Exercise 26.4

Complete the sentences, changing the given word so that it makes sense.

1. The _____ room was too loud.
   crowd
2. The girl _____ with a purple marker.
   draw
3. Last night we _____ a shooting star.
   see
4. The girl _____ to go to the party.
   choose
5. The sunflower plant _____ very tall.
   grow

At the **end** of a word, 'y' can sound like a long ___ or a long ___.

In the **middle** of a word, 'y' can sound like a long ___ or a short ___.

Exercise 26.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 27

Adding 'ly' and 'er'

Reminder: go through the flash cards, do dictations, and have your student read short books to you (see Program Instructions).

ly

ly = /lee/

'ly' sounds like /lee/,
where 'y' has the long 'e' sound.

happy - happily

sad - sadly

quick - quickly

* Notice how the 'y' in "happy" got changed to an 'i'.

happy~~ly~~

happily

When adding an ending to a word ending with a consonant followed by a 'y', **turn the 'y' to an 'i' and then add the ending**. BUT, don't do this for the 'ing' ending.

For words that end with 'le',
take out the 'le' and add the 'ly':

simple simply

3-2-1 Reading Time!

safe - safely	instant - instantly
slow - slowly	reluctant - reluctantly
sick - sickly	nasty - nastily

Exercise 27.1

Add the ending 'ly' to the words below. + ly

1. _____ normal
2. _____ final
3. _____ real
4. _____ lucky
5. _____ angry
6. _____ happy
7. _____ safe

Exercise 27.2

Circle the words that make sense in the sentences below.

1. We quietly tip-toed through the library / kangaroo.
2. The baby quickly grabbed his mailbox / bottle.
3. The cook slowly stirred the soup / donkey.
4. The singer softly sang a bagel / song.
5. He really likes to eat turkey sandwiches / baskets.

We saw the 'er' sound in an earlier lesson, but here we show how we can make new words by adding 'er' to the end of a word.

'i' sounds like a long 'e'

happy - happier

Turn 'y' (after a consonant) to 'i', then add 'er'.

sad - sadder

Protect your short vowel!

quick - quicker

Just at 'er'.

3-2-1 Reading Time!

safe - safer

slow - slower

crispy - crispier

sick - sicker

fat - fatter

tricky - trickier

Read the following:

1. His new car is shiny, but her new car is shinier.
2. Yesterday was foggy, but today it is foggier.
3. Jim's bedroom is dustier than mine.
4. Today will be sunnier than yesterday.
5. My uncle is funnier than my father.

Exercise 27.3

Add the ending 'er' to the words below. + er

1. _____
hot

2. _____
big

3 _____
fat

4. _____
hit

5. _____
jog

Exercise 27.4

Add the ending 'er' to the words below. + er

1. _____
happy

2. _____
funny

3 _____
ugly

4. _____
sorry

5. _____
pretty (/pritty/)

Exercise 27.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 28

When 'g' has the /j/ Sound

Up to this point, 'g' has had a hard sound, as in "get".
Now we'll see when 'g' has the soft sound, as in "gentle".

g (sometimes) = /j/ when: ge gi gy

When 'g' is followed by an **'e'**, **'i'** or **'y'** it *sometimes* has the /j/ sound.

cage	stage	energy	charge	huge
page	gist	allergy	giant	gigantic

If the 'g' in 'ge', 'gi', and 'gy' can be a /j/ or a /g/, how do I know which one to use when reading?

Try it one way and see if it sounds like a word you know. If not, try it the other way.

Exercise 28.1

Circle the sound that the 'ge', 'gi' or 'gy' makes in the words below. If you don't know, try the 'g' as a /g/ and a /j/.

1. gym /j/ or /g/
2. gem /j/ or /g/
3. girl /j/ or /g/
4. hunger /j/ or /g/
5. danger /j/ or /g/
6. germ /j/ or /g/

The /j/ Sound at the End of a Word

There are **no** words, in our language, that end with a 'j' for the /j/ sound.

For words that end with /j/, you **must** have a '**ge**'.

Since the letters, 'e', 'i' and 'y' can make a short vowel long, we add a **'d' to protect the short vowel.**

dge

Now you have your body guards!

All first vowels are short.

adge	badge	lodge
edge	badger	fudge
idge	edge	ridge
odge	bridge	sludge
udge	dodge	smudge

hot fudge

age - adge

For words with more than one syllable, 'age' = /idge/.

mess<u>age</u>	band<u>age</u>	bagg<u>age</u>
pack<u>age</u>	aver<u>age</u>	advant<u>age</u>

Read the following:

1. The actor walked onto the stage.
2. The water goes under the bridge.
3. The diver stood on the edge of the cliff.
4. The judge sat high up on the bench.
5. I will send you a mess<u>age</u> when I get home.

Exercise 28.2

Circle the sounds that make real words.

1. j_____ udge adge
2. br_____ edge idge
3. l_____ edge adge
4. sl_____ adge udge
5. pl_____ edge idge
6. b_____ adge edge
7. w_____ adge edge
8. gr_____ udge adge

A common sound, that ends with /j/ is: **nge**

nge

ange
enge
inge
onge
unge

The 'a' in "ange" is *usually* long,
all other first vowels are short.

range	fringe
change	binge
revenge	lunge
vengeful	plunge

plunger

angel

Read the following:

1. I rubbed the ink and smudged the words.
2. We will change the lights to make them brighter.
3. The boy had a lot of energy.
4. There are many strange words in our language.

3-2-1 Reading Time!

arrange	hinge	cringe	challenge
stranger	twinge	lunge	messenger
danger	fringe	plunge	passenger

Exercise 28.3

Circle the sound that the underlined 'ge', 'gi' or 'gy' makes in the words below. If you don't know, try the 'g' as a /g/ and a /j/.

1. finger /j/ or /g/
2. ranger /j/ or /g/
3. ringer /j/ or /g/
4. ginger /j/ or /g/
5. longer /j/ or /g/
6. hinge /j/ or /g/
7. gym /j/ or /g/
8. arranged /j/ or /g/

Exercise 28.4

Circle the word that makes sense for each sentence.

1. My mother says that it is not good to hold a tiger / grudge.
2. Wash your hands to get rid of the germs / bacon.
3. The bridge goes over the water / pine-cone.
4. We like to make ginger / chicken cookies for the holidays.
5. Running uses a lot of jelly beans / energy.
6. They said that we should not talk to strangers / popcorn.
7. The lines come together to make an angel / angle.

Exercise 28.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 29

When 'c' has the /s/ Sound

Up to this point, 'c' has had a hard /k/ sound, as in "cat". Now we'll see when 'c' has the soft /s/ sound, as in "city".

c (always) = /s/ when: ce ci cy

Usually 'c' has the /k/ sound, however when 'c' is followed by an **'e'**, **'i'** or **'y'** it ***always*** has the /s/ sound.

dance circle fancy

3-2-1 Reading Time!

cent	percent	force
centimeter	recent	pencil
circle	decent	choice

ge, gi, gy } /j/	ce, ci, cy } /s/
sometimes	always

/see/

cei

Here, 'cei' sounds like /see/.

ceiling	receive	receipt
deceive	conceit	perceive

Below are common words that have a 'c' as a /s/.

ace	ance	ice
face	dance	mice
race	prance	ice
place	trance	lice
trace	stance	slice
space	chance	spice
lace	glance	advice

For words with more than one syllable, ending with 'ice' or 'ace', the ending sound is /iss/.

notice	service	palace
justice	practice	necklace

Read the following:

1. We cannot find a place to have the race.
2. Not a trace of food was left on the plate.
3. Do not force the screw to turn.
4. The dancer was very graceful.
5. The service at the restaurant was pretty good.
6. Joey has trumpet practice later today.
7. Did you notice that they changed the wallpaper?
8. My mother works in an office.

Exercise 29.1

Circle the sounds that make a real word. There may be more than one correct answer for each line.

1. pl____ ace ice
2. f____ ace ice
3. r____ ace ice
4. sp____ ace ice
5. gr____ ace ice
6. sl____ ace ice
7. adv____ ace ice
8. p____ ace ice

Exercise 29.2

Circle the sounds that make a real word. There may be more than one correct answer for each line.

1. gl____ ance ange
2. ch____ ance ange
3. pr____ ance ange
4. r____ ance ange
5. tr____ ance ange

Exercise 29.3

Read the following clues to your student, and have him or her write the new words on the lines below.

1. Change the word so it becomes something that water turns to when it freezes. rice _____

2. Change a letter in the word so that it becomes something you may run in. rack _____

3. Change a letter so the word becomes something that contains your mouth, nose and eyes. fact _____

4. Change the word so it becomes something that some people put on top of their Christmas tree. angle _____

5. Change a letter in the word so it becomes something you turn when reading a book. rage _____

6. Change the word so it becomes a chocolate treat. sludge _____

7. Change a letter in the word to make it something that people eat. neat _____

8. Change a letter in the word so it becomes the place where a rocket ship goes. spice _____

9. Change the word so it means to look quickly at something. dance _____

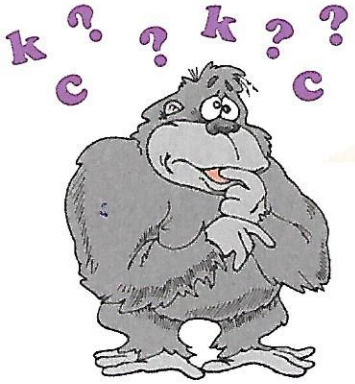
Exercise 29.4

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 30

The /k/ Rule

'c' or 'k' for /k/



If 'c' makes the /k/ sound
and 'k' makes the /k/ sound,
which one do I use?

When to Use 'c' or 'k'

Always use 'k' for the /k/ sound if:

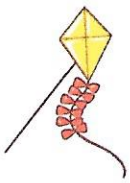
1. the /k/ sound is followed by an 'e', 'i' or 'y', or
2. the /k/ sound is at the end of a one syllable word,

otherwise, use 'c'.

In the words below, /k/ is followed by 'e', 'i' or 'y',
so we use 'k' for the /k/ sound:

keep	king
kept	sky
kit	skip

If we used 'c', then we would not have /k/,
we would have /s/ instead.



kite ✓ cite ✗

According to rule #2, we always use a 'k' at the end of a **one syllable** word ending with /k/.

duck brick stack luck

Okay, use 'k' for the /k/ sound at the end of one syllable words. What about **two** syllable words that end with /k/?

Two (or more) syllable words that end with /k/ *usually* end with 'ic':

panic topic traffic basic

3-2-1 Reading Time!

music	logic	picnic	critic	volcanic
mimic	lyric	traffic	ironic	frolic
panic	cubic	tragic	hectic	comic

Read the following:

1. I put the traffic ticket into my pocket.
2. Do not panic if the plastic dish gets lost.
3. On Sunday, we will have a picnic with our friends.
4. The bird will mimic the way you talk.
5. We listened to the music play all night.

Exercise 30.1

Read the words to your student and have him/her use the /k/ rule to determine the correct way to spell each word.

1.	skill	scill
2.	kind	cind
3.	klap	clap
4.	traffik	traffic
5.	piknik	picnic
6.	keep	ceep
7.	klear	clear

If the /k/ sound is followed by an 'e', 'i' or 'y' or at the end of a one syllable word: use 'k'

Exercise 30.2

Circle the sounds that the underlined 'c's make.

1.	a<u>c</u>cent	/k/	/s/
2.	ac<u>c</u>ent	/k/	/s/
3.	a<u>c</u>cident	/k/	/s/
4.	ac<u>c</u>ident	/k/	/s/
5.	su<u>c</u>cess	/k/	/s/
6.	suc<u>c</u>ess	/k/	/s/

Exercise 30.3

Complete the sentences with the words that make sense.

fantastic	plastic	traffic	attic
romantic	garlic	magic	panic

1. We found the kitten hiding up in the _____.
2. The cook chopped the _____.
3. Do not _____ if you are in an accident.
4. Terrific and _____ mean the same thing.
5. The _____ toy easily broke.
6. My parents went out for a _____ dinner.
7. There was a lot of _____ on the highway.
8. We saw a _____ show at school today.

Reminder: answers are posted at:
www.yourkidcanread.com (go to this book's product page).

Exercise 30.4

Do the dictations, for this lesson, at www.yourkidcanread.com.

Review 3

Lessons 21 to 30

In lessons 21 through 30 the following was covered:

Past Tense	nd	ct	aw, au & al	/s/ or /z/ endings
y	ly & er	g as /j/	c as /s/	the /k/ rule

3-2-1 Review Time!

wished	doctor	talk	yellow	gerbil
cried	stricter	ball	myth	prince
played	jaw	happier	dye	price
strand	walk	please	slowly	circle

Exercise R3.1

Write a word on the line that makes sense. If you have trouble spelling a word, look at the list above for hints.

1. Jayson took the dog for a w___ ___ ___.
2. My teacher said, "No t___ ___ ___ ___ ___ ___ in class."
3. We had a mouse in our h___ ___ ___ ___ .
4. A round shape is a ci___ ___ ___ ___.
5. Before you buy something, check the pr___ ___ ___.

Exercise R3.2

Read the following and write the answers on the lines.

1. When you get sick, you see a: _____
2. Dogs do not have feet, they have: _____
3. The past tense of "draw" is: _____
4. The past tense of "slam" is: _____
5. To stay out of jail, you follow the: _____

Exercise R3.3

Match the sounds on the left with the sounds on the right.

1. ce	/aw/
2. au	/aj/
3. adge	/awk/
4. alk	/s/

Exercise R3.4

Add 'ly' to the words and write the new word on the line. + ly

1. soft _____
2. swift _____
3. late _____
4. easy _____
5. final _____
6. lucky _____

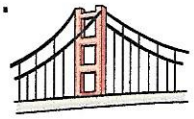
Exercise R3.5

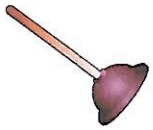
Fill in the blanks to spell the words for the pictures below.

