

# Building Spelling Skills

## Grade 1

This 30-unit book contains reproducible spelling lists and activities for teaching 198 spelling words.

Each unit contains:

- a list of spelling words (five in lists 1–14; eight in lists 15–30)
- one or two sentences for dictation
- four activity pages for practicing the spelling words

**Words on the spelling lists were selected from:**

- a list of the 200 most commonly used words in English
- words frequently misspelled by first-graders
- words with common phonetic elements
- words changed by adding endings

**Suggestions for spelling practice and spelling strategies are provided.**

**Forms are included for:**

- recordkeeping
- weekly testing
- creating teacher- or student-selected spelling lists



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# Building Spelling Skills



All children benefit by directed spelling instruction. This instruction may be a block of time set aside strictly for spelling instruction, or an integrated part of a whole language program.

Students need to be taught the following:

- how to spell words that are created using English phonemes, as well as common nonphonetic words
- strategies to help them spell difficult words
- that correct spelling increases their ability to communicate their ideas and feelings to others

Choose those lists or words that meet your students' needs. (The Table of Contents lists the skills covered in each unit.) Many first-graders may not be ready for formal spelling lessons until the middle of the school year.

# Spelling Unit Components



Each of the 30 spelling units contains the following components:



## **Word Lists** (pages 11–20)

Reproduce the spelling list twice for each student—one copy to use at school and one copy to take home along with the parent letter (see page 150).

Students use the list at school for “partner practice” (see page 7), independent practice, and to copy in individual spelling dictionaries (see page 8).

Name: \_\_\_\_\_  
My Spelling List  
an  
at  
and  
am  
a  
\_\_\_\_\_  
\_\_\_\_\_  
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## **Sentences for Dictation** (pages 21–23)

There are one or two dictation sentences for each spelling list. Space for sentence dictation is provided on the testing form (see page 146). Ask students to listen to the complete sentence as you read it. They then repeat it aloud. Give the sentence in phrases, repeating each phrase one time clearly. Have students repeat the phrase. Wait as students write the phrase.

When the whole sentence has been written, read it again, having students touch each word as you say it.



## **Activity Pages**

Four reproducible pages are provided for each unit: Read, Write, & Spell; Visual Memory; Word Meaning; and Word Study. These may be used as teacher-directed lessons, for partner practice, or as individual assignments.



## Read, Write, & Spell

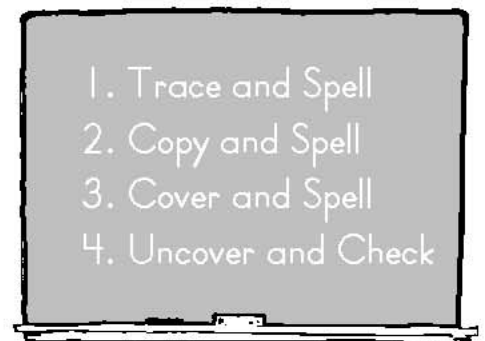
This page is used for the initial practice of each spelling word. The student spells one word at a time, following these steps:

- Step 1**—Trace the word and spell it aloud.  
(Some children will need guidance in learning how to do this softly.)
- Step 2**—Copy the word onto the first blank line and spell it again.
- Step 3**—Fold the paper along the fold line to cover the spelling words. (Only the last column should be seen.) Write the word from memory.
- Step 4**—Open the paper and check the spelling. (This is a very important step. Children need to learn to self-correct so misspellings are not being practiced.) Repeat the steps for each spelling word.

You may want to write the directions for activity 1 on a chart to post in the classroom.

Building Spelling Skills		
Name: _____		Spelling List
Trace	Write	Spell and Check
1. an	_____	_____
2. at	_____	_____
3. and	_____	_____
4. am	_____	_____
5. a	_____	_____
6. _____	_____	_____

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## Visual Memory and Other Skills

Configuration puzzles help students become aware of the shape and order of the letters in a word. This improves visual memory.

A variety of other skills are practiced on the bottom half of the page. These include editing for correct spelling, rhyming words, adding endings, and practicing phonetic elements.

Building Spelling Skills	
Name: _____	
Visual Memory	
Fill in the boxes.	
an at and am a	
1.	2.
3.	4.
5.	6.
Name: _____	
Find the Mistake	
Mark an X on the misspelled words.	
1. John am Mary are having fun.	
2. That is an fax.	
3. That is a ax.	
4. Look ate that cat.	

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## Word Meaning

Students complete this page to show an understanding of the meaning of the words. Some pages require filling in blanks; others ask students to answer questions.

Building Spelling Skills

Name: \_\_\_\_\_ Word Meaning

Write the missing word on the line.

- I \_\_\_\_\_ an \_\_\_\_\_ a \_\_\_\_\_ ead.
- Don \_\_\_\_\_ an \_\_\_\_\_ and. Don ran fast.
- She sat \_\_\_\_\_ at \_\_\_\_\_ a \_\_\_\_\_ and \_\_\_\_\_ the table.
- He has \_\_\_\_\_ an \_\_\_\_\_ a \_\_\_\_\_ at \_\_\_\_\_ cat.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

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## Word Study

The phonetic and word analysis skills on this page may be used as a direct-teaching lesson or as independent practice. Many of the pages involve sorting words by phonetic elements. Students cut out the word cards, read them, and then paste the cards in the correct column.

Building Spelling Skills

Name: \_\_\_\_\_ Word Study

Fill in the missing letter.

- \_\_\_\_\_ cat sat in a hat.
- That is \_\_\_\_\_ n oak tree.
- I have a cat \_\_\_\_\_ nd a dog.
- I \_\_\_\_\_ m six years old.
- Look \_\_\_\_\_ t that rat.

Name: \_\_\_\_\_ Rhyming Words

Match the words that rhyme.

an	cat
at	pan
and	Pam
am	sand

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## Additional Resources

### Testing Form

A reproducible testing form is included on page 146. It contains lines for the 8 spelling words, for one special word you may have assigned, for two dictation sentences, and two lines that may be used to give review words of your choice from preceding lists.

### Tracking Student Progress

Class and individual record forms are provided on pages 144 and 145.

### Create Your Own Activities

Use the blank forms (pages 147–149) to create spelling lists, configuration puzzles, and word sorts with words from units of study, special holiday words, or words containing a specific phonetic element or skill needing further practice. These forms may also be used to create student-selected spelling lists.

# More Ideas for Spelling Practice



## Practice with the Teacher

Give a pretest to see what types of errors are being made by students. Explain that this is a way to learn what needs to be practiced. It is not a “test” that will be graded in any way. Write each word on a chart or an overhead transparency and have students correct their own papers so they can see where they need practice. Use these errors as a guide for the development of minilessons on specific skills or phonemes.

## Practice with a Partner

Have students work in pairs to practice their spelling lists. One student says the word aloud, pronouncing it carefully. The other student writes the word. The “tester” then spells the word aloud as the writer checks to see if the word was spelled correctly. Any word missed is written correctly before continuing. After the list is completed, students change roles and repeat the activity.

## Extending the Use of Spelling Words

1. Have students use the words on their spelling lists in their own writings, both in isolated sentences and in stories and reports.
2. Have students find their spelling words in other places such as posters and charts in the classroom, in literature books, and in magazines or newspapers.
3. Encourage students to find other words that contain the same sound or pattern being studied in the spelling lesson.

## Create a Word-rich Room Environment

You can improve students’ spelling by filling your classroom with words. Provide opportunities for hearing language (talk, tell stories, read to them) and for seeing words (post banners, charts, lists of words, student writings; provide literature books, nonfiction books, magazines, etc.).

## Write! Write! Write!

Students’ writings serve two purposes. They give students a chance to use the language and spelling skills being learned. They provide the teacher with clues to the students’ understanding of sound/letter relationships, and can help identify which phonetic elements and special spellings need to be practiced.

You will begin to see fewer invented spellings as students transfer new phonetic and/or structural understandings from the spelling lessons into their writing experiences.





# Student Spelling Dictionaries



Self-made spelling dictionaries provide students with a reference for the spelling of words they frequently use in their writing.

## Materials

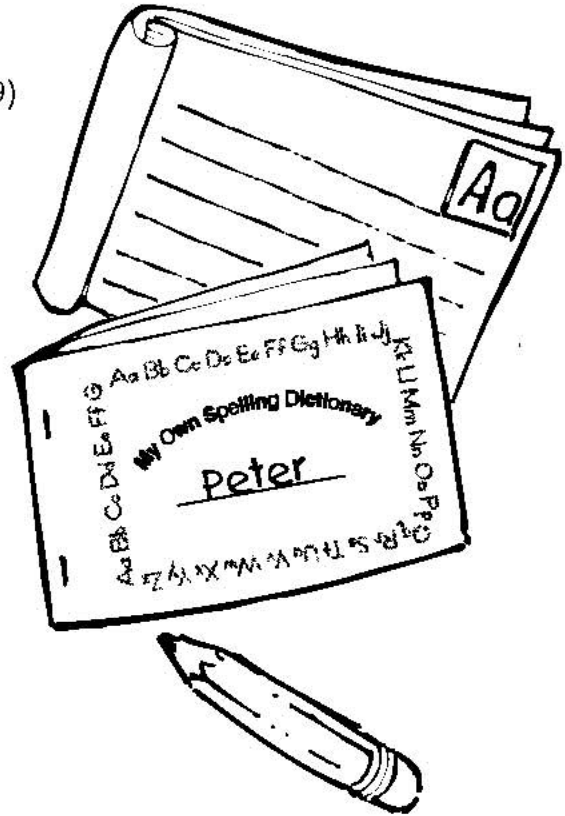
- copy of “My Own Spelling Dictionary” form (page 9)
- 26 sheets of lined paper—6" x 9" (15 x 23 cm)
- 2 sheets of construction paper or tagboard for cover—6" x 9" (15 x 23 cm)
- crayons or markers
- glue
- stapler
- masking tape

## Steps to Follow

1. Color and cut out the cover sheet form.  
Glue it to the front cover of the dictionary.
2. Staple the lined paper inside the cover.  
Place masking tape over the staples.
3. Guide students (or ask parent volunteers)  
to write a letter of the alphabet on each page.

## What to Include

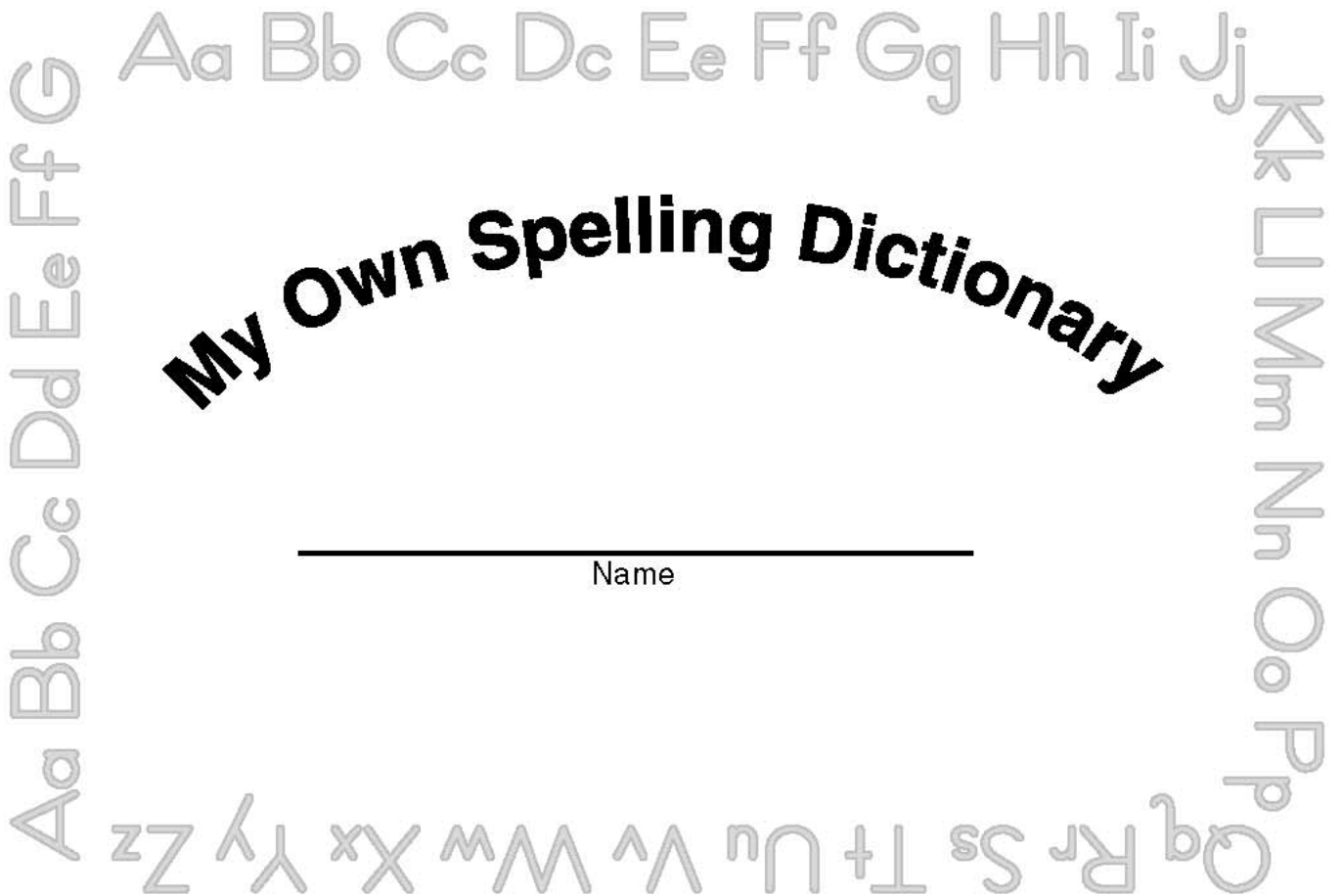
1. When students ask for the correct spelling of a special word, have them write it in their dictionary.
2. Include special words being learned as part of science or social studies units.
3. Include words for special holidays.
4. Include the common words students continue to misspell on tests and in daily written work.
5. Add color and number words if these are not on charts posted in the classroom.





**My Own Spelling Dictionary**

\_\_\_\_\_  
Name



**My Own Spelling Dictionary**

\_\_\_\_\_  
Name

# Spelling Strategies



Learning a few simple strategies can help students become better spellers. Teach the strategies one at a time using appropriate words from the spelling lists. List each strategy on a chart as it is introduced. Post the chart as a helpful reminder to students. Review the strategies frequently to help students internalize them.

