*
11. *lōng*
12. *cūff*
13. *jāzz*
14. *does*
15. *been*

WORD STUDY QUESTIONS

1. Which four words have a short **a**? (pass, thanks, pack, jazz)
2. Which word has a short **e**? (tell)
3. Which four words have a short **i**? (sing, king, ink, pick)
4. Which two words have a short **o**? (lock, long)
5. Which two words have a short **u**? (junk, cuff)
6. Which four words end in double consonants? (tell, pass, cuff, jazz)
7. Which word is a plural word? (thanks)
8. How do you spell /k/ at the end of a one-syllable word with a short vowel? (**ck**)
9. Which word begins with an **h**-team? (thanks)

GUIDED STUDENT WORK

1. Complete Day 1 Activity.
2. Complete the first page of Lesson 1.

Day 1 Activity

Missing Sounds: On the board, write the spelling words, leaving out the vowels. Students should write the complete word on their whiteboards. Examples:

1. s _ ng (sing)
2. t _ ll (tell)
3. p _ ss (pass)
4. th _ nks (thanks)

DEFINITIONS

1. **sing** – to use your voice to make music
2. **tell** – to express in words
3. **pass** – to move beyond; to hand to someone
4. **thanks** – gratitude
5. **king** – a man who rules a country
6. **pack** – a group of something
7. **ink** – a pigment used in writing
8. **pick** – to choose
9. **junk** – something that isn't worth much
10. **lock** – a device used to keep something from opening
11. **long** – not short
12. **cuff** – the fabric at the end of a shirt or pants
13. **jazz** – a type of music
14. **does** – a form of *do* (to to perform)
15. **been** – past form of *be* (a verb that shows existence)

Day Two

GUIDED STUDENT WORK

1. Complete Day 2 Activity.
2. Complete the second page of Lesson 1.

Day 2 Activity

Word Equations: Write "math" style equations for each spelling word. Ex.:

1. king - k + s = (sing)
2. fell - f + t = (tell)
3. lass - l + p = (pass)
4. thinks - i + a = (thanks)

Day Three

GUIDED STUDENT WORK

1. Complete Day 3 Activity.
2. Read "Jazz."
3. Complete the "Spelling Sentences."
 - Each spelling word will only be used once.

Day 3 Activity

Spelling Riddles: Make up riddles for each spelling word. Have students read the riddle and guess the answer from the spelling list. Examples:

1. I am the leader of a country and I wear a crown. (king)
2. I am a type of music that features brass instruments. (jazz)

Day Four

DICTATION

(See inset page for student answers.)

Sounds

Say to the student: I will say a sound and you will write the letter or letter team that spells that sound. If it is a short vowel, be sure to mark it with a breve.

1. /ă/, as in *jazz*, /ă/
2. /ĭ/, as in *pick*, /ĭ/
3. /ŏ/, as in *lock*, /ŏ/

Now I will say a vowel and consonant team together. You will write the three letters that spell the sound you hear: one letter for the vowel and two for the consonant team. All the vowels are short so mark them with a breve.

4. /ĭng/, as in *sing*, /ĭng/
5. /ŏng/, as in *long*, /ŏng/
6. /ĭnk/, as in the word *ink*, /ĭnk/
7. /ŭnk/, as in *junk*, /ŭnk/
8. Finally, how do you spell /k/ at the end of a one-syllable word, as in *pack*?

Jazz

Long ago, when people came from all different places to A•mer•i•ca, they didn't bring their **junk**; they brought the most im•por•tant things. This usually included some kind of instrument. People brought their songs and music from their homelands to **pass** on to their children. From this, a new kind of music that was a blend of music from two places was born in America. It's called **jazz**! Jazz is music from Africa and Europe. It began in New Orleans about 100 years ago. People there have **been** playing it ever since. You can play a jazz tune on an instrument or you can **sing** jazz. Jazz is a mix of set notes or words with long times where the notes or words are what the player feels moved to play. He **does** not follow the music. He goes with how he feels. Some of the first jazz musicians had funny names like Joe "**King**" Oliver and Jelly Roll Morton. But the most well known was Louis Armstrong. He began playing the cornet when he was only 13. **Thanks** to these men, America has a music all its own.