1. j_ _ _ _

2. c_ _ _

3. b_ _ _ _

4.  br_ _ _ _

5.  pl_ _ _ _ r

6. an_ _ _

Exercise R3.6

Choose the words that complete the sentences.

choice	pencil	principal	chance
force	city	fence	race

1. Our art teacher wants us to draw with a _____ .

2. There is a sixty percent _____ of rain for today.

3. Do not _____ me to go out when I am sick.

4. Every year we go to the _____ to visit Grandma.

5. The large dog jumped over the _____ .

6. Our teacher gave us a _____ on what to do for homework.

Exercise R3.7

Circle the correct answers for the statements below.

1. 'c' always / sometimes has the /s/ sound when followed by 'e', 'i' or 'y'.

2. 'g' always / sometimes has the /j/ sound when followed by 'e', 'i' or 'y'.

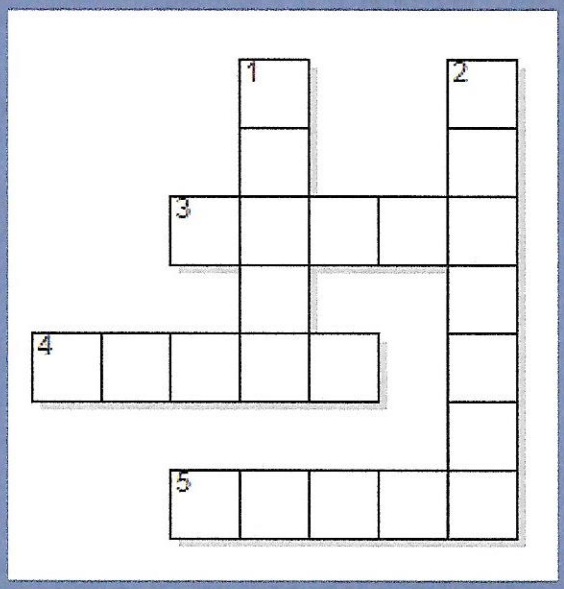
3. Use 'c' for the /k/ sound unless, the /k/ sound is followed by an: ___, ___, or ___.

4. If the /k/ sound is at the end of a one syllable word, use: 'c' or 'k'

5. If the /k/ sound is at the end of a **two** syllable word, use: 'ic' or 'ick'

Exercise R3.8

Complete the crossword puzzle.



Across
3. You can play, ___ or stop a video.
4. If it's not true, then it is ___ .
5. Don't blame me, it's not my ___ .

Down
1. A cat has sharp ___.
2. A fortune teller may ___ the future.

Lesson 31

Plural Nouns and Singular Verbs

The word "plural" means more than one.
Usually you can just add 's' when making a noun* plural.

* You may have to explain what a noun is and what a verb is.

dog - dogs

But for words that end with: /s/, /z/, /sh/, /ch/, and /x/,
you must add an 'es'.

watch - watches

You can hear this when you say it!

And if a word ends with 'f' or 'fe', usually the 'f' or 'fe'
comes out and is replaced with a 'ves'.

loaf - loaves

You can also hear this when you say it!

If a word ends with a consonant followed by a 'y', turn the 'y' to an 'i' and add 'es':

baby - babies

Remember:

When adding an ending to a word ending with a consonant followed by a 'y', **turn the 'y' to an 'i' and then add the ending**. BUT, don't do this for the 'ing' ending.

supplying - keep the 'y' and add the 'ing'

supplier - change the 'y' to an 'i' and add the 'er'

supplied - change the 'y' to an 'i' and add the 'ed'

supplies - change the 'y' to an 'i' and add the 'es'

Irregular Plural Nouns

Many plural nouns don't get the 's' at all!
Listed below are only some of these words.

man - men	foot - feet
woman - women	tooth - teeth
child - children	mouse - mice

Verbs can also be plural, but it's the **singular** verbs that get the 's' - and they follow the same rules as nouns.

Exercise 31.1

Make the words below plural.

1. foot _____
2. tooth _____
3. mouse _____
4. beach _____
5. wish _____
6. house _____

Exercise 31.2

Make the words below plural. ' f ' or ' fe ' changes to ' ves '.

1. loaf _____
2. half _____
3. scarf _____
4. hoof _____
5. wolf _____
6. wife _____

Exercise 31.3

Make the words below plural: If there is a consonant followed by a ' y ' change the ' y ' to an ' i ' and add ' es '.

1. cherry _____
2. memory _____
3. story _____
4. puppy _____
5. baby _____
6. pony _____

Exercise 31.4

Circle the word that makes sense for each sentence below.

1 He sent me a necklace / message that he would be late.

2. The strong boy had an advantage / octopus over the small boy.

3. I received a lampshade / package in the mail.

4. We loaded our baggage / toenails into the van.

5. You will get better if you challenge / practice.

Exercise 31.5

Change the missing word so that it makes sense, and write it on the line.

1. How many _____ to you have?
box

2. There are seven _____ in a week.
day

3. We had to rake the _____ .
leaf

4. We were granted three _____ .
wish

5. The boy loves bedtime _____ .
story

Exercise 31.6

Read the hints below, and then circle the words that the hints describe.

1. When you do not know something, it is a:

   story fact mystery

2. If you do not know someone, they are a:

   stranger person stringer

3. You put this on an open wound:

   baggage bragging bandage

4. Some people may offer you:

   advise advance advice

5. If you are not guilty, then you are:

   innocent careful intent

6. Perfume has a:

   nickname distance fragrance

7. Birds often eat:

   burry berries berry

Exercise 31.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 32 FLOSS Words and 'old', 'ol', 'ost' Words

f l o ss

stuff hill pass

The word FLOSS is used to remind us to **double** the 'f', 'l' or 's' in words that: have one syllable, have a short vowel, and ends with 'f', 'l' or 's'.

3-2-1 Reading Time!

cuff	off	tell	glass
stuff	spill	grill	grass
bluff	bell	still	fuss

Exceptions: plus bus gas yes

Exercise 32.1

Write the words for the pictures below. Note that all of the words are FLOSS words.

1. _ _ _ _ _

2. _ _ _ _ _

3. _ _ _ _ _

4. _ _ _ _

5. _ _ _ _

6. _ _ _ _

7. _ _ _ _

8. _ _ _ _

Two Syllable Words Ending with /ess/

The FLOSS rule is only for **one syllable words**.

For **two or more syllable words** we sometimes double the last 's'. For this we have the following chant:

Words ending with: less,
ness, cess or tress,
usually end with double 's'!

3-2-1 Reading Time!

un<u>less</u>	fond<u>ness</u>	suc<u>cess</u>	dis<u>tress</u>
endless	happiness	access	fortress
careless	witness	recess	waitress

Exercise 32.2

Circle the word that makes sense for each sentence.

1. The broken toy was endless / useless.
2. I sleep on a mattress / fortress.
3. The judge called the waitress / witness up to his bench.
4. After lunch we have success / recess.
5. Do not be careless / skinless when doing your work.
6. When I clean my room, it is happiness / spotless.

Long 'o' Words

Below are words that have a long 'o' for no reason.

long 'o'

ol

roll poll troll volt colt
toll scroll control bolt jolt

long 'o'

ost

post most host ghost

long 'o'

old

hold fold cold gold
sold folder told bold

Exercise 32.3

Change the words to their **past tense** forms.

Today I _____, but yesterday I _____.

1. tell _____
2. hold _____
3. post _____
4. fold _____
5. sell _____
6. roll _____

Exercise 32.4

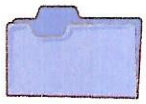
Fill in the missing words, using the pictures as clues.

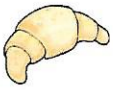
1. The lady is __ __ __.

2. The doctor will __ __ __ __ the baby.

3. You put these on when it is __ __ __ __.

4. The coins were made of __ __ __ __.

5. The papers are in the __ __ __ __ __ __. 

6. I like to put butter on my __ __ __ __. 

Exercise 32.5

Circle the word that makes sense for each sentence below.

1. The basket holds all of the berries / houses.
2. When it is cold, the store sells many ghosts / scarves.
3. The bus held most of the children / hamburgers.
4. The older ladies like to toss coins into the soil / well.
5. Some **words** in this **sentence** are bowled / bold.

Exercise 32.6

Make the following words plural.

1. story _____
2. lady _____
3. city _____
4. flurry _____

Exercise 32.7

Write the **long vowel** sounds that are in the words. The first one has been done for you.

1. kind	i	6. most	
2. right		7. child	
3. gold		8. mild	
4. roll		9. wild	
5. flight		10. post	

What letters get doubled at the end of a one syllable word that has a short vowel?

Hint: think of the word "floss"

_____ _____ _____

Exercise 32.8

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 33

Multi-Syllable Words

reallyreallylongword

When reading a long word:

1. Identify which vowels are long or short.

2. Identify the sounds you learned.

3. Break it up into smaller pieces.*

4. Sound it out, and change a bit, if needed, so it becomes a word you know that fits in the sentence.

* Break the word up by sounds, not syllables. Since the word is unknown until decoded, the student won't know how many syllables the words has.

celebrate

cel e brate

This tell you the first sound is /s/

This 'e' is short since there isn't a nearby vowel.

This 'a' is long since there is a vowel one hop to the right

Try reading the following words:

embroidery

em broid er y

---

accelerating

ac cel er at ing

/s/

/k/

---

convincingly

con vin c ing ly

/s/

---

dehydrated

de hy dr at ed

long 'i'

Words with 'al'

The 'al', in many words, often sounds like /ul/.
Below is a list of most of these words.

alarm	always	optimal
alive	animal	oval
allow	equal	pedal
allowance	loyal	petal
almost	lyrical	regal
aloof	medal	rival
aloud	moral	total
alter	optical	vital

'al' = /ul/

Read the following:

1. The moral of the story is to be loyal to your friends.
2. He almost had to force his rival off the road.
3. It was alarming how he had no medical training.
4. A squished circle is called an oval.
5. I like animals and people equally.

Exercise 33.1

Circle the words that make sense for the sentences below.

1. In Florida refrigerators / alligators live in swamps.
2. We store our food in the refrigerator / attic.
3. At the medical / amusement park, we went on a roller-coaster.
4. A compound / mythical word is when two words are put together to make one word.
5. If you do not drink enough water on a hot day, you can get suffocated / dehydrated.

Exercise 33.2

Add 'er' to the following words. **+ er**

1. run _____
2. easy _____
3. cold _____
4. wet _____
5. happy _____
6. nice _____
7. fat _____

Exercise 33.3

Complete the sentences with the words that make sense.

happily	winner	slightly
hotter	looser	angrier

1. My room is _____ bigger than your room.
2. The stove was _____ than I expected.
3. The shirt was _____ than I wanted it to be.
4. She _____ opened her birthday gifts.
5. The man got _____ when the dog bit him.
6. The _____ of the lottery was very lucky.

Exercise 33.4

Change the words to their past tense forms. If you have trouble, use the following sentences to help:

"Today I _____. Yesterday I _____."

1. repeat _____
2. follow _____
3. sneeze _____
4. wake _____
5. eat _____
6. go _____

Exercise 33.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 34

Contractions

A contraction is when two words are pushed together, and one or more letters gets popped out while an apostrophe gets pushed in.

Remember this?

we're

out in

we are = we're

You probably know many of these already:

you're	they'll	haven't
you've	they've	hasn't
you'd	we've	don't
it's	she'll	doesn't
I'm	he'll	didn't
I'll	she's	that's
they're	he's	weren't
wouldn't	couldn't	shouldn't

Note that contractions are not completely taught in this book. You may need other resources if your student needs more help in this area.

3-2-1 Reading Time with Review!

oval	perfect	arrange	since
equal	intact	change	choice
loyal	entrance	charge	accept

Read the following:

1. They're going to go to the grocery store later.
2. She doesn't want to go home after class.
3. Do you think she's happy with her new pet?
4. I'm going to go to the diner for dinner.
5. They weren't going to stay for the weekend.

Exercise 34.1

Draw lines to match the contractions with their partners.

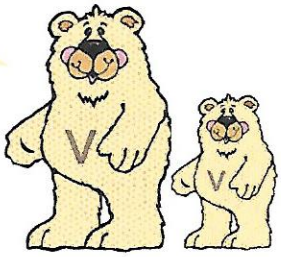
1. I'm	did not
2. I'll	they have
3. I've	they are
4. haven't	he is
5. they're	does not
6. they've	she is
7. he's	I am
8. didn't	I have
9. doesn't	have not
10. she's	I will

Exercise 34.2

Fill in the vowel teams for the common long vowel sounds.

Long 'a'	Long 'o'	Long 'e'	Long 'i'	Long 'u'

When vowel teams go walking,
the _____
does the talking!



* Remember, it can be *any* two vowels, not just our *common* teams.

Exercise 34.3

Complete the words with FLOSS words that make sense.

1. Dogs like to s n __ __ __ other dogs.
2. To get service, you must ring the b __ __ __ .
3. When fixing a cavity, the dentist may use a d r __ __ __.
4. If you go away, I will m __ __ __ you.
5. To do something perfectly requires a lot of s k __ __ __.
6. The child s p __ __ __ __ __ his milk on the floor.

Exercise 34.4

Write the un-contracted words on the lines.

1. they'll _____
2. we'll _____
3. he'll _____
4. she'll _____
5. don't _____
6. doesn't _____

Exercise 34.5

Read the sentences and pick the two words that make sense and write the **contracted** form of those words on the line.

