

## TIP

In a **vowel pair**, the first vowel usually stands for the long-vowel sound and the second vowel is silent. You hear the long **e** in teacher and the long **a** in fail.

In a **vowel digraph**, two vowels together can make a long-vowel sound, a short-vowel sound, or a special sound all their own, as in said, ready, and group, and sooner.

## LIST WORDS

1. teacher *teacher*
2. feel *feel*
3. speak *speak*
4. clue *clue*
5. fail *fail*
6. soak *soak*
7. below *below*
8. lie *lie*
9. needle *needle*
10. said *said*
11. group *group*
12. feast *feast*
13. ready *ready*
14. cheap *cheap*
15. again *again*
16. throat *throat*
17. eager *eager*
18. sooner *sooner*
19. least *least*
20. contain *contain*

# Spelling Practice

## Vowel Pairs and Digraphs

Write each **list word** under the correct heading.

vowel pairs with the long **a** sound

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

vowel pairs with the long **e** sound

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

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

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

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

vowel pairs with the long **o** sound

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

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

vowel pairs with the long **i** sound

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

vowel digraphs

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

17. \_\_\_\_\_ 18. \_\_\_\_\_

19. \_\_\_\_\_ 20. \_\_\_\_\_

## Classification

Write the **list word** that belongs in each group.

- |                              |                            |
|------------------------------|----------------------------|
| 1. touch, taste, _____       | 2. anxious, willing, _____ |
| 3. spoke, talked, _____      | 4. wash, scrub, _____      |
| 5. hint, suggestion, _____   | 6. sit, stand, _____       |
| 7. neck, mouth, _____        | 8. crowd, gang, _____      |
| 9. principal, student, _____ | 10. under, beneath, _____  |

## Definitions

Write the **list word** that matches each meaning. Use the number code to answer the riddle. Find the letter with the number 1 below it. Write that letter on each line with the number 1 under it. Do the same for the other numbers.

- |                                    |       |       |       |       |       |       |
|------------------------------------|-------|-------|-------|-------|-------|-------|
| 1. a person who works at a school  | _____ | _____ | _____ | _____ | _____ | _____ |
|                                    | 8     |       | 1     | 2     |       |       |
| 2. not to win or succeed           | _____ | _____ | _____ | _____ | _____ | _____ |
|                                    | 6     |       |       |       |       |       |
| 3. smallest in size or amount      | _____ | _____ | _____ | _____ | _____ | _____ |
|                                    | 3     | 4     |       |       |       |       |
| 4. to say, tell, whisper, or shout | _____ | _____ | _____ | _____ | _____ | _____ |
|                                    | 7     | 5     |       |       |       |       |



**Riddle:** What did the goat have when it ate a dollar bill?

**Answer:** It had a \_\_\_\_\_ !

1    2    3    4    5    6    3    4    7    8




# Spelling and Writing



## Proofreading

The diary entry below has ten mistakes. Use the proofreading marks to fix the mistakes. Write the misspelled **list words** correctly on the lines.

### Proofreading Marks

-  spelling mistake
-  capital letter
-  take out something

september 12, 2002

Am I glad this day is over! today, my teecher asked me to speke in front of the class. When she called my name, I started to fele nervous. Then, my throet felt like it was closing up, and my legs started to shake. Finally, I sed to myself, "the souner I get started, the sooner I'll be done." Now that it's all over, I'm not not quite sure why I was so nervous. It really wasn't too bad.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_