

**Here's your
FREE
lesson!**



We hope you enjoy it!

Get full access to all of our lessons, join our membership at

www.onthemarkcurriculum.com

We give you the lessons, so you can do what you love! TEACH!

Join Now!



Spelling with Phonics Grades 4/5 Curriculum Map

These lessons are written primarily for students in **grades four** and **five**, but in certain instances, its use would prove to be very beneficial for students in **grades six** and **seven**.

Students of **above average ability, in mid to late grade four** will benefit from the approach used in this book, which is based upon sound theories of spelling, used by experienced teachers for many years.

For **students of average ability, in grade five**, these lessons will serve as a very good review of some of the important principles of spelling. Students in **grades six or seven**, who need to **review basic fundamentals** in spelling, **or are just learning to read, write, and speak English**, and who have already completed the first and/or second spelling book in this series, will find this book helpful in their quest to become good spellers.

How should this book be used?

The schedule below is recommended for use with this book, with sessions lasting approximately fifteen to twenty minutes.

Day One

Have students read over each of the words in the word list, paying close attention to the focus of each lesson, (long a, short a, consonant blends etc.) which is found directly below each word list. Provide students with a spelling notebook, and have them write out the words in the word list two times each. Check their work for accuracy when they have finished and have them write out any misspelled words.

Day Two

Have students complete all of the questions in Exercise A, writing the answers in the spaces provided, and then mark their work. Have them correct any mistakes which they have made.

Day Three

Have students complete all of the questions in Exercise B, following the procedure outlined in day two.

Day Four

Give students a dictation in the notebook you have provided, making sure to start on a fresh page, where no other words are visible. Or copy the dictation lists with the lessons.

To give a dictation, take the words from the word list, in random order, and do it like this:

Educator says - "The first word is dog. The dog ran down the street - dog. Now carefully write the word dog." The child now writes the word dog in his/her notebook. After all of the words have been written, correct them and the score is placed in the space provided. The same procedure should be followed for all of the lessons in the book.

Lessons cover:

Lesson 1 - Short 'a' and 'e'

Lesson 2 - Short 'i', 'o' and 'u'

Lesson 3 – Long 'a'

Lesson 4 – Long 'e'

Lesson 5 – Long 'i' and 'u'

Lessons 6 - Reviews short 'a,e,i,o,u' and long 'a,e,i,u' words and consonant blends covered from lessons 1 to 5

Lesson 7 – Long 'o' words

Lesson 8 – Consonant 'l' blend words and root words

Lesson 9 and 10 – Consonant 'r' blend words

Lesson 11 – Consonant 's' blend words and compound words

Lesson 12 - Reviews the s blends, r blends and long o words covered from lessons 7 to 11

Lesson 13 – ‘r’ controlled vowels

Lesson 14 – Soft ‘g’ and Hard ‘g’

Lesson 15 – Soft ‘c’ and Hard ‘c’

Lesson 16 - Hard ‘c’

Lesson 17 – The ‘i’ before ‘e’ rule

Lesson 18 – Reviews the ‘r’ controlled vowels, hard and soft ‘g’ and ‘c’ words ‘ck’ and ‘ic’ words and the ‘i’ before ‘e’ rule

List Words

grasp	mast	clamp	pelting	vending
trash	stamp	prank	Edmonton	fresh
grant	clasp	blend	pester	slept
chant	crafty	check	tremble	shed
drab	cramp	bench	slender	spend

A

Short "a" and Short "e" words

Short a and **short e** words are reviewed in this lesson.

The **short a** sound is heard in the words **apple** and **ant**.

The **short e** sound is heard in the words **Ed** and **end**.

1 Use each of the following list words in a sentence.

- (a) trash - _____
- (b) prank - _____
- (c) stamp - _____
- (d) bench - _____
- (e) slept - _____

2 Choose the correct list words and write them beside the meanings below.

- | | |
|-----------------------------------|-----------------------------|
| (a) the opposite of stale - _____ | (e) selling - _____ |
| (b) opposite of colourful - _____ | (f) a joke - _____ |
| (c) slim, skinny - _____ | (g) a Canadian city - _____ |
| (d) tightness in a muscle - _____ | (h) to bother - _____ |

3 Unscramble the following list words.

- | | |
|--------------------|-------------------|
| (a) sprag - _____ | (c) stam - _____ |
| (b) frytac - _____ | (d) splac - _____ |



B

1 Use the clues to find the list words and write them in the blanks.

(a) Find four words that contain a small word that means the opposite of **begin**:

_____, _____, _____, _____.

(b) Find two words that contain the name of a type of insect:

_____, _____.

(c) Find one word that contains the small word that tells what is left over when wood is burned in a fireplace: _____.

