

# Daily Spelling Practice

## One-year Intensive Teacher Guide and Answer Keys

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www.dgppublishing.com

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Printed in the United States of America

*Daily Spelling Practice: Teacher Guide and Answer Keys*  
available for One-year Intensive and for Levels 1 through 4

*Daily Spelling Practice: Student Workbook*  
available for One-year Intensive and for Levels 1 through 4

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## Why Daily Spelling Practice

In the past five years, I've had the privilege of meeting thousands of teachers who use Daily Grammar Practice in their classrooms. Every day teachers tell me that their students finally understand grammar and are able to apply grammar concepts in their own writing. *Now*, these teachers say wistfully, *if we could only figure out how to teach kids to spell!*

Always one to embrace a challenge, I set out to do just that. I studied other approaches and read the existing research. I experimented with, tested, and revised different methods. Today I humbly place before you *Daily Spelling Practice*. It teaches students to spell by focusing on spelling rules, addressing prefixes and suffixes, working with syllables, and providing practice with spelling confusables and rule-breaking memory words. Students work with these skills on a daily basis as they see how the concepts build one upon another.

With the availability of spell checking computer software, many people no longer see the need to learn spelling. However, we don't do all our writing on the computer (thank goodness). And even when we do write on the computer, we can't depend on our spell checkers because of the huge number of "spelling confusables" in our language. In case you haven't seen it before, here's the poem "Ode to the Spell Checker" as a case in point:

Eye halve a spelling chequer  
It came with my pea sea  
It plainly marques four my revue  
Miss steaks eye kin knot sea.

Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh.

As soon as a mist ache is maid  
It nose bee fore two long  
And eye can put the error rite  
Its rare lea ever wrong.

Eye have run this poem threw it  
I am shore your pleased two no  
Its letter perfect awl the weigh  
My chequer tolled me sew.

Arthur On Gnome

Even if spell checkers were infallible, there are many times when they're not available such as on standardized tests and in handwritten assignments. Students who aren't

confident spellers are more hesitant to put words on paper. We all know that we shouldn't worry about spelling when we're composing a rough draft, but the reality is that "difficult" words slow us down and interrupt our flow of ideas.

So why are Americans such poor spellers? Partly, it's due to the fact that there are so many different ways to write the same sounds. You've probably seen the T-shirt that says "hookt on foniks werkt fer mee." I believe in phonics, but if all words could be spelled phonetically, our jobs would be much easier! We teach students "creative" and phonetic spelling at an early age--primarily so that they're not slowed down in their flow of ideas--but beyond that, teachers disagree on what to do next.

Most teachers (and published spelling programs) provide students with lists of words to memorize. We all know that the majority of those words **don't ever make it to long-term memory**. Students "learn" them for the spelling test and then promptly forget them. I tried one approach that presented words grouped by theme, which didn't help at all. Another method grouped words by sound families, which was helpful but didn't go far enough. Some people want spelling lessons that students can do at the computer. Daily Spelling Practice is not a computer approach for two reasons. First, most of us don't all have computer access for all students every day, and second, the physical act of writing words helps students to remember them.

Many people argue that the only way to learn to spell is to be a prolific reader. I'm sure you know plenty of people who read constantly but can't spell their way out of a bad novel. Why do some readers become good spellers while others spell creatively all their lives? Those who are not visual learners don't remember how to spell words they only occasionally see in print, and even those who are visual learners aren't always particularly observant of spelling. They just want to enjoy a good story!

## How Daily Spelling Practice Works

The original *Daily Spelling Practice* is divided into four levels; and because it builds from beginning to end, students need all four levels to gain a complete understanding of spelling. However, since you may not have four years with a given group of students and because they may not have four years left in school, I have created the *Daily Spelling Practice One-year Intensive*. It's basically the "greatest hits" collection of *Daily Spelling Practice*. I recommend this book for older students as it is fast-paced and intense. After all, it's four years squeezed into one.

Each student will need either a *Daily Spelling Practice* workbook (sample on page 9) OR a notebook in which they can copy their lessons each day. If you don't use workbooks, you will spend extra time writing the daily assignments on the board or overhead (unless you purchase the optional overheads on CD), and students will spend extra time writing out assignments in their notebooks. Although *Daily Spelling Practice* is easier to implement with workbooks, it can be equally effective without them. Either way, you might consider getting the overheads on CD, which can be projected with an LCD projector, to make going over the lessons a little more convenient (sample on page 10).

Before utilizing *Daily Spelling Practice* in your classroom, you need to acknowledge that learning to spell, like anything else, is a process. You must be patient. **If you teach students how to spell a word, they'll spell it correctly on Friday. If you teach them how to spell, they'll spell every word correctly every day!**

*Daily Spelling Practice* is organized into 180 lessons--one for each day--because research has shown that daily practice is the most effective way to move information to long-term memory.

Before beginning the first lesson, you may choose to give students a pretest/posttest such as the one provided on page 7. Then follow the daily lessons, which come in a few different types:

### **Memory Word**

A new memory word will appear about once a week (a total of 35 over the course of the year). Students should write each memory word at least three times, trying not to look back at the correct spelling on the second or third try. Then they should add the word to their Memory Word List at the back of their workbooks or binders. Memory words may present an exception to standard spelling rules, or they may present a word that is otherwise difficult to spell. Each memory word includes a mnemonic strategy as well. If students don't know the meaning of the memory word, talk about it as a class or encourage them to look up the word in a dictionary. It's a good idea to refer to the word as often as possible throughout the week. Each time students learn a new memory word, they should review the old ones. Then you can call out a few of the old ones for them to practice spelling in their workbooks or binders.

### **Adding on**

Every two or three days, students will learn rules for “adding on” to smaller words. Here they may learn a prefix or suffix, they may work with a root word, or they may practice putting individual syllables together to create longer words. Go over the "adding on" rule with your students. If you're not using workbooks, students should write the rule in their notebooks. Then students should complete the "adding on" assignment. Go over these new words on the board when students are finished. Be sure students know what the new words mean.

Sometimes students are asked to write their own words using the week's "adding on" rule. Again, write these new words on the board and be sure they are all spelled correctly. The teacher's guide provides suggestions, but answers will vary.

### **Confusable Sets**

About once a week, students examine a set of spelling confusables, including a definition of each and a sentence using each one correctly. Many of the spelling confusables include mnemonic strategies. Begin by discussing these spelling confusables as a class. Students who are not using workbooks should write the definitions and sample sentences in their notebooks.

Next, write the cloze sentences on the board or point them out in the student workbooks. Have students choose the correct word to fill in each blank. Review as a class. Finally, students should write their own sentences using the week's spelling confusables. Again, the teacher's guide provides suggestions, but answers will vary.

### **Building Blocks**

Each week students will be looking at one or two specific spelling constructions or rules. They'll learn when to use these constructions and whether or not there are any exceptions. They will also have the chance to use these constructions to create new words. Encourage students to be on the look-out for examples of the constructions in other books and articles they read throughout their school day.

The teacher's guide provides words for you to call out based on each construction, but you may choose other applicable words instead. Students are then asked to write their own words using the construction(s). The teacher's guide provides suggestions, but answers will vary.

### **Reviews**

Though students will regularly review most of the skills throughout the book, toward the end of the year, students will be given extra review exercises. Reviews may require students to select the correctly spelled word in a pair or to apply their adding-on rules to new words.

### **Spelling Tests/Assessment**

Though traditional spelling tests are not included in this one-year intensive study, you may choose to test students regularly or not at all. I prefer regular review and practice

over traditional tests because **traditional tests merely encourage students to memorize and then forget**. With regular review and practice, students actual *learn to spell*.

You may choose to assess each day's assignment or at least the reviews. Either way, you should begin and end your year with a pretest/posttest to be sure students have mastered the concepts. A list of suggested words is provided on page 7, or you may certainly create your own list.



# Daily Spelling Practice

## One-year Intensive

### Pretest/Posttest Words

1. accident
2. committee
3. etcetera
4. antibacterial
5. sufficient
6. behavior
7. distraught
8. brilliant
9. thieves
10. courageous
11. forewarned
12. string
13. column
14. builder
15. aerated
16. conceited
17. detour
18. character
19. bicycle
20. elegance
21. definitely
22. essays
23. anonymous
24. exclusion
25. disguise
26. exercise
27. fascinating
28. execution
29. medieval
30. gnome
31. reminder
32. separate
33. hypocrite
34. island
35. journey
36. keyboard
37. leisurely
38. genuine
39. calendar
40. mischievous
41. neighbor
42. beginning
43. occasion
44. tragedy
45. pledging
46. vegetable
47. portfolios
48. necessary
49. puddle
50. receding
51. guess
52. physician
53. refrigerator
54. actor
55. spouses
56. coincidence
57. successful
58. around
59. privilege
60. commitment

### Optional Spelling Confusables

Spelling confusables can be utilized as a separate assessment or combined with the main pretest/posttest. Be sure to use each word in a sentence!