1. The baby wouldn't eat the boiled chicken.
   would not they are
2. I want to find out what _____ looking at.
   they are did not
3. _____ been up all night with the kitten.
   Did not We have
4. I _____ seen the car keys.
   did not have not
5. You _____ talk in class.
   should not they are
6. _____ going to go out later.
   We have We are

Exercise 34.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 35

Homophones

Homophones are words that sound the same but have a different meaning.
Note that they *may or may not* be spelled the same.

Below are *some* homophones that differ in spelling:

blue	blew
forth	fourth
hi	high
it's	its
maid	made
meet	meat
one	won

here	hear
sea	see
some	sum
which	witch
wood	would
through	threw
whole	hole

buy	by	bye
there	their	they're
where	wear	ware
scent	cent	sent
pore	poor	pour
to	two	too

Go over some of these words and their differences. Note that to, two and too along with their, there and there are addressed on the next page.

Read the following:

1. The wind blew the blue paper down the street.
2. You're going to have to use the whole package of meat.
3. The scent of the skunk made us leave the campground.
4. The maid made the bed.
5. The two girls wanted to go to the store too.

to too two

I will go to the store.	a place as a place or destination
I like that song too. I have too many things.	also or many hint: too many 'o's
I have two dogs.	the number 2

their there they're

Their house is brown.	belongs to someone or something
I will go there later.	indicates a place note the word "here" in "there"
They're going to the store.	contraction for "they are"

★ **Spelling Hint** ★

The word "the" is in:

their, there and they're.

3-2-1 Reading Time with review!

darkness	powder	type	systematic
kindness	pounded	symbol	mystery
reason	rounded	symbolic	through
reasoning	sounded	system	group

Exercise 35.1

Circle the words that complete the sentences.

1. In September, I will be in fourth / forth grade.
2. The bloodhound picked up the man's cent / scent.
3. She scent / sent the letter in the mail / male.
4. A girl is a female, and a boy is a mail / male.
5. Jon ran the race and one / won.

Exercise 35.2

Circle the correct word that corresponds to the given meaning.

1. meet / meat	When two things come together.
2. bye / buy / by	To purchase something.
3. pore / poor / pour	Opposite of rich.
4. sea / see	Something you do with your eyes.
5. here / hear	Something you do with your ears.
6. cent / sent	One penny is a __?__.
7. forth / fourth	First, second, third, __?__.
8. wood / would	Something you get from a tree.
9. through / threw	The past tense of "throw".
10. hi / high	The opposite of "low".

Exercise 35.3

Circle the words that answer the questions.

1. Which word means "also" or "many"?

   to too two

2. Which word means "a place"?

   their there they're

3. Which word means "they are"?

   their there they're

4. Which word means "a direction"?

   to too two

5. Which word means "ownership"?

   their there they're

Exercise 35.4

Write the contraction for the words below.

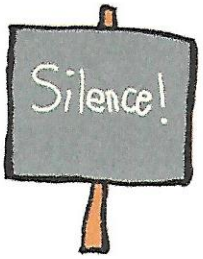
1. can not _____
2. do not _____
3. it is _____
4. she will _____
5. she would _____

Exercise 35.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 36 Words with 'wh' and Silent Letters

In many words, there are silent letters.
There are no rules to follow, you simply need to know them.



silent 'w'

answer	two	wrap	whom	who
sword	write	wrong	whole	wrist
toward	wrote	wreck	whose	wrinkle

silent 'h'

hour	honor	heir	rhyme
herb	honest	ghost	rhythm

silent 's'

island aisle debris Arkansas Illinois

silent 'n'

autumn column condemn hymn solemn

silent 'b'

debt	dumb	plumber	climb
doubt	numb	tomb	bomb
crumb	thumb	lamb	comb

silent 'k'

knee	knew	knife	knit
kneel	known	knight	knob
know	knuckle	knot	knock

*silent 'g'

gnaw	gnash	foreign	design
gnat	gnarl	feign	reign
gnome	campaign	sign	align

straight through = /throo/ thorough = /thuro/

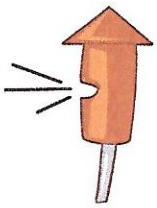
* Silent 'g' due to:
'gh' as /f/, and
'aught' & 'ought' as /awt/ will be covered in a later lesson.
We already saw silent 'g' in 'igh' words in an earlier lesson.

Read the following:

1. I doubt that he knows the answer.
2. He cut his thumb with the knife.
3. The cold snow made my feet numb.
4. I wish I knew what was wrong with my knee.
5. I can see straight through the window.

★ Sometimes people say the following words with a silent 'h', but the 'wh' is supposed to be a /w/ with air passing through.

what	while
when	whale
where	wheel
why	white
which	whether



whistle

Exercise 36.1

Fill in the missing *silent* letters for the words below.

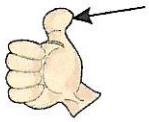
1. g__ost

2. w__ale

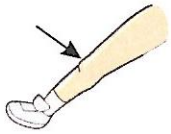
3. __night

4. bom__

5. thum_



6. _nee



7. __nife

8. autum__

Exercise 36.2

Read the words to your student and have him/her circle the words that are spelled correctly.

1.	who	hoo	4.	rong	wrong
2.	wrinkle	rinkle	5.	toard	toward
3.	anser	answer	6.	climb	clime

Exercise 36.3

Fill in the missing silent letters for the words below.

*Letters can be used more than once.

b k n h s

1. num__
2. __new
3. __nock
4. autum__
5. i__land
6. dou__t
7. __our
8. crum__
9. clim__
10. __nuckle

Exercise 36.4

Match the words that are homophones (words that sound the same, but have different meanings).

1. knight	site
2. write	hole
3. sight	new
4. no	night
5. hi	know
6. hour	right
7. knew	high
8. whole	our

Exercise 36.5

Choose which long 'e' vowel team to use for the missing letters. You may have to refer to the 'ee', 'ea' word list in lesson 19.

ee ? or ea

1. My f___ ___ t were too big for the boots.
2. Please cl___ ___n your room.
3. That was the funniest thing I've s___ ___n.
4. When you're sick, you don't f___ ___ l good.
5. I often do not agr___ ___ with my brother.
6. The sky was a cl___ ___r blue.
7. ___ ___ch one of us got to go for a ride.

Exercise 36.6

Read the words to your student and have him/her circle the words that are spelled correctly.

1.	beech	beach	4.	eesy	easy
2.	leaf	leef	5.	fead	feed
3.	reech	reach	6.	keep	keap

Exercise 36.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 37 Double Vowel Rule Breakers, 'ei' and 'ie'

If your student does not have the common vowel teams mastered, then you should work on them before proceeding with this lesson.

Remember our common long vowel teams?

Long 'a'	Long 'o'	Long 'e'	Long 'i'	Long 'u'
ai	oa	ee	ie	ue
		ea		

Now we have the rule breakers!
Here, the first vowel does NOT do the talking!

Here, 'ei' sounds like a long 'a' - many of these words have a silent 'gh' in them.

long 'a'

ei

weigh	neighbor	sleigh
weight	freight	beige
eight	vein	heir

Normally, 'ie' is a long 'i', but here it's a long 'e'.

long 'e'

ie

believe	belief	cookie
relief	grief	birdie
relieve	piece	bootie
chief	achieve	brownie
brief	field	calorie

Here, the **second** vowel does the talking!

Here's our new chart (the rule breakers are boxed in yellow).

Long 'a'	Long 'o'	Long 'e'	Long 'i'	Long 'u'
ai	oa	ee	ie	ue
ei		ea		
		ie		

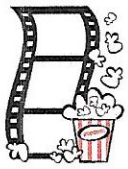
Exercise 37.1

Fill in the blanks with the correct letters to complete the words.

1. ch___ ___f

2. c___ ___k___ ___

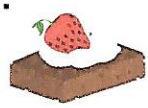
3. gen___ ___

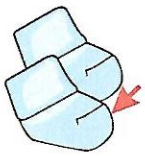
4.  mov___ ___

5. hood___ ___

6. d___ gg___ ___

7. ___ ___ght

8.  br___ ___n___ ___

9.  b___ ___t___ ___

10. b___ ___d___ ___

Exercise 37.2

Write the sound that the underlined letters make.

1. right	long ____	5. brief	long ____
2. tray	long ____	6. try	long ____
3. high	long ____	7. stray	long ____
4. sleigh	long ____	8. cookie	long ____

Exercise 37.3

Read each sentence, and circle the words that make sense.

1. I don't believe / belief in ghosts.
2. It was a relieve / relief when I found my lost puppy.
3. We painted the walls beige / vein.
4 Cut the cake into eight cookies / pieces.
5. Every morning I will weight / weigh myself.

Exercise 37.4

In the words below, underline the vowel that "does the talking".

1) complain	4) brief
2) field	5) speak
3) knife	6) chief

Exercise 37.5

Complete the sentences below with the words that make sense.

believe piece weight neighbor eight

1. I ate too much and gained _____.
2. I don't _____ he is telling the truth.
3. When I was _____ years old, I was in third grade.
4. I would like a _____ of cake.
5. My _____ has a large pool.

Exercise 37.6

Choose which common long 'e' vowel team to use for the missing letters. **ee** or **ea**

1. I like to walk on a sandy b___ ___ch.
2. The cut will h___ ___l faster if you use ointment.
3. My sister is thirt___ ___n years old.
4. The opposite of difficult is ___ ___sy.
5. I will f___ ___ d the dog later.

Exercise 37.7

Fill in the missing silent letters.

*Letters can be used more than once.

b k n w

1. to___ard
2. ans___er
3. num___
4. colum___
5. ___rong
6. ___new
7. ___nee
8. ___rote
9. ___rite

Exercise 37.8

Read the words to your student, and have him/her circle the correct spelling for each word.

1.	free	frea	7.	brief	breaf
2.	seen	sean	8.	cooky	cookie
3.	feeld	field	9.	releef	relief
4.	eight	aight	10.	keep	keap
5.	fight	fite	11.	beleef	belief
6.	naybor	neighbor	12.	night	nite

Exercise 37.9

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 38 Double Vowel Rule Breakers, 'ea' and 'ai'

In this lesson we see more double vowel rule breakers, where the first vowel does **not** do the talking.

'ea' as a short 'e'

Short 'e'

ea

ahead	feather	sweat
already	head	thread
breath	health	threat
dead	heavy	treasure*
deaf	spread	measure*
dread	steady	weather

* sure = /shur/ (we will see this in a later lesson).

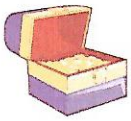
'ea' as a short 'e' is found in many words.

See the supplement in the back of this book for more.

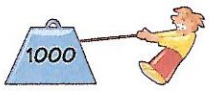
Exercise 38.1

Complete the words below. Use 'ea' for the short 'e' sound.

1. m___ ___sure

2.  tr___ ___sure

3. f___ ___ ___ ___ers

4.  h___ ___vy

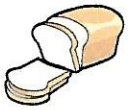
5. h___ ___v___ ___

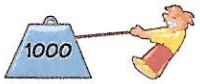
6. sw___ ___t___ ___

Exercise 38.2

Draw lines to match the words to their pictures.

1. head
2. bread
3. weapon
4. wealthy
5. weather
6. heavy
7. heaven
8. thread
9. measure
10. sweater





'ea' as a long 'a'

'ea' only makes the long 'a' sound in the **eight** words listed below:

Long 'a'

ea

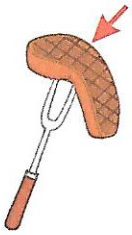
break	bear	tear
steak	pear	wear
great	swear	

Here, the **second** vowel does the talking!

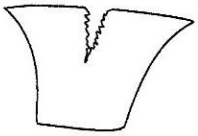
Exercise 38.3

Complete the words below. Use 'ea' for the long 'a' sound.

1. p__ __ __

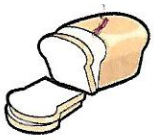
2.  st__ __ __

3. b__ __ __

4.  t__ __ __

'ea' Review

'ea' can be a **long 'e'**, as in: beach

'ea' can be a **short 'e'**, as in: bread 

'ea' can be a **long 'a'**, as in: pear

'ai' as a short 'e'

'ai' can have a long 'a' sound (our common vowel team),
or (in some words) it can have a short 'e' sound.

Short 'e'

ai

again	captain	curtain
against	certain	fountain
bargain	chaplain	mountain
Britain	chieftain	said

* 'ai' as short 'e' is not very popular,
and most of the words are listed above.

Exercise 38.4

Read the sentences and circle the words that are correctly spelled.

1. Jane said / sed that I could go with her.
2. Jim leaned agenst / against the wall.
3. We planned on climbing the mountain / mounten.
4. We were certen / certain that he wasn't home.
5. I wish I could see you agen / again , before I go.

'ai' Review

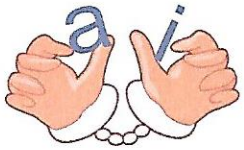
'ai' can be a **long 'a'**, as in: pail

'ai' can be a **short 'e'**, as in: fountain

When reading, if letter pairs have more than one sound, try each sound and see which one makes sense.

He read the book.

I have to read the book.



Below is our NEW long vowel chart, which shows most of the ways to get a **long** vowel sound, not including VCV.

Long 'a'	Long 'o'	Long 'e'	Long 'i'	Long 'u'
ai	oa	ee	ie	ue
ei	ow	ea	igh	ew
ea	Only 8 words	ie		↑ /oo/ or 'u'
ay				

* The rule breakers are in yellow boxes.

Long 'a'	Long 'o'	Long 'e'	Long 'i'	Long 'u'
pail	boat	tree	tie	blue
eight	grow	real	high	new
great		brief		↑ /oo/ or 'u'
sway				

Exercise 38.5

In the words below, underline the vowel that "does the talking".