(d) Find one word that contains the small word for a type of vehicle that floats and is made of logs that are tied together: _____.

2 Place the following groups of words in alphabetical order.

(a) stamp, check, clamp, drab, fresh

_____, _____, _____, _____, _____.

(b) shed, chant, bench, tremble, pelting

_____, _____, _____, _____, _____.

(c) grasp, blend, pester, Edmonton, vending

_____, _____, _____, _____, _____.

(d) trash, grant, slender, cramp, mast

_____, _____, _____, _____, _____.

3 Choose words from the list that will make sense in the sentences below.

(a) The teacher asked John to empty the _____.

(b) Mr. Smith ordered a new _____ machine for his store.

(c) Mother will not buy frozen strawberries because they do not taste as nice as _____ ones.

(d) Captain Hook is a very sly and _____ pirate.

(e) The children gathered around the campfire and began to _____ the words to their favourite song.

(f) Father had to use a _____ to hold the two pieces of wood together.

(g) The little dog was so cold that it began to _____.

(h) Father kept his gardening tools in the little _____ in our backyard.

(i) The natives gathered around the crocodile and began _____ it with stones.



List Words

swiftly	kindling	lobster	closet	grubs
tinted	swing	golfer	stumble	clung
whisper	filthy	bother	hunch	blunder
blister	shrink	gosling	bulk	gusty
crisp	ponder	content	rung	hunting

A

Short "i", Short "o" and Short "u" words

Short i, **short u** and **short o** words are reviewed in this lesson.

The **short i** sound is heard in the words **in** and **middle**.

The **short o** sound is heard in the words **on** and **not**.

The **short u** sound is heard in the words **up** and **run**.

1 Use each of the following list words in a sentence.

- (a) tinted - _____
- (b) lobster - _____
- (c) grubs - _____
- (d) swiftly - _____
- (e) gosling - _____
- (f) whisper - _____

2 Change the vowel in the middle of the words below to make new words.

For example: bat - bit, hat - hot, big - bag

- (a) clung - _____
- (b) swing - _____
- (c) rung - _____



- (d) shrink - _____
- (e) hunting - _____
- (f) grubs - _____



B

1 Use the clues to find the list words and write them in the blanks.

(a) four words that contain the small word which means the opposite of "out":

_____, _____, _____, _____.

(b) five words that contain the small word "is" or "on":

_____, _____, _____, _____, _____.

(c) seven words that have a suffix (ing, ly etc.):

_____, _____, _____, _____, _____,

_____, _____.

2 Replace the underlined blends in the words below with a single letter to make a new word, and write it in the space provided.

(a) clung - _____

(b) swing - _____

(c) crisp - _____



(d) blister - _____

(e) grubs - _____

(f) stumble - _____

3 Make the words below plural, by adding the letter "s" to each one. Write the new word in the space provided.

(a) swing - _____

(b) blister - _____

(c) golfer - _____

(d) rung - _____

Remember

**Plural means more
than one!**

(e) closet - _____

(f) gosling - _____

(g) lobster - _____

(h) blunder - _____

4 Change the words below from the present tense to the past tense by adding the suffix "ed" to each one. Write the new word in the space provided.

(a) whisper - _____

(b) ponder - _____

(c) bother - _____

(d) blunder - _____

5 Place the following groups of words in alphabetical order.

(a) kindling, filthy, tinted, gusty, shrink

_____, _____, _____, _____, _____.

(b) hunch, gosling, bulk, swiftly, stumble

_____, _____, _____, _____, _____.



3

Lesson Three

List Words

frail	brain	donate	brave	crayfish
against	quail	decade	skate	Norway
contain	taste	whale	display	layer
detail	invade	separate	spray	sway
stair	erase	excavate	subway	crayon

A

Long "a" words

Long a words are reviewed in this lesson.

The **long a** sound is most commonly made by the letter combinations:
ai as in pail, **a-e** as in late, and **ay** as in day.

- 1 Replace the underlined blends in the words below with a single letter to make a new word, and write it in the blank.

(a) frail - _____

(d) brave - _____

(b) stair - _____

(e) skate - _____

(c) brain - _____

(f) sway - _____

- 2 Subtract the letters indicated from the words below and replace them with the new letters provided. Write the new words in the blanks.