<b>Say a word correctly.</b>	Don't leave out or mispronounce sounds. Write the sounds in the correct order.
<b>Think about what the word looks like.</b>	Think about how the spelling pattern looks. Write it, look at it, and decide if it looks correct.
<b>Look for small words in spelling words.</b>	spin— <i>pin, in</i> cupcake— <i>cup, cake</i>
<b>Use rhyming words to help spell a word.</b>	If you can spell <i>book</i> , you can spell <i>look</i> .
<b>Use rules for adding endings.</b>	Drop silent <i>e</i> before adding a suffix. Double the final consonant before adding a suffix.
<b>Think about what the word means.</b>	Some words sound the same, but have different meanings and are spelled in different ways. Match the spelling with its meaning.
<b>Use outside help.</b>	Use charts, banners, and lists around the classroom. Ask someone for help. Use a personal spelling dictionary.

Name: \_\_\_\_\_

1

## My Spelling List

an

at

and

am

a

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

2

in

is

it

big

did

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

3

can

pan

man

cat

sat

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

4

as  
had  
sit  
six  
ran

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

5

up  
us  
run  
fun  
to

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

6

pup  
bus  
but  
tub  
I

\_\_\_\_\_

special word

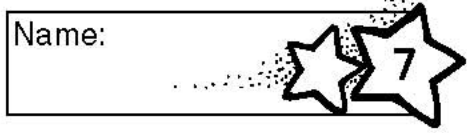
\_\_\_\_\_

special word

cut

cut

Name: \_\_\_\_\_



his  
dig  
pat  
sun  
put

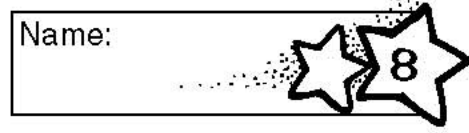
\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_



not  
on  
dog  
got  
the

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_



pet  
fed  
let  
get  
red

\_\_\_\_\_

special word

\_\_\_\_\_

special word

cut

cut

Name: \_\_\_\_\_

10

top  
stop  
men  
fix  
fox

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

11

ten  
hat  
hot  
sand  
hand

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

12

cats  
pigs  
beds  
bugs  
tops

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

13

hill  
bell  
fell  
ball  
fall

\_\_\_\_\_ special word

\_\_\_\_\_ special word

Name: \_\_\_\_\_

14

she  
ship  
shell  
dish  
wish

\_\_\_\_\_ special word

\_\_\_\_\_ special word

Name: \_\_\_\_\_

15

make  
came  
lake  
game  
shake  
ate  
tape  
come

\_\_\_\_\_ special word

\_\_\_\_\_ special word



Name: \_\_\_\_\_

16

five  
time  
like  
dime  
ride  
nine  
my  
by

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

17

gate  
rake  
name  
bake  
fine  
bike  
hide  
mine

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

18

we  
me  
he  
be  
see  
need  
tree  
sheep

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

19

go  
so  
no  
home  
note  
robe  
do  
you

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

20

late  
feet  
cone  
line  
snake  
gave  
jeep  
use

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

21

ropes  
bones  
kites  
bees  
cakes  
boxes  
foxes  
roses

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

22

went  
sent  
ant  
bend  
find  
mind  
kind  
want

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

23

fast  
last  
nest  
must  
most  
step  
stamp  
still

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

24

day  
may  
stay  
play  
away  
boat  
coat  
toad

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

25

all  
wall  
call  
will  
tell  
well  
small  
smell

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

26

cow  
now  
down  
town  
brown  
show  
row  
low

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

27

car  
far  
jar  
star  
start  
farm  
harm  
are

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

28

funny  
bunny  
puppy  
penny  
happy  
kitten  
mitten  
little

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

29

saw  
paw  
law  
lawn  
fawn  
then  
this  
what

\_\_\_\_\_

special word

\_\_\_\_\_

special word

Name: \_\_\_\_\_

30

book  
good  
look  
wood  
took  
take  
stood  
stand

\_\_\_\_\_

special word

\_\_\_\_\_

special word

# Sentences for Dictation



You will not want to begin written sentence dictation until your students are able to experience success with the task. Before that time, however, you might have students repeat the following sentence(s) orally and help as you write the sentence(s) on the chalkboard.

**List 1**

No sentence this week.

**List 2**

It is **big**.

**List 3**

A **cat sat** in a **pan**.

**List 4**

**Six** cats and a man **ran**.

**List 5**

Is it **fun** to **run**?

**List 6**

I have a **pup** on the **bus**.

**List 7**

Is that **his cat** in the **sun**?

**List 8**

The **dog got** on the bus.

**List 9**

Let my **pet get fed**.

**List 10**

Did the **men stop** the **top**?

**List 11**

I put my **hand** in the **hot sand**.

**List 12**

The **cats** and **pigs** are in their **beds**.

**List 13**

The **ball** fell down the **hill**.

**List 14**

She saw a **shell** in the **dish**.

**List 15**

Come play the **game** by the **lake**.

**List 16**

I can **ride nine times** for a **dime**.  
My **five** cats are **by** the door.

**List 17**

That **bike** by the **gate** is **mine**.  
I will **bake** a **cake**.

**List 18**

He can **see** the **sheep** by the **tree**.  
We **need** to **be** at the game.

**List 19**

The **note** said to **go home**.  
Do you have a **robe**?

**List 20**

I **gave** my **snake** a **late** lunch.  
I can **use** my **feet** to make a **line**.

**List 21**

The **bees** were in the **boxes** of **roses**.  
The **foxes** ate **bones**.

**List 22**

The **ant** went to **find** food.  
I **want** to be **kind**.

**List 23**

Did **most** of the birds fly **fast** to the **nest**?  
This **must** be the **last stamp**.

**List 24**

**May** I **play** with the **boat**?  
Wear a **coat** when the **day** is cold.

**List 25**

Can you **smell** the **small** skunk by the **wall**?  
**All** of us **will call** down the **well**.

**List 26**

Will you take the **brown cow** to **town**?  
**Now show** me how to **row**.

**List 27**

**Are** you driving the car **far**?  
At our **farm** we put a **star** on each **jar** of jam.

**List 28**

The **funny bunny** jumped over the **puppy**.  
The **happy little kitten** had a white **mitten**.

**List 29**

I **saw** a **paw** print on the **lawn**.  
Did the **fawn** run and **then** stop?

**List 30**

**Take a look** at this **good book**.  
I **took** some **wood** to make a **stand**.





# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. an

2. at

3. and

4. am

5. a

6. \_\_\_\_\_  
special word

*fold*

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

# Building Spelling Skills

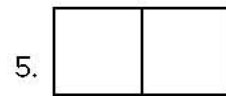
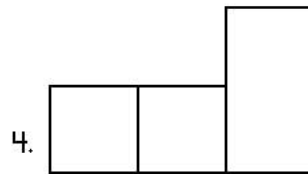
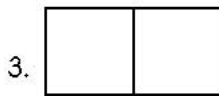
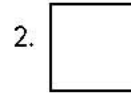
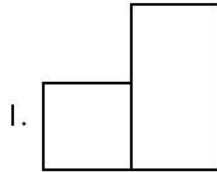
Name: \_\_\_\_\_

## Visual Memory



Fill in the boxes.

an at and am a



Name: \_\_\_\_\_

## Find the Mistake



Mark an X on the misspelled words.

1. John am Mary are having fun.

2. That is an fox.

3. That is a ox.

4. Look ate that cat.



# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Write the missing word on the line.

1. I \_\_\_\_\_ sad.  
an          am          a

2. Don \_\_\_\_\_ Dan ran fast.  
am          an          and

3. She sat \_\_\_\_\_ the table.  
at          a          and

4. He has \_\_\_\_\_ cat.  
an          a          at



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Fill in the missing letter.

1. \_\_\_\_\_ cat sat in a hat.
2. That is \_\_\_\_\_n oak tree.
3. I have a cat \_\_\_\_\_nd a dog.
4. I \_\_\_\_\_m six years old.
5. Look \_\_\_\_\_t that rat.



Name: \_\_\_\_\_

## Rhyming Words



Match the words that rhyme.

an

cat

at

pan

and

Pam

am

sand



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. in

2. is

3. it

4. big

5. did

6. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

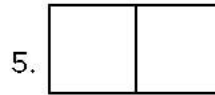
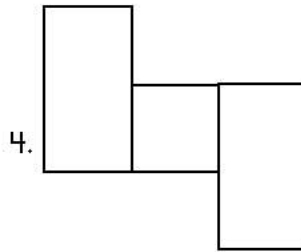
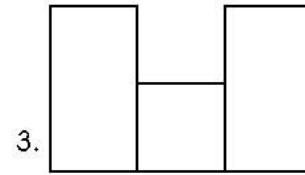
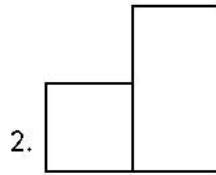
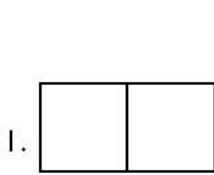
Name: \_\_\_\_\_

## Visual Memory

2

Fill in the boxes.

in is it big did



Name: \_\_\_\_\_

## Find the Correct Word

2

Circle the word that is spelled correctly.

1. ni

in

2. is

si

3. it

ti

4. gib

big

5. idd

did



# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Fill in the missing word.

in      is      it      big      did

1. What \_\_\_\_\_ she say?
2. Put your toys \_\_\_\_\_ the box.
3. That \_\_\_\_\_ a fun game.
4. I have a \_\_\_\_\_ dog.
5. Is \_\_\_\_\_ the color blue?



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Fill in the missing letter.

1. D\_\_\_\_\_d you have fun?

2. Is that b\_\_\_\_\_g?

3. Is \_\_\_\_\_t big?

4. \_\_\_\_\_s it \_\_\_\_\_n the box?



Name: \_\_\_\_\_

## Find the Hidden Words



Make a circle around each spelling word.

in

is

it

big

did

in is it big did

did big it is in

it is did in big



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. can

2. pan

3. man

4. cat

5. sat

6. \_\_\_\_\_  
special word

fold

# Building Spelling Skills

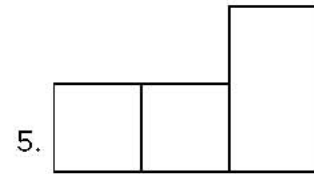
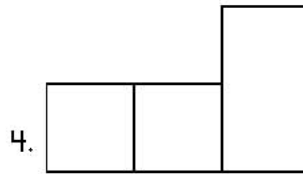
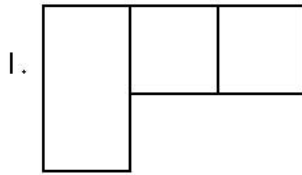
Name: \_\_\_\_\_

## Visual Memory

3

Fill in the boxes.

can    pan    man    cat    sat



Name: \_\_\_\_\_

## Spell Correctly

3

Unscramble the letters. Write the spelling words.

anp \_\_\_\_\_

tac \_\_\_\_\_

anm \_\_\_\_\_

tas \_\_\_\_\_

anc \_\_\_\_\_

sat    man    cat    can    pan

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Write the missing word on the line.

1. The \_\_\_\_\_ drove the bus.  
pan man cat

2. I \_\_\_\_\_ tie my own shoes.  
can pan man

3. I \_\_\_\_\_ by my best friend.  
pan cat sat

4. Stan has a cooking \_\_\_\_\_.  
sat can pan

5. My pet \_\_\_\_\_ is fat.  
sat cat can



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Cut out the word cards.

Read the words.

Paste them in the correct boxes.

Words that rhyme with <i>ran</i>	Words that rhyme with <i>rat</i>

cat	pan	man	sat
can	pat	mat	tan

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. as

2. had

3. sit

4. six

5. ran

6. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

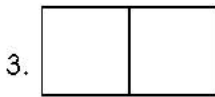
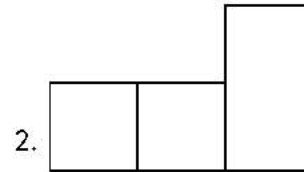
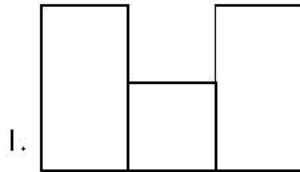
Name: \_\_\_\_\_

## Visual Memory

4

Fill in the boxes.

as    had    sit    six    ran



Name: \_\_\_\_\_

## Find the Mistake

4

Mark an X on the misspelled words.

1. os

as

2. ran

rin

3. had

hed

4. sut

sit

5. six

cix



# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Fill in the missing word.

as      had      sit      six      ran

1. My cat likes to \_\_\_\_\_ in that chair.
2. I have \_\_\_\_\_ cats.
3. I \_\_\_\_\_ five dogs.
4. Dogs are not \_\_\_\_\_ good as cats.
5. All my dogs \_\_\_\_\_ away.



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

4

Write the letters *an* to make new words.

b \_\_\_\_\_

p \_\_\_\_\_

f \_\_\_\_\_

m \_\_\_\_\_

r \_\_\_\_\_

t \_\_\_\_\_

c \_\_\_\_\_

v \_\_\_\_\_

D \_\_\_\_\_

Use your spelling list. Fill in the missing letter.

s \_\_\_\_\_ t

r \_\_\_\_\_ n

ha \_\_\_\_\_

a \_\_\_\_\_

s \_\_\_\_\_ x





# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. up

2. us

3. run

4. fun

5. to

6. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

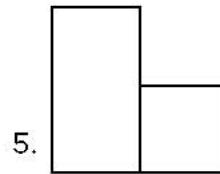
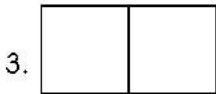
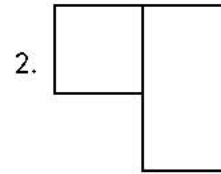
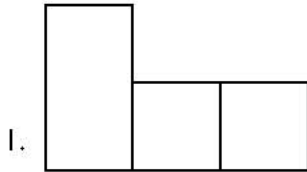
Name: \_\_\_\_\_

## Visual Memory

5

Fill in the boxes.

up us run fun to



Name: \_\_\_\_\_

## Rhyming Words

5

Match the words that rhyme.

up

pup

us

fun

run

bus

to

do



# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Write the missing word on the line.