SPELLING SENTENCES: Use a spelling word to fill in the blank.

sing	pass	king	ink	junk	long	jazz	been
tell	thanks	pack	pick	lock	cuff	does	

1. Did you tell your mom about the party?
2. A king wears a crown on his head.
3. Emma helped Mom pick peaches for pies.
4. Spilled black ink is hard to clean.
5. It has been three hours since we ate breakfast.
6. Mason got the cuff of his sleeve in the paint.
7. I give thanks for my meal.
8. Don't forget to lock the door when you leave!
9. What does the bird do with the bits of string?
10. Please pack your backpack with your school supplies.

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Lesson 1

Spelling Words

Say: Now I will give you a spelling word and you will write that word. I will say the word by itself and in a sentence. Only write the spelling word.

1. *Emphasize the bold words: Does.* (pause) When **does** the basketball game start? (pause) **Does.**
2. **Long.** The **long** branch hung down into the water. **Long.**
3. **Pick.** Will you **pick** the strawberry or raspberry pie? **Pick.**
4. **Been.** His family has **been** on vacation since June. **Been.**
5. **King.** A **king** makes the rules in the kingdom. **King.**
6. **Cuff.** My shirt **cuff** was dirty. **Cuff.**
7. **Lock.** I forgot to **lock** my front door! **Lock.**
8. **Pack.** A **pack** of wolves is roaming the forest. **Pack.**
9. **Pass.** We will **pass** the football back and forth. **Pass.**

Day Five

DICTATION

SOUNDS

- | | | |
|--------|----------|----------|
| 1. ă | 4. ing | 7. ũnk |
| 2. ĩ | 5. õng | 8. ck |
| 3. õ | 6. ĩnk | |

SPELLING WORDS

- | | |
|-----------|--------------|
| 1. does | 9. pass |
| 2. long | 10. junk |
| 3. pick | 11. tell |
| 4. been | 12. sing |
| 5. king | 13. ink |
| 6. cuff | 14. jazz |
| 7. lock | 15. thanks |
| 8. pack | |

SENTENCE

Will the king sing the long jazz song?

FINAL TEST

Give sentence and spelling words as in "Dictation" section.

Spelling Words

1. Give **thanks** for your food.
2. I like to **sing** in the car.
3. Can you play any **jazz** music?
4. The truck hauled the **junk** away.
5. The car's **lock** is broken.
6. Will the **king** be in his castle?
7. **Does** the camera have film?
8. Her **long** hair is tied back.
9. The player will **pass** the football.
10. Please **pick** up the trash.
11. It has **been** a great year!
12. Please **pack** a snack for school.
13. The author used pen and **ink** in his book.
14. I tore my **cuff** on the fence.
15. The coach will **tell** me when it is my turn.

Sentence: The **king** can **sing** with the **jazz pack**.

10. **Junk.** My **junk** drawer is messy. **Junk.**
11. **Tell.** Did you **tell** your mom that you were hungry? **Tell.**
12. **Sing.** The children will **sing** in the choir. **Sing.**
13. **Ink.** I got an **ink** stain on my new shirt. **Ink.**
14. **Jazz.** **Jazz** music was playing on the radio. **Jazz.**
15. **Thanks.** Be sure to say **thanks** for the birthday gift. **Thanks.**

Sentence

Say: Put your pencils down. I will now dictate a sentence, so listen closely. It will include one or more spelling words.

- *Emphasize the bold words:* Will the **king sing** the **long jazz** song? *Pause.*
- Now I will say the sentence again and you will repeat it after me. *Say the sentence. Students repeat.*
- Now, pick up your pencils. I will repeat the sentence one more time and you will write this sentence. *Say the sentence.*

LESSON 26

INTRODUCTION

There are three basic spelling rules for adding suffixes to English words. They are tricky and should be retaught every year in grades 1-6.