1) wear	4) break	7) grief
2) field	5) flake	8) beach
3) road	6) great	9) steak

Exercise 38.6

Draw lines to match the rhyming words. Be careful, some of these are rule breakers.

1. head	foam
2. eight	spite
3. limb	fine
4. sign	sealed
5. comb	him
6. right	leaf
7. field	bed
8. grief	state

Exercise 38.7

Complete the sentences with the words that make sense.

said instead ready leather head

1. Jim wore a brown _____ jacket.

2. _____ of jelly, I'll have butter on my toast.

3. The ball bounced off the wall and hit my _____.

4. The teacher _____ , "Read the first chapter."

5. The boy was not _____ for the first day of school.

Exercise 38.8

Circle the rhyming words (there are two for each line).

1.	said	bread	paid
2.	seat	great	plate
3.	right	eight	late
4.	sweeter	sweater	wetter
5.	bled	treat	spread
6.	leather	leader	weather
7.	weight	treat	great

Exercise 38.9

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 39

Words Ending with 'tial' and 'cial'

'tial' & 'cial' make the /shull/ sound.
* or /shuhl/

/shull/

tial

partial	martial	substantial
essential	credential	confidential

/shull/

cial

special	artificial	commercial
social	crucial	official

Is there a way to know if I should use 'tial' or 'cial' when writing a word?

Yes, look at the letters that are right before the 'tial' and the 'cial'. Usually, a consonant is BEFORE a 'tial", and a vowel is BEFORE a 'cial'.

(c)tial
(v)cial

3-2-1 Review!

head	ready	sweet	great
bread	instead	sweat	avoid
instead	among	success	clarify
search	know	access	change

Read the following:

1. The commercial on TV was for toothpaste.
2. It was official, the wedding would be in September.
3. The puppy was very social.
4. I especially liked the chocolate fudge ice-cream.
5. The trip to the museum was special.

Exercise 39.1

Circle the words that make sense for the sentences below.

1. It is official / crucial that you stay hydrated.
2. The candidates did not act very special / presidential.
3. The document was marked confidential / initial.
4. We initially / socially wanted to leave early.
5. The lady went to the spa for a facial / financial.
6. I live in a residential / superficial neighborhood.

Exercise 39.2

Cross out the letters that do **not** make, or have, the sound listed (there is only one per line).

1. long 'a'	ee	ay	ai	ei
2. long 'e'	ea	ie	ee	igh
3. long 'i'	ie	ai	ind	igh
4. long 'o'	oy	old	ow	oa

Exercise 39.3

Circle the sound for the letters that are underlined.

1.	brief	long 'e'	long 'i'
2.	field	long 'e'	long 'i'
3.	breath	long 'e'	short 'e'
4.	breathe	long 'e'	short 'e'
5 .	behind	long 'i'	short 'i'
6.	said	long 'a'	short 'e'
7.	great	long 'a'	long 'e'
8.	certain	long 'a'	short 'e'

Exercise 39.4

Draw lines to match the rhyming words.

1.	climb	gum
2.	numb	bite
3.	known	spout
4.	which	led
5 .	tight	pitch
6 .	head	chime
7 .	doubt	groan

Exercise 39.5

Circle the sounds that the underlined letters make.

1. substantial	/shull/	/ul/	/k/	/s/
2. environmental	/shull/	/ul/	/k/	/s/
3. spectacular	/shull/	/ul/	/k/	/s/
4. socially	/shull/	/ul/	/k/	/s/
5. central	/shull/	/ul/	/k/	/s/
6. scenic	/shull/	/ul/	/k/	/s/
7. critical	/shull/	/ul/	/k/	/s/

Exercise 39.6

Draw lines to match the sounds that the underlined letters make.

1. artificial
2. accidental
3. accidentally
4. gigantic
5. sequential
6. passenger

/k/

/s/

/shull/

/j/

Exercise 39.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 40

Words with 'tion' and 'sion'

'tion' & 'sion' = /shun/

tion

friction	construction	portion
fraction	production	option

sion

mission	session	discussion
permission	impression	profession

'tion' & 'sion' after a vowel

* All beginning vowels are long, exept the 'i'.

'sion' = /zshun/

ation	vacation
etion	completion
ition	addition
otion	motion
ution	solution

asion	invasion
esion	lesion
ision	vision
osion	explosion
usion	illusion

3-2-1 Time to Read with Review!

motion	television	caution
solution	explosion	nation
vision	illusion	edition
revision	promotion	addition
action	execution	subtraction

Read the following:

1. We will go to New York City for vacation.
2. The definition was in the dictionary.
3. The actress will audition for the play.
4. The celebration was for the promotion.
5. The director shouted, "Action!"

Exercise 40.1

Fill in the missing letters for the words below.

addition	multiplication
subtraction	division

2 + 1 = 3

add__ __ __ __ __

8 ÷ 4 = 2

div__ __ __ __ __

3 x 4 = 12

multiplic__ __ __ __ __

5 - 4 = 1

subtrac__ __ __ __

Exercise 40.2

Complete the sentences below with the words that make sense.

lotion mission caution transportation solution

1. The team of astronauts were on a _____ to land on the moon.

2. People use _____ on their dry skin.

3. Planes, trains and automobiles are forms of _____.

4. Our teacher wanted to know the _____ to the problem.

5. You must use _____ when walking on ice.

Exercise 40.3

Circle the sound that the underlined letters make.

1. br<u>ea</u>k	long 'e'	long 'a'
2. m<u>igh</u>t	long 'i'	long 'a'
3. w<u>ei</u>gh	long 'e'	long 'a'
4. <u>ei</u>ght	long 'e'	long 'a'
5. br<u>ie</u>f	long 'e'	long 'i'
6. f<u>ie</u>ld	long 'e'	long 'i'

Exercise 40.4

Read the sentences and circle the correct words.

1. To find the meaning of a word, you use a ?.

   mission dictionary

2. The number of people that live in a certain place.

   creation population

3. A person who is an expert in his or her work.

   professional tension

4. The meaning of a certain word.

   passion definition

5. A connection that a person has to another person.

   nation relationship

Exercise 40.5

Circle the words that makes sense for the sentences below. Be careful, the words are homophones, and you may need help.

1. I need a new pair / pear of sneakers.
2. I like bananas, apples, and pairs / pears.
3. For dinner, I will order stake / steak.
4. We use a stake / steak to fix the tent to the ground.
5. Please grate / great the cheese for the salad.
6. You did a great / grate job on your project.

Exercise 40.6

Circle the words that makes sense for the sentences below.

1. The old car was in good condition / company.
2. My special catcher's mitt was swimming / missing.
3. The dancer went to cook / audition for the show.
4. Believe it or not, he was telling the truth / bathtub.
5. We play soccer on a pillow / field.
6. He likes to eat bread / kittens with peanut butter.

Exercise 40.7

Circle the sound that the underlined letters make.

1. fight	long 'i'	long 'a'
2. sigh	long 'i'	long 'a'
3. ready	long 'e'	short 'e'
4. instead	long 'e'	short 'e'
5. great	long 'e'	long 'a'
6. neighbor	long 'e'	long 'a'
7. deny	long 'e'	long 'i'

Exercise 40.8

Do the dictations, for this lesson, at www.yourkidcanread.com.

Review 4

Lessons 31 to 40

In lessons 31 through 40 the following was covered:

plural nouns & verbs	FLOSS words, 'old', 'ol', & 'ost'	Multi-Syllable Words	Contractions	Homophones
'wh' & Silent Letters	'ei' as 'a' and 'ie' as 'e'	'ea' as short 'e' & long 'a' 'ai' as short 'e'	tial & cial	tion & sion

3-2-1 Review Time!

wolves	they've	numb	weigh	special
bushes	blew	know	death	vacation
control	blue	island	said	occasion
doesn't	who	believe	partial	vision

Exercise R4.1

Change the words below to their contracted form.

1. I will _____
2. they are _____
3. it is _____
4. we have _____
5. they will _____

Exercise R4.2
Read the words to your student and have him/her circle the words that are correctly spelled.

1.	answer	anser	6.	rong	wrong
2.	ready	reddy	7.	clime	climb
3.	thum	thumb	8.	nite	night
4.	meant	ment	9.	desine	design
5.	toward	toard	10.	crum	crumb

Exercise R4.3
Circle the words that are correctly spelled in the sentences below.

1. The wolve / wolf went after the chicken.
2. I need to buy a loaf / loave of bread.
3. A pack of wolfs / wolves roamed the hills.
4. The child likes bedtime storys / stories.
5. We need to go to the store to buy supplys / supplies.
6. The girl liked to talk a lot, she was very social / soshull.
7. If a story isn't real, then it is fickshun / fiction.
8. Before you go out, check the weather / wether.

Exercise R4.4

Complete the sentences below with the words that make sense.

knot knife knee answer knob know

1. Your leg bends at the _____ .
2. What is the _____ to the question?
3. It is nice to _____ a lot about a subject.
4. To cut the meat you'll need a _____ .
5. His shoe laces were tied in a _____ .
6. Turn the door- _____ to open the door.

Exercise R4.5

Complete the sentences below with the words that make sense.

healthy vision nutrition measure wealthy

1. Bad eye-sight means poor _____ .
2. You may use a ruler to _____ something.
3. If you're not sick, then you are _____ .
4. If you have a lot of money, you are _____ .
5. You must eat proper food for good _____ .

Exercise R4.6

Fill in the correct *rule breaker* for the incomplete words.

The rule breakers may be used more than once, or not at all.

ea ie ai ei

1. Our visit was a br___ ___f one.
2. They were cert___ ___ n that they saw him.
3. We hiked up to the top of the mount___ ___n .
4. We bel___ ___ve the girl's story.
5. When it gets chilly outside, I wear a sw___ ___ter.

Exercise R4.7

Make the following nouns plural and the verbs singular.

1. story _____
2. satisfy _____
3. memory _____
4. dictionary _____
5. knife _____
6. wife _____

Reminder: the answer key is available at this book's product page at www.yourkidcanread.com.

Lesson 41

Apostrophes for Ownership

When a noun owns something, you add an apostrophe 's', or an 's' followed by an apostrophe.

Rules for Apostrophes & Ownership

1. If there is one owner, add an apostrophe and then the 's'.
2. If there is more than one owner, add the 's' and **then** the apostrophe.

The dog house is owned by **one** dog.

put apostrophe *before* the 's'

The dog's house is small.

The dog house is owned by **more than one** dog.

put apostrophe *after* the 's'

The dogs' house is large.

The apostrophe in "it's" is **not** for ownership;
it is a contraction for "it is"

✗ It's shape is round.

✓ Its shape is round.

3-2-1 Reading Time with Review!

scar	modify	computer	vision
scare	identify	lotion	doubt
scary	verify	caution	doubtful
scaring	notify	precaution	social

Read the following:

1. I doubt my dog's vision is good.
2. The baby's crib is purple.
3. It's funny how social certain animals are.
4. My father's car was in a collision.
5. Where did you go with Sam's bicycle?

Exercise 41.1

Add apostrophes for ownership; some words may need an apostrophe and some may not.

1. My dogs hair is brown.
2. My three dogs all like to eat meat.
3. Johns house is just around the corner.
4. The teacher collected the students papers.
5. Jills bicycle was leaning against the house.

Reminder: the answer key is posted on this book's product page at www.yourkidcanread.com.

Exercise 41.2

Write the words, with apostrophes for ownership, on the lines.

1. _____ puppy acts very wild!
   Jade
2. _____ turtle likes to watch television.
   Amy
3. The girls went to _____ house after school.
   Joey
4. I borrowed _____ pencil.
   Mary
5. My _____ classroom was decorated nicely.
   teacher
6. The _____ bathroom is down the hallway.
   boys

Exercise 41.3

Circle the correct words for the sentences below.

1. She likes the fact that its / it's Friday.
2. After lunch, their / they're going to the library.
3. We were / we're looking for a nice place for our vacation.
4. What do you think of there / their new puppy?
5. What is Frank going to do when he gets there / their ?
6. Were / We're you at the store earlier today?

Exercise 41.4

Circle the sounds on the right side, that match the sounds listed on the left side. There is only one match per line.

1.	tion	tial	sion	igh
2.	oy	oo	ou	oi
3.	ew	ow	oo	oi
4.	cial	cei	tion	tial
5.	oa	ow	oo	oi
6.	ai	ay	oa	ue
7.	ou	oo	oi	ow
8.	ie	ei	igh	oi

Exercise 41.5

Complete the sentences below with the words that make sense.

question	correction	celebration
station	corrosion	operation

1. We had to wait at the train _____.

2. I tried to answer the _____.

3. There was a big birthday _____.

4. I had to make one _____, before handing in the test.

5. She will have an _____ at the hospital.

Exercise 41.6

Circle the words that make sense for the sentences below.

1. The dog showed his teeth as an act of ? .

   permission / aggression

2. In math class, we learned subtraction and ? .

   additional / addition

3. Before going out, ask your parents for ? .

   promotion / permission

4. Another form of a story is called a different ? .

   vision / version

5. A very large house is called a ? .

   mansion / mention

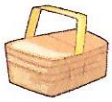
Exercise 41.7

Write the words for the pictures below.

1. t _ _ _ _ _ _

2. v _ _ _ _ _ _ _ _

3. f _ _ _ _ _ _

4.  b _ _ _ _ _ _

5. c _ _ _ _ _ _

6. c _ _ _ _ _

Exercise 41.8

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 42 'i' as Long 'e' & Words Ending with Vowels

In this lesson, we will see how some vowels have different sounds. This is usually because our words come from different languages, but most are derived (comes from) Latin. In Latin, 'e' sounds like a long 'a', and 'i' sounds like a long 'e'.