1. conscience/conscious
2. principal/principle
3. cloths/clothes
4. farther/further
5. isle/aisle
6. then/than
7. your/you're
8. to/too/two
9. beside/besides
10. its/it's
11. lead/led
12. illusion/allusion
13. college/collage
14. lose/loose
15. patients/patience
16. affect/effect
17. chose/choose
18. except/accept
19. foreword/forward
20. stationary/stationery
21. beside/besides
22. desert/dessert
23. angle/angle
24. compliment/complement
25. already/all ready



## Day 10 – Building Blocks

Building blocks: **more/soar/pour**

Except when used as a suffix, *or* is usually followed by a silent *e* or by a consonant. Words using the *oar* construction sometimes require a silent *e* at the end. The *or* construction is the most common for this pronunciation; the *our* construction is the least common. Note: In a few cases, *or* makes a different sound (*word, work*). Also, the British use *our* for many words that Americans spell with *or* (*colour/color*). Spell the *or, oar, and our* words your teacher calls out.

Write words of your own using *or, oar, and our*.

\_\_\_\_\_ or \_\_\_\_\_ or \_\_\_\_\_ oar \_\_\_\_\_ our \_\_\_\_\_

## Day 11 – Memory Word

Memory word #3: definitely

(Hint: Notice the word **finite** in the middle of **definitely**.)

Write *definitely* three times. Then add it to your memory word list and review the list.

Write the memory words your teacher calls out.

## Day 12 – Adding on

When a word ends in a *silent e* remove the *silent e* before you add a suffix that starts with a vowel (example: rake + ing = raking).

Use this rule to add ing to the following words:

bite \_\_\_\_\_ tame \_\_\_\_\_ shine \_\_\_\_\_

take \_\_\_\_\_ shake \_\_\_\_\_ skate \_\_\_\_\_

Use this rule to add *ed* to the following words:

brave \_\_\_\_\_ tape \_\_\_\_\_ love \_\_\_\_\_

bake \_\_\_\_\_ blame \_\_\_\_\_ shape \_\_\_\_\_

Day 7 – Adding on

You can usually make a noun plural by adding an *s* at the end.  
Use this rule to make the following words plural:

hat \_\_\_\_\_ home \_\_\_\_\_ school \_\_\_\_\_

book \_\_\_\_\_ tree \_\_\_\_\_ frog \_\_\_\_\_

Day 8 – Confusable Pair

*Led* means guided. (I *led* Betty around at the festival.)

*Lead* is a heavy metal or the graphite in your pencil. (You can't bend that piece of *lead*.)

Note: When pronounced with a long *e* sound, *lead* is also the present tense form of *led*.

Write the correct word (*led* or *lead*) in each blank.

Ted \_\_\_\_\_ the class down the hall. Jen's pencil ran out of \_\_\_\_\_.

Write your own sentence with *led* and your own sentence with *lead*.

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The CD contains a PDF of the workbook pages (modified for better viewing).  
Pages on the CD are landscape and reduced here to fit portrait page.  
Please note that pages on the CD are for projection use only and are not printable.

# Answer Keys

The following pages look exactly like the student workbook pages except that the answers are written in for you. Many of the answers are *possible* answers only and will vary from one student to the next.



## Day 1 – Memory Word

The goal of this spelling workbook is to teach you *how* to spell. You'll learn many rules that will help you spell just about any word you need to spell. However, some words are “rule breakers” or just hard to remember and must be memorized. For that reason, you will need to memorize 35 words during the course of this year. When you write the memory words, pay attention to how they're spelled and to the hints provided—some of them quite silly! Then, try to spell the words without looking. You'll be reviewing these memory words often.

Memory word #1: surprise

(Hint: Surprise has a surprise *r* inside!)

Write *surprise* three times. Then add it to your memory word list (in the back of this workbook).

surprise

surprise

surprise

## Day 2 – Adding on

Many of your lessons in this workbook will involve “adding on rules.” This is where you'll learn rules for creating longer words out of smaller parts. You'll be using these rules all year long to spell different words.

When you don't know how to spell a word, it helps to spell it one syllable at a time.

Use lines to divide each of the following words into syllables. Hint: Every syllable must have at least one vowel! Here is an example: yes/ter/day

whis|per dog|house to|mor|row Mon|day ba|na|na test lem|on

Fill in the missing syllable(s) for each word your teacher calls out.

drop

let

dun

geon

trib

ute

tri

angle

par

don

de

liv

er

com

bat

## Day 3 – Confusable Pair

Throughout this workbook, you'll be working with “confusable word sets.” Since the spelling of each of these words is correct, a spell checker won't help you. You must know which one to use.

Use *than* to compare things. (I am taller *than* Sam.)

Use *then* to tell when. (If you eat supper, *then* you can have dessert.)

(Hint: *Then* rhymes with *when*.)

Write the correct word (*than* or *then*) in each blank.

We ran around and then sat down. I like shorts better than pants.

Write your own sentence with *than* and your own sentence with *then*.

Five is more than two.

We played a game, and then we rested.

### Day 4 – Adding on

Use lines to divide each of the following words into syllables.

o p t i m i s t i c   m e g a p h o n e   k i n d e r g a r t e n   s c h o o l   p r e s e n t i n g

Fill in the missing syllable(s) for each word your teacher calls out.

\_\_\_ plan \_\_\_ et   \_\_\_ flag \_\_\_ pole \_\_\_ splen \_\_\_ did \_\_\_ con \_\_\_ struc \_\_\_ tion  
air \_\_\_ plane \_\_\_ flap \_\_\_ jack class \_\_\_ mate \_\_\_ prac \_\_\_ tical

### Day 5 – Building Blocks

Each week you'll be looking at one or two specific spelling constructions or rules. You'll learn when to use these constructions and whether or not there are any exceptions. You'll also have the chance to use these constructions to create new words. Be on the lookout for examples of the constructions in other books and articles you read.

Building blocks: **her/sir/turn**

These are three ways to make the same sound. Except when used as a suffix, *er* is usually followed by a silent *e* or by a consonant. Note: In a few cases, *er* makes a different sound (*berry*, *terrible*, *cereal*). In the word *souvenir*, *ir* makes a different sound. Spell the *er/ir/ur* words your teacher calls out.

\_\_\_ birth \_\_\_ verb \_\_\_ purse \_\_\_ thermostat \_\_\_  
\_\_\_ first \_\_\_ circle \_\_\_ Thursday \_\_\_ termite \_\_\_

Write words of your own using *er*, *ir*, and *ur*.   temp\_er\_ature   s\_er\_ve

\_\_\_ p\_er\_fect \_\_\_ c\_ir\_cus \_\_\_ g\_ir\_l \_\_\_ f\_ur\_ther \_\_\_ s\_ur\_f

### Day 6 – Memory Word

Memory word #2: separate

(Hint: There is **a rat** in **separate**.)

Write *separate* three times. Then add it to your memory word list and review the list.

\_\_\_ separate \_\_\_ separate \_\_\_ separate \_\_\_

Write the memory word your teacher calls out.   \_\_\_ surprise \_\_\_

### Day 7 – Adding on

You can usually make a noun plural by adding an *s* at the end.

Use this rule to make the following words plural:

hat hats home homes school schools

book books tree trees frog frogs

### Day 8 – Confusable Pair

*Led* means guided. (I *led* Betty around at the festival.)

*Lead* is a heavy metal or the graphite in your pencil. (You can't bend that piece of *lead*.)

Note: When pronounced with a long *e* sound, *lead* is also the present tense form of *led*.

Write the correct word (*led* or *lead*) in each blank.

Ted led the class down the hall. Jen's pencil ran out of lead.

Write your own sentence with *led* and your own sentence with *lead*.

I led the line.

The lead ball is heavy.

### Day 9 – Adding on

When a one-syllable word ends in (or is made only of) consonant-vowel-consonant, double the last letter before you add a suffix that starts with a vowel (example: nap + ed = napped).