There are many different ways to say these rules, but we have chosen the shortest and simplest formulation, one easy to memorize and remember. However, these short forms require more explanation and teaching to flesh out.

The three basic rules are Double, Drop, and Change. Consult the Appendix for further explanations of these rules.

This lesson covers the Double Rule, first taught in *Book One*. This rule is for CVC and CVCC short-vowel words, which are collectively called 1-1-1 words. *Book Two* expands the Double Rule with the exception for words ending in **w**, **x**, **y**.

Day One

TEACHING OVERVIEW

Five of the spelling words have a base that is not a 1-1-1 word: *enjoyed*, *player*, *slowest*, *snowing*, *mowed*. These words are included so that students can begin learning to distinguish 1-1-1 words.

The suffix **-ed** has three sounds: /t/ (*mopped*), /d/ (*mowed*), /ɛd/ (*batted*).

When the **g** in **jog** is doubled, it remains hard even before **e** and **i** (*jogger*, *jogging*).

Phonics Flashcards:

- suffix **-ed** & its three sounds (#168)
- suffix **-ing** (#169)

Classical Phonics:

- Spelling Rule #4: Double Rule (p. 137)
- three sounds of **-ed** (p. 120), **ing** (p. 47)



LESSON 26

PHONICS FOCUS

- A 1-1-1 word has one syllable, one vowel, and ends in one consonant.
Ex. *sad*
- Double the final consonant of a 1-1-1 word when adding a suffix that begins with a vowel.
Ex. *sad + er = sadder*
sad + est = saddest
- Never double final **w**, **x**, **y**. Ex. *boxing*

1. boxing	<i>boxing</i>
2. enjoyed	<i>enjoyed</i>
3. thinnest	<i>thinnest</i>
4. player	<i>player</i>
5. mopped	<i>mopped</i>
6. slowest	<i>slowest</i>
7. quizzing	<i>quizzing</i>
8. fittest	<i>fittest</i>
9. snowing	<i>snowing</i>
10. batter	<i>batter</i>
11. tripped	<i>tripped</i>
12. mixed	<i>mixed</i>
13. flipping	<i>flipping</i>
14. mowed	<i>mowed</i>
15. jogger	<i>jogger</i>

Write the spelling words where the final consonant was doubled before adding the suffix.

1. *thinnest*
2. *mopped*
3. *quizzing*
4. *fittest*
5. *batter*
6. *tripped*
7. *flipping*
8. *jogger*

Write the spelling words where the final consonant was not doubled.

9. *boxing*
10. *mixed*

Write the spelling words where the base word is not a 1-1-1 word.

11. *enjoyed*
12. *player*
13. *slowest*
14. *snowing*
15. *mowed*

DEFINITIONS

1. **boxing** – a sport of fighting
2. **enjoyed** – past tense of *enjoy* (to take pleasure in)
3. **thinnest** – most thin
4. **player** – a person who does an activity
5. **mopped** – past tense of *mop* (to clean a floor with a mop)
6. **slowest** – the most slow
7. **quizzing** – a present form of *quiz* (to test)
8. **fittest** – the most fit; healthiest
9. **snowing** – a present form of *snow* (to rain in frozen flakes)
10. **batter** – a person who is at bat
11. **tripped** – past tense of *trip* (to fall; to cause to fall)
12. **mixed** – past tense of *mix* (to stir)
13. **flipping** – a present form of *flip* (to turn over)
14. **mowed** – past tense of *mow* (to cut grass)
15. **jogger** – a person who runs

Write the words that have the *ing* suffix and circle the words with the final consonant doubled.

1. boxing
2. quizzing
3. snowing
4. flipping

Write the words that have the *ed* suffix and circle the words with the final consonant doubled.

5. enjoyed
6. mopped
7. tripped
8. mixed
9. mowed

Write the words that have the *er* suffix and circle the words with the final consonant doubled.