1. I like \_\_\_\_\_ eat candy.  
us to fun

2. Are you having \_\_\_\_\_?  
fun run to

3. Look \_\_\_\_\_ at the sky.  
us up run

4. Do not let the water \_\_\_\_\_ so long.  
fun to run

5. Will you play with \_\_\_\_\_?  
up to us



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Building Spelling Skills

Name: \_\_\_\_\_

### Find the Hidden Words



Draw a circle around each spelling word.

up us run fun to

torunupusfun

funruntoupus

tousfunuprun

Name: \_\_\_\_\_

### Find the Correct Word



Circle the words that are spelled correctly.

1. fun

fwn

2. yp

up

3. rwn

run

4. us

ys

5. to

tw

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. pup

2. bus

3. but

4. tub

5. I

6. \_\_\_\_\_  
special word

fold

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

# Building Spelling Skills

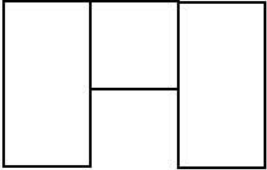
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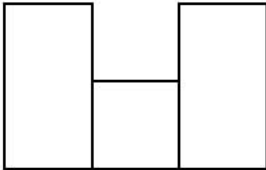
## Visual Memory


6

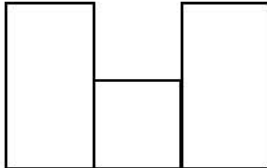
Fill in the boxes.

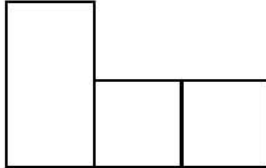
pup bus but tub I

1. 

2. 

3. 

4. 

5. 

Name: \_\_\_\_\_

## Spell Correctly

6

Unscramble the letters. Write the spelling words.

ppu \_\_\_\_\_    bsu \_\_\_\_\_    btu \_\_\_\_\_

tbu \_\_\_\_\_    upp \_\_\_\_\_    ubu \_\_\_\_\_

pup bus but tub

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Fill in the missing word.

pup bus but tub I

1. Give the food to the \_\_\_\_\_.
2. The \_\_\_\_\_ stops here.
3. Wash up in the \_\_\_\_\_.
4. \_\_\_\_\_ want to play.
5. I like red, \_\_\_\_\_ not blue.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>u</i> in <i>up</i>	the sound of <i>a</i> in <i>and</i>

pup	can	run	pan
man	tub	but	had
cat	sat	us	fun



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. his

2. dig

3. pat

4. sun

5. put

6. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

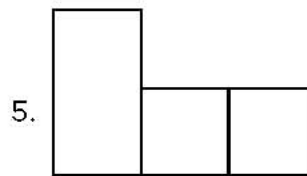
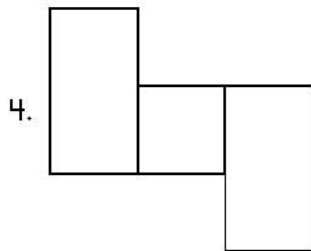
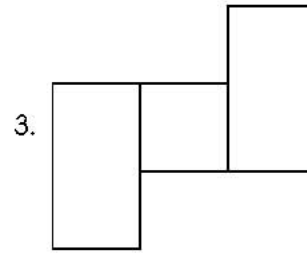
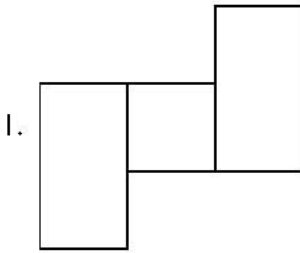
Name: \_\_\_\_\_

## Visual Memory

7

Fill in the boxes.

his dig pat sun put



Name: \_\_\_\_\_

## Find the Mistake

7

Mark an X on the misspelled words. Write the words correctly on the lines.

1. That is hes book.

\_\_\_\_\_

2. I can dug a hole.

\_\_\_\_\_

3. Please putt the book down.

\_\_\_\_\_

4. The syn is hot.

\_\_\_\_\_

5. You may pt the cat.

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Write the missing word on the line.

1. That is \_\_\_\_\_ dog.  
dig his pat

2. The \_\_\_\_\_ is hot today.  
put his sun

3. I like to \_\_\_\_\_ the dog.  
pat put his

4. Did you \_\_\_\_\_ that hole?  
his put dig

5. Please \_\_\_\_\_ the ball away.  
pat put sun



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>a</i> in <i>as</i>	the sound of <i>i</i> in <i>is</i>	the sound of <i>u</i> in <i>up</i>

dig	sun	pat	his
but	sit	and	bus
run	cat	man	it
us	did	am	

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. not

2. on

3. dog

4. got

5. the

6. \_\_\_\_\_  
special word

*fold*

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

# Building Spelling Skills

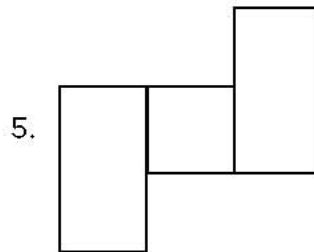
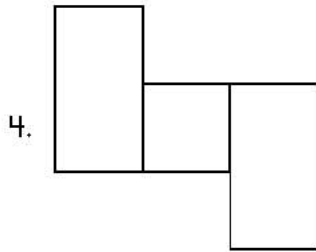
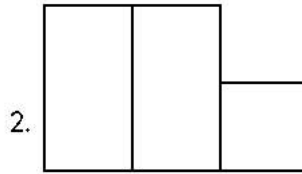
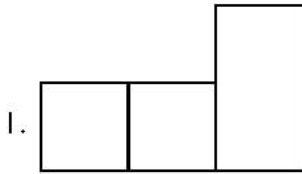
Name: \_\_\_\_\_

## Visual Memory

8

Fill in the boxes.

not on dog got the



Name: \_\_\_\_\_

## Find the Mistake

8

Mark an X on the words that are misspelled. Write the words correctly on the lines.

1. I like to run with my dug.

\_\_\_\_\_

2. Tha cat is playing.

\_\_\_\_\_

3. Please get no the bus.

\_\_\_\_\_

4. I gat a ball.

\_\_\_\_\_

5. That is nat my cat.

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Fill in the missing word.

not    on    dog    got    the

1. A cat sat on \_\_\_\_\_ hat.

2. Do \_\_\_\_\_ play with the dog.

3. My pet is a \_\_\_\_\_.

4. I \_\_\_\_\_ a puppy.

5. The cat sleeps \_\_\_\_\_ my bed.



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Building Spelling Skills

Name: \_\_\_\_\_

### Find the Hidden Words

8

Draw a circle around each spelling word.

not on dog got the

thenotondoggot

notondogthegot

notthegotdogon

Name: \_\_\_\_\_

### Find the Correct Word

8

Circle the words that are spelled correctly.

1. onn on

4. got gat

2. tha the

5. nawt not

3. dog dwg



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. pet

2. fed

3. let

4. get

5. red

6. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

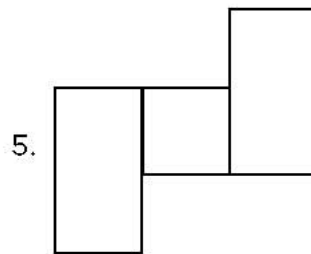
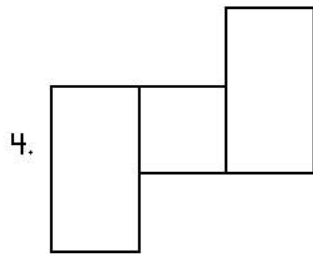
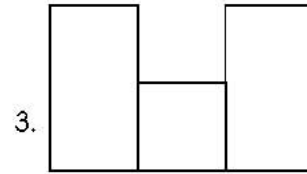
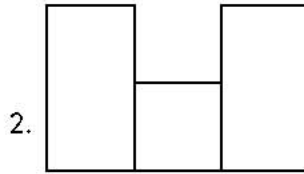
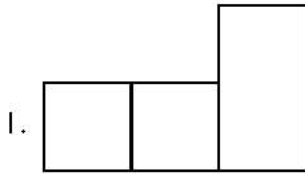
Name: \_\_\_\_\_

## Visual Memory

9

Fill in the boxes.

pet fed let get red



Name: \_\_\_\_\_

## Spell Correctly

9

Unscramble the letters. Write the spelling words.

pet fed let get red

def \_\_\_\_\_

tel \_\_\_\_\_

teg \_\_\_\_\_

der \_\_\_\_\_

tep \_\_\_\_\_

etp \_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Write the missing word on the line.

1. The dog is the color \_\_\_\_\_.  
fed    pet    red

2. Please \_\_\_\_\_ me have a cat.  
let    pet    get

3. You may \_\_\_\_\_ my dog.  
red    let    pet

4. I \_\_\_\_\_ my pet.  
fed    red    let

5. I will \_\_\_\_\_ my cat.  
let    get    fed



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Add letters to make a new word.

g j l m n p s w

\_\_\_\_\_et

\_\_\_\_\_et

\_\_\_\_\_et

\_\_\_\_\_et

\_\_\_\_\_et

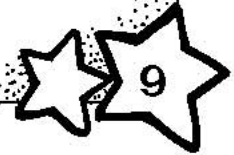
\_\_\_\_\_et

\_\_\_\_\_et

\_\_\_\_\_et

Name: \_\_\_\_\_

## Find the Correct Word



Circle the words that are spelled correctly.

1. fet

pet

2. fed

ped

3. ged

red

4. get

git

5. let

det



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. top

2. stop

3. men

4. fix

5. fox

6. \_\_\_\_\_  
special word

*fold*

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

# Building Spelling Skills

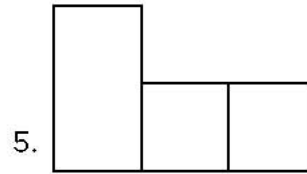
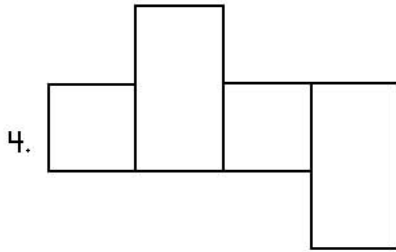
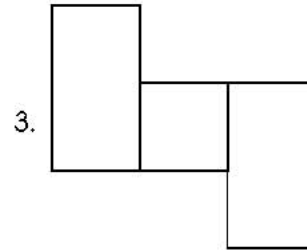
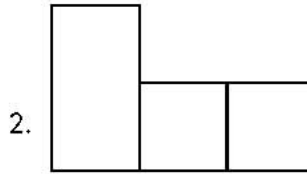
Name: \_\_\_\_\_

## Visual Memory

10

Fill in the boxes.

top stop men fix fox



Name: \_\_\_\_\_

## Find the Mistake

10

Circle the words that are misspelled. Write the words correctly on the lines.

1. Please stap the car.

\_\_\_\_\_

2. The man are running fast.

\_\_\_\_\_

3. Can you fex your toy?

\_\_\_\_\_

4. The foxs is in a box.

\_\_\_\_\_

5. The fox is on tap of the box.

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

10

Write the missing word on the line.

1. The \_\_\_\_\_ got on the bus.  
fix      men      top

2. Please \_\_\_\_\_ the toy.  
fox      fix      top

3. Do not \_\_\_\_\_ running!  
stop      top      fix

4. Did you see the \_\_\_\_\_?  
fix      stop      fox

5. Put the toy on \_\_\_\_\_ of the box.  
stop      top      fix

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Use the letters to make a new word.

h m p t

\_\_\_\_op \_\_\_\_op \_\_\_\_op \_\_\_\_op

B d h m p t

\_\_\_\_en \_\_\_\_en \_\_\_\_en

\_\_\_\_en \_\_\_\_en \_\_\_\_en

Name: \_\_\_\_\_

## Find the Hidden Words



Draw a circle around each spelling word.

top stop men fix fox

menfixfoxstoptop  
stoptopfixfoxmen  
foxstoptopfixmen



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. ten

2. hat

3. hot

4. sand

5. hand

6. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

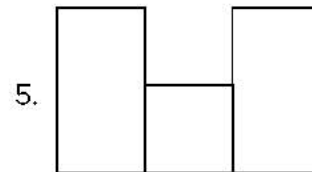
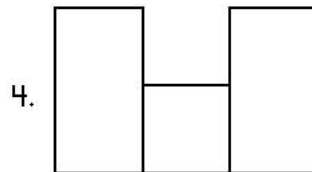
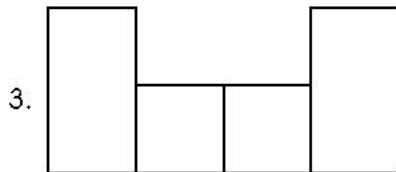
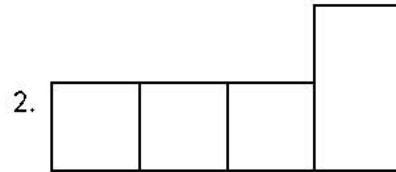
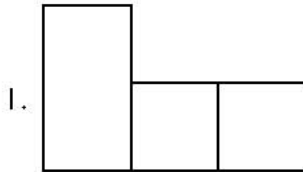
Name: \_\_\_\_\_

## Visual Memory

11

Fill in the boxes.

ten hat hot sand hand



Name: \_\_\_\_\_

## Find the Mistake

11

Mark an X on the misspelled words.

1. sond

sand

2. hand

hond

3. hot

het

4. hat

hyt

5. tenn

ten

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Fill in the missing word.

ten   hat   hot   sand   hand

1. He put a \_\_\_\_\_ on his head.

2. The water was \_\_\_\_\_.

3. She had a dime in her \_\_\_\_\_.

4. She had \_\_\_\_\_ pennies in her pocket.

5. He had \_\_\_\_\_ in his pail.



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Cut out the word cards.

Read the words.

Paste the words that rhyme in the correct box.