Use this rule to add *ed* to the following words:

plan planned slop slopped ship shipped

pen penned trip tripped fret fretted

Use this rule to add *ing* to the following words:

slap slapping mop mopping pet petting

shop shopping bet betting dig digging

## Day 10 – Building Blocks

Building blocks: **more/soar/pour**

Except when used as a suffix, *or* is usually followed by a silent *e* or by a consonant. Words using the *oar* construction sometimes require a silent *e* at the end. The *or* construction is the most common for this pronunciation; the *our* construction is the least common. Note: In a few cases, *or* makes a different sound (*word, work*). Also, the British use *our* for many words that Americans spell with *or* (*colour/color*). Spell the *or, oar, and our* words your teacher calls out.

correct    detour    board    horse    gourmet

Write words of your own using *or, oar, and our*.

f or k    mem or y    r oar ing    c our t

## Day 11 – Memory Word

Memory word #3: definitely

(Hint: Notice the word **finite** in the middle of **definitely**.)

Write *definitely* three times. Then add it to your memory word list and review the list.

definitely    definitely    definitely

Write the memory words your teacher calls out.

surprise    separate

## Day 12 – Adding on

When a word ends in a *silent e*, remove the *silent e* before you add a suffix that starts with a vowel (example: rake + ing = raking).

Use this rule to add *ing* to the following words:

bite biting    tame taming    shine shining

take taking    shake shaking    skate skating

Use this rule to add *ed* to the following words:

brave braved    tape taped    love loved

bake baked    blame blamed    shape shaped

### Day 13 – Confusable Pair

*Its* means that something belongs to *it*. (The dog hid *its* bone.)

*It's* is a contraction meaning *it is*. (*It's* too bad we missed the party.)

Write the correct word (*its* or *it's*) in each blank.

Missy is glad that it's finally winter. Bill's kitten licked its paw.

Write your own sentence with *its* and your own sentence with *it's*.

The bird hurt its wing.

It's time to go home.

### Day 14 – Adding on

Use the rules you've learned to spell each word correctly.

rule + ed = ruled      mute + ing = muting

cute + er = cuter      mule + ish = mulish

shade + ed = shaded      whine + ing = whining

### Day 15 – Building Blocks

Building blocks: **key/party**

We usually see these constructions at the ends of words. Note: In a few cases, *ey* makes a different sound (*they*, *they*, *obey*, *survey*, *prey*). Spell the *ey* and *y* words your teacher calls out.

thirsty    turkey    family    money    duty

Write words of your own using *ey* and *y*.

hock\_ey    kidn\_ey    lad\_y    grav\_y

### Day 16 – Memory Word

Memory word #4: plagiarism

(Hint: When you spell this word, say it in three parts: plag-i-arism.)

Write *plagiarism* three times. Then add it to your memory word list and review the list.

plagiarism    plagiarism    plagiarism

Write the memory words your teacher calls out.

separate    surprise    definitely

## Day 17 – Adding on

When a word ends with a consonant or with a *silent e*, don't change the word before you add a suffix that starts with a consonant (example: hope + ful = hopeful).

Use this rule to spell each word correctly.

add *ful* to care: careful      add *less* to use: useless

add *ly* to slow: slowly      add *ness* to open: openness

add *less* to pain: painless      add *ness* to kind: kindness

## Day 18 – Confusable Pair

*Quiet* means not making any noise. (The cats are *quiet* tonight.)

*Quite* means really or completely. (The book we read was *quite* good.)

(Hint: You can hear the *i* followed by the *e* when you yell, "QUI-ET!")

Write the correct word (*quiet* or *quite*) in each blank.

Mike might not be quiet during the movie. We didn't have quite enough time.

Write your own sentence with *quiet* and your own sentence with *quite*.

Please be quiet.

It is quite cold outside.

## Day 19 – Adding on

On Day 17, you learned that when a word ends with a consonant or with a *silent e*, you don't change the word before you add a suffix that starts with a consonant (hope + less = hopeless). **However**, ninth, truly, argument, and awful are rule breakers because they don't keep their *silent es*.

Write each of these rule breakers correctly.

add *th* to nine: ninth      add *ly* to true: truly

add *ment* to argue: argument      add *ful* to awe: awful

## Day 20 – Building Blocks

Building blocks: **boat/low**

We usually use *oa* in the middle of a word and *ow* at the end of a word. Note: In a few cases, *oa* makes a different sound (*oar, soar, boar, broad*). About half the time, *ow* makes a different sound as well (*cow, brown, owl, etc.*). Spell the *oa* and *ow* words your teacher calls out.

\_\_\_\_\_ toast \_\_\_\_\_ crow \_\_\_\_\_ bowl \_\_\_\_\_ float \_\_\_\_\_ groan \_\_\_\_\_

Write words of your own using *oa* and *ow*.

\_\_\_\_\_ g oa t \_\_\_\_\_ cr oa k \_\_\_\_\_ bl ow \_\_\_\_\_ sh ow

## Day 21 – Memory Word

Memory word #5: tragedy

(Hint: Dying at a young **age** is a **tragedy**.)

Write *tragedy* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ tragedy \_\_\_\_\_ tragedy \_\_\_\_\_ tragedy \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ separate \_\_\_\_\_ definitely \_\_\_\_\_ plagiarism \_\_\_\_\_

## Day 22 – Adding on

When you add a prefix to a word, don't change the word (example: pre + fix = prefix).

Use this rule to spell each word correctly.

add *un* to done \_\_\_\_\_ undone \_\_\_\_\_ add *mis* to spell \_\_\_\_\_ misspell \_\_\_\_\_

add *over* to rule \_\_\_\_\_ overrule \_\_\_\_\_ add *re* to run \_\_\_\_\_ rerun \_\_\_\_\_

add *dis* to tasteful \_\_\_\_\_ distasteful \_\_\_\_\_ add *under* to stand \_\_\_\_\_ understand \_\_\_\_\_

### Day 23 – Confusable Pair

*Lose* means to not win or to misplace. (Did your team *lose* the game?)

*Loose* means not tight. (The cover on my phone is *loose*.)

(Hint: **L**ose has one *o* just like its past form, **l**ost.)

Write the correct word (*lose* or *loose*) in each blank.

Rose has a loose tooth. Do not lose this note on your way home.

Write your own sentence with *lose* and your own sentence with *loose*.

I hope I don't lose the race.

These pants are too loose.

### Day 24 – Adding on

When a one-syllable word ends in (or is made only of) vowel-vowel-consonant, do **not** double the last letter before you add a suffix that starts with a vowel (example: bleed + ing = bleeding).

Use this rule to add *ing* to the following words:

plead pleading loan loaning sleep sleeping

Make your own *ing* words using this rule.

meeting feeding dreaming

### Day 25 – Building Blocks

Building blocks: **snai/say/same**

We usually use *ai* in the middle of a word and *ay* at the end of a word. An *a-e* word will generally end with the silent *e* unless a suffix has been added. Note: In a few cases, *ai* makes a different sound (*captain, certain, said, again, plaid*). Spell the *ai*, *ay*, and *a-e* words your teacher calls out.

brain snake away stray explain

Write words of your own using *ai*, *ay*, and *a-e*.

ch ai n w ai t tr ay t a p e

## Day 26 – Memory Word

Memory word #6: grammar

(Hint: If you cover up the g, the rest of the word is a palindrome—the same frontward and backward!)

Write *grammar* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ grammar \_\_\_\_\_ grammar \_\_\_\_\_ grammar \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ tragedy \_\_\_\_\_ plagiarism \_\_\_\_\_ definitely \_\_\_\_\_

## Day 27 – Adding on

When a word ends with two or more consonants, don't change the word before you add a suffix (example: plant + ed = planted).

Use this rule to spell each word correctly.

add *ing* to bring: \_\_\_\_\_ bringing \_\_\_\_\_ add *less* to heart: \_\_\_\_\_ heartless \_\_\_\_\_

add *ly* to quick: \_\_\_\_\_ quickly \_\_\_\_\_ add *er* to paint: \_\_\_\_\_ painter \_\_\_\_\_

Write your own words using this rule.

\_\_\_\_\_ brushed \_\_\_\_\_ learning \_\_\_\_\_ darker \_\_\_\_\_

## Day 28 – Confusable Set

*There* is a place. (*There* are many apples, so please put them all over *there*.)

*Their* means something belongs to them. (Although the boys ate *their* snacks, they're still hungry.)