(a) detail - d, + r = - retail (e) taste - t, + p = - _____

(b) frail - f, + t = - _____ (f) whale - wh, + st = - _____

(c) contain - con, + re = - _____ (g) display - dis, + re = - _____

(d) quail - qu, + r = - _____ (h) spray - sp, + st = - _____

- 3 Unscramble the following list words.

(a) taagins - _____

(d) relay - _____

(b) seera - _____

(e) cnyaro - _____

(c) avdine - _____

(f) etadno - _____



B

Antonyms

Antonyms are words which are opposite in meaning.
The words "big" and "small", are antonyms.

1 Draw lines from the words in the first column to their opposites in column two.

frail	against
together	strong
for	release
contain	brave
cowardly	separate

2 Choose the correct list words and write them beside the meanings below.

(a) a bird	- _____	(e) ten years	- _____
(b) a shellfish	- _____	(f) a country	- _____
(c) a step	- _____	(g) a large mammal	- _____
(d) to give to charity	- _____	(h) to dig	- _____

3 Find the following list words in the puzzle below.

frail	detail	quail	brave	subway	Norway
against	stair	taste	skate	spray	layer
contain	brain	erase	display	crayfish	crayon

R	D	Q	U	A	I	L	G	D	O	S	P	L	E	I	N
T	A	S	T	E	L	S	K	A	T	E	M	S	I	V	Y
X	C	I	R	T	K	U	C	V	S	R	P	J	B	D	A
V	S	A	L	Z	E	B	R	V	L	A	Y	E	R	E	G
B	F	S	A	W	C	W	A	C	O	S	K	C	A	T	A
D	X	Q	U	P	A	A	Y	O	L	E	L	O	V	A	I
I	N	O	R	W	A	Y	O	N	B	F	S	O	E	I	N
S	C	D	B	A	Q	W	N	T	W	F	R	A	I	L	S
P	T	I	H	R	T	W	H	A	L	E	J	T	Y	R	T
L	E	A	C	R	A	Y	F	I	S	H	K	E	F	H	S
A	F	G	I	T	E	I	R	N	H	O	L	I	D	A	Y
Y	H	S	P	R	A	Y	N	M	I	N	T	L	D	E	L



List Words

cheater	wheat	speeder	delete	thief
squeak	dreamer	between	Chinese	field
dealer	cleaner	cheer	athlete	chief
speaker	sleeper	sweeper	Pete	fierce
beneath	fifteen	healer	complete	belief

A

Long "e" words

Long e words are reviewed in this lesson.

The **long e** sound is most commonly made by the letter combinations:
ea as in eat, **ee** as in tree, **e-e** as in eve, and **ie** as in field.

- Choose the correct list words and write them in the blanks below.
 - The mouse began to _____ when it saw the cheese.
 - The teacher asked Bobby to _____ his work before going home.
 - It did not take the police long to catch the _____.
 - The children began to _____ when Santa Claus entered the room.
 - Three times five equals _____.
 - Sandy placed her books on the shelf _____ the computer.
 - Joan loves sports and wants to be an _____ when she grows up.
 - The farmer's _____ was filled with big, beautiful, orange pumpkins.
- Choose the correct list words and write them beside the meanings below.

(a) a plant made into flour - _____	(e) a leader - _____
(b) a person who steals - _____	(f) a number - _____
(c) opposite of gentle - _____	(g) to remove - _____
(d) people from China - _____	(h) a boy's name - _____



B

- 1 The letters "er" at the end of a word sometimes tell what a person does. For example, a **reporter** is **one who reports**. A **writer** is **one who writes**. Look at the words below and write a sentence to tell what each of the people listed do. The first one is done for you. Remember to use capital letters and periods.

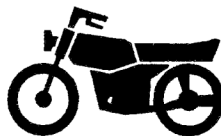
- (a) speaker - A speaker is one who speaks.
 (b) dreamer - _____
 (c) speeder - _____
 (d) cleaner - _____
 (e) cheater - _____
 (f) dealer - _____
 (g) healer - _____
 (h) sleeper - _____

- 2 Place the following groups of words in alphabetical order.