<i>hen</i>	<i>pat</i>	<i>pot</i>	<i>band</i>

hat	ten	and	hot
sat	not	pen	got
sand	at	hand	cat

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. cats

2. pigs

3. beds

4. bugs

5. tops

6. \_\_\_\_\_  
special word

*fold*

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

# Building Spelling Skills

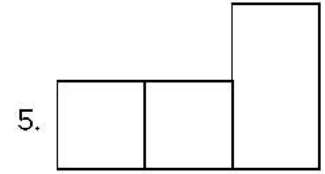
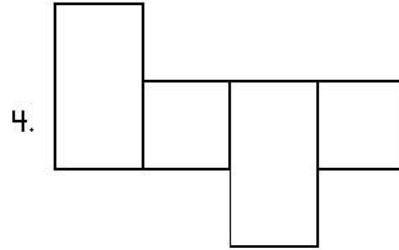
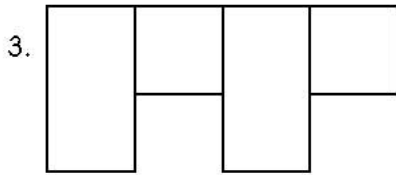
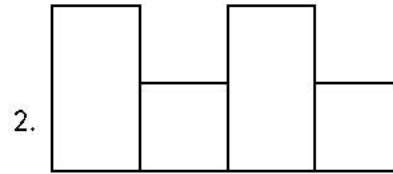
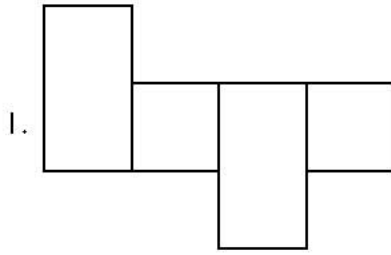
Name: \_\_\_\_\_

## Visual Memory

12

Fill in the boxes.

cat pigs beds bugs tops



Name: \_\_\_\_\_

## Using Plurals

12

Circle the correct sentence.

1. The cat was fed.

The cats was fed.

2. The pigs were fed.

The pig were fed.

3. The bed were made.

The beds were made.

4. The bug was eating.

The bugs was eating.

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

12

Write the missing word on the line.

1. I have six \_\_\_\_\_.  
cat          cats

2. The \_\_\_\_\_ is in the pen.  
pig          pigs

3. Is your \_\_\_\_\_ made?  
bed          beds

4. There were ten \_\_\_\_\_ on the flower.  
bug          bugs

5. That is my \_\_\_\_\_.  
top          tops



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Find the Correct Words



Circle the words that are spelled correctly.

tops

uss

pigs

hads

beds

feds

cats

thes

bugs

ons

pig

fixs

tops

nots

bug

Name: \_\_\_\_\_

## Find the Hidden Words



Draw a circle around each spelling word.

cats pigs beds bugs tops

topsbedscatspigsbugs

topsbugscatsbedspigs

topscatsbugspigsbeds



# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. hill

2. bell

3. fell

4. ball

5. fall

6. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

Name: \_\_\_\_\_

## Visual Memory

13

Fill in the boxes.

hill bell fell ball fall

1. 

	a		
--	---	--	--

2. 

	e		
--	---	--	--

3. 

	i		
--	---	--	--

4. 

	e		
--	---	--	--

5. 

	a		
--	---	--	--

Name: \_\_\_\_\_

## Spell Correctly

13

Unscramble the letters. Write the spelling words.

lihl \_\_\_\_\_ lleb \_\_\_\_\_ fle \_\_\_\_\_

labl \_\_\_\_\_ alf \_\_\_\_\_ illh \_\_\_\_\_

elbl \_\_\_\_\_ elfl \_\_\_\_\_ abl \_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

13

Fill in the missing word.

hill    bell    fell    ball    fall

1. Did you hear the \_\_\_\_\_ ring?

2. I went up the \_\_\_\_\_.

3. Yesterday I \_\_\_\_\_ down the hill.

4. I do not like to \_\_\_\_\_ down the hill.

5. Please kick the \_\_\_\_\_ to me.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

13

Write a vowel in the space to make a word.

a e i

b \_ \_ ll

b \_ \_ ll

f \_ \_ ll

f \_ \_ ll

h \_ \_ ll

h \_ \_ ll

t \_ \_ ll

t \_ \_ ll

Name: \_\_\_\_\_

## Word Meaning

13

Write the missing words on the lines.

1. The \_\_\_\_\_ rolled down the \_\_\_\_\_.  
fell ball fall hill

2. I will \_\_\_\_\_ if you push me.  
bell fell fall

3. The \_\_\_\_\_ \_\_\_\_\_ out of my hand.  
hill bell fall fell

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. she

2. ship

3. shell

4. dish

5. wish

6. \_\_\_\_\_  
special word

*fold*

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

# Building Spelling Skills

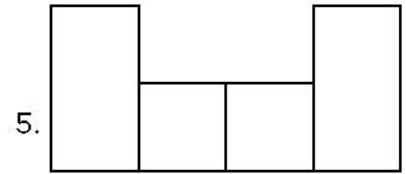
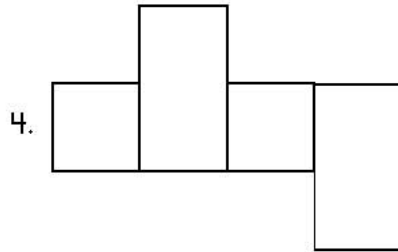
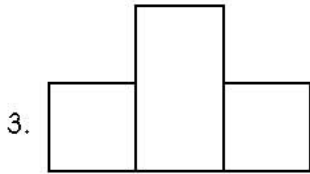
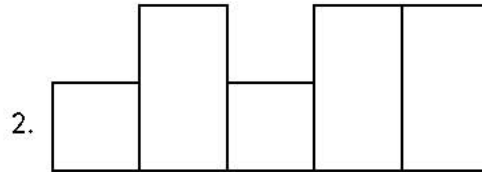
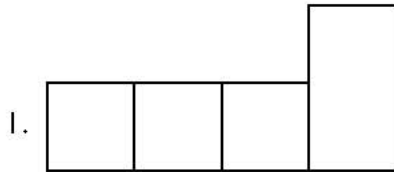
Name: \_\_\_\_\_

## Visual Memory

14

Fill in the boxes.

she ship shell dish wish



Name: \_\_\_\_\_

## Find the Hidden Words

14

Draw a circle around each spelling word.

shipsh

shwish

shesh

shellsh

shdish



# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

14

Write the missing word on the line.

1. Put the \_\_\_\_\_ on the table.  
ship dish wish

2. This \_\_\_\_\_ is from the ocean.  
wish she shell

3. \_\_\_\_\_ was going to the store.  
She Ship Shell

4. I \_\_\_\_\_ for a pet dog.  
shell wish ship

5. Were you on that \_\_\_\_\_?  
shell dish ship

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

14

Add a letter to make a new word.

b c d f s w

ship \_\_\_\_\_ip \_\_\_\_\_ip

dish \_\_\_\_\_ish \_\_\_\_\_ish

shell \_\_\_\_\_ell \_\_\_\_\_ell \_\_\_\_\_ell

Write the spelling words that rhyme.

ship shell dish wish

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

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

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





Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. make

2. came

3. lake

4. game

5. shake

6. ate

7. tape

8. come

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

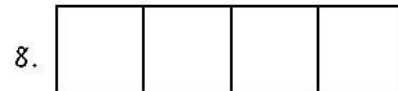
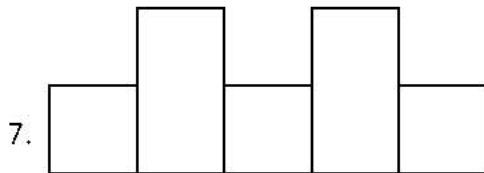
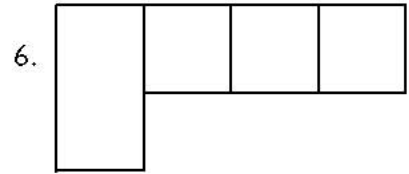
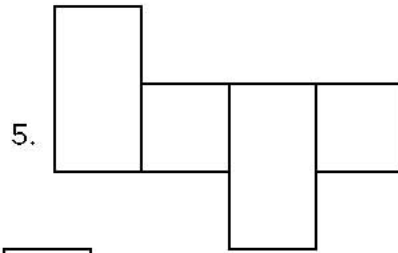
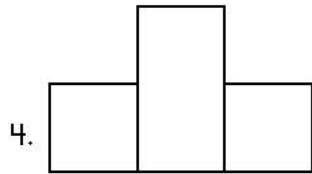
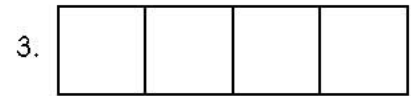
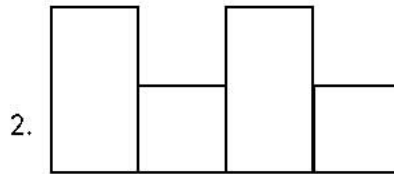
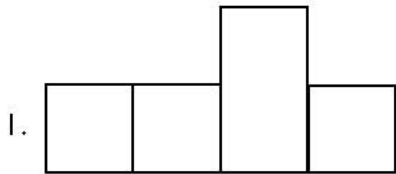
Name: \_\_\_\_\_

## Visual Memory

15

Fill in the boxes.

make came lake game shake ate tape come



Name: \_\_\_\_\_

## Find the Mistake

15

Mark an X on the misspelled words.

1. mak      make

5. came      kame

2. lake      lak

6. game      gaem

3. shake      shak

7. aet      ate

4. come      com

8. tayp      tape

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

15



Write the missing words on the lines.

1. Please \_\_\_\_\_ my hand.  
shake    lake    come

2. I have a \_\_\_\_\_ of that music.  
lake    tape    make



3. Will you \_\_\_\_\_ with me?  
come    came    make

4. I \_\_\_\_\_ the cake by the \_\_\_\_\_.  
tape    ate    lake    came

5. Did you \_\_\_\_\_ that \_\_\_\_\_?  
make    came    game    come

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>a</i> in <i>ate</i>	the sound of <i>a</i> in <i>hat</i>

sand	make	had	came
game	hand	lake	shake
ran	ate	tape	pat

Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. five

2. time

3. like

4. dime

5. ride

6. nine

7. my

8. by

9. \_\_\_\_\_  
special word

*fold*


# Building Spelling Skills

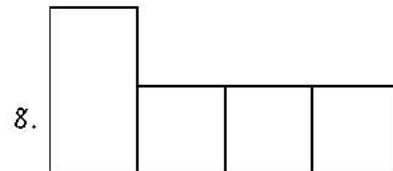
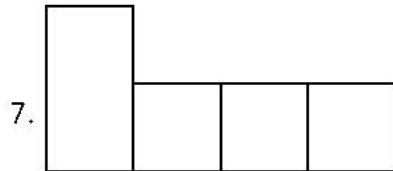
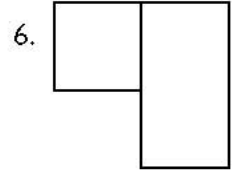
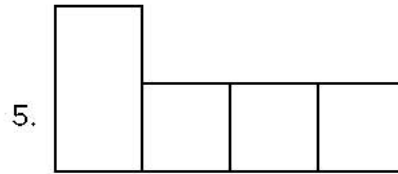
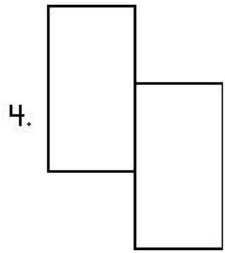
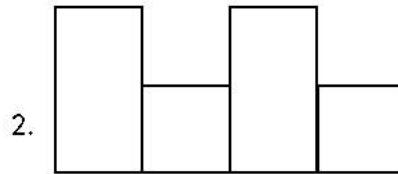
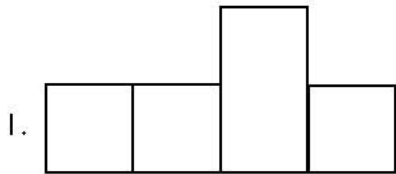
Name: \_\_\_\_\_

## Visual Memory

16

Fill in the boxes.

five time like dime ride nine my by



Name: \_\_\_\_\_

## Find the Mistake

16

Mark an X on the misspelled words.

- 1. five      fif
- 2. lik      like
- 3. ride      ryde
- 4. mi      my

- 5. tyme      time
- 6. dyme      dime
- 7. nine      nyne
- 8. bi      by

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

16

Write the missing words on the lines.

1. One penny plus \_\_\_\_\_ more pennies equals a \_\_\_\_\_.  
time dime nine like

2. I need a \_\_\_\_\_ home.  
my nine dime ride

3. The \_\_\_\_\_ is \_\_\_\_\_ p.m.  
by five time like

4. I \_\_\_\_\_ to run \_\_\_\_\_ the lake.  
by like dime five

5. You may pet \_\_\_\_\_ dog.  
like my by nine

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

16

Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>i</i> in <i>dive</i>	the sound of <i>i</i> in <i>is</i>

it	dime	pig	like
big	did	nine	five
ride	sit	six	time
by	his	dig	fix



Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. gate

2. rake

3. name

4. bake

5. fine

6. bike

7. hide

8. mine

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

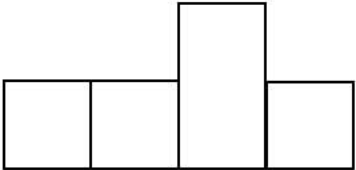
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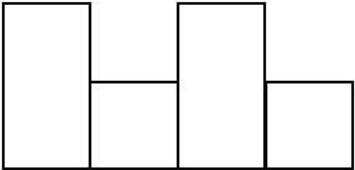
## Visual Memory

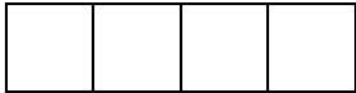
17

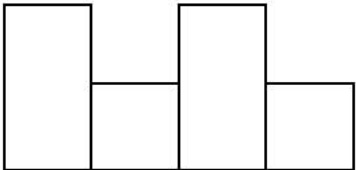
Fill in the boxes.

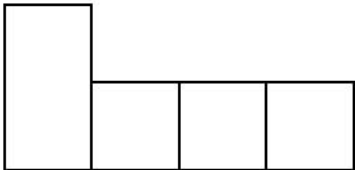
gate rake name bake fine bike hide mine

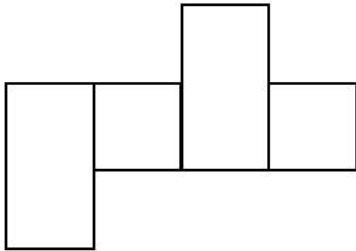
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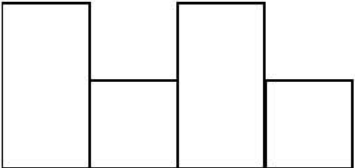
2. 


3. 

4. 

5. 

6. 

7. 

8. 

Name: \_\_\_\_\_

## Final Sounds

17

Add ending letters to make spelling words.

te ke me ne

1. ra\_\_\_\_\_ 3. ga\_\_\_\_\_ 5. mi\_\_\_\_\_ 7. na\_\_\_\_\_

2. fi\_\_\_\_\_ 4. ba\_\_\_\_\_ 6. bi\_\_\_\_\_ 8. hi\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning



Fill in the missing words.

gate rake name bake fine bike hide mine

1. I can ride my \_\_\_\_\_.
2. I \_\_\_\_\_ the leaves.
3. Please open the \_\_\_\_\_.
4. I like to \_\_\_\_\_ from my friends.
5. Please \_\_\_\_\_ a cake that is all \_\_\_\_\_.
6. My \_\_\_\_\_ is Ted and that is \_\_\_\_\_ with me.