10. player
11. batter
12. jogger

Write the words that have the *est* suffix and circle the words with the final consonant doubled.

13. thinnest
14. slowest
15. fittest

COLORFUL LETTERS

- Write all words in pencil with a BULLET between syllables.
- Go back and write over ...
 - vowels/vowel teams with RED
 - consonant teams/blends with BLUE
 - silent e with a SLASH
- Mark long vowels (not vowel teams) with a MACRON and short vowels with a BREVE.

1. b^ox·ing
2. en·j^oyed
3. thin·nest
4. play·er
5. mopped
6. slow·est
7. quiz·zing
8. fit·test
9. snow·ing
10. bat·ter
11. tripped
12. mixed
13. flip·ping
14. mowed
15. jog·ger

Lesson 26

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WORD STUDY QUESTIONS

1. Which four words describe actions that are happening right now in the **present**? (boxing, quizzing, snowing, flipping)
2. Which five words describe actions that happened in the **past**? (enjoyed, mopped, tripped, mixed, mowed)
3. Which three words end in **er**, showing they are a person who does this action? (player, batter, jogger)
4. Which three words end in **est** meaning *the most*? (thinnest, slowest, fittest)

GUIDED STUDENT WORK

1. Complete Day 1 Activity.
2. Complete the first page of Lesson 26.

Day 1 Activity

1-1-1 Words: Write the base word for the 1-1-1 spelling words on the board: *box, thin, mop, quiz, fit, bat, trip, mix, flip, jog*. Have students copy the base words onto a piece of paper. Calling on individual students, have them count out the 1 syllable, 1 vowel, and 1 ending consonant for each base word. On the board, in a different color than that of the base word, double the final consonant and add the ending for each word. Students should do the same on their paper with a colored pencil.

Day Two

GUIDED STUDENT WORK

1. Complete Day 2 Activity.
2. Complete the second page of Lesson 26.
 - **Colorful Letters:** For underlining the suffixes, see the Lesson 24 Colorful Letters instructions.

Day 2 Activity

Comparative Endings Mini Lesson: Introduce the endings **-er** and **-est** as comparative endings.* Explain that **-er** compares two things, while **-est** compares three or more things. On the board, draw three stick figures of increasing height. Walk students through the following example: the first figure is *tall*, the second is *taller* than the first, and the third is the *tallest* of them all. Do a couple more examples using *small, smaller, smallest* and *sad, sadder, saddest*. Do some classroom examples: Charlie is *tall*, Mark is *taller* than Charlie, and Mrs. Luse is the *tallest* of them all.

***Note:** The **-er** in *player, batter, jogger* is changing a verb into a noun.

Day Three

GUIDED STUDENT WORK

1. Complete Day 3 Activity.
2. Read "George Washington."
3. Complete the "Spelling Sentences."

Day 3 Activity

Verb Tenses Mini Lesson:

Introduce the word endings **-ed** and **-ing** as verb endings that tell when an action happens. Explain that **-ed** shows the action happened in the past and **-ing** shows the action is still happening in the present. Give the example, "Yesterday I talked to the class; today I am talking to the class." Remind students that yesterday's activity, *talked*, happened in the past, as noted by the **-ed** ending. Point out that today's activity, *talking*, is happening right now, as noted by the **-ing** ending. On the board, draw a grid with three columns and three rows. Label the columns *Base Word*, *-ed = past*, and *-ing = now*. In the left column, write the base words *mop*, *mix*, and *mow* one per row.* Show students how adding the ending changes the time when each verb happens. The consonant will double in *mop* but not *mix* and *mow*.

GEORGE WASHINGTON

George Washington was the leader of a tough group of soldiers when America was fighting to be free from England's rule. The war had gone on for quite a while, and it was not looking good for America. Washington and his men, though getting tired, cold, and hungry, did not give up! They kept marching. His men were a **mixed** group. Some **enjoyed** the warmth of shoes, but some only got to wrap their feet in cloth. Some had no shoes at all! The men without shoes walked the **slowest**. Some men wore the **thinnest** clothes anyone had ever seen, even though it was winter and **snowing!** If they **tripped** and got wet, they would freeze. They were not the **fittest** group of men. But they had per-se-ver-ance. They did not give up because they knew they were helping America to be free. We owe a debt of thanks to Washington and his men.