'i' as long 'e'

happier material helium period
happiness memorial librarian experience

* This happens in many words.*

Words ending with 'o' end with a long 'o' sound.

no go hello also zero tomato

Words ending with 'io' end with 'e'-'o'.

radio patio studio audio

Words ending with 'a' end with /uh/.

sofa comma coma data Florida

Words ending with 'ia' end with 'e' - /uh/.

media bacteria hysteria India

Words ending with 'i' end with long 'e'.

taxi spaghetti confetti

Words ending with 'u' end with /oo/.

snafu guru tofu

To make these words plural, usually you can just add an 's' to the end.

taxi - taxis radio - radios

sofa - sofas zoo - zoos

However, some words get an 'es':

go - goes veto - vetoes

tomato - tomatoes hero - heroes

3-2-1 Time to Read!

banjo	studio	pizza	extra
bacteria	panda	tomato	solo
dyslexia	veto	tornado	tuba
radio	mini	buffalo	zebra

Exercise 42.1

Circle the words that make sense for the sentences below.

1. For lunch we'll have tuna / coma sandwiches.
2. Let's take a ride in the pasta / taxi.
3. Last winter it got below zero / mini degrees.
4. We listened to the music on the pizza / radio.
5. Put your feet up on the sofa / piano and relax!
6. Use a comma / coma to separate words in a list.
7. Our teacher gave us soda / extra homework.

Exercise 42.2

Complete the sentences below with the words that make sense.

family America tornado bacteria tomato

1. Seek shelter if a _____ is near.
2. An infection can be caused by a _____.
3. I planted _____ plants.
4. The large _____ needs a mini-van.
5. The president of _____ can veto a bill.

Exercise 42.3

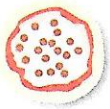
Circle the sounds that the underlined letters make.

1. instead	long 'e'	short 'e'
2. camera	long 'a'	/uh/
3. ready	long 'e'	short 'e'
4. mission	/shun/	/shull/
5. confetti	long 'i'	long 'e'
6. donation	/shun/	/shull/
7. zero	long 'o'	/oo/
8. patio	long 'o'	'e'- 'o'

Exercise 42.4

Complete the words for the pictures below.

1. z_ _ _ _ _

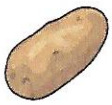
2.  _ _ z z _

3. t_ _ _ _

4. r_ _ _ _ _

5. t_ _ _ _

6. p_ _ _ _ _

7.  p_ _ _ _ _ _

8. t_ _ _ _ _ _

Exercise 42.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 43 Words Ending in 'le', 'able', and 'ible'

'le' has the /l/ sound.

le

sample	ankle	eagle
bangle	angle	doodle
beagle	candle	dimple
jingle	double	gentle
article	trouble	gurgle

'le' acts like **one** letter - an 'e'

e
muscle
/s/

e
maple
long 'a'

★ Since 'le' acts like an 'e', a consonant must be **doubled** to **protect** a short vowel. ★

little	puzzle	riddle
settle	kettle	peddle

Read the following:

1. I use maple syrup on my pancakes.
2. The little boy jumped in the puddle.
3. The stars seem to sparkle in the night sky.
4. I like to sprinkle salt over the string-beans.

To add 'ly' to a word ending with 'le', remove the 'le' and add the 'ly'.

Exercise 43.1

Read the sentences and change the missing words so that they make sense. Write the new words on the lines.

1. Something went _____ wrong.
   horrible
2. She _____ did not feel like eating.
   simple
3. The cotton shirt was very _____ .
   wrinkle
4. The boy was _____ upset.
   visible

---

able

'a' = long 'a', or
'a' = /uh/

ible

the 'i' is short

/uh/

stable	table	curable
cable	unable	detectable
possible	horrible	divisible
flexible	edible	invisible

Exercise 43.2

Complete the sentences below with the words that make sense.

visible ankle stable possible noodles

1. Cook the _____ in boiling water.
2. The horse stays in the _____ .
3. At night time, the sun is not _____ .
4. The skater tripped and broke her _____ .
5. It is not _____ to touch your elbow to your chin.

It was **predictable** that you just tried to touch your elbow to your chin.

Exercise 43.3

Circle the words that make sense in the sentences below.

1. He was not able to jump over the riddle / puddle.
2. The rotten apple / puzzle was not edible.
3. The baby wanted the kettle / bottle of milk.
4. Hold the pitcher by its middle / handle.
5. The puppy likes to cuddle / battle with the boy.

Exercise 43.4

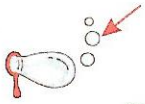
Rewrite the words below by adding 'able', and read them out loud.

+ able

1. break _____
2. climb _____
3. fix _____
4. use _____
5. wear _____

Exercise 43.5

Fill in the letters to make the words for the pictures below (each word ends with 'le').

1. _ _ _ _ _ _
2. _ _ _ _ _
3. _ _ _ _ _ _
4. _ _ _ _ _ _
5. _ _ _ _ _ _
6. _ _ _ _ _ _
7.  _ _ _ _ _ _
8. _ _ _ _ _

Please refer to the answer key if you can't identify the picture.

Exercise 43.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 44

Words Ending with 'ture' and 'sure'

'ture' makes the /chur/ sound

/chur/

ture

future fracture mixture
feature picture moisture

'sure' makes the /shur/ sound

We saw this in some words already, such as "treasure" and "measure", where 'ea' has the short 'e' sound.

/shur/

sure

closure exposure measure
pressure pleasure treasure

3-2-1 Reading Time with Review!

leaf loaf lady chance
leaves loaves ladies chances

choice changing motioning socially
voice arranging sensational initially

miniature torture structure
texture venture gesture
nature vulture capture

Exercise 44.1

Draw lines to match the sounds (sounds on the right may be used more than once).

1. ture	long 'a'
2. tion	long 'i'
3. sure	/shun/
4. igh	/chur/
5. ay	/shur/
6. tial	/shull/
7. cial	
8. sion	

Exercise 44.2

Circle the words that make sense in the sentences below.

1. The picture hung on the wall in the hallway / pool.
2. Put your signature on the bottom of the shark / paper.
3. Can a crystal ball be used to see the future / tornado?
4. On nature walks, one can see many lampshades / birds.
5. We played Capture the Flag in gym / potato class.

Exercise 44.3

Circle the words that make sense in the sentences below.

1. A mixture / pressure of sugar water can make candy.
2. The sheep were out in the picture / pasture.
3. The pirate found the buried moisture / treasure.
4. The texture / temperature is ninety degrees.
5. The boy fell and fractured / measured his arm.
6. Tom measured / punctured the balloon with a needle.
7. You should apply pressure / torture to the wound.
8. In the nature / future , you should check the weather.

Exercise 44.4

Fill in the letters to complete the words.

1. p__ __ ple
2. or__ __ __ __
3. p__ __ __
4. bl__ __
5. gr__ __n
6. yell__ __

Exercise 44.5

Fill in the blanks below.

1. 'y' at the **end** of a word makes a _____ or a _____.

2. 'y' in the **middle** of a word makes a _____ or a _____.

3. 'c' makes a /s/ sound when 'c' is followed by: ___ ___ ___

Exercise 44.6

Identify and circle what the 'y', in the following words, sounds like.

1. mystery	long 'i'	short 'i'
2. symbol	long 'i'	short 'i'
3. bicycle	long 'i'	short 'i'
4. type	long 'i'	short 'i'
5. identify	long 'i'	short 'i'
6. oxygen	long 'i'	short 'i'
7. verify	long 'i'	short 'i'
8. system	long 'i'	short 'i'

Exercise 44.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 45 Words Ending with 'ous' and 'ious'

'ous' = /us/

/us/

ous

dangerous
famous

nervous
gorgeous

glamorous
numerous

'ious' *sometimes* = 'e' - /us/

'e'-/us/

ious

previous
curious
envious

serious
tedious
obvious

hilarious
luxurious

Exercise 45.1

Circle the words that make sense in the sentences below.

1. If you are very well known, you are famous / serious.
2. When studying, you should be nervous / serious.
3. If someone is very pretty, they are famous / gorgeous.
4. Monkeys are often described as glamorous / curious.
5. Walking in the middle of the road is dangerous / famous.
6. If you are very angry, you are glamorous / furious.
7. The popular boy has numerous / obvious friends.
8. The answer to the problem is obvious / dangerous.

★ Remember, for long words: ★

1. Identify which vowels could be long.
2. Identify the sounds you know that are in the word.
3. Break the word up and sound it out.
4. Change the word, if needed, to be a word you know.

generously

gen er ous ly

Note that the 'e' is **not** long
even though a vowel **is** nearby.

The man generously gave his money to charity.

---

ambiguous

am big u ous

Note that the 'u' is long
because there is a vowel nearby.

Ambiguous means that something is not clear and may have a double meaning.

---

preposterous

pre post er ous

You may have thought that 'post' had a long 'o' as in the word "post", but in this case, the 'o' is short.

Preposterous means absurd, or foolish.

The /shus/ Sound

If 'ious' *follows* a 'c', 't' or 'x', then those letters combined with 'ious' sounds like /shus/.

/shus/

cious
tious
xious

precious
gracious
suspicious
vicious

cautious
nutritious
ambitious

anxious
obnoxious

Exercise 45.2

Circle the words that make sense in the sentences below.

1. The baby was very precious / nutritious.
2. The meal was very nutritious / suspicious.
3. The police officer said the boy was suspicious / precious.
4. Be cautious / dangerous when walking on ice.
5. People who worry a lot may be suspicious / anxious.

Read the sounds below (go across).

ation	tial	sure	ous	ious	cial
ture	old	ible	ance	ange	ice
ace	idge	igh	ick	atch	ank

Exercise 45.3

Circle the matching sounds, there is one per line.

1.	ous	us	ou	oy
2.	oi	'o'	oy	ou
3.	tial	tale	shull	tile
4.	tion	tial	cial	shun
5.	cial	shull	us	shun
6.	eigh	'a'	'e'	'i'

Exercise 45.4

Add 'ing' to the following words. + ing

1. run _____
2. slip _____
3. carry _____
4. identify _____
5. worry _____
6. shake _____
7. break _____

Exercise 45.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 46 Words Ending with the /v/ Sound

Words that end with /v/ end with 've'.

Remember how there are no words that end with a 'j'?
There are also no words that end with 'v'.

★ The vowel **before** the 've' can be long or short. ★

ve

short 'i'

live massive negative
give positive captive

long 'i'

live drive five
survive arrive revive

How do I know if the 'e' in 've' makes a nearby vowel long?

You don't. You have to try it both ways and see if it's a word you know and if it makes sense. See the sentence below.

Someday, I'd like to live near a live horse farm.

Why don't we double the 'v' to protect the short vowel?

The letter 'v' never gets doubled.

★ Remember: The following consonants **cannot** be doubled:

c h j k q v w x y

Exercise 46.1

Circle the words that make sense in the sentences below.

1. The gold handbag was very expensive / abusive.
2. The opposite of positive is inventive / negative.
3. Our company will survive / arrive at seven o'clock.
4. The boys were very talkative / expensive.
5. The movie star was very relative / attractive.
6. The artist is very creative / aggressive.
7. The puppies are very negative / active.
8. The party is very assertive / festive.

Exercise 46.2

Circle the sounds that the underlined 'i's makes.

1. str<u>i</u>ve	long 'i'	short 'i'
2. dr<u>i</u>ve	long 'i'	short 'i'
3. g<u>i</u>ve	long 'i'	short 'i'
4. fest<u>i</u>ve	long 'i'	short 'i'
5. surv<u>i</u>ve	long 'i'	short 'i'
6. al<u>i</u>ve	long 'i'	short 'i'

Exercise 46.3

Answer the questions below.

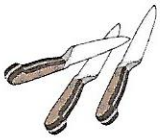
1. For words that end with /v/, use ___ ___ for the /v/.
2. For words that end with /j/, use: ___ ___ for the /j/.
3. What letters after 'c' turns 'c' into /s/? ___ ___ ___
4. What letters after 'g' can turn 'g' into /j/? ___ ___ ___

In the words below, 'ove' = /uv/.

<u>love</u> g<u>love</u> ab<u>ove</u>

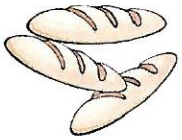
Exercise 46.4

Write the words for the pictures below.

1. _ _ _ _ _  _ _ _ _ _ _

2. _ _ _ _ _ _ _ _ _ _

3. _ _ _ _ _ _ _ _ _ _ _ _

4. _ _ _ _  _ _ _ _ _ _

Exercise 46.5

Circle the sounds to make real words (there is one per line).

1.	furni_____	cial	tion	ture
2.	lo_____	tial	tion	ous
3.	danger_____	ous	sion	cial
4.	addi_____	tial	ture	tion
5.	spe_____	sion	ture	cial

Exercise 46.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 47

'ch' as /sh/ and /k/

In Lesson 5, we learned that 'ch' makes the /ch/ sound as in "chop". In this lesson, we will see how 'ch' also can have the /sh/ sound and the /k/ sound.

ch

1	2	3
/ch/	/sh/	/k/

'ch' as /sh/: When a word is "French" in nature.

machine	parachute	Chicago	chef
chandelier	mustache	chivalry	brochure

'ch' as /k/: When a word is "technical" in nature.

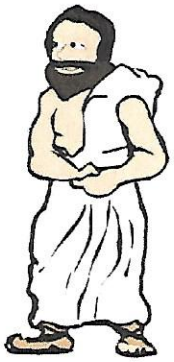
echo	technical	chord	school
mechanic	stomach	character	chemical

---

* Note that many areas in Canada and northern parts of the United States were settled by the French. That's why many areas, such as Chicago and Michigan, have a 'ch' as a /sh/ sound in their names.