- (a) sweeper, belief, Pete, squeak, between
 _____, _____, _____, _____, _____
 (b) Chinese, healer, wheat, dreamer, fifteen
 _____, _____, _____, _____, _____
 (c) field, chief, complete, athlete, cheer
 _____, _____, _____, _____, _____
 (d) beneath, speaker, delete, dealer, sleeper
 _____, _____, _____, _____, _____

- 3 Write the words below in the blanks provided, and circle the letters which make the **long e** sound. The first one is done for you.

- | | |
|-------------------------------------|---------------------|
| (a) beast - <u>b <u>e</u> a s t</u> | (f) extreme - _____ |
| (b) referee - _____ | (g) sweet - _____ |
| (c) ponies - _____ | (h) cookie - _____ |
| (d) relief - _____ | (i) theme - _____ |
| (e) defeat - _____ | (j) evening - _____ |



- 4 Unscramble the following list words.

- | | |
|---------------------|--------------------|
| (a) reetahc - _____ | (c) fecih - _____ |
| (b) tenwebe - _____ | (d) feelib - _____ |



List Words

glide	high	dried	huge	flute
provide	bright	tries	spruce	costume
spine	tonight	cries	include	reduce
strike	midnight	supplies	dispute	exclude
valentine	frighten	perfume	salute	volume

A

Long "i" and long "u" words

Long i and **long u** words are reviewed in this lesson.

The **long i** sound is most commonly made by the letter combinations:

i-e as in lime, **igh** as in night and **ie** as in pie.

The **long u** sound is most commonly made by the letter combination:

u-e as in rule.

1 Use each of the following list words in a sentence.

- (a) high - _____
- (b) reduce - _____
- (c) cries - _____
- (d) frighten - _____
- (e) perfume - _____

2 Choose the correct list words and write them beside the meanings below.

- | | | | |
|--------------------------|---------|---------------------|---------|
| (a) the witching hour | - _____ | (g) an argument | - _____ |
| (b) to make smaller | - _____ | (h) very large | - _____ |
| (c) a musical instrument | - _____ | (i) a type of tree | - _____ |
| (d) opposite of dull | - _____ | (j) to hit | - _____ |
| (e) sweetheart | - _____ | (k) opposite of low | - _____ |
| (f) opposite of include | - _____ | (l) to scare | - _____ |



B

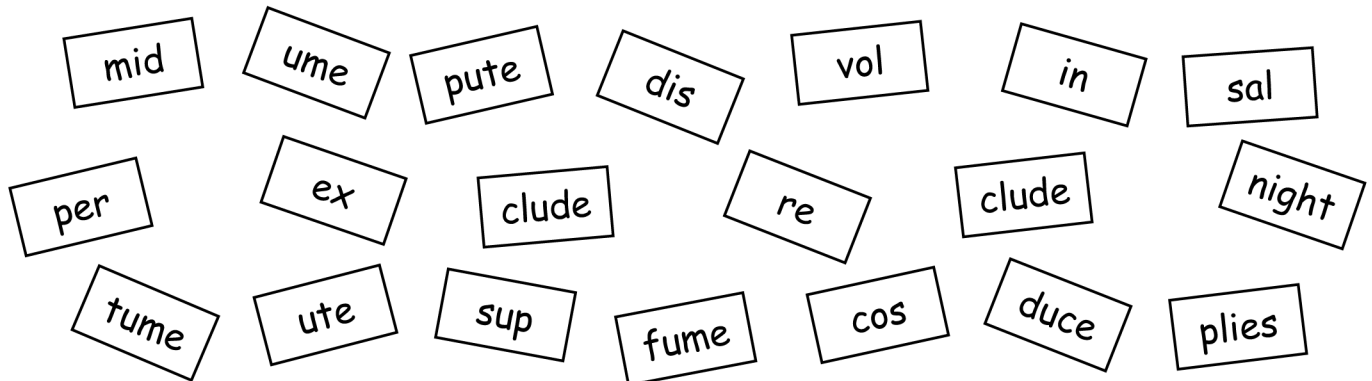
1 Use the clues to find the list words and write them in the blanks.

- (a) When Mother hung the wet clothes outside they _____ quickly.
- (b) Parents must _____ food, clothing and shelter for their children.
- (c) The teacher ordered some new art _____ for the class to use.
- (d) A book's title and author are printed on its _____.
- (e) The plane began to _____ when its engine stopped.
- (f) The train will arrive at 8:00 o'clock _____.
- (g) Allen always _____ to do his writing neatly.
- (h) Mother made a _____ for Billy to wear in the play.

2

Syllable Scramble

Ten of the list words have been broken into syllables, and then the syllables were mixed up. Fit the pieces together and write the complete words in the blanks below.