*They're* is a contraction that means they are. (*They're* going to the theater tonight.)

(Hint: *There* tells *where*, and the two words rhyme.)

Write the correct word (*there*, *their*, or *they're*) in each blank.

\_\_\_\_\_ Their \_\_\_\_\_ brother likes football. \_\_\_\_\_ There \_\_\_\_\_ are four of them. \_\_\_\_\_ They're \_\_\_\_\_ all very nice.

Write your own sentences with *there*, *their*, and *they're*.

\_\_\_\_\_ There are many kids in our club. \_\_\_\_\_

\_\_\_\_\_ They got their shirts dirty. \_\_\_\_\_

\_\_\_\_\_ They're playing in the mud. \_\_\_\_\_

### Day 29 – Adding on

Two words can be joined together to make a compound word. Create compound words using the words listed below. (example: news + paper = newspaper)

end lady shake bug week ball milk eye

weekend    ladybug    milkshake    eyeball

Now write two compound words of your own. notebook    sunshine

### Day 30 – Building Block

Building block: **bread**

We usually use *ea* in the middle of a word. Interestingly, the *ea* in *clean* makes a different sound, but the *ea* in *cleanliness* and *cleanse* does not. Spell the *ea* words your teacher calls out.

breath    spread    thread    instead    ready

Write words of your own using *ea*.

br ea kfast    alr ea dy    ah ea d    tr ea sure

### Day 31 – Memory Word

Memory word #7: probably

(Hint: She is probably a professional **bab**bler.)

Write *probably* three times. Then add it to your memory word list and review the list.

probably    probably    probably

Write the memory words your teacher calls out.

grammar    tragedy    plagiarism

### Day 32 – Adding on

The prefix *trans* means *across*, and the prefix *tri* means *three*. Add either *trans* or *tri* to each base/root word below. (Reminder: Don't change the spelling of a word when you add a prefix.)

tri cycle    trans plant    trans late    tri dent

trans port    tri colored    tri plet    trans mit

Write your own words with *trans* and *tri*.    trans\_pire    tri\_plicate

### Day 33 – Confusable Pair

*Threw* is the past tense form of *throw*. (Thomas *threw* both of the shoes into the closet.)

*Through* means in one side and out the other or to be finished. (We hiked *through* the thick forest.)

(Hint: *Threw* looks more like *throw* than *through* does.)

Write the correct word (*threw* or *through*) in each blank.

I'm through with this drink, but I'm still thirsty. Martha threw a tantrum at the park.

Write your own sentence with *threw* and your own sentence with *through*.

Josh threw me the ball.

I ran through the yard.

### Day 34 – Adding on

The root word *graph* means *write*. Add the following parts to *graph* to make new words:

photo bio auto tele geo calli phono y ic

photograph   autograph   geography   biography

calligraphy   phonograph   telegraph   autobiography

### Day 35 – Building Blocks

Building blocks: **bear/fair/share**

On Day 30, we used *ea* to make the sound in *bread*. Here we see that it makes a different sound when followed by an *r*. Note: With the exception of *beard*, its sound changes again when *ear* is followed by another letter (*heart, learn, search, earth*). Also, about half the time *ear* makes yet another sound (*clear, near, year, etc.*).

Note that a few words (*millionaire, extraordinaire, questionnaire*) require an *e* to follow the *air*.

Spell the *ear, air, and are* words your teacher calls out.

dairy   square   glare   swear   chair

Write words of your own using *ear, air, and are*.

p ear   rep air   sp are

### Day 36 – Memory Word

Memory word #8: refrigerator

(Hint: There is a gator in my refrigerator!)

Write *refrigerator* three times. Then add it to your memory word list and review the list.

refrigerator

refrigerator

refrigerator

Write the memory words your teacher calls out.

probably

grammar

tragedy

### Day 37 – Adding on

Make compound words by filling in the blanks.

tug

boat

proof

read

room

mate

book

mark

snow

flake

Fill in the missing syllable(s) for each word your teacher calls out.

book

let

ad

ven

ture

dem

on

strate

per

son

ality

dis

cov

er

grati

tude

jus

tice

pa

rade

com

pute

### Day 38 – Confusable Pair

*Choose* is to pick or select. (Soon I will *choose* a new book.)

*Chose* is the past tense form of choose. (Yesterday I *chose* a new book.)

Write the correct word (*choose* or *chose*) in each blank.

We chose a new pooch from the shelter. You should choose a dog that doesn't drool!

Write your own sentence with *choose* and your own sentence with *chose*.

What did you choose for lunch?

I chose the taco salad.

### Day 39 – Adding on

The prefix *re* means *back* or *again*. Add *re* to the following words. Pronounce each word and figure out what it means. Remember, don't change the spelling of the original word when you add a prefix.

re

flect

re

mind

re

pay

re

peat

re

turn

re

late

re

verse

re

write

Write your own words using this prefix.

recalculate

rewind

## Day 40 – Building Blocks

Building blocks: **fault/shawl/ball**

In English we use *aul* more often than *awl*. When we use *all* at the end of a word, the word is almost always one syllable or part of a compound word. Note: The *l* in *aul* is sometimes silent (*caulk*). Also, *all* usually makes a different sound when it comes at the beginning of a word (*allure, alloy, alligator*). Spell the *aul, awl,* and *all* words your teacher calls out.

\_\_\_\_\_ crawl \_\_\_\_\_ cauliflower \_\_\_\_\_ tall \_\_\_\_\_ assault \_\_\_\_\_ baseball \_\_\_\_\_

Write words of your own using *aul, awl,* and *all*.

\_\_\_\_\_ v\_ aul\_ t \_\_\_\_\_ br\_ awl \_\_\_\_\_ sm\_ all \_\_\_\_\_

## Day 41 – Memory Word

Memory word #9: embarrass

(Hint: There are two *a*'s, two *r*'s, and two *s*'s in *embarrass*.)

Write *embarrass* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ embarrass \_\_\_\_\_ embarrass \_\_\_\_\_ embarrass \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ refrigerator \_\_\_\_\_ probably \_\_\_\_\_ grammar \_\_\_\_\_

## Day 42 – Adding on

The suffix *y* changes a noun (such as *luck*) to an adjective (such as *lucky*). Follow the same adding-on rules for *y* that you follow for other suffixes that start with vowels (such as *ing*) to make new words below.

craft + y = \_\_\_\_\_ crafty \_\_\_\_\_ fur + y = \_\_\_\_\_ furry \_\_\_\_\_ trick + y = \_\_\_\_\_ tricky \_\_\_\_\_

rose + y = \_\_\_\_\_ rosy \_\_\_\_\_ sleep + y = \_\_\_\_\_ sleepy \_\_\_\_\_ fun + y = \_\_\_\_\_ funny \_\_\_\_\_

Review:

add *re* to trace: \_\_\_\_\_ retrace \_\_\_\_\_ add *un* and *ed* to wrap: \_\_\_\_\_ unwrapped \_\_\_\_\_

add *ing* to stop: \_\_\_\_\_ stopping \_\_\_\_\_ add *y* to dirt: \_\_\_\_\_ dirty \_\_\_\_\_

### Day 43 – Confusable Pair

*Breathe* is something you do. (I can't *breathe* under water.)

*Breath* is something you take. (Brad laughed so hard that he couldn't catch his *breath*.)

Write the correct word (*breathe* or *breath*) in each blank.

The ride took Brandon's breath away. My nose is so stuffy I can hardly breathe.

Write your own sentence with *breathe* and your own sentence with *breath*.

We usually breathe without thinking about it.

When we swim, we come up for a breath.

### Day 44 – Adding on

The prefix *ad* means *to* or *toward*. Remember not to change the original word when you add a prefix.

Add *ad* to the following roots. Pronounce each word and figure out what it means.

ad apt   ad mire   ad vance   ad vise   ad here   ad vocate

In some cases, the prefix *ad* is altered to fit better with the root word. Figure out how *ad* should be altered to fit in each of the blanks below. (example: accept)

ag gressive   an nounce   as sert   al lege

### Day 45 – Building Block

Building block: **courage**

On Day 10, we looked at another pronunciation of *our*. Today's pronunciation of *our* is less common and is found in the middle of words.