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>a</i> in <i>rate</i>	the sound of <i>a</i> in <i>as</i>

bake	can	name	pan
rake	gate	man	cat
make	came	sand	hand
lake	pat	hat	game

Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. we

2. me

3. he

4. be

5. see

6. need

7. tree

8. sheep

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

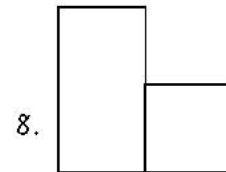
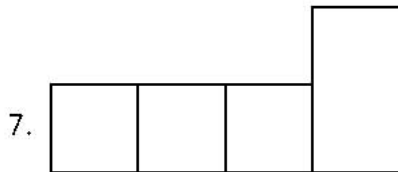
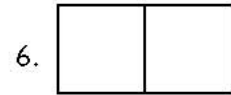
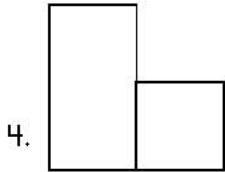
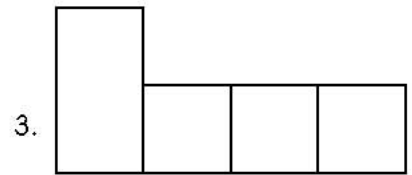
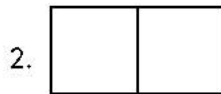
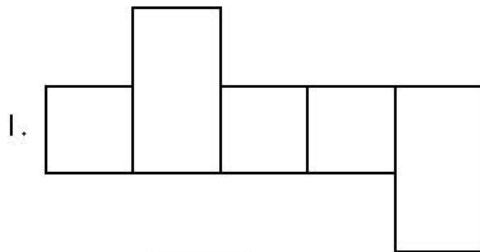
Name: \_\_\_\_\_

## Visual Memory

18

Fill in the boxes.

we me he be see need tree sheep



Name: \_\_\_\_\_

## Word Study

18

What is missing—*e* or *ee*?

sh\_\_\_\_\_p

b\_\_\_\_\_

w\_\_\_\_\_

tr\_\_\_\_\_

s\_\_\_\_\_

h\_\_\_\_\_

m\_\_\_\_\_

n\_\_\_\_\_d

1. W\_\_\_\_\_ s\_\_\_\_\_ the sh\_\_\_\_\_p.

2. H\_\_\_\_\_ is up in the tr\_\_\_\_\_.

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

18

Write the missing words on the lines.

1. I will \_\_\_\_\_ careful around the \_\_\_\_\_.  
be he we bee

2. I \_\_\_\_\_ to feed the \_\_\_\_\_.  
need we sheep be

3. Will you go with \_\_\_\_\_ to climb that \_\_\_\_\_?  
me be see tree

4. What will \_\_\_\_\_ do now?  
see need we me

5. Did \_\_\_\_\_ get stung by the bee?  
be he me tree

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

18

Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>e</i> in <i>be</i>	the sound of <i>e</i> in <i>pet</i>

fed	we	me	red
he	be	tree	ten
see	get	let	men
need	free	sheep	bed



Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. go

2. so

3. no

4. home

5. note

6. robe

7. do

8. you

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

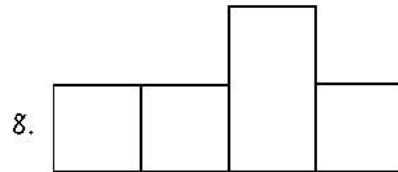
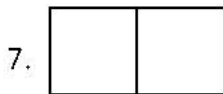
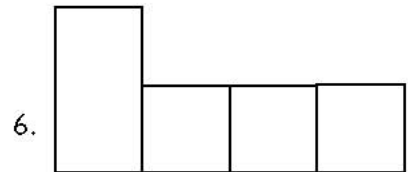
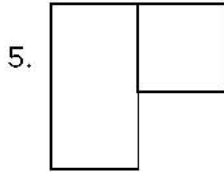
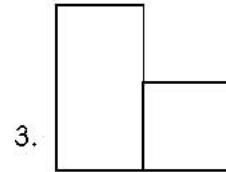
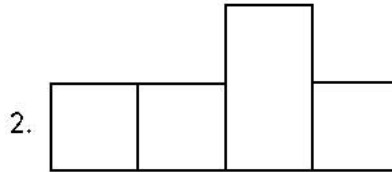
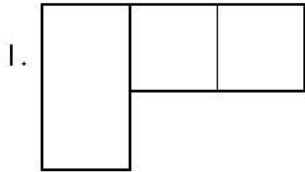
Name: \_\_\_\_\_

## Visual Memory

19

Fill in the boxes.

go so no home note robe do you



Name: \_\_\_\_\_

## Find the Correct Word

19

Circle the words that are spelled correctly.

1. yow you euw

5. home howm hom

2. do duw doo

6. nw noo no

3. roob roub robe

7. sw su so

4. noot note nowt

8. go gw gow

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

19

Write the missing words on the lines.

1. What game \_\_\_\_\_ you want to play?  
note      no      do      so

2. I want to \_\_\_\_\_.  
go      note      robe      home

3. Did \_\_\_\_\_ write a \_\_\_\_\_?  
note      you      home      so

4. I wear a \_\_\_\_\_ in the morning.  
go      so      do      robe

5. I stopped running \_\_\_\_\_ you could catch up.  
go      do      no      so

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

19

Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>o</i> in <i>no</i>	the sound of <i>o</i> in <i>hot</i>

not	dog	go	so
no	home	on	top
hop	note	robe	stop
fox	mop	row	pot

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. late

2. feet

3. cone

4. line

5. snake

6. gave

7. jeep

8. use

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

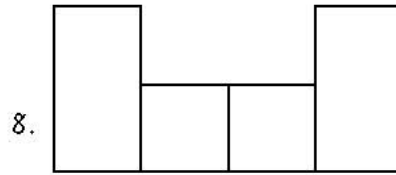
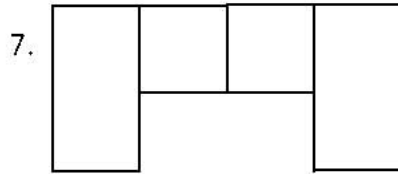
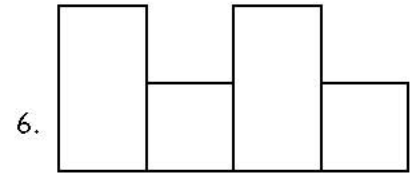
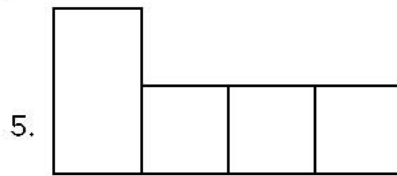
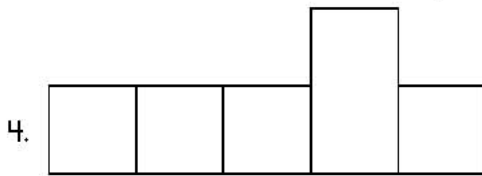
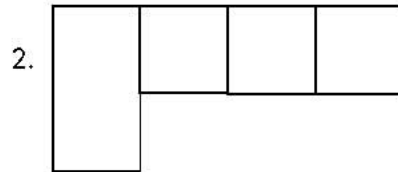
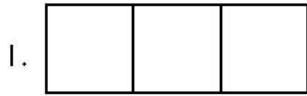
Name: \_\_\_\_\_

## Visual Memory

20

Fill in the boxes.

late feet cone line snake gave jeep use



Name: \_\_\_\_\_

## Find the Hidden Word

20

Draw a circle around each spelling word.

late feet cone line snake gave jeep use

snakegavejeepuselineconefeetlate  
snakejeepuselineconefeetlategave  
usejeepgavesnakelinefeetconelate

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

20

Write the answers.

1. What does it mean to be late to a party?

\_\_\_\_\_

2. Which of these is living?                      jeep    cone    snake

\_\_\_\_\_

3. What do you use to walk with?              jeep    feet    snake

\_\_\_\_\_

4. What can you ride in?                      feet    line    jeep

\_\_\_\_\_

5. Draw a cone.

-

6. Draw a line.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

20

Cut out the word cards.

Read the words.

Paste them in the correct boxes.

long <i>a</i>	long <i>e</i>	long <i>i</i>	long <i>o</i>

go	fine	jeep	late
shake	need	bye	cone
be	by	bee	lake
gave	me	nine	home



Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. ropes

2. bones

3. kites

4. bees

5. cakes

6. boxes

7. foxes

8. roses

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

Name: \_\_\_\_\_

## Visual Memory

21

Fill in the boxes.

ropes bones kites bees cakes boxes foxes roses

1. 


2. 


3. 


4. 


5. 


6. 


7. 


8. 


Name: \_\_\_\_\_

## Find the Hidden Words

21

Draw a circle around each spelling word.

bonesboxesfoxesroseskitescakes  
rosesbeesbonesfoxesboxesroses  
bonesropescakesrosesbeesfoxes

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

21

Write the missing word on the line.

1. My dad made two \_\_\_\_\_.  
cakes      cake

2. I can climb a \_\_\_\_\_.  
ropes      rope

3. How many \_\_\_\_\_ do you need?  
boxes      box

4. I can fly a \_\_\_\_\_.  
kites      kite

5. Here are ten \_\_\_\_\_.  
roses      rose

6. Did you see that \_\_\_\_\_?  
foxes      fox

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

21

Add *s* or *es* to make a word.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name: \_\_\_\_\_

## Find the Mistake

21

Mark an **X** on the misspelled words.

1. foxs

foxes

2. boxs

boxes

3. bones

bonees

4. beees

bees

5. kites

kitees

Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. went

2. sent

3. ant

4. bend

5. find

6. mind

7. kind

8. want

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

Name: \_\_\_\_\_

## Visual Memory

22

Fill in the boxes.

went sent ant bend find mind kind want

1. 

--	--	--	--

2. 

--	--	--	--

3. 

--	--	--

4. 

--	--	--	--

5. 

--	--	--	--

6. 

--	--	--	--

7. 

--	--	--	--

8. 

--	--	--	--

Name: \_\_\_\_\_

## Spell Vowel Sounds

22

Fill in the missing vowel to make a word—*a, e, or i*.

1. w\_\_\_\_nt

4. b\_\_\_\_nd

7. m\_\_\_\_nd

2. w\_\_\_\_nt

5. b\_\_\_\_nd

8. m\_\_\_\_nd

3. b\_\_\_\_nd

6. f\_\_\_\_nd

9. k\_\_\_\_nd

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

22

Fill in the missing word.

went sent ant bend find mind kind want

1. I \_\_\_\_\_ you some flowers.
2. You should always be \_\_\_\_\_ to animals.
3. Please \_\_\_\_\_ a seat.
4. Was there an \_\_\_\_\_ in your food?
5. I \_\_\_\_\_ to school.
6. I use my \_\_\_\_\_ at school.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study



Add *nt* or *nd* to make a word.

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

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

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

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

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

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

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

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

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

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

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

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

Name: \_\_\_\_\_

## Find the Mistake



Mark an X on the misspelled words. Write the words correctly on the lines.

1. She wint to the store.

\_\_\_\_\_

2. He sint me a card.

\_\_\_\_\_

3. I cannot fined my dog.

\_\_\_\_\_

4. Did you see the ante?

\_\_\_\_\_

5. There is a beend in the road.

\_\_\_\_\_

6. Use your mynd to think.

\_\_\_\_\_





Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. fast

2. last

3. nest

4. must

5. most

6. step

7. stamp

8. still

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

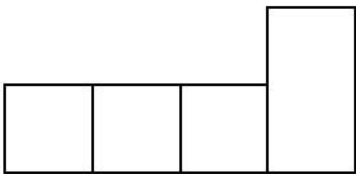
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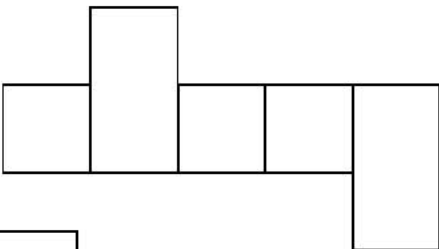
## Visual Memory

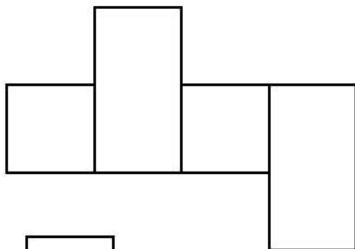
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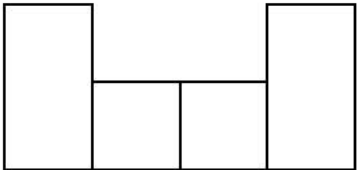
Fill in the boxes.

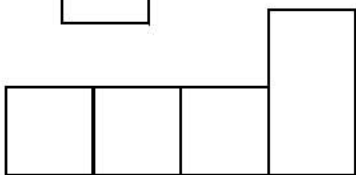
fast last nest must most step stamp still

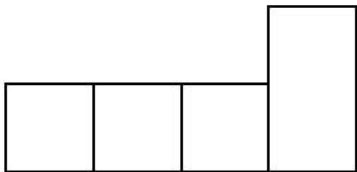
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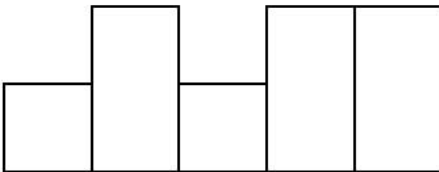
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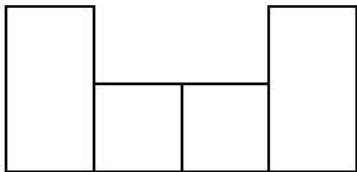
3. 

4. 

5. 

6. 

7. 

8. 