SPELLING SENTENCES: Use a spelling word to fill in the blank.

boxing	thinnest	mopped	quizzing	snowing	tripped	flipping	jogger
enjoyed	player	slowest	fittest	batter	mixed	mowed	

1. The boxing match was held in a ring.
2. My brother mowed the neighbor's lawn.
3. The jogger ran a three-mile race.
4. The coin was flipping in the air.
5. Which runner is in the fittest shape?
6. Which player on your team wants to be the leader?
7. I like quizzing myself with my math flashcards.
8. The thinnest book on the shelf had twelve pages.
9. Many bluebirds enjoyed swimming in the birdbath.
10. Dad mopped up the spilled water.
11. The slowest runner came in last place.

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Lesson 26

Day Four

DICTATION

Sounds

Say: I will say a suffix and you will write that suffix.

1. /ər/, as in *batter*, /ər/
2. /əst/, as in *thinnest*, /əst/
3. /əd/, as in *mixed* or *mowed*, /əd/
4. /ɪŋ/, as in *boxing*, /ɪŋ/
5. Now I will say some consonant blends and you will write that blend: /flŭ/, as in *flipping*, /flŭ/
6. /plŭ/, as in *player*, /plŭ/
7. /slŭ/, as in *slowest*, /slŭ/
8. /trŭ/, as in *tripped*, /trŭ/

DICTATION

SOUNDS

- | | | |
|--------|--------|-------|
| 1. er | 4. ing | 7. st |
| 2. est | 5. fl | 8. tr |
| 3. ed | 6. pl | |

SPELLING WORDS

- | | |
|-------------|--------------|
| 1. fittest | 9. batter |
| 2. quizzing | 10. mopped |
| 3. flipping | 11. thinnest |
| 4. mowed | 12. tripped |
| 5. boxing | 13. slowest |
| 6. mixed | 14. snowing |
| 7. player | 15. enjoyed |
| 8. jogger | |

SENTENCE

The player enjoyed being the batter.

Spelling Words

Say: Now I will give you a spelling word and you will write the word. I will say the word by itself and in a sentence. Only write the spelling word.

1. The Olympic swimmer is the **fittest** in the field.
2. My teacher is **quizzing** us on our math facts.
3. Dad was **flipping** pancakes for breakfast.
4. Who **mowed** the yard?
5. The **boxing** match will start at 9:00.
6. Is the cake batter **mixed** and ready to go?
7. Which **player** is your favorite?
8. Joy is the fastest **jogger**.
9. The **batter** is up at the plate.
10. Michael **mopped** the kitchen floor.

11. That is the **thinnest** part of the ice.
12. I laughed when I **tripped** on the rock.
13. That biker is the **slowest** on the track.
14. Is it **snowing** yet?
15. She **enjoyed** the warm, summer day.

Sentence

Say: Finally, I will say a sentence and you will write that sentence. It will include one or more spelling words.

- The **player enjoyed** being the **batter**.

Day Five

FINAL TEST

Spelling Words

1. Do you like **quizzing** your partner?
2. She **tripped** on her untied shoelace.
3. The **jogger** won the race!
4. That shark swam the **slowest** at night.
5. I like the **thinnest** pizza crust.
6. The artist **mixed** two colors to get the perfect one.
7. The gymnast was **flipping** across the mat.
8. Which **player** hit the home run?
9. Have you seen a kangaroo **boxing**?
10. It was **snowing** this morning when I woke up.
11. Which athlete is the **fittest**?
12. The **batter** struck out.
13. I **enjoyed** the long walk.
14. Who **mopped** the floor this morning?
15. Last summer I **mowed** for the first time.

Sentence: The **slowest player tripped** on his laces.