Spell the *our* words your teacher calls out.

journey   flourish   nourish   adjourned

Write words of your own using *our*.

t our nament   enc our age   c our tesy

### Day 46 – Memory Word

Memory word #10: opportunity

(Hint: Remember the first four letters by saying *That is **o**ne **p**retty **p**rofitable **o**ppportunity!*)

Write *opportunity* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ opportunity \_\_\_\_\_ opportunity \_\_\_\_\_ opportunity \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ embarrass \_\_\_\_\_ refrigerator \_\_\_\_\_ probably \_\_\_\_\_

### Day 47 – Adding on

The suffix *er* means *more* (darker) or *one who does something* (singer).

Add *er* to the following words. Remember your rules for adding suffixes that begin with vowels.

old er tall er cute r loose r lose r read er hit ter swim mer

Write your own words using this suffix.

\_\_\_\_\_ wiser \_\_\_\_\_ player \_\_\_\_\_ better \_\_\_\_\_

### Day 48 – Confusable Pair

A *principal* is in charge of a school. (Mr. Prebor is our *principal*.)

A *principle* is a basic truth or a rule of good behavior. (This scientific *principle* has been proven.)

(Hint: The **principal** is your **pal**.)

Write the correct word (*principal* or *principle*) in each blank.

I am proud to say that my moral principles have prevented any visits to the principal.

Write your own sentence with *principal* and your own sentence with *principle*.

\_\_\_\_\_ We have a new principal at school. \_\_\_\_\_

\_\_\_\_\_ We are learning principles of spelling. \_\_\_\_\_

### Day 49 – Adding on

Although you usually add an *s* to make a word plural, you should add an *es* if the original word ends in *x*, *s*, *z*, *es*, *sh*, or *ch*. Note: To make *quiz* plural, you must first double the *z* (*quizzes*).

Use this rule to make the following words plural.

box es    bush es    church es    mix es    waltz es    dress es

Fill in the blanks to make your own words using this rule.

brush es    fox es    lunch es

### Day 50 – Building Block

Building block: **through**

The *ough* construction can make several different sounds—even the *up* sound as in *hiccough*! Regardless of how it's pronounced, it's usually used at the end of a word or followed by a *t*.

Spell the *ough* words your teacher calls out.

enough    brought    trough    bough    rough

Write words of your own using *ough*.

fought    though    dough    cough

### Day 51 – Memory Word

Memory word #11: necessary

(Hint: Only one **c** is necessary in necessary.)

Write *necessary* three times. Then add it to your memory word list and review the list.

necessary    necessary    necessary

Write the memory words your teacher calls out.

opportunity    embarrass    refrigerator

## Day 52 – Adding on

The prefix *ac* is a common form of the prefix *ad* (to or toward). Add *ac* to the following root words. Pronounce each word and figure out what it means.

\_\_\_ **ac** \_\_\_ quit    \_\_\_ **ac** \_\_\_ quiesce    \_\_\_ **ac** \_\_\_ cept    \_\_\_ **ac** \_\_\_ cuse    \_\_\_ **ac** \_\_\_ claim

Review:

add *less* to harm: \_\_\_\_\_ **harmless** \_\_\_\_\_    add *er* to serve: \_\_\_\_\_ **server** \_\_\_\_\_

add *un* to born: \_\_\_\_\_ **unborn** \_\_\_\_\_    add *re* to late: \_\_\_\_\_ **relate** \_\_\_\_\_

## Day 53 – Confusable Pair

*Sell* is a verb. (Will you *sell* Fred that Frisbee?)

*Sale* is a noun. (Mr. Franklin has fresh vegetables for *sale*.)

Write the correct word (*sell* or *sale*) in each blank.

Francis is having a yard \_\_\_\_\_ **sale** \_\_\_\_\_ on Friday. She hopes to \_\_\_\_\_ **sell** \_\_\_\_\_ an old freezer.

Write your own sentence with *sell* and your own sentence with *sale*.

\_\_\_\_\_ **My dad wants to sell his car.** \_\_\_\_\_

\_\_\_\_\_ **The shirt I want is on sale** \_\_\_\_\_

## Day 54 – Adding on

When a word ends with a consonant and a *y*, change the *y* to *i* before you add a suffix that does **not** start with an *i*. (example: funny + est = funniest) For suffixes that **do** start with *i*, keep the *y*. (example: copy + ing = copying)

Use this rule to spell each word correctly.

add *ing* to pry: \_\_\_\_\_ **prying** \_\_\_\_\_    add *ed* to pry: \_\_\_\_\_ **pried** \_\_\_\_\_

add *er* to tacky: \_\_\_\_\_ **tackier** \_\_\_\_\_    add *ness* to tacky: \_\_\_\_\_ **tackiness** \_\_\_\_\_

(Watch out: There are a few exceptions such as *dryness*, *dryly*, *shyness*, and *shyly*.)

## Day 55 – Building Blocks

Building blocks: **score/skin**

We see both of these constructions at the beginning of words, but we don't see *sc* at the end of words like we do *sk*. Note: Sometimes *sc* is followed by a silent *h*.

Spell the *sc* and *sk* words your teacher calls out.

\_\_\_\_\_ escape \_\_\_\_\_ school \_\_\_\_\_ skirt \_\_\_\_\_ brisk \_\_\_\_\_ scooter \_\_\_\_\_

Write words of your own using *sc* and *sk*.

sc heme \_\_\_\_\_ sc ream \_\_\_\_\_ sk ip \_\_\_\_\_ \_\_\_\_\_ ma sk

## Day 56 – Memory Word

Memory word #12: tomorrow

(Hint: *Tomorrow* has one *m*, two *r*'s, and three *o*'s.)

Write *tomorrow* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ tomorrow \_\_\_\_\_ tomorrow \_\_\_\_\_ tomorrow \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ necessary \_\_\_\_\_ opportunity \_\_\_\_\_ embarrass \_\_\_\_\_

## Day 57 – Adding on

When a common noun ends in a consonant and a *y*, change the *y* to an *i* and add *es* to make the word plural. (example: fly = flies) Use this rule to spell each word correctly.

rally: rallies trophy: trophies ally: allies theory: theories

Review:

re + shape + ing: reshaping over + achieve + er: overachiever

harm + less + ness: harmlessness joke + ing + ly: jokingly

## Day 58 – Confusable Pair

A *desert* is a hot, dry place. (We carried plenty of water in the *desert*.)

A *dessert* is something yummy you eat after supper. (What a terrific *dessert*!)

(Hint: The s in desert stands for sand, but the ss in dessert stands for strawberry shortcake!)

Write the correct word (*desert* or *dessert*) in each blank.

The dessert you made was perfect. Walter drove through the desert.

Write your own sentence with *desert* and your own sentence with *dessert*.

It is hot in the desert.

I want ice cream for dessert.

## Day 59 – Adding on

When a word ends in a vowel and a *y*, keep the *y* when you add a suffix. (example: say + ing = saying) Some exceptions to this rule are *said*, *paid*, *laid*, and *daily*.

Use this week's adding-on rule to correctly spell each word below.

pay + ing = paying   pray + ed = prayed   pay + ment = payment

essay + ist = essayist   say + s = says   key + less = keyless

## Day 60 – Building Block

Building block: **science**

On Day 55, we used *sc* to make a different sound. Here we see the *c* being silent.

Spell the *sc* words your teacher calls out.

scepter   fascinate   muscle   scissors   scene

Write words of your own using *sc*.

scenic   scent   adolescent   abscess

## Day 61 – Memory Word

Memory word #13: maintenance

(Hint: We hired ten main main-ten-ance workers.)

Write *maintenance* three times. Then add it to your memory word list and review the list.

maintenance      maintenance      maintenance

Write the memory words your teacher calls out.

tomorrow      necessary      opportunity

## Day 62 – Adding on

You've learned to double the final consonant of a one-syllable word ending in consonant-vowel-consonant when you add a suffix starting with a vowel (such as patting). An exception to this rule occurs when a multi-syllable word ends in consonant-vowel-consonant and the last syllable is **not** accented. (example: alter + ing = altering) Use this rule to spell the following words correctly:

benefit + ing = benefiting    button + ed = buttoned    admit + ed = admitted

lessen + ing = lessening    select + ing = selecting    prison + er = prisoner

## Day 63 – Confusable Pair

*Further* refers to an additional amount. (I will not urge you any *further*.)

*Farther* refers to physical distance. (We will walk *farther* on Thursday.)

(Hint: These two words are very close in meaning, but farther actually contains the word far.)

Write the correct word (*further* or *farther*) in each blank.

If we hurry, we can get much farther. I hope we'll have no further turmoil.  
Write your own sentence with *further* and your own sentence with *farther*.