Name: \_\_\_\_\_

## Spell Correctly

23

Unscramble the letters. Write the spelling words.

fast last nest must most step stamp still

epts \_\_\_\_\_

omts \_\_\_\_\_

ents \_\_\_\_\_

alts \_\_\_\_\_

itlsl \_\_\_\_\_

apmts \_\_\_\_\_

umts \_\_\_\_\_

afts \_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

23

Fill in the missing word.

fast last nest must most step stamp still

1. Did you \_\_\_\_\_ on the cat's tail?
2. Who has the \_\_\_\_\_ pets?
3. Did you see the bird's \_\_\_\_\_?
4. Did you put a \_\_\_\_\_ on that letter?
5. Who can sit \_\_\_\_\_ the longest?
6. Who was first and who was \_\_\_\_\_?
7. Who can run \_\_\_\_\_?
8. I \_\_\_\_\_ stop asking questions.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

23

Add *st* to make a spelling word.

ne\_\_\_\_\_      mo\_\_\_\_\_      \_\_\_\_\_ep      fa\_\_\_\_\_

\_\_\_\_\_amp      la\_\_\_\_\_      mu\_\_\_\_\_      \_\_\_\_\_ill

Use the words you made to fill in the blanks.

1. If you run \_\_\_\_\_ you will not be \_\_\_\_\_.
2. The bird \_\_\_\_\_ make a \_\_\_\_\_.
3. I am \_\_\_\_\_ being careful not to \_\_\_\_\_ on the cat.
4. The \_\_\_\_\_ the \_\_\_\_\_ will cost is 55 cents.

Name: \_\_\_\_\_

## Find the Hidden Words

23

Draw a circle around each spelling word.

nest step last most still must fast stamp

neststampmuststepmoststillfastlast  
stillfaststampplaststepnestmostmust  
stillstampstepmostmustnestlastfast

Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. day

2. may

3. stay

4. play

5. away

6. boat

7. coat

8. toad

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

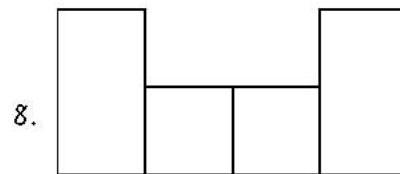
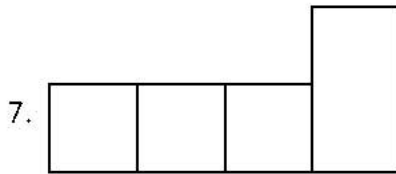
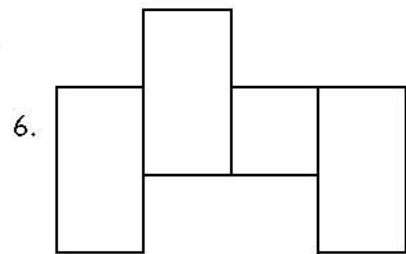
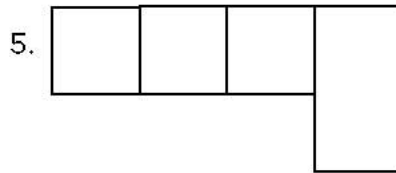
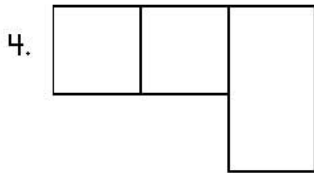
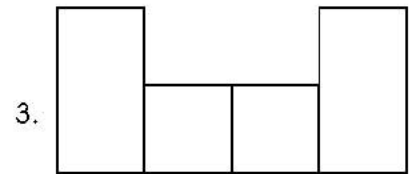
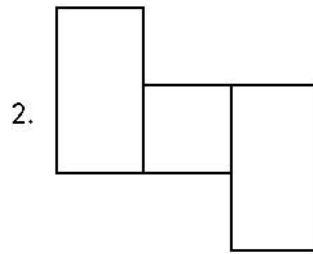
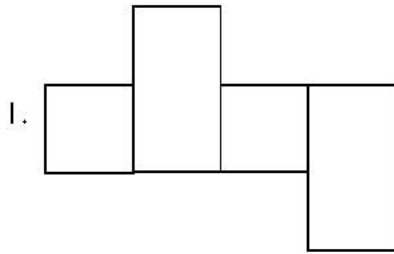
Name: \_\_\_\_\_

## Visual Memory

24

Fill in the boxes.

day may stay play away boat coat toad



Name: \_\_\_\_\_

## Find the Mistake

24

Mark an X on the misspelled words.

1. stae

stay

5. plae

play

2. awy

away

6. bot

boat

3. may

mae

7. coat

koat

4. day

dae

8. tood

toad

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

24

Write the missing words on the lines.

1. What \_\_\_\_\_ do you want to \_\_\_\_\_?  
away play day may

2. Will you \_\_\_\_\_ and not run \_\_\_\_\_?  
away may stay day

3. What \_\_\_\_\_ I \_\_\_\_\_ with next?  
boat coat may play

4. There is a \_\_\_\_\_ on the lake.  
boat may stay toad

5. You \_\_\_\_\_ need a \_\_\_\_\_ in this rain.  
coat away may day

6. I have a \_\_\_\_\_ as a pet.  
play boat coat toad



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

24

Add letters to make a word.

aw

cl

gr

pl

st

tr

\_\_\_\_\_ay

\_\_\_\_\_ay

\_\_\_\_\_ay

\_\_\_\_\_ay

\_\_\_\_\_ay

\_\_\_\_\_ay

Use the words you made to fill in the blanks.

1. How long may I \_\_\_\_\_ to \_\_\_\_\_ this game?

2. Please put the \_\_\_\_\_ crayon \_\_\_\_\_ in the box.

Add a letter to make a word.

b

c

g

\_\_\_\_\_oat

\_\_\_\_\_oat

\_\_\_\_\_oat

Use the words you made to fill in the blanks.

1. You will need a \_\_\_\_\_ to ride in the \_\_\_\_\_.



Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. all

2. wall

3. call

4. will

5. tell

6. well

7. small

8. smell

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

Name: \_\_\_\_\_

## Visual Memory

25

Fill in the boxes.

all wall call will tell well small smell

1. 

--	--	--	--	--

2. 

--	--	--	--

3. 

--	--	--	--	--

4. 

--	--	--	--

5. 

--	--	--	--

6. 

--	--	--	--

7. 

--	--	--	--

8. 

--	--	--

Name: \_\_\_\_\_

## Find the Hidden Words

25

Draw a circle around each spelling word.

smallallwallcallwilltelltellwellsmell  
wallwillwellallcalltellsmallsmell  
allcallwallsmallsmellwilltelltellwell

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

25

Fill in the missing word.

all wall call will tell well small smell

1. Can you \_\_\_\_\_ the flower?
2. You look sick. Are you feeling \_\_\_\_\_?
3. That is \_\_\_\_\_ I can do today.
4. The ball went over the \_\_\_\_\_.
5. May I \_\_\_\_\_ you on the phone?
6. I \_\_\_\_\_ pick up all my toys.
7. You have a large dog and I have a \_\_\_\_\_ dog.
8. I want to \_\_\_\_\_ you a story.

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

25

What is missing—*all*, *ill*, or *ell*?

**all**

**ell**

**ill**

b\_\_\_\_\_

t\_\_\_\_\_

h\_\_\_\_\_

c\_\_\_\_\_

w\_\_\_\_\_

w\_\_\_\_\_

sm\_\_\_\_\_

sm\_\_\_\_\_

w\_\_\_\_\_

f\_\_\_\_\_



Name: \_\_\_\_\_

## Spell Vowel Sounds

25

Fill in the missing vowel—*a*, *e*, or *i*.

w\_\_\_\_\_||

w\_\_\_\_\_||

w\_\_\_\_\_||

s\_\_\_\_\_||

t\_\_\_\_\_||

t\_\_\_\_\_||

sm\_\_\_\_\_||

sm\_\_\_\_\_||

p\_\_\_\_\_||

\_\_\_\_\_||

\_\_\_\_\_||

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1. COW

2. now

3. down

4. town

5. brown

6. show

7. row

8. low

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

Name: \_\_\_\_\_

## Visual Memory

26

Fill in the boxes.

cow now down town brown show row low

1. 

--	--	--	--	--	--

2. 

--	--	--	--

3. 

--	--	--

4. 

--	--	--

5. 

--	--	--	--

6. 

--	--	--

7. 

--	--	--

8. 

--	--	--	--

Name: \_\_\_\_\_

## Final Sounds

26

Add ending letters to make spelling words. Then write words in each sentence.

c\_\_\_\_\_ sh\_\_\_\_\_ r\_\_\_\_\_ d\_\_\_\_\_

br\_\_\_\_\_ l\_\_\_\_\_ t\_\_\_\_\_ n\_\_\_\_\_

ow

own

1. The table was too \_\_\_\_\_.

2. Would you \_\_\_\_\_ me how to \_\_\_\_\_ a boat?

3. We are \_\_\_\_\_ walking \_\_\_\_\_ the stairs.

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

26

Write the missing words on the lines.

1. The \_\_\_\_\_ is the color \_\_\_\_\_.  
brown town show cow

2. Can you \_\_\_\_\_ me the \_\_\_\_\_?  
down town show now

3. What do you want to do \_\_\_\_\_?  
show cow brown now

4. Did you see that \_\_\_\_\_ of people sit \_\_\_\_\_?  
down low row show



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

26

Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>ow</i> in <i>pow</i>	the sound of <i>ow</i> in <i>mow</i>

cow	now	row	brown
town	low	down	show
how	tow	blow	grow



Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. car

2. far

3. jar

4. star

5. start

6. farm

7. harm

8. are

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

Name: \_\_\_\_\_

## Visual Memory

27

Fill in the boxes.

car far jar star start farm harm are

1.

--	--	--

2.


3.


4.


5.


6.

--	--	--

7.


8.


Name: \_\_\_\_\_

## Final Sounds

27

Add ending letters to make spelling words. Then write words in each sentence.

c\_\_\_\_\_ f\_\_\_\_\_ f\_\_\_\_\_

ar art arm

h\_\_\_\_\_ j\_\_\_\_\_ st\_\_\_\_\_ st\_\_\_\_\_

1. The key would not \_\_\_\_\_ the \_\_\_\_\_.

2. The brightest \_\_\_\_\_ is \_\_\_\_\_ away.

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

27

Fill in the missing words.

car far jar star start farm harm are

1. We drove the \_\_\_\_\_ to the \_\_\_\_\_.
2. Do you see the \_\_\_\_\_ in the sky?
3. Did you \_\_\_\_\_ to open that \_\_\_\_\_ of jam?
4. There is no \_\_\_\_\_ in walking on the grass.
5. What \_\_\_\_\_ your names?

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

27

Cut out the word cards.

Read the words.

Paste them in the correct boxes.

the sound of <i>a</i> in <i>are</i>	the sound of <i>a</i> in <i>can</i>	the sound of <i>a</i> in <i>make</i>

man	came	farm	sat
shake	star	pat	ate
car	and	tape	jar

Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. funny

2. bunny

3. puppy

4. penny

5. happy

6. kitten

7. mitten

8. little

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

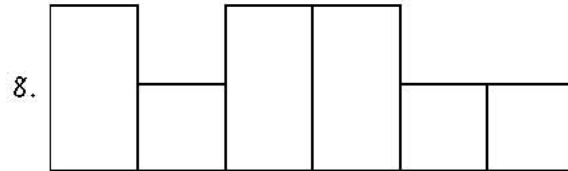
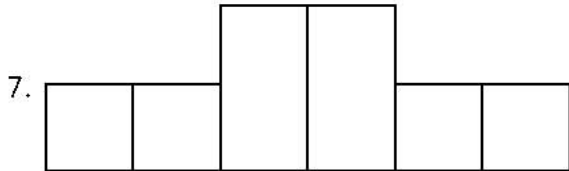
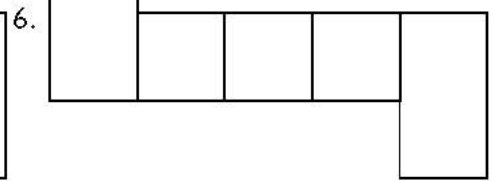
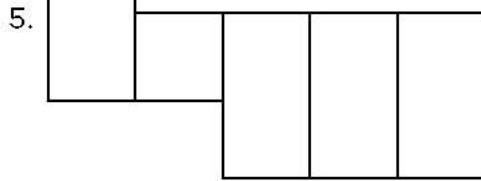
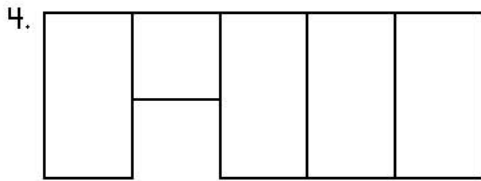
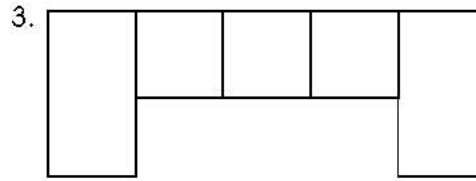
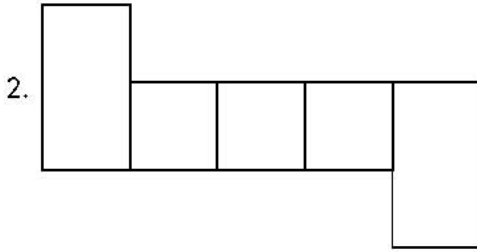
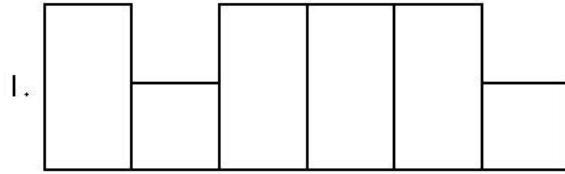
Name: \_\_\_\_\_

## Visual Memory

28

Fill in the boxes.

funny bunny puppy penny  
happy kitten mitten little



Name: \_\_\_\_\_

## Find the Hidden Words

28

Draw a circle around each spelling word.

pennypuppybunnyfunnykittenmitten  
pennyhappypuppyfunnykittenlittle  
littlemittenkittenhappybunnypenny

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

28

Circle all the words that could be used to fill in the blank.