3

Root Words

Root words are basic word forms, to which prefixes and suffixes are added. For example the root word of **returning** is **turn**. Notice that the prefix **re** and the suffix **ing** are added to the root word **turn** to make a new word. Write the root words of the words listed below. **Example: runner - run**

- (a) supplies - _____
- (b) dried - _____
- (c) cries - _____



6

Lesson Six Review

List Words

trash	crayon	spray	subway	speeder
blister	delete	dreamer	beneath	field
brain	belief	thief	tonight	frighten
wheat	dried	strike	huge	include
provide	flute	supplies	stamp	between
mast	cramp	prank	fresh	cries
spend	bench	tremble	closet	complete
lobster	crisp	swing	golfer	skate
rung	hunch	blunder	invade	blend
whale	quail	against	layer	stumble

A

Review Lesson

Short a,e,i,o,u and **long a,e,i,u** words are reviewed in this lesson.

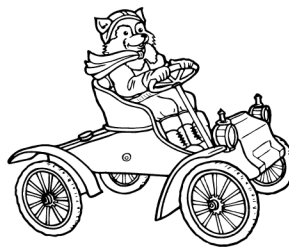
- 1 Make new words by changing the vowel in each list word below. Write the new words in the blanks provided.

(a) mast - _____

(b) rung - _____

(c) whale - _____

(d) bench - _____



(e) strike - _____

(f) swing - _____

(g) stamp - _____

(h) blend - _____

- 2 Find four list words for each of the following vowel sounds: long a, long e, long i. Write the words in the blanks and underline the letter combinations which make the long vowel sounds. For example: inflate, wheel, stay.

(a) long a - _____, _____, _____, _____

(b) long e - _____, _____, _____, _____

(c) long i - _____, _____, _____, _____



Consonant Blends

Consonant blends are letter combinations in which two or more consonants are put together to make almost one sound.

The "l" blends are: bl, cl, fl, gl, pl, sl.

The "r" blends are: br, cr, dr, fr, gr, pr, tr.

The "s" blends are: sc, sk, sm, sn, sp, st, sw, scr, str.

- 1 Replace the underlined blends in the list words below with ones from the list above, and write them in the blanks provided.

Example: grain - plain, brain, drain, train, stain

- (a) trash - _____, _____, _____, _____, _____
- (b) spray - _____, _____, _____, _____, _____
- (c) prank - _____, _____, _____, _____, _____
- (d) swing - _____, _____, _____, _____, _____
- (e) cries - _____, _____, _____, _____, _____

- 2 Choose words from the list that will make sense in the sentences below.

- (a) Mary said that the _____ was her favourite musical instrument.
- (b) We use flour made from _____ to make bread.
- (c) Hannah had a _____ on her foot because of her new shoes.
- (d) Fresh potato chips are always very _____.
- (e) Justin had a _____ that his answer would be correct.
- (f) The ball became stuck _____ the fence and the house.
- (g) Dinosaurs were _____ animals but their brains were very small.
- (h) Mary said that the _____ stopped running at midnight.

- 3 Place the following groups of words in alphabetical order.

- (a) spend, lobster, provide, cramp, delete.

_____, _____, _____, _____, _____

- (b) thief, tremble, belief, blunder, complete.

_____, _____, _____, _____, _____

- (c) invade, golfer, closet, include, skate.

_____, _____, _____, _____, _____

- (d) stumble, layer, fresh, brain, blister.

_____, _____, _____, _____, _____



Dictation Pages

Lesson #1

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____
21	_____
22	_____
23	_____
24	_____
25	_____

Score ____ /25

Lesson #2

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____
21	_____
22	_____
23	_____
24	_____
25	_____

Score ____ /25

Lesson #3

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____
21	_____
22	_____
23	_____
24	_____
25	_____

Score ____ /25



Dictation Pages

Lesson #4

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____
- 25 _____

Score ____ /25

Lesson #5

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____
- 25 _____

Score ____ /25



Dictation Pages

Lesson #6 Review

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____
21	_____
22	_____
23	_____
24	_____
25	_____

26	_____
27	_____
28	_____
29	_____
30	_____
31	_____
32	_____
33	_____
34	_____
35	_____
36	_____
37	_____
38	_____
39	_____
40	_____
41	_____
42	_____
43	_____
44	_____
45	_____
46	_____
47	_____
48	_____
49	_____
50	_____

Score ____ /50