I need further explanation.

I ran farther than you.

## Day 64 – Adding on

On Day 62 you learned an exception to a rule. Here is another exception to the same rule: When a word ends in a vowel and a *w*, don't double the *w* when you add a suffix that starts with a vowel. (example: plow + ing = plowing) Use this rule to spell each of the following words correctly:

grow + ing = growing    chew + ed = chewed    sew + ing = sewing

slow + er = slower    new + est = newest    claw + ed = clawed

## Day 65 – Building Block

Building block: **chord**

Though *ch* usually makes the sound in *chips*, we're using it today with a silent *h*. We usually find this construction at the beginning of words.

Spell the *ch* words your teacher calls out.

chorus   character   ache   loch   chameleon

Write words of your own using *ch*.

ch emical   ch lorine   ch rome

## Day 66 – Memory Word

Memory word #14: beginning

(Hint: Beginning is not hard to spell if you remember your adding on rules!)

Write *beginning* three times. Then add it to your memory word list and review the list.

beginning   beginning   beginning

Write the memory words your teacher calls out.

maintenance   tomorrow   necessary

## Day 67 – Adding on

Remembering whether you need a *wh* or just a *w* at the beginning of a word takes practice and observation. Decide which one to use in each blank below.

Water   Winter   whisper   Weather   wheeze   Widow   wharf

Review:

make beach plural: beaches   add *ing* to skate: skating

add *ly* to brisk: briskly   add *er* to shop: shopper

add *y* to shake: shaky   add *com* and *ed* to mit: committed

## Day 68 – Confusable Pair

*Passed* is the past tense form of pass. (I *passed* the chemistry test.)

*Past* means beyond, or a time before now. (In the *past*, I detested the taste of pears.)

Write the correct word (*passed* or *past*) in each blank.

In history, we studied everything past the Civil War. Steve passed me the mustard.

Write your own sentence with *passed* and your own sentence with *past*.

We passed the park on our way home.

The park is past the school.

## Day 69 – Adding on

The root word *claim* means *to declare or cry out*. When you add the suffix *tion* to a word that uses the *claim* root, you usually have to change *claim* to *clam* and add an *a*. (example: exclaim, exclamation)

Use this rule to add *tion* to each of the following words:

proclaim: proclamation    declaim: declamation    acclaim: acclamation

Review:

obey + s = obeys    play + ing = playing    day + ly = daily

prey + ed = preyed    shy + ly = shyly    sly + ness = slyness

## Day 70 – Building Blocks

Building blocks: **chief/receive**

Use *ie* most of the time. Use *ei* after *c* or when making an *ay* sound. Watch out: Exceptions include *foreign*, *height*, *leisure*, *their*, *protein*, *seize*.

Spell the *ie* and *ei* words your teacher calls out.

belief    conceited    achieve    field    neighbor

Write words of your own using *ie* and *ei*.

gr ie f    pr ie st    b ei ge    rec ei pt

## Day 71 – Memory Word

Memory word #15: vegetable

(Hint: Eat your veggies at the veg-e-table.)

Write *vegetable* three times. Then add it to your memory word list and review the list.

vegetable vegetable vegetable

Write the memory words your teacher calls out.

beginning maintenance tomorrow

## Day 72 – Adding on

The suffixes *able* and *ible* mean able or can do. If you're adding on to a complete word, use *able*. Otherwise, use *ible*. A few exceptions include *flexible*, *responsible*, *irritable*, and *inevitable*. By the way, *able* is much more common than *ible*. Use this rule to add either *able* or *ible* to the following words:

depend able terr ible vis ible fashion able incred ible

agree able accept able ed ible enjoy able flex ible

## Day 73 – Confusable Pair

*Lessen* is to reduce. (Wearing a helmet will *lessen* your risk of injury.)

*Lesson* is something you learn. (Our science *lesson* was about the human skull.)

Write the correct word (*lessen* or *lesson*) in each blank.

I need a lesson on removing splinters. The clouds lessen ed the number of visible stars.

Write your own sentence with *lessen* and your own sentence with *lesson*.

A cat will lessen the number of mice we have.

I take tennis lessons.

## Day 74 – Adding on

So far you've learned two ways to make a word plural. Sometimes when a word ends in *f* or *fe*, you change the *f* or *fe* to a *v* and add *es*. (example: knife = knives) Exceptions to this rule include words ending in *ff* (example: cliff = cliffs) and the words *chefs*, *chiefs*, *proofs*, *reefs*, *roofs*, and *giraffes*. You can usually hear the difference if you pronounce the words carefully. Use this rule to make the following words plural:

leaf: leaves staff: staffs life: lives scarf: scarves

self: selves wife: wives chief: chiefs sheriff: sheriffs

## Day 75 – Building Block

Building block: **guide**

This construction makes several different sounds but is always found in the middle of words. Spell the *ui* words your teacher calls out.

disguise      build      fruit      biscuit      anguish

Write words of your own using *ui*.

guitar      cruise      juice      guide

## Day 76 – Memory Word

Memory word #16: beautiful

(Hint: Aren't you happy to "be a *utiful*" person?)

Write *beautiful* three times. Then add it to your memory word list and review the list.

beautiful      beautiful      beautiful

Write the memory words your teacher calls out.

vegetable      beginning      maintenance

## Day 77 – Adding on

You have learned that you usually add *able* instead of *ible* when the root is a complete word. When the root ends with a silent *e*, you usually drop the *e* before adding *able*. In many cases, the spelling is correct with or without the silent *e*. (example: likable or likeable) If you're not sure, however, it's safest to leave the *e* out unless the root ends in *ee*, *ce*, or *ge*. (example: agreeable and changeable) Add *able* to the following words:

live: livable      blame: blamable      charge: chargeable      love: lovable

trace: traceable      foresee: foreseeable      size: sizable      move: movable

## Day 78 – Confusable Pair

*All ready* means all are ready. (We are *all ready* for the party.)

*Already* means previously or now. (It's *already* time for Mrs. Brady to leave.)

Write the correct word (*all ready* or *already*) in each blank.

We have already eaten the gravy. Cody got the uniforms all ready for the game.

Write your own sentence with *all ready* and your own sentence with *already*.

We are all ready to eat lunch.

Is it already lunch time?

## Day 79 – Adding on

Sometimes when you use a *kn* instead of an *n*, you get a **different** word rather than a **misspelled** word. Change each initial *n* below to a *kn*. Then read each word and figure out what it means.

now: know    night: knight    need: kneel    not: knot

Review:

easy + ly = easily    happy + est = happiest    heavy + er = heavier

annoy + ing = annoying    money + less = moneyless    crispy + ness = crispiness

## Day 80 – Building Block

Building block: **fly**

On Day 75, we used *ui* to make the sound in *guide*. In many cases, we use a *y* to make this same sound. Though a *y* often comes at the end of a word, it can be used in the middle as well—especially following a *c* or an *h*. Spell the *y* words your teacher calls out.

reply    apply    bylaws    hydrate    cycle

Write words of your own using *y*.

compl y    spr y    h yperbole    c yclone

## Day 81 – Memory Word

Memory word #17: knowledge

(Hint: I *know* the word knowledge starts with *know*.)

Write *knowledge* three times. Then add it to your memory word list and review the list.

knowledge    knowledge    knowledge

Write the memory words your teacher calls out.

beautiful    vegetable    beginning

## Day 82 – Adding on

The root word *mar* means *sea* or *pool*. Other forms of this root include *mari* and *mer*.

Figure out which form fits in each blank below. Pronounce each word and figure out what it means.

mermaid    marsh    marine    maritime    marina

Write your own words using the root word *mar*. mariner    marshy

### Day 83 – Confusable Pair

*Aloud* means out loud. (Howard read his book *aloud*.)

*Allowed* is to have permission. (I am not *allowed* to wear that gown.)

(Hint: Allowed is really just the past tense form of allow.)

Write the correct word (*aloud* or *allowed*) in each blank.

We're not allowed to run in the house. Do you like to spell words aloud?

Write your own sentence with *aloud* and your own sentence with *allowed*.

Don't talk aloud during reading time.

Mom allowed us to go swimming.

### Day 84 – Adding on

The suffix *ile* means *capable of, relating to, or suitable for*.