1. The \_\_\_\_\_ was brown.

funny bunny puppy penny happy kitten mitten little

2. The \_\_\_\_\_ can run.

funny bunny puppy penny happy kitten mitten little

3. The kitten was \_\_\_\_\_.

funny bunny puppy penny happy kitten mitten little

4. I can put a \_\_\_\_\_ in my hand.

funny bunny puppy penny happy kitten mitten little



Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Final Sounds

28

Add ending letters to make words. Then write a word in each sentence.

nny    ppy    tten

bu\_\_\_\_\_    mi\_\_\_\_\_    ha\_\_\_\_\_    pu\_\_\_\_\_

ki\_\_\_\_\_    fu\_\_\_\_\_    pe\_\_\_\_\_    su\_\_\_\_\_

1. A baby cat is called a \_\_\_\_\_.

2. A baby rabbit is called a \_\_\_\_\_.

3. A baby dog is called a \_\_\_\_\_.



Name: \_\_\_\_\_

## Spell Correctly

28

Unscramble the letters. Write the spelling words.

funny    bunny    puppy    penny    happy    kitten    mitten    little

eynnp \_\_\_\_\_

ayhpp \_\_\_\_\_

eimntt \_\_\_\_\_

uyfnn \_\_\_\_\_

uybnn \_\_\_\_\_

eikntt \_\_\_\_\_



Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. saw

2. paw

3. law

4. lawn

5. fawn

6. then

7. this

8. what

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

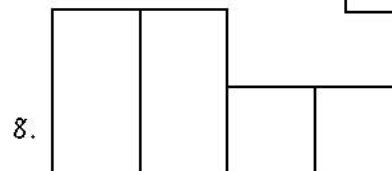
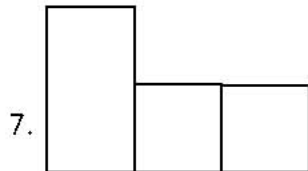
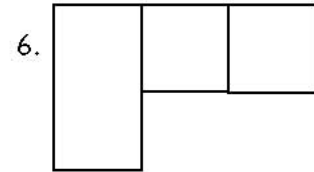
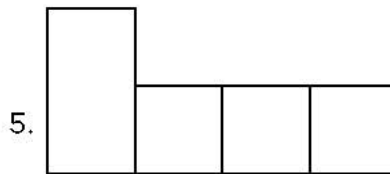
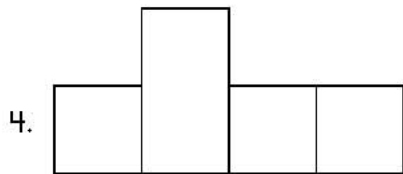
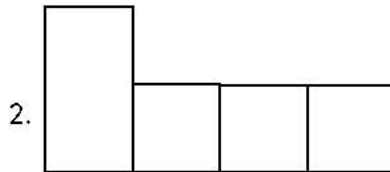
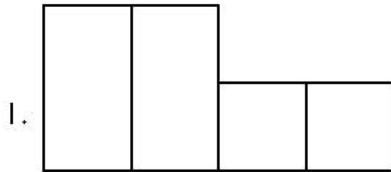
Name: \_\_\_\_\_

## Visual Memory

29

Fill in the boxes.

saw paw law lawn fawn then this what



Name: \_\_\_\_\_

## Final Sounds

29

Add ending letters to make spelling words.  
Then use the words to complete the sentences.

l \_\_\_\_\_      l \_\_\_\_\_      s \_\_\_\_\_

aw    awn

p \_\_\_\_\_      f \_\_\_\_\_

1. The \_\_\_\_\_ says you cannot sit on that green \_\_\_\_\_.

2. I \_\_\_\_\_ a \_\_\_\_\_ walking in the woods.



# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

29

Write the missing words on the lines.

1. Do you see the \_\_\_\_\_ on the \_\_\_\_\_?  
saw    this    lawn    fawn

2. I never break the \_\_\_\_\_.  
saw    law    paw    lawn

3. I \_\_\_\_\_ the puppy's \_\_\_\_\_.  
fawn    paw    lawn    saw

4. Do you know \_\_\_\_\_ is?  
what    then    this    saw

5. Please wash your hands and \_\_\_\_\_ come eat.  
what    this    then    saw

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Study

29

Write the words that rhyme.

kitten funny harm jar brown now row saw

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

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

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

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

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

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

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

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

Name: \_\_\_\_\_

## How Many Syllables?

29

Circle the number of syllables in each word.

1. what

| 2

8. bunny

| 2

2. mitten

| 2

9. fawn

| 2

3. lawn

| 2

10. brown

| 2

4. saw

| 2

11. happy

| 2

5. penny

| 2

12. paw

| 2

6. funny

| 2

13. little

| 2

7. then

| 2

14. this

| 2

Name: \_\_\_\_\_

# Spelling List



**Trace**

**Write**

**Spell and Check**

1. book

2. good

3. look

4. wood

5. took

6. take

7. stood

8. stand

9. \_\_\_\_\_  
special word

*fold*

# Building Spelling Skills

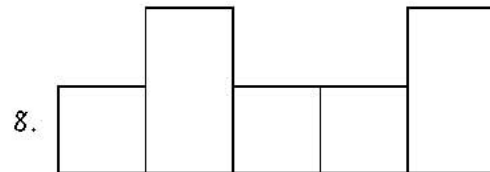
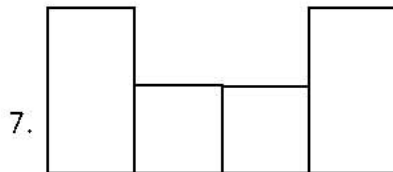
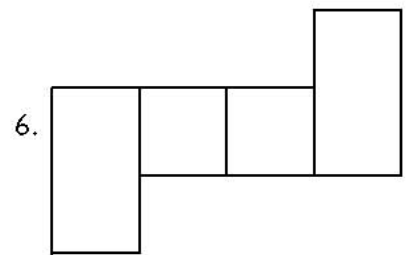
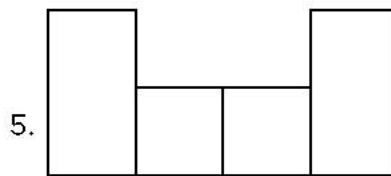
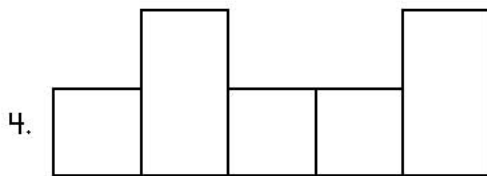
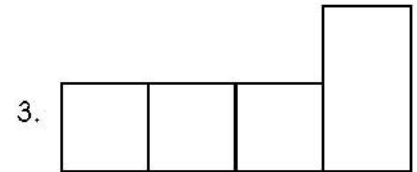
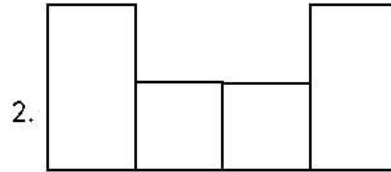
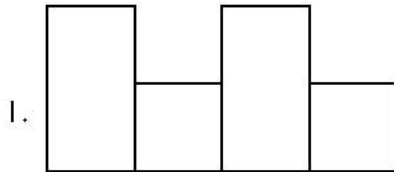
Name: \_\_\_\_\_

## Visual Memory

30

Fill in the boxes.

book good look wood took take stood stand



Name: \_\_\_\_\_

## Find the Hidden Words

30

Draw a circle around each spelling word.

bookgoodlookwoodtookstoodtakestand  
woodtakestoodstandlookgoodbooktook  
tookstandstoodtakewoodbooklookgood  
booklooktookgoodwoodstoodstandtake

# Building Spelling Skills

Name: \_\_\_\_\_

## Word Meaning

30

Write the missing words on the lines.

1. Do you want to \_\_\_\_\_ at this \_\_\_\_\_?  
take look took book

2. Do you want to \_\_\_\_\_ the puppy home?  
take took

3. I \_\_\_\_\_ the puppy home.  
take took

4. May I \_\_\_\_\_ next to you?  
stood stand

5. I \_\_\_\_\_ next to you this morning.  
stood stand

6. I like to make things from \_\_\_\_\_.  
good look wood took

Write sentences with these words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Building Spelling Skills

Name: \_\_\_\_\_

## Final Sounds

30

Add ending letters to make spelling words. Then use the words to complete the sentences.

ook ood

l \_\_\_\_\_ b \_\_\_\_\_ g \_\_\_\_\_ t \_\_\_\_\_

st \_\_\_\_\_ w \_\_\_\_\_ f \_\_\_\_\_ c \_\_\_\_\_

1. I \_\_\_\_\_ at the store window to \_\_\_\_\_ at the toys.

2. I like to eat \_\_\_\_\_ when I read a \_\_\_\_\_.

and

st \_\_\_\_\_ b \_\_\_\_\_ h \_\_\_\_\_ l \_\_\_\_\_

s \_\_\_\_\_ gr \_\_\_\_\_ gl \_\_\_\_\_ bl \_\_\_\_\_

1. Please \_\_\_\_\_ when the \_\_\_\_\_ plays the  
National Anthem.

2. The \_\_\_\_\_ by the ocean was white \_\_\_\_\_.



# Spelling Record Sheet



Spelling List Number	Student Names												
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													



# Spelling Test Form



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

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

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

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

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

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

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

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

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



## Review Words

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

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



## Sentence Dictation

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

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

# Building Spelling Skills

Name: \_\_\_\_\_

## Spelling List



**Trace**

**Write**

**Spell and Check**

1.

---

2.

---

3.

---

4.

---

5.

---

6.

---

7.

---

8.

---

9.

\_\_\_\_\_ special word

---

10.

\_\_\_\_\_ special word

---

*fold*

# Building Spelling Skills

Note: Reproduce this form to make your own configuration puzzles.



**Word Box**


# Word Sort



Cut out the cards.  
Read the words.  
Paste them in the correct boxes.




Note: Reproduce this letter to send home with spelling lists.

Dear Parents,

Attached is your child's spelling list for this week. Encourage him/her to practice the words in one or more of these ways:

1. Read and spell each word. Cover it up and write it. Uncover the word and check to see if it is correct.
2. Find the words on the spelling list in printed materials such as books and magazines.
3. You read a word aloud and ask your child to spell it (either aloud or written on paper).

Thank you for your support of our spelling program.

Sincerely,



Dear Parents,

Attached is your child's spelling list for this week. Encourage him/her to practice the words in one or more of these ways:

1. Read and spell each word. Cover it up and write it. Uncover the word and check to see if it is correct.
2. Find the words on the spelling list in printed materials such as books and magazines.
3. You read a word aloud and ask your child to spell it (either aloud or written on paper).

Thank you for your support of our spelling program.

Sincerely,



# Answer Key

## Page 25

- at
- a
- am or an
- and
- an or am

- John ~~an~~ Mary are having fun.
- That is ~~an~~ fox.
- That is ~~a~~ ox.
- Look ~~ate~~ that cat.

## Page 26

- am
- and
- at
- a

## Page 27

- A
- a
- a
- a
- a

an — cat  
 at — pan  
 and — Pam  
 am — sand

## Page 29

- in or is
- it
- did
- big
- is or in

- ni     (in)
- (is)    si
- (it)    ti
- gib    (big)
- idd    (did)

## Page 30

- did
- in
- is
- big
- it

## Page 31

- i
- i
- i
- I, i

These words should be circled:

in    is    it    big    did  
 did   big   it    is    in  
 it    is    did    in    big

## Page 33

- pan
- can or man
- man or can
- cat or sat
- sat or cat

pan            cat  
 man           sat  
 can

## Page 34

- man
- can
- sat
- pan
- cat

## Page 35

### Rhyme with *ran*

pan  
 man  
 can  
 tan

### Rhyme with *rat*

cat  
 sat  
 pat  
 mat

## Page 37

- hat
- sit
- as
- six or ran
- ran or six

- ~~as~~            as
- ~~ran~~            ~~in~~
- ~~had~~            ~~hed~~
- ~~sat~~            sit
- six              ~~ix~~

## Page 38

- sit
- six
- had
- as
- ran

## Page 39

ban            pan  
 fan            man  
 ran            tan  
 can            van  
 Dan

sit            ran  
 had            as  
 six

## Page 41

- fun
- up
- us
- run
- to

up ————— pup  
 us ————— fun  
 run ————— bus  
 to ————— do

## Page 42

- to
- fun
- up
- run
- us



**Page 43**

These words should be circled:

to run up us fun  
 fun run to up us  
 to us fun up run

1. fun fwn
2. yp up
3. rwn run
4. us ys
5. to tw

**Page 45**

1. pup
2. but or tub
3. l
4. tub or but
5. bus

pup bus tub/but  
 but/tub pup bus

**Page 46**

1. pup
2. bus
3. tub
4. l
5. but

**Page 47****a in up**

pup  
 run  
 tub  
 but  
 us  
 fun

**a in and**

can  
 pan  
 man  
 had  
 cat  
 sat

**Page 49**

1. pat or put
2. sun
3. put or pat
4. dig
5. his

1. That is ~~his~~ book. his
2. I can ~~dig~~ a hole. dig
3. Please ~~put~~ the book down. put
4. The ~~sun~~ is hot. sun
5. You may ~~pt~~ the cat. pat

**Page 50**

1. his
2. sun
3. pat
4. dig
5. put

**Page 51****a in as**

pat  
 and  
 cat  
 man  
 am

**i in is**

dig  
 his  
 sit  
 it  
 did

**u in up**

sun  
 but  
 bus  
 run  
 us

**Page 53**

1. not
2. the
3. on
4. dog
5. got

1. I like to run with my ~~dog~~. dog
2. ~~The~~ cat is playing. The
3. Please get ~~to~~ the bus. on
4. I ~~got~~ a ball. got
5. That is ~~not~~ my cat. not

**Page 54**

1. the
2. not
3. dog
4. got
5. on

**Page 55**

These words should be circled:

the not on dog got  
 not on dog the got  
 not the got dog on

1. onn on
2. tha the
3. dog dwg
4. got gat
5. nawt not

**Page 57**

1. red
2. fed or let
3. let or fed
4. get or pet
5. pet or get

fed let  
 get red  
 pet pet

**Page 58**

1. red
2. let
3. pet
4. fed
5. get

**Page 59**

get jet let met  
 net pet set wet

1. fet pet
2. fed ped
3. ged red
4. get git
5. let det

**Page 61**

1. men
2. fox or fix
3. top
4. stop
5. fix or fox

1. Please stop the car. stop
2. The man are running fast. men
3. Can you fix your toy? fix
4. The foxs is in a box. fox
5. The fox is on top of the box. top

**Page 62**

1. men
2. fix
3. stop
4. fox
5. top

**Page 63**

hop mop pop top

Ben den hen  
men pen ten

These words should be circled:

men fix fox stop top  
stop top fix fox men  
fox stop top fix men**Page 65**

- ten
- sand
- hand
- hat or hot
- hot or hat

1. <del>son</del> d	sand
2. hand	<del>hand</del>
3. hot	<del>hot</del>
4. hat	<del>hat</del>
5. <del>ten</del> n	ten

**Page 66**

- hat
- hot
- hand
- ten
- sand

**Page 67**

<b>hen</b>	<b>pat</b>	<b>pot</b>	<b>band</b>
ten	hat	hot	and
pen	sat	not	sand
	at	got	hand
	cat		

**Page 69**

- bugs or tops
- beds
- pigs
- tops or bugs
- cat

- ~~The cat was fed.~~  
The cats was fed.
- ~~The pigs were fed.~~  
The pig were fed.
- The bed were made.  
~~The beds were made.~~
- ~~The bug was eating.~~  
The bugs was eating.