Use /sh/ for 'ch' when the word is from the French language, such as "chef"!

Use /k/ for 'ch' when the word is technical in nature; this comes from us Greeks!



Read the following:

1. The chef made a tasty bowl of soup.
2. The mechanic fixed the engine.
3. A repetition of sound is called an echo.
4. My father has a mustache.
5. If you jump from an airplane, you should have a parachute.

Exercise 47.1

Circle the words that make sense in the sentences below.

1. When I'm hungry, my stomach / machine may growl.
2. I woke up with a bad head- echo / ache.
3. The mechanic / character in the story was brave.
4. What chemicals / parachutes do they use to clean?
5. The hotel lobby had a large parachute / chandelier.
6. The man decided to shave his mustache / stomach.

Exercise 47.2

Circle the words where 'ch' has the /k/ sound (there are 6).

parachute	mechanic	echo
charm	school	ache
chaos	character	mustache

Below are some words that don't sound the way they're spelled; see if you can read them.

shoe couple touch sign young

Exercise 47.3

Circle the way that the words below are pronounced.

1. young	/yung/	/yoon/
2. couple	/cowple/	/cupple/
3. touch	/towch/	/tuch/
4. sign	/sine/	/sing/
5. shoe	/show/	/shoo/

Exercise 47.4

Circle the words that have the long 'a' sound (there are 6).

Long 'a'			
ai	real	bear	eight
ei	great	wear	said
ea	clear	near	braid
ay	rear	break	hear

Read the sounds below (go across).

ch_1	ch_2	ch_3	inge	ange	ence
ince	tion	ou	oy	oi	ay
eigh	ture	tial	cial	ous	ious

Exercise 47.5

Complete the missing words for the sentences below.

1. The train pulled into the s t _ _ _ _ _ .
2. F i c _ _ _ _ means that the story isn't real.
3. The f a m _ _ _ actor stopped to pose for pictures.
4. We go to school to get an e d u c _ _ _ _ _.
5. The n e r _ _ _ _ boy wanted to date the girl.
6. If hungry, your s t o m _ _ _ may growl.
7. The dog used his leg to s c r _ _ _ _ his itch.
8. The sun was too b r _ _ _ _ to look at.
9. I took a p _ _ _ _ _ _ of my best friend.
10. To stay healthy, you should keep a c t _ _ _.

Exercise 47.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Reminders:
1) Review flash cards before the lessons.
2) Read for 10 to 20 minutes (assisted) each day.
3) If needed, the answer key is at www.yourkidcanread.com.
4) Supplemental word lists are in the back of this book.

Lesson 48 'ph' and 'gh' as /f/, 'aught' and 'ought'

'ph' *usually* has the /f/ sound.

/f/

ph

phone phrase dolphin sphere

3-2-1 Reading Time!

alphabet	elephant	nephew	pharmacist
autograph	graph	orphan	phone
dolphin	microphone	phantom	phonics

'gh' is sometimes silent, but *sometimes* it has the /f/ sound.

/f/

gh

laugh	rough	enough
cough	tough	trough

'gh' as /f/ is not very popular, and most of the words are listed above.

3-2-1 Review Time!

furniture	special	separate	nervously
forgivable	official	separarately	capture
pressure	service	nervous	capturing

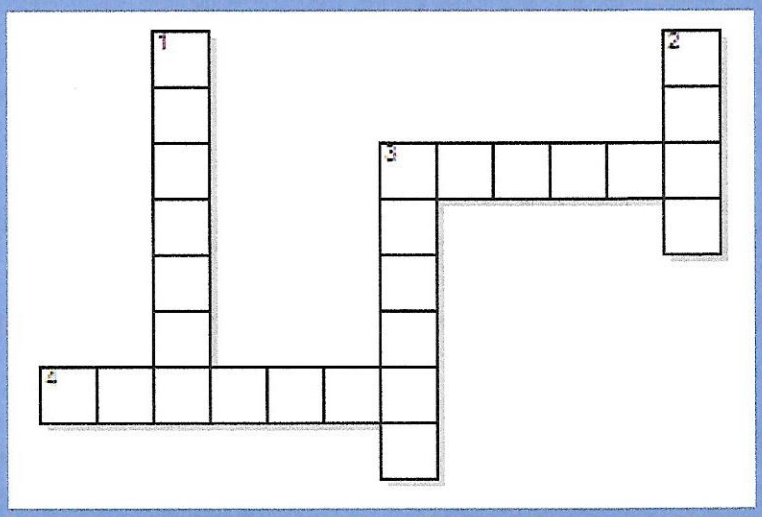
Exercise 48.1

Circle the words that make sense in the sentences below.

1. The dolphin / phone rang three times.
2. In science class, we had to plot a(n) graph / elephant.
3. The globe has the shape of a(n) elephant / sphere.
4. The big kid acted tough / rough and mean.
5. We saw the orphan / dolphin jump out of the water.
6. If you are in first place you may get a cough / trophy.
7. We had laughter / enough to share with everyone.

Exercise 48.2

Do the crossword puzzle below.



Down
1. A big city in Illinois is __.
2. If you cook for a living, you are a __.
3. If you win the championship, you get a __.

Across
3. The number that comes after eleven is __.
4. When you swallow your food, it goes here into your __.

'aught' & 'ought' both have the /awt/ sound

aught
ought

caught	sought
taught	fought
daughter	brought
slaughter	thought

'aught' makes sense, since 'au' is /aw/,
and the 'gh' is silent.

aught = /awt/

However, **'ought'** does not make sense,
since 'ou' makes the /ou/ sound as in "ouch".
When you see 'ou' with the 'ght', it helps to pretend that
the 'o' is an 'a' so you get the /aw/ sound.

Read the following:

1. Tom brought his sister over to Jane's house.
2. My aunt has a son and a daughter.
3. We went to the mall and bought new clothes.
4. My father taught my older sister how to drive.
5. My great-grandfather fought in the second world war.
6. We thought you were sick and stayed home.

Jim caught a fish.

Exercise 48.3

Draw a line to match the same sounds.

1. ph	/chur/
2. igh	cial
3. aught	/shur/
4. sure	long 'i'
5. oi	oy
6. ous	tion
7. ture	/us/
8. sion	/awt/
9. tial	/f/

Exercise 48.4

Circle the sounds for the underlined letters.

1. capt<u>i</u>ve	long 'i'	short 'i'
2. f<u>i</u>ve	long 'i'	short 'i'
3. dr<u>i</u>ve	long 'i'	short 'i'
4. g<u>i</u>ve	long 'i'	short 'i'
5. posit<u>i</u>ve	long 'i'	short 'i'
6. dr<u>i</u>ver	long 'i'	short 'i'
7. arr<u>i</u>ve	long 'i'	short 'i'
8. expens<u>i</u>ve	long 'i'	short 'i'

Exercise 48.5

Fill in the letters that complete the words for the sentences below.

b br th f

1. The two angry boys ____ought over the toy truck.
2. She ____ought she knew the answer.
3. I went to the store and ___ought a new dress.
4. He ___ought his little brother over to our house.

Exercise 48.6

Write the past tense form of the words below.

Today I _____. Yesterday I _____.

1. teach _____
2. fight _____
3. catch _____
4. think _____
5. buy _____
6. seek _____

Exercise 48.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 49

Words Ending with 'cian'

'cian' makes the /shun/ sound.

Remember, 'tion' and 'sion' also make the /shun/ sound.

/shun/

cian

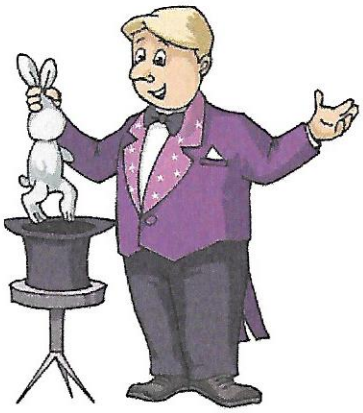
musician	magician
politician	technician
physician	dietician

This ending usually has to do with an occupation.

Note This sound is usually at the **end** of a word.

magic

magi<u>cian</u>



3-2-1 Time to Read with Review!

notice	taught	thought	mechanic
practice	caught	enough	mechanical
service	daughter	laughter	chemical
office	bought	cough	chemist
sacrifice	brought	technical	practical

Read the following:

1. The famous magician was at the show.
2. The electrician came to fix the light switch.
3. The fake diamond was a poor imitation.
4. Watch out for the poisonous snake!
5. The dietician will create a nutritious meal.

Exercise 49.1

Circle the sound for the letters that are underlined.

1. mind	long 'e'	long 'i'
2. eight	long 'e'	long 'a'
3. phobia	long 'e'	long 'i'
4. sigh	long 'i'	short 'e'
5. health	long 'e'	short 'e'
6. ready	long 'e'	short 'e'

Exercise 49.2

Circle the sound for the letters that are underlined.

1. phobia	/f/	/p/
2. chef	/k/	/sh/
3. mechanic	/k/	/sh/
4. picture	/tor/	/chur/
5. dangerous	/shus/	/us/
6. musician	/shun/	/kan/

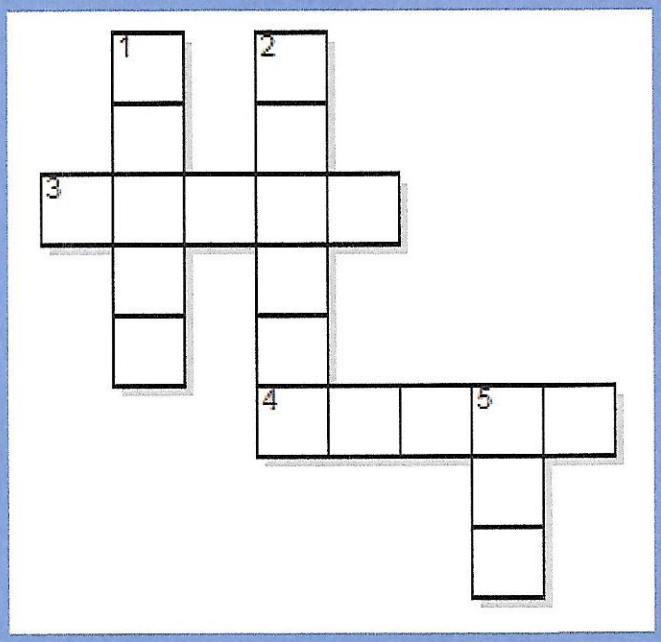
Exercise 49.3

Draw lines to match the rhyming words below.

1. know	fled
2. thumb	kite
3. head	strum
4. town	so
5. light	noun

Exercise 49.4

Do the crossword puzzle.



Across
3. The opposite of dark is ___.
4. The second meal of the day is ___.

Down
1. Another word for fast is ___.
2. A teacher works in a ___.
5. When hungry, a baby will ___.

Exercise 49.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 50

Words from the French

The English language, as we know it today, wasn't around until the year 1500AD (that's only about 500 years ago). Before that, the people of England spoke different dialects and were influenced by the people who invaded their land.

The French invaded England in 1066AD, bringing with them their language. For a while, the English were only allowed to speak French, which didn't last for long. However, many French words stayed, and today, more than 30% of our words are of French origin. In this lesson we're going to see some that are different and don't follow our rules.

'et' as long 'a'

ballet	gourmet	valet
bouquet	crochet	cabaret
filet	sorbet	duvet

The French do not pronounce the 'h' at the beginning of a word. We saw some of these words already.

silent 'h'

heir	honor
honest	hour

The French also do not pronounce 'ou' as /ou/ as in "ouch". Instead, 'ou' is /oo/, as in "spooky boo".

'ou' as /oo/

group	croup
soup	wound

Read the following:

1. The ballet dancer received a bouquet of flowers.
2. The gourmet chef made a fish filet dinner.
3. For dessert, we had orange sorbet.
4. The honest boy couldn't tell a lie.
5. Our group had mushroom soup.

Exercise 50.1

Write the un-contracted words on the lines below.

1. couldn't _____
2. didn't _____
3. that's _____
4. they've _____
5. weren't _____
6. you've _____

Exercise 50.2

Circle the words where 'et' has the long 'a' sound (there are 6).

fill<u>et</u>	bask<u>et</u>	ratch<u>et</u>
qui<u>et</u>	croch<u>et</u>	gourm<u>et</u>
ball<u>et</u>	bouqu<u>et</u>	val<u>et</u>

Exercise 50.3

Circle the words where 'ea' has the short 'e' sound (there are 5).

dream	leather	leaf
peak	cheat	bread
deaf	weather	spread

Exercise 50.4

Circle the correct word for each sentence. Be careful, these are homophones, and you may not know which one to use.

1. The strong boy lifted the weight / wait over his head.

2. The wind blue / blew the door open.

3. The some / sum of one plus one is two.

4. The girl dressed up as a which / witch for Halloween.

5. The young couple drove down the rode / road.

6. The group new / knew how to find the train station.

Exercise 50.5

Circle the words that have the /f/ sound for the underlined letters (there are 6).

bought	enough	daughter	cough	tough
rough	phony	laugh	caught	brought

Exercise 50.6

Circle the correct word(s) for each sentence. If you need help, ask your teacher to explain the word choices to you.

1. The little boy drew on the piece / peace of paper.
2. The pore / poor man begged for some money.
3. Don't waste / waist the expensive steak.
4. The money was due / do / dew at the meeting.
5. The boy rights / writes with his right / write hand.
6. The play-set is made / maid of wood / would.
7. I herd / heard that you ate the whole / hole pie!
8. The sun / son was hi / high in the sky.