Add *ile* to the following roots to make new words. Pronounce each word and figure out what it means.

doc ile    frag ile    ag ile    project ile    rept ile    mob ile

Write your own words using this suffix. fertile    juvenile

### Day 85 – Building Block

Building block: **find**

We have recently learned two different ways to make a long *i* sound (*ui* and *y*). Usually we would need a silent *e* to make the vowel *i* say its own name. Sometimes (most commonly before *nd* but not always), the *i* says its own name without the help of a silent *e*. Spell the *i* words your teacher calls out.

blind    giant    climb    rewind    island

Write words of your own using *i*.

rem i nd    beh i nd    gri nd    m i nd

### Day 86 – Memory Word

Memory word #18: calendar

(Hint: The vowels in **cal**endar follow those in the months of the year—**J**anuary, **F**ebruary, **M**arch.)

Write *calendar* three times. Then add it to your memory word list and review the list.

calendar    calendar    calendar

Write the memory words your teacher calls out.

knowledge    beautiful    vegetable

### Day 87 – Adding on

The root word *tract* means *to draw or pull*.

Add *tract* to complete each word below. Then pronounce each word and figure out what it means.

sub tract      at tract      ex tract      con tract

Write your own words using *tract*.      tractor      distracting

### Day 88 – Confusable Set

*To* can be used with a verb or as a preposition. (I can't wait *to* hear the news.)

*Too* means also or very. (You have *too* much jewelry.)

*Two* is a number. (I knew *two* people named Bruce.)

Write the correct word (*to*, *too*, or *two*) in each blank.

Two of my friends went to the mountains to see the view and to hike, too.

Write your own sentences with *to*, *too*, and *two*.

We went to see the movie.

I ate too much popcorn.

I drank two drinks.

### Day 89 – Adding on

Usually you should use *ch* after *ea*, *oa*, *ee*, *oo*, *u*, or *r*, and you should use *tch* for other words. Exceptions include *rich*, *clutch*, *hutch*, and *crutch*.

Use *ch* or *tch* to complete each word.

church    much    batch    stretch    bleach    roach    smooch    ditch

Write your own words with *ch* and *tch*.      rea ch      gli tch

### Day 90 – Building Block

Building block: **edge**

We usually use this construction after a short vowel to make the *g* sound in words such as *edge*. Exceptions include *college*, *sacrilege*, *refrigerator*, and *privilege*. Spell the *dge* words your teacher calls out.

badge    partridge    bridge    judge    wedge

Write words of your own using *dge*.

pledge    grudge    dodge    fudge

### Day 91 – Memory Word

Memory word #19: restaurant

(Hint: **Aurgh!** There are **ants** in this **restaurant!**)

Write *restaurant* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ restaurant \_\_\_\_\_ restaurant \_\_\_\_\_ restaurant \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ calendar \_\_\_\_\_ knowledge \_\_\_\_\_ beautiful \_\_\_\_\_

### Day 92 – Adding on

The suffix *ize* means *to make*. Add *ize* to the following base words to make new words. You may have to alter the base word according to previous adding-on rules. Pronounce each word and figure out what it means.

final: \_\_\_\_\_ finalize \_\_\_\_\_ public: \_\_\_\_\_ publicize \_\_\_\_\_ fertile: \_\_\_\_\_ fertilize \_\_\_\_\_

memory: \_\_\_\_\_ memorize \_\_\_\_\_ familiar: \_\_\_\_\_ familiarize \_\_\_\_\_ idol: \_\_\_\_\_ idolize \_\_\_\_\_

Write your own words using this suffix. \_\_\_\_\_ penalize \_\_\_\_\_ emphasize \_\_\_\_\_

### Day 93 – Confusable Pair

*Whose* shows possession. (*Whose* wheat is in that container?)

*Who's* is a contraction meaning *who is*. (*Who's* that whimpering in the corner?)

Write the correct word (*whose* or *who's*) in each blank.

Mr. Whipple is the man \_\_\_\_\_ **who's** \_\_\_\_\_ waving. Bruce is the man \_\_\_\_\_ **whose** \_\_\_\_\_ car whizzed by.

Write your own sentence with *whose* and your own sentence with *who's*.

\_\_\_\_\_ Whose jacket is that? \_\_\_\_\_

\_\_\_\_\_ Who's going to the park? \_\_\_\_\_

### Day 94 – Adding on

*Bi* is a prefix that means *two*. Add *bi* to the following base/root words to make new words. Pronounce each word and figure out what it means.

cycle: \_\_\_\_\_ bicycle \_\_\_\_\_ nocular: \_\_\_\_\_ binocular \_\_\_\_\_ sect: \_\_\_\_\_ bisect \_\_\_\_\_

lingual: \_\_\_\_\_ bilingual \_\_\_\_\_ ceps: \_\_\_\_\_ biceps \_\_\_\_\_ nomial: \_\_\_\_\_ binomial \_\_\_\_\_

Write your own words using this prefix. \_\_\_\_\_ bifocal \_\_\_\_\_ biweekly \_\_\_\_\_

## Day 95 – Building Blocks

Building blocks: **slant/agent**

Remembering when to use *ant* and when to use *ent* takes practice and observation. Spell the *ant* and *ent* words your teacher calls out.

abundant confident eloquent attendant elegant

Write words of your own using *ant* and *ent*.

defend ant arrog ant pati ent exist ent

## Day 96 – Memory Word

Memory word #20: recommend

(Hint: I **recomm**end the **co**ffee **or** **mal**ted **mi**lkshake.)

Write *recommend* three times. Then add it to your memory word list and review the list.

recommend recommend recommend

Write the memory words your teacher calls out.

restaurant calendar knowledge

## Day 97 – Adding on

The prefix *per* means *through*. The prefix *pre* means *before*. Knowing the difference between these two prefixes can help you overcome many spelling difficulties. Add either *per* or *pre* to each of the following base/root words. Pronounce each word and figure out what it means.

pre vent pre lude per forated per ennial per ception pre diction

Fill in the blanks to create your own words. pre destine per colate

## Day 98 – Confusable Pair

*Personal* means private. (I'll calm down after I find my *personal* journal.)

*Personnel* are employees. (Half of our *personnel* called in sick today.)

(Hint: **Personal** and **private** have an *a* in common; **personnel** and **employees** have an *e* in common.)

Write the correct word (*personal* or *personnel*) in each blank.

I need a personal assistant to work for me. In fact, I could use several personnel.  
Write your own sentence with *personal* and your own sentence with *personnel*.

Henry has a personal problem.

The new restaurant is hiring personnel.

### Day 99 – Adding on

The suffix *ic* means *like* or *nature of*. You must sometimes change a base word when adding *ic* (example: chaos = chaotic). Use add-on rules to add *ic* to each of the following base words:

hero: heroic    majesty: majestic    poet: poetic    metal: metallic

galaxy: galactic    patriot: patriotic    tragedy: tragic

### Day 100 – Building Blocks

Building blocks: **exit/exclaim**

These constructions used at the beginning of words can be confusing. If you listen carefully and think about syllables, you can usually hear the *c* in *exc* words (*exclaim*, *exchange*, *excerpt*).

Spell the *ex* and *exc* words your teacher calls out.

execute    excellent    excuse    exhale    exercise

Write words of your own using *ex* and *exc*.

ex ample    ex pand    exc lude    exc erpt

### Day 101 – Memory Word

Memory word #21: copyright

(Hint: It's not right to *copy* something that has a *copyright*—or something that doesn't!)

Write *copyright* three times. Then add it to your memory word list and review the list.

copyright    copyright    copyright

Write the memory words your teacher calls out.

recommend    restaurant    calendar

refrigerator    tomorrow    embarrass

### Day 102 – Adding on

The root word *cor*, *cour*, or *cord* means *heart*. Another form of this root, *court*, means *court*. Decide which form of this root completes each word below. Then pronounce each word and figure out what it means.

cor e    cord ial    cour age    court esy    dis cour aged

Write your own words using this root. coronary    courteous

### Day 103 – Confusable Pair

*Compliment* is praise. (I expected a complaint, but I got a *compliment* instead.)

*Complement* completes or makes perfect. (This shirt *complements* these pants nicely.)

(Hint: **I** received a **compliment**. **Complement** contains all the letters in the word *complete*.)

Write the correct word (*compliment* or *complement*) in each blank.

That lovely scent \_\_\_\_\_ **complement** \_\_\_\_\_ s the room. Give my \_\_\_\_\_ **compliment** \_\_\_\_\_ s to the chef.

Write your own sentence with *compliment* and your own sentence with *complement*.