**Page 70**

- cats
- pig
- bed
- bugs
- top

**Page 71**

<del>tops</del>	uss	<del>pigs</del>	hads	<del>beds</del>
feds	<del>cats</del>	thes	<del>bugs</del>	ons
<del>pig</del>	fixs	<del>tops</del>	<del>nots</del>	<del>bug</del>

These words should be circled:  
tops beds cats pigs bugs  
tops bugs cats beds pigs  
tops cats bugs pigs beds

**Page 73**

- ball or fall
- bell or fell
- hill
- fell or bell
- fall or ball

hill	bell	fell
ball	fall	hill
bell	fell	ball

**Page 74**

- bell
- hill
- fell
- fall
- ball

**Page 75**ball bell fall fell  
hall hill tall tell

- ball, hill
- fall
- bell, fell

**Page 77**

- wish
- shell
- she
- ship
- dish

<del>ship</del> sh	sh <del>wish</del>	<del>she</del> sh
<del>shell</del> sh	sh <del>dish</del>	

**Page 78**

- dish
- shell
- She
- wish
- ship

**Page 79**dip, sip  
fish, wish  
bell, cell, dell, fell, sell, well

- dish, wish
- ship
- shell

**Page 81**

- make
- lake
- came or come
- ate
- tape
- game
- shake
- come or came

1. <del>mak</del>	make
2. lake	<del>lak</del>
3. shake	<del>shak</del>
4. come	<del>com</del>
5. came	<del>kame</del>
6. game	<del>gaem</del>
7. <del>at</del>	ate
8. <del>tayp</del>	tape

**Page 82**

- shake
- tape
- come
- ate, lake
- make, game

**Page 83****a in ate**

make  
came  
game  
lake  
shake  
ate  
tape

**a in hat**

sand  
had  
hand  
ran  
pat

**Page 85**

- ride
- like
- nine
- by
- five
- my
- dime or time
- time or dime

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. five <del>ix</del>                | 5. <del>ty</del> ie time             |
| 2. <del>ix</del> like                | 6. <del>dy</del> ne dime             |
| 3. <del>ri</del> de <del>ry</del> de | 7. <del>ni</del> ne <del>ny</del> ne |
| 4. <del>mi</del> my                  | 8. <del>bi</del> by                  |

**Page 86**

- nine
- ride
- time, five
- like, by
- my

**Page 87****i in dive**

dime  
like  
nine  
five  
ride  
time  
by

**i in is**

it  
pig  
big  
did  
sit  
six  
his  
dig  
fix

**Page 89**

- rake
- bake, bike, or hide
- name
- bike, bake, or hide
- fine
- gate
- hide, bike, or bake
- mine

- |         |         |
|---------|---------|
| 1. rake | 5. mine |
| 2. fine | 6. bike |
| 3. gate | 7. name |
| 4. bake | 8. hide |

**Page 90**

- bike
- rake
- gate
- hide
- bake, mine
- name, fine

**Page 91****a in rate**

bake  
name  
rake  
make  
came  
lake  
game

**a in as**

can  
pan  
man  
cat  
sand  
hand  
pat  
hat

**Page 93**

- sheep
- we or me
- tree
- he or be
- see
- me or we
- need
- be or he

sheep	be	we
tree	see	he
me	need	

- We see the sheep.
- He is up in the tree.

**Page 94**

- be, bee
- need, sheep
- me, tree
- we
- he

**Page 95****e in be**

we  
me  
he  
be  
tree  
see  
need  
free  
sheep

**e in pet**

fed  
red  
ten  
get  
let  
men  
bed

**Page 97**

- you
- note or robe
- do
- so or no
- go
- home
- no or so
- robe or note

- |                |             |             |
|----------------|-------------|-------------|
| 1. yow         | <u>you</u>  | euw         |
| 2. <u>do</u>   | duw         | doo         |
| 3. roob        | roub        | <u>robe</u> |
| 4. noot        | <u>note</u> | nowt        |
| 5. <u>home</u> | howm        | hom         |
| 6. nw          | noo         | <u>no</u>   |
| 7. sw          | su          | <u>so</u>   |
| 8. <u>go</u>   | gw          | gow         |

**Page 98**

- do
- go, home
- you, note
- robe
- so

**Page 99****o in no**

go  
so  
no  
home  
note  
robe  
row

**o in hot**

not  
dog  
on  
top  
hop  
stop  
fox  
mop  
pot

**Page 101**

- use
- gave
- cone
- snake
- line
- late
- jeep
- feet

These words should be circled:  
snake gave jeep use line cone  
feet late

snake jeep use line cone feet  
late gave  
use jeep gave snake line feet  
cone late

**Page 102**

- You come to the party after the stated time.
- snake
- feet
- jeep
- △ or ▽
- 

**Page 103**

long a	long e	long i	long o
late	jeep	fine	go
shake	need	bye	cone
lake	be	by	home
gave	bee	nine	
	me		

**Page 105**

- ropes
- boxes, foxes, or bones
- bees
- bones, boxes, or foxes
- cakes
- roses
- kites
- foxes, boxes, or bones

These words should be circled:  
bones boxes foxes roses kites  
cakes  
roses bees bones foxes boxes  
roses  
bones ropes cakes roses bees  
foxes

**Page 106**

- cakes
- rope
- boxes
- kite
- roses
- fox

**Page 107**

- bees
- roses
- bones
- cakes
- boxes
- kites
- foxes
- ropes
- fixes
- lakes
- notes
- mixes
- trees
- makes

- |          |        |
|----------|--------|
| 1. foxs  | foxes  |
| 2. boxs  | boxes  |
| 3. bones | bonees |
| 4. beees | bees   |
| 5. kites | kitees |

**Page 109**

- went, sent, or want
- find, kind, or bend
- ant
- sent or went
- bend, find, or kind
- want or mind
- kind, bend, or find
- mind or want

- |         |         |         |
|---------|---------|---------|
| 1. went | 4. bend | 7. mend |
| 2. want | 5. bind | 8. mind |
| 3. band | 6. find | 9. kind |

**Page 110**

- sent
- kind
- find
- ant
- went
- mind

**Page 111**

- |         |          |
|---------|----------|
| 1. find | 7. mint  |
| 2. want | 8. mind  |
| 3. wand | 9. ant   |
| 4. went | 10. and  |
| 5. sent | 11. bent |
| 6. send | 12. bend |

- She wint to the store. went
- He sint me a card. sent
- I cannot find my dog. find
- Did you see the ante? ant
- There is a bend in the road.  
bend
- Use your mynd to think. mind

**Page 113**

- nest, must, or most
- stamp
- step
- fast or last
- must, nest, or most
- most, nest, or must
- still
- last or fast

step	most
nest	last
still	stamp
must	fast

**Page 114**

- step
- most
- nest
- stamp
- still
- last
- fast
- must

**Page 115**

nest	most	step	fast
stamp	last	must	still

1. fast, last
2. must, nest
3. still, step
4. most, stamp

These words should be circled:  
 nest stamp must step most  
 still fast last  
 still fast stamp last step nest  
 most must  
 still stamp step most must  
 nest last fast

**Page 117**

1. stay
2. day
3. toad or boat
4. may
5. away
6. play
7. coat
8. boat or toad

- |                         |                         |
|-------------------------|-------------------------|
| 1. <del>stae</del> stay | 5. <del>plae</del> play |
| 2. <del>awy</del> away  | 6. <del>bot</del> boat  |
| 3. <del>may nae</del>   | 7. <del>coat koat</del> |
| 4. <del>day oae</del>   | 8. <del>toad</del> toad |

**Page 118**

1. day, play
2. stay, away
3. may, play
4. boat
5. may, coat
6. toad

**Page 119**

In any order:  
 away clay gray  
 play stay tray

1. stay, play
2. gray, away

boat coat goat

1. coat, boat

**Page 121**

1. small or smell
2. wall, call, will, or well
3. smell or small
4. tell
5. call, wall, will, or well
6. will, wall, call, or well
7. well, will, wall, or call
8. all

These words should be circled:  
 small all wall call will tell well  
 smell  
 wall will well all call tell small  
 smell  
 all call wall small smell will tell  
 well

**Page 122**

- |          |          |
|----------|----------|
| 1. smell | 5. call  |
| 2. well  | 6. will  |
| 3. all   | 7. small |
| 4. wall  | 8. tell  |

**Page 123**

<u>all</u>	<u>ell</u>	<u>ill</u>
ball	tell	hill
call	well	will
small	smell	
wall	fell	
wall	well	will
sell	tall	tell
small	smell	pill
all	ill	

**Page 125**

1. brown
2. down or town
3. cow, now, or row
4. now, cow, or row
5. town or down
6. row, cow, or now
7. low
8. show

cow	show	row	down
brown	low	town	now

1. low
2. show, row
3. now, down

**Page 126**

1. cow, brown
2. show, town
3. now
4. row, down

**Page 127**

<u>ow in pow</u>	<u>ow in mow</u>
cow	row
now	low
brown	show
town	tow
down	blow
how	grow

**Page 129**

1. car or are
2. farm or harm
3. jar
4. star
5. harm or farm
6. are or car
7. far
8. start

car	far	farm	
harm	jar	star	start

1. start, car
2. star, far

**Page 130**

1. car, farm
2. star
3. start, jar
4. harm
5. are

**Page 131**

<u>a in are</u>	<u>a in can</u>	<u>a in make</u>
farm	man	came
star	sat	shake
car	pat	ate
jar	and	tape

**Page 133**

1. little
2. funny or bunny
3. penny
4. puppy
5. happy
6. bunny or funny
7. mitten
8. kitten

These words should be circled:

penny puppy bunny funny  
kitten mitten  
penny happy puppy funny  
kitten little  
little mitten kitten happy bunny  
penny

**Page 134**

The following words should be circled:

1. bunny puppy penny  
kitten mitten
2. bunny puppy kitten
3. funny happy little
4. bunny puppy penny  
kitten mitten

**Page 135**

bunny mitten happy puppy  
kitten funny penny sunny

1. kitten
2. bunny
3. puppy

penny happy  
mitten funny  
bunny kitten

**Page 137**

1. then or this
2. lawn or fawn
3. saw
4. what
5. fawn or lawn
6. paw
7. law
8. this or then

law lawn saw  
paw fawn

1. law, lawn
2. saw, fawn

**Page 138**

1. fawn, lawn
2. law
3. saw, paw
4. what, this
5. then

**Page 139**

1. funny
2. harm
3. saw
4. brown
5. kitten
6. jar
7. now
8. row

- |           |     |            |     |
|-----------|-----|------------|-----|
| 1. what   | ① 2 | 8. bunny   | 1 ② |
| 2. mitten | 1 ② | 9. fawn    | ① 2 |
| 3. lawn   | ① 2 | 10. brown  | ① 2 |
| 4. saw    | ① 2 | 11. happy  | 1 ② |
| 5. penny  | 1 ② | 12. paw    | ① 2 |
| 6. funny  | 1 ② | 13. little | 1 ② |
| 7. then   | ① 2 | 14. this   | ① 2 |

**Page 141**

1. take
2. took, look, or book
3. wood
4. stood or stand
5. book, look, or took
6. good
7. look, book, or took
8. stand or stood

These words should be circled:

book good look wood took  
stood take stand  
wood take stood stand look  
good book took  
took stand stood take wood  
book look good  
book look took good wood  
stood stand take

**Page 142**

1. look, book
2. take
3. took
4. stand
5. stood
6. wood

**Page 143**

look book good took  
stood wood food cook

1. stood, look
2. food, book

stand band hand land  
sand grand gland bland

1. stand, band
2. land, sand

## Master Word List

a  
all  
am  
an  
and  
ant  
are  
as  
at  
ate  
away  
bake  
ball  
be  
beds  
bees  
bell  
bend  
big  
bike  
boat  
bones  
book  
boxes  
brown  
bugs

bunny  
bus  
but  
by  
cakes  
call  
came  
can  
car  
cat  
cats  
coat  
come  
cone  
cow  
day  
did  
dig  
dime  
dish  
do  
dog  
down  
fall  
far  
farm

fast  
fawn  
fed  
feet  
fell  
find  
fine  
five  
fix  
fox  
foxes  
fun  
funny  
game  
gate  
gave  
get  
go  
good  
got  
had  
hand  
happy  
harm  
hat  
he

hide  
hill  
his  
home  
hot  
I  
in  
is  
it  
jar  
jeep  
kind  
kites  
kitten  
lake  
last  
late  
law  
lawn  
let  
like  
line  
little  
look  
low  
make

man  
may  
me  
men  
mind  
mine  
mitten  
most  
must  
my  
name  
need  
nest  
nine  
no  
not  
note  
now  
on  
pan  
pat  
paw  
penny  
pet  
pigs  
play

pup  
puppy  
put  
rake  
ran  
red  
ride  
robe  
ropes  
roses  
row  
run  
sand  
sat  
saw  
see  
sent  
shake  
she  
sheep  
shell  
ship  
show  
sit  
six  
small



smell  
snake  
so  
stamp  
stand  
star  
start  
stay  
step  
still  
stood  
stop  
sun  
take  
tape  
tell  
ten  
the  
then  
this  
time  
to  
toad  
took  
top  
tops

town  
tree  
tub  
up  
us  
use  
wall  
want  
we  
well  
went  
what  
will  
wish  
wood  
you

## About the Authors

Sharman Wurst has taught for 20 years—two years in a small town in Nebraska and the remainder for School District 6 in Greeley, CO. She has taught a variety of grade levels and is currently teaching second grade at Christa McAuliffe Elementary School. Sharman was a 1992 recipient of the Peak Performance Award for Outstanding Teacher. She has a M.A. in elementary education and has worked on educational projects at the building, local, and state levels.

Doug Wurst has taught for 26 years—three years in a small town in Nebraska and the remainder for the University of Northern Colorado Laboratory School. He has taught K–12 music and in the regular elementary classroom—the past four years in a grade 3–4 multiaged classroom. Doug regularly presents at the Colorado Council of the International Reading Association Convention and at the Colorado Symposium on Deafness, Language, and Learning. He has been a consultant to several Colorado schools and is a frequent contributor to education publications.