Exercise 50.7

Circle the words where the 'h' is silent (there are 3).

hip	honor	hockey
hello	hamburger	history
hour	horrible	honest

Exercise 50.8

Do the dictations, for this lesson, at www.yourkidcanread.com.

Review 5

Lessons 41 to 50

In lessons 41 through 50 the following was covered:

owner-ship	vowel endings	able, ible & le	ture & sure	ous
/v/ endings	'ch' as /k/ & /sh/	ph, gh & /awt/	cian	French Words

3-2-1 Review Time!

halo	phobia	viewable	laugh	magician
solo	pressure	hive	cough	fillet
radio	vulture	chef	caught	hour
studio	famous	technical	fought	group

Exercise R5.1

Add apostrophes for ownership to the missing words.

1. _____ joke made me laugh!
   Jane
2. _____ turtle was caught trying to escape.
   Amy
3. The _____ cage needed to be cleaned.
   gerbils (more than one)
4. A rabbit was hiding in the _____ hat.
   magician
5. The_____ room needed to be cleaned.
   sisters (more than one)

Exercise R5.2

Circle the sound that the underlined letters make.

1.	bacteria	long 'i'	'e' - /uh/
2.	radio	long 'i'	'e' - 'o'
3.	taxi	long 'e'	long 'i'
4.	studio	long 'i'	'e' - 'o'
5.	America	/uh/	long 'a'
6.	Chicago	/oo/	long 'o'
7.	Alaska	/uh/	long 'a'
8.	spaghetti	long 'e'	long 'i'

Exercise R5.3

Circle the words that complete the sentences below (ask your teacher for help if you need it).

1. The magician through / threw knives at his assistant.
2. The vulture flew / flu out of it's / its nest.
3. The angry boy went an hour / our without talking.
4. The ballet dancer wore a tutu around her waist / waste.
5. The chef made / maid a fish fillet dinner.
6. The famous actor passed / past by us without stopping.
7. The technician new / knew how to fix the radio.

Exercise R5.4

Unscramble the letters to complete the words.

1.

g u
a h

l___ ___ ___ ___

5.

h o p
e n

micro___ ___ ___ ___ ___

2.

abcdefg
hijklmnop
qrstuv
wxyz

h p
a

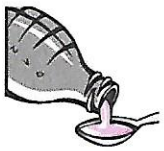
al___ ___ ___ bet

6.

a r p
g h

bar-___ ___ ___ ___ ___

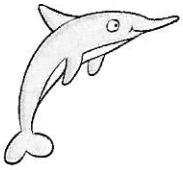
3.



u o
g h

c___ ___ ___ ___ syrup

7.



i p
h n

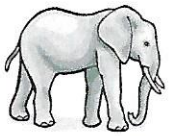
dol___ ___ ___ ___

4.

h y
p o

tr___ ___ ___ ___

8.



h a p
t n

ele___ ___ ___ ___ ___

Exercise R5.5

Complete the sentences below with the words that make sense.

culture pasture temperature curious mixture

1. The _____ cat opened the lid to investigate.

2. The drink is a _____ of soda and fruit juice.

3. The cows grazed out in the _____.

4. If you visit another country, you'll see their _____.

5. A thermometer tells you the current _____.

Exercise R5.6

Read each word out loud, and circle the sound that the underlined letters make.

1. please	/z/	/s/
2. release	/z/	/s/
3. nervous	/us/	/s/
4. lose	/z/	/s/
5. loose	/z/	/s/
6. mechanic	/k/	/sh/
7. ballet	long 'i'	long 'a'

What Next?

From the author:

Your student is done with the program, and now you need to know - WHAT NEXT?

1. Practice decoding complex words

At this point, your student should be able to decode multi-syllable words, however, he or she will still need a lot of practice.

Make flash cards with complex words and have your student sound these words out. I use BitsBoard (for the iPad), using the flash card activity. I use our preloaded "boards" which contain many larger, more complex words. If you are using this app, search the catalog for "RSLI mixed", and you will find several boards to choose from. To make reading flash cards fun, I use our *Flash Card Frenzy* game, where the student advances a square with every correctly read word (if the word is not correctly read, I roll the die and get to move). If needed, to help the student, I often cover the word up to reveal the sounds, which shows them how they can attack a word.

For example: consequence - I'll show: 'cons' 'qu' 'ence' (that's enough clues!)

identification - I'll show: 'dent' 'if' 'ation'

I find that I don't have to show the sounds in the order that they're read (left to right) to be effective, however, I usually do stick to the left to right rule.

2. Read, read, read! And then read some more

Decoding words is the first step, the next step is to gain fluency. To do this, your student has to read a number of books that are grade level (or higher). Around Lesson 19, long vowels, your student should have begun reading books to you, starting with short, simple stories (about 50 pages). By the end of the reading program, your student should be reading books that are around 150 to 200 pages (or more).

I do recommend that you sit with your student and have him or her read to you. You may have to point to each word, double tapping when the word is incorrectly read. You may also have to cover up sounds and reveal the sounds as explained above. At some point, you will find that you no longer have to point to words. Your student is then on his/her way! Soon they will be reading on their own; and by not having to read out loud to you, they will get through the story much quicker (which they usually prefer). For teachers and tutors, who have limited reading time with the student, I recommend short stories that can be completed in approximately 15 minutes.

Often parents do not have the time to sit with their child, for side by side reading. I've found that asking a child to read a book on his/her own is not very successful. Usually, (s)he makes a valiant attempt, but it fizzles out, possibly due to missing too many words that the meaning got lost, and thus the story no longer makes sense. If you find yourself in this predicament - DO NOT have your student listen to audio books and follow along. I repeat - DO NOT use audio books! Instead, find books that were made into movies. Have the child watch the movie, and then read the book. This way, they're familiar with the story (although it may be changed a bit), and they won't get lost. It's also interesting for them to note the differences made, and usually (as we know) the book is much more interesting!

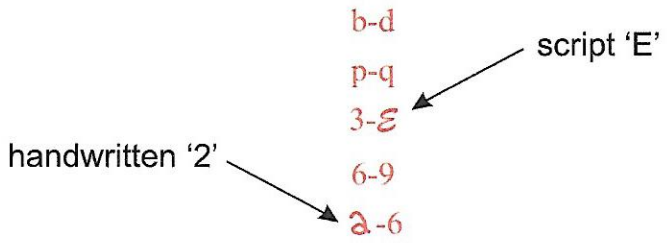
Thank you so much for using this program, I wish you and your student all the best!

Letter & Number Reversals

Why do people who have dyslexia reverse letters and/or numbers?

A dyslexic person thinks in very visual terms. When they see a letter or number, they know the shape, but they sometimes don't realize that the direction of the shape matters. For example, a chair is a chair, no matter which way it's facing. It could be upside down, turned one way or another, but it is still a chair. This type of thinking gets applied to letters and numbers.

The most common reversals are:



What to do about letter/number reversals?

The main idea is to teach the child that direction *does* matter, and to provide a framework for the child to remember the direction of that letter or number. Here is where you must work with what the child knows (you may have to get creative). Keep an eye out for which letters and/or numbers they are reversing and then come up with a way to teach the proper direction that the child can remember.

On the next page are exercises to combat the common 'b' - 'd' reversal, although, your student may have other reversals as well. Since we are trying to associate the letter direction with the capital letter, you can do this with other letters, but you can't use this technique with numbers. Below are some other strategies for reversals.

1. Have the student draw pictures using the letter or number that they reverse and have him/her identify the visual differences. For example, 6 has a loop on the bottom, while 9 has a loop on the top.

2. Put letter or number refrigerator magnets on the refrigerator (or other metal surface); have the child close their eyes and feel the letter or number and identify it (without moving it around).

3. Form the reversal prone letters or numbers with play dough or clay.

4. Write out the letters or numbers using shaving cream and/or side walk chalk (do this outside). Make them large enough for the child to walk along.

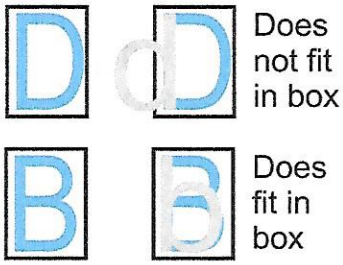
5. Form letters or numbers using string, glue them to cardboard and have the child feel the letter or number and guess what it is (without looking).

Using the uppercase letter: (only do this exercise if your child reverses d's and b's)
Using colored pencils, have the student write a series of uppercase 'D's across a line in their dictation book, and then write lowercase 'd's in a different color on top. Note how 'd' does NOT fit in 'D':

Repeat the above, but for the letter 'b', noting how 'b' fits inside 'B':

Using flash cards:
Create flash cards that have the letters that your student reverses. Go through the cards and have your student say the sounds (NOT the letter names). If you are creating a PDF for this purpose, put the letters in different areas so that there's a difference when you scroll through the pages. We have PDFs created for this purpose at our website, www.yourkidcanread.com, see "Eliminating Reversals" . We also have a board for "p/d/p" reversals on the BitsBoard app (go to the catalog and search "RSLI b/d/p").

Other methods:



show visuals

create "feel boards"

Use hands and the word "bed"

Supplemental Lists

Remember, all vowels are short. Words like "do", "he' and "hi" are sounds with short vowels.
All 'g's and 'c's are hard as in "get" and "cat".

Lesson 1

ab	ad	ac	ag	as	an
ak	al	af	aj	az	ah
ax	ap	at	am	av	as
eb	ed	ec	eg	es	en
ek	el	ef	ej	ez	eh
ex	ep	et	em	ev	es
ib	id	ic	ig	is	in
ik	il	if	ij	iz	ih
ix	ip	it	im	iv	is
ob	od	oc	og	os	on
ok	ol	of	oj	oz	oh
ox	op	ot	om	ov	os
ub	ud	uc	ug	us	un
uk	ul	uf	uj	uz	uh
ux	up	ut	um	uv	us

Lesson 2

ba	da	ca	ga	sa	na
ka	la	fa	ja	za	ha
	pa	ta	ma	va	sa
be	de	fe	ge	se	ne
ke	le	te	je	ze	he
	pe		me	ve	se
bi	di	fi	gi	si	ni
ki	li	ti	ji	zi	hi
	pi		mi	vi	si
bo	do	co	go	so	no
ko	lo	fo	jo	zo	ho
	po	to	mo	vo	so

Lesson 3

dab	pad	dam	pag	bas	pan
dan	pag	daf	paj	baz	pat
dax	pap	dat	pam	bap	pas
deb	ped	dem	peg	bes	pen
den	pog	def	pej	bez	pet
dex	pep	det	pem	bep	pes
mib	mid	nim	tig	tis	sin
min	mil	nif	tij	tiz	sit
mix	mip	nit	tim	tip	sis
sob	lod	tom	rog	wos	won
lon	lol	tof	roj	woz	dot
lox	lop	tot	rom	wop	dos
lub	fud	gum	gug	nus	mun
lun	fub	guf	nuj	nuz	mut
lux	fup	gut	num	mup	mus

Lesson 4

flat	stim	prob	scap	blit	crip
flan	stam	prig	scun	blim	grid
flud	stun	prut	skin	blan	grad
flab	stip	prid	snag	drip	grump
flig	stub	prat	snug	drad	spilt
clam	tran	brit	glid	drum	swift
clap	trap	brin	glob	drop	swag
clud	trug	brug	glad	drit	spun
clot	trix	brot	glat	cram	spin
clin	trag	brag	blot	crab	spat
twin	blid	slip	plan	strud	split
twax	blan	slug	plug	stram	splat
smat	blum	frat	plit	scrap	splug
smid	blit	frig	strap	scrid	splint
smud	slap	frog	strip	scrub	splub

Lesson 5	flash	wish	brash	shut	chin	catch
	ship	wash	rash	lash	chimp	pitch
	brush	crush	shop	gash	scotch	match
	hush	push	shin	bash	chip	fetch
	mesh	hush	shed	blush	chug	witch
Lesson 6	thin	than	bath	rath	shath	thatch
	thad	this	bith	roth	sath	thutch
	thud	them	broth	spith	sloth	thotch
	within	thin	hath	strath	scath	thud
Lesson 7	sank	spink	hunk	bonk	prank	thank
	sink	tink	bunk	blink	rink	think
	stink	tank	stunk	brink	hank	thunk
	shrink	tonk	runk	shrank	blank	prink
Lesson 8	wing	fling	tang	bang	cling	strength
	ring	flung	ting	sung	clang	hang
	rang	wrong	string	swing	clung	gang
	rung	bling	strung	bing	sling	sang
Lesson 9	wack	truck	slick	flick	stuck	shock
	wick	track	shack	flock	stock	clock
	tick	trick	black	luck	muck	rock
	tuck	stick	block	buck	tick	mick
Lesson 10	way	tray	shay	bray	sway	gay
	stay	spay	may	stray	crayon	play
	hay	spray	clay	flay	slay	ray
	gray	pray	pay	away	astray	say

Lesson 11

stood	boon	bloom	caboose	zoom	good
school	soon	booth	choose	took	wood
tool	too	pool	balloon	shook	through
spoon	goon	boot	droop	book	group
loop	moon	broom	doom	hook	soup

Lesson 12

quid	quack	quick
quad	qual	squid
qualm	quant	quilt
quest	liquid	quench

Lesson 13

ranch	bench	munch	clench
branch	stench	brunch	wench
bunch	conch	pinch	blanch
hunch	punch	drench	flinch

Lesson 14

fly	my	guy	eye	right	sight
try	shy	buy	why	bright	thigh
by	dry	shy	high	slight	fight
bye	cry	rye	sigh	might	fright

Lesson 15

void	hoist	boil	coin	coy	enjoy
droit	joist	toil	soil	boy	soy
exploit	moist	point	foil	toy	royal
groin	oil	joint	broil	joy	alloy

Lesson 16

barn	starting	store	curb	first	sister
farm	parting	bore	turning	dirt	brother
star	shark	core	burning	born	winter
cart	shore	form	faster	torn	summer
inform	floor	more	shirt	birth	bother
mark	door	burp	chirp	forest	mister
stark	swirl	surf	church	churn	skirt
current	score	burn	explore	stir	third

Lesson 17

cow	spout	brow	crowd	yellow	crow
couch	tout	plow	allow	brown	crown
pouch	route	wow	grow	pillow	blow
count	shout	loud	stow	tow	blown
clout	how	cloud	show	bow	clown

round	found	sound	mound	bound
pound	astound	hound	ground	around

Lesson 18

chew	blew	crew	strew
grew	new	brew	view
stew	screw	new	skew
flew	shrew	mildew	drew

Lesson 19

mute	stake	pine	slide	fail	grain
cute	brake	grime	main	quail	air
rule	flake	mope	paid	brain	aid
mule	bake	wide	trail	stain	stair
nail	braid	creep	seed	heat	fear
tail	chain	sleep	keep	neat	clear
pain	teem	weep	meet	cheat	appear
contain	team	week	scream	pea	peal
dream	beak	goat	croak	moan	roar
peak	beast	road	foam	poach	approach
leap	increase	toad	float	roach	soak
leaf	boat	load	loan	roam	soap

Lesson 20

shipping	grinning	pleasing	running
tipping	creeping	driving	napping
wetting	sleeping	fussing	snacking
sitting	weeping	rolling	baking
tapping	teaching	missing	picking
hitting	eating	wishing	shaking
rapping	stealing	passing	stinking
clapping	closing	lasting	sitting

Lesson 21

heated	smile	snapped	supplied
increased	smiled	fanned	slammed
approached	missed	watched	mowed
blasted	rested	crammed	slipped
stayed	annoyed	wished	worked

Lesson 22

band	wind	mended	hand	fund
bend	sand	mending	pending	finder
bind	strand	under	find	kinder
bonded	blend	blunder	finding	binder
kind	send	blind	thunder	sender

Lesson 23

pact	enact	selected	inspect	eject
compact	exact	defect	infect	detect
contact	fact	aspect	insect	project
contract	impact	direct	neglected	reflect
distract	subtract	interject	object	reject
sector	district	strict	concoct	obstruct
subject	evict	verdict	nocturnal	product
suspect	inflict	contradict	octagon	abduct
afflict	predict	depict	October	deduct
conflict	restricted	picture	doctor	instruct

Lesson 24

launch	assault	taunt	pawn
cause	fault	haul	drawn
because	autism	awful	sawdust
applaud	auto	shawl	brawl
author	flaunted	gawk	flaw
haunt	jaunt	thaw	crawl
fraud	paused	lawn	dawn
straw	fawn	thaw	squaw

small	call	walk	stalk
stall	ball	talk	balk
fall	all	chalk	

Lesson 25

please	crease	geese	pause
lease	spouse	bruise	praise
louse	house	caboose	rinse
mouse	blouse	dense	raise
offense	source	pulse	sense
fence	verse	false	tense
police	noise	expense	because
course	cause	expanse	grease
coarse	resume	horse	nose

Lesson 26

money	funny	alley	family	fizzy
key	worry	candy	fantasy	quirky
bakery	sorry	cozy	ugly	floppy
monkey	ability	daily	fifty	patty
smoky	party	daisy	pretty	partly
comply	satisfy	unify	asylum	hymn
clarify	supply	verify	myth	symmetry
classify	horrify	hype	lynch	symptom
deny	liquefy	type	typical	sympathy
dignify	modify	byte	gyp	system

Lesson 27

simply	timely	luckily	vividly
simpler	safely	luckier	carefully
horribly	safer	shyly	awfully
gently	happier	shier	bashful
gentler	shorter	finally	bashfully
cuddly	completely	mostly	wonderful
cuddlier	happily	crankier	wonderfully

Lesson 28

forge	charge	judgement	gage
ridge	binge	sludge	raged
fridge	change	grudge	angel
bridge	cringed	fudge	energy
dodge	beverage	page	gentle
hinge	Germany	cage	genetic

Lesson 29

pencil	device	icy	agency
ceramic	lance	chance	cyclone
circular	principal	choice	place
cigar	process	glance	fence
cancer	balance	force	fleece
instance	trace	grace	resistance
fancy	face	center	celery
prance	acid	space	cancel
divorce	cite	distance	accented
divorced	race	juice	recently

Lesson 30

bucket	music	ironic	basic	dyslexic
cricket	musical	realistic	critic	garlic
ticket	panic	allergic	civic	genetic
locket	tropic	angelic	classic	magic
pocket	topic	attic	cosmic	public

romantic	static	picnic	toxic
robotic	traffic	terrific	Islamic

Lesson 31

houses	calf-calves	thief-thieves	teeth
horses	elf-elves	wife-wives	tomatoes
busses	hoof-hooves	wolf-wolves	heroes
patches	knife-knives	men	zoos
bushes	leaf-leaves	women	solos
dishes	life-lives	children	baby-babies
dances	loaf-loaves	feet	fly-flies
chances	scarf-scarves	geese	cry-cries
boxes	self-selves	mice	lady-ladies

Lesson 32

stuff	spill	swell	pass	truss	tell
huff	spell	drilling	glass	unless	golden
bluff	bill	smelling	grass	fondness	scroll
tiff	willing	filling	mass	waitress	troll
off	telling	dull	fuss	fell	bold

Lesson 33

biographer	remember	protector	computer
umbrella	consonants	projector	hopefully
professor	remembering	wonderful	boastful
completely	following	wonderfully	compressing
underneath	impossible	American	manageable
eyelashes	impossibly	certainly	changeable

Lesson 34

you're	they'll	hasn't	she's
you've	they're	don't	he's
you'd	they've	doesn't	haven't
it's	we've	didn't	wouldn't
I'm	she'll	that's	couldn't
I'll	he'll	weren't	shouldn't

Lesson 35

buy, by, bye	die, dye	night, knight
there, their, they're	hare, hair	lead, led
to, too, two	here, hear	maid, made
or, ore	heard, herd	one, won
our, hour	air, heir	passed, past
ate, eight	hi, high	peace, piece
course, coarse	whole, hole	plane, plain
desert, dessert	new, knew	pore, poor, pour
due, do, dew	it's, its	principal, principle

rode, road, rowed	tale, tail
sea, see	sore, soar
right, rite, write	threw, through
scene, seen	waist, waste
seam, seem	wear, where
sew, so, sow	which, witch
some, sum	weather, whether
steal, steel	wait, weight
son, sun	wood, would
	your, you're

Lesson 36

limb	written	knowledge	wheel
womb	wrestle	herbal	whisky
subtle	wrong	honorable	whopper
thumb	wrote	ghostly	whistling
plumbing	toward	heiress	whip
tomb	wrinkle	hourly	wheat
lamb	wretch	honestly	whither
climb	wrath	cologne	whine
bomb	knitted	align	whimper
comb	knocking	resign	whack
doubting	knelt	signed	whisker
crumb	knife	benign	whim

Lesson 37

doggie	oldie	feign
collie	series	heir
field	retrieve	sleigh
cookie	believe	ceiling
relief	achieve	perceive
chief	weigh	conceit
brief	weight	receipt
grief	eight	deceive
grieve	freight	deceit
piece	neighbor	transceiver
	beige	

Lesson 38

head	ahead	endeavor	sweat
dead	breast	health	threat
dread	death	wealth	deaf
thread	breath	healthy	heaven
bread	feather	wealthy	weapon
read	weather	heavy	jealous
lead	treasure	steady	ocean
stead	measure	ready	learn
tread	pleasure	already	instead
spread	leather	treachery	meadow
certain	fountain	curtain	said

Lesson 39

special
especially
beneficial
crucial

facial
glacial
artificial
judicial

social
official
racial
financial

partial
spatial
prudential
nuptial

residential
evidential

substantial
confidential

essential
credential

Lesson 40

celebration
nation
creation
population
institution

circulation
civilization
transportation
accusation
admiration

location
imitation
addition
ambition
audition

ignition
nutrition
edition
condition
definition

commotion
devotion
pollution

promotion
contribution
execution

prosecution
resolution
substitution

caution
relation
obstruction

mission
passion
aversion
collision

compassion
commission
compulsion
confusion

delusion
depression
diffusion
envision

permission
tension
transfusion
conversion

division
version

expression
session

fusion
illusion

occasion
possession

Lesson 42

piano
studio
limo
hello
buffalo
casino
potato
also
zero
Oreo
hobo
weirdo

scuba
coma
comma
delta
Santa
saliva
pita
peninsula
magma
arena
alfalfa
soda

dyslexia
insomnia
phobia
mania
hysteria
bacteria
inertia
India
Columbia
guru
tofu
snafu

Fuji
Gauchos
khaki
Omni
confetti
quasi
spaghetti
semi
zucchini
maxi
mini
extra

Lesson 43

apple	cable	dangle	bubble
little	ankle	dimple	cuddle
muscel	cripple	bottle	crinkle
puzzle	couple	candle	noodle

visible	sensible	controllable	forgivable
terrible	resistible	breakable	honorable
credible	convertible	stable	disable
horrible	possible	consolable	probable

Lesson 44

future	fracture	rupture	mature
lecture	denture	culture	immature
literature	adventure	caricature	posture
departure	capture	fixture	imposture
feature	vulture	gesture	legislature

puncture	nature	temperature
structure	pasture	torture
miniature	rapture	venture
mixture	texture	moisture
	scripture	

Lesson 45

adventurous	erroneous	famous	humorous
gorgeous	envious	noxious	marvelous
generous	disastrous	aluminous	nervous
gracious	delicious	furious	numerous
continuous	devious	glamorous	nutritious
dangerous	cautious	glorious	nauseous
ridiculous	previous		

Lesson 46

passive	aggressive	abusive	captive
vindictive	adhesive	appreciative	conductive
massive	obsessive	active	cursive
sedative	positive	assertive	explosive
elective	negative	collective	festive
adjective	inventive	compulsive	expensive

expressive	olive	sensitive	five
motive	permissive	submissive	revive
massive	passive	talkative	strive
restrictive	relative	twelve	drive
offensive	repetitive	arrive	survive

Lesson 47

champagne	chauvinism	Chicago	charlatan
machine	chivalry	parachute	mustache
machinery	chef	chandelier	

charisma	choir	anchor	archaeology
chaos	cholesterol	stomach	archaic
chemo	chronic	chiropractor	hierarchy
character	mechanical	architect	chasm
chemical	technical	schedule	ache

blue	soup	floor	said	does
shoe	group	sign	touch	couple
do	door	align	where	one

Lesson 48

morph	phooey	triumph	tough
photographer	phony	trophy	rough
phrase	phone	autograph	enough
sphere	phonics	laugh	ought
phobic	photon	cough	thought

caught	daughter	taught
fought	slaughter	naught
fraught	sought	naughty

Lesson 49

beautician	mathematician	politician
clinician	optician	statistician
electrician	pediatrician	technician
musician	physician	mortician

ballet	filet	heir	group
bouquet	gourmet	honest	coup
cabaret	ricochet	honor	croup
crochet	sachet	hour	wound
duvet	valet	soup	through

Miscellaneous

notice	peace	squeeze	equal
sentence	peaceful	squeaky	equally
balance	piece	requirement	bounce
performance	once	frequent	bouncing
bouncing	silence	equipment	quench
official	motorcycle	question	square
banquet	assume	cloth	queen
quizzing	astute	clothes	united
squint	mute	ice-cream	future
conquest	breath	meaningful	continue
freedom	breathe	streaming	value
cheese	scream	disagree	valuable
eastern	checking	humor	understand
western	liquid	humorous	mountains
southern	require	hundred	beginning
northern	usual	thousand	system
hemisphere	usually	millions	coming
equator	human	billions	beautiful
build	education	conversation	February
building	jealous	frustration	library
built	religious	definition	January
whether	envious	information	August
complete	negociate	transportation	September
compete	ceiling	compulsive	November

Colorful / Large Text / Easy-to-Follow

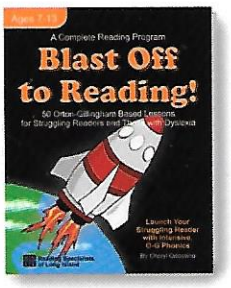
Education - Literacy
Juvenile

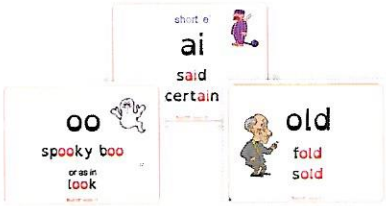
Blast Off to Reading! is a complete reading program for those students who have dyslexia or for those who simply struggle to read. This Orton-Gillingham based program will systematically take your student from the most basic units of sounds to multi-syllable, complex words in 50 lessons.

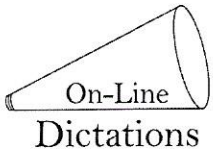
Each lesson is created to include a new sound, or rule, with a reading task followed by several exercises, which review concepts taught in that lesson as well as those taught previously. This provides the perfect blend of reading and writing, with review, while the student learns to become aware of sounds and how they are put together to form words. After every ten lessons is a review section to further review concepts previously taught.

This Program Includes:

1. A section on how to combat letter and number reversals.
2. Supplemental lists in the back of the book for older students who have larger vocabularies.
3. On-line spelling drills, for the dictation portion of the lessons.
4. Flash Cards - available at the author's website.







ISBN 978-0-9831996-3-2
90000
9 780983 199632

RSLI Reading Specialists of Long Island

Creative Dragon Press