\_\_\_\_\_ **Vicky complimented my haircut.** \_\_\_\_\_

\_\_\_\_\_ **The sauce complements the meat.** \_\_\_\_\_

### Day 104 – Adding on

The root word *chron* means *time*.

Add *chron* to complete each word below. Then pronounce each word and figure out what it means.

\_\_\_\_\_ **chron**ological syn\_\_\_\_\_ **chron**ize \_\_\_\_\_ **chron**icle \_\_\_\_\_ **chron**ic

Write your own words using *chron*. \_\_\_\_\_ **chronometer** \_\_\_\_\_ **chronology** \_\_\_\_\_

### Day 105 – Building Block

Building block: **ocean**

In this uncommon construction used in the middle of words, the *c* is usually followed by an *i* but is sometimes followed by an *e*.

Spell the *c* words your teacher calls out.

\_\_\_\_\_ **social** \_\_\_\_\_ **glacier** \_\_\_\_\_ **ancient** \_\_\_\_\_ **special** \_\_\_\_\_ **crustacean** \_\_\_\_\_

Write words of your own using *c*.

\_\_\_\_\_ **suffi c ient** \_\_\_\_\_ **artifi c ial** \_\_\_\_\_ **appre c iate** \_\_\_\_\_ **espe c ially** \_\_\_\_\_

## Day 106 – Memory Word

Memory word #22: license

(Hint: **L**inda **i**s **c**areful, **e**specially **n**ear **s**puttering **e**ngines.)

Write *license* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ license \_\_\_\_\_ license \_\_\_\_\_ license \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ copyright \_\_\_\_\_ recommend \_\_\_\_\_ restaurant \_\_\_\_\_

\_\_\_\_\_ opportunity \_\_\_\_\_ grammar \_\_\_\_\_ definitely \_\_\_\_\_

## Day 107 – Adding on

The ending *cian* refers to a person (example: musician), but *tion* and *sion* never refer to people. Use *tion* for most words. When the base word ends in *t*, add *ion* only. Use *sion* when the base word ends in *s*, *se*, *d*, *de*, or *mit* and when the last syllable has a *zh* sound as in *vision*. Add the correct form of this suffix to each of the following words:

extend: \_\_\_\_\_ extension \_\_\_\_\_ submit: \_\_\_\_\_ submission \_\_\_\_\_ magic: \_\_\_\_\_ magician \_\_\_\_\_

collide: \_\_\_\_\_ collision \_\_\_\_\_ physic: \_\_\_\_\_ physician \_\_\_\_\_ vacate: \_\_\_\_\_ vacation \_\_\_\_\_

celebrate: \_\_\_\_\_ celebration \_\_\_\_\_ infect: \_\_\_\_\_ infection \_\_\_\_\_ suspend: \_\_\_\_\_ suspension \_\_\_\_\_

## Day 108 – Confusable Pair

*Assent* is agreement. (I give my *assent* even though the idea stinks.)

*Ascent* is an upward slope or movement upward. (The chipmunk made a quick *ascent* up the hill.)

Write the correct word (*assent* or *ascent*) in each blank.

We will now begin our \_\_\_\_\_ ascent \_\_\_\_\_ up the mountain. The Queen gave her royal \_\_\_\_\_ assent \_\_\_\_\_.

Write your own sentence with *assent* and your own sentence with *ascent*.

\_\_\_\_\_ I hope you'll assent to my idea. \_\_\_\_\_

\_\_\_\_\_ Our house is on a steep ascent. \_\_\_\_\_

## Day 109 – Adding on

The suffix *or*, *ar*, or *er* means *one who* or *that which*. *Er* is the most common, while *ar* is the least common. Add the correct form of this suffix to each of the following words:

play: \_\_\_\_\_ player \_\_\_\_\_ pacify: \_\_\_\_\_ pacifier \_\_\_\_\_ exhibit: \_\_\_\_\_ exhibitor \_\_\_\_\_ lie: \_\_\_\_\_ liar \_\_\_\_\_

beg: \_\_\_\_\_ beggar \_\_\_\_\_ kill: \_\_\_\_\_ killer \_\_\_\_\_ race: \_\_\_\_\_ racer \_\_\_\_\_ act: \_\_\_\_\_ actor \_\_\_\_\_

## Day 110 – Building Block

Building block: **precede**

Use *cede* to make this sound at the end of **all** words except for *proceed*, *exceed*, *succeed*, and *supersede*. Spell the *cede* words your teacher calls out.

intercede      recede      precedent      antecedent

Write words of your own using *cede*.      concede      secede

## Day 111 – Memory Word

Memory word #23: occasion

(Hint: **O**ur **co**okie **co**nvention is **a** special **o**ccasion.)

Write *occasion* three times. Then add it to your memory word list and review the list.

occasion      occasion      occasion

Write the memory words your teacher calls out.

license      copyright      recommend

separate      tragedy      necessary

## Day 112 – Adding on

The prefix *anti* or *ant* means *against*. The prefix *ante* means *before*. Knowing the difference between these two prefixes can help you overcome many spelling difficulties. Add either *anti/ant* or *ante* to each of the following base/root words. Pronounce each word and figure out what it means.

ante bellum      ant acid      anti biotic      ante cedent      anti freeze

anti thesis      ant agonist      ante room      ante rior      anti dote

## Day 113 – Confusable Pair

*Conscience* refers to your sense of right and wrong. (Your wild scheme bothers my *conscience*.)

*Conscious* is aware or alert. (If you're *conscious* of your surroundings, you need not be scared.)

Write the correct word (*conscience* or *conscious*) in each blank.

The baseball knocked Scott unconscious. Let your conscience be your guide.

Write your own sentence with *conscience* and your own sentence with *conscious*.

The bully has no conscience.

The injured man was unconscious.

### Day 114 – Adding on

The root word *port* means *to carry*.

Add *port* to complete each word below. Then pronounce each word and figure out what it means.

\_\_\_\_\_ port folio trans \_\_\_\_\_ port ation \_\_\_\_\_ port able tele \_\_\_\_\_ port \_\_\_\_\_

Write your own words using *port*. \_\_\_\_\_ airport \_\_\_\_\_ export \_\_\_\_\_

### Day 115 – Building Block

Building block: **caught**

This construction is usually found at the end of a word or is followed by an *er* or a *y*. Note: In the words *laughter* and *draught*, this construction makes a different sound. Spell the *aught* words your teacher calls out.

\_\_\_\_\_ fraught \_\_\_\_\_ distraught \_\_\_\_\_ daughter \_\_\_\_\_ naughty \_\_\_\_\_ taught \_\_\_\_\_

Write words of your own using *aught*.

\_\_\_\_\_ slaughter \_\_\_\_\_ haughty \_\_\_\_\_ aught \_\_\_\_\_ onslaught \_\_\_\_\_

### Day 116 – Memory Word

Memory word #24: exercise

(Hint: **E**liot's **X**-rays **e**ncouraged **r**egular **c**oaching **i**n **s**erious **e**xercise.)

Write *exercise* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ exercise \_\_\_\_\_ exercise \_\_\_\_\_ exercise \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ occasion \_\_\_\_\_ license \_\_\_\_\_ copyright \_\_\_\_\_

\_\_\_\_\_ beautiful \_\_\_\_\_ maintenance \_\_\_\_\_ probably \_\_\_\_\_

### Day 117 – Adding on

The suffix *ous* means *full of* or *having*. *Ous* can be added to a base word or a root word, but if the base word ends in *e*, you sometimes drop the *e* or change the *e* to an *i* before adding *ous*. Using your add-on rules, add *ous* to the following root/base words. Pronounce each word and figure out what it means.

mystery: \_\_\_\_\_ mysterious \_\_\_\_\_ mischief: \_\_\_\_\_ mischievous \_\_\_\_\_ grace: \_\_\_\_\_ gracious \_\_\_\_\_

obnoxious: \_\_\_\_\_ obnoxious \_\_\_\_\_ malice: \_\_\_\_\_ malicious \_\_\_\_\_ nerve: \_\_\_\_\_ nervous \_\_\_\_\_

## Day 118 – Confusable Pair

*Your* is a possessive pronoun. (*Your* encouragement means a lot to me.)

*You're* is a contraction meaning *you are*. (*You're* really becoming a gourmet cook.)

Write the correct word (*your* or *you're*) in each blank.

May I borrow some of your flour? I hope you're going to join us for the tour.  
Write your own sentence with *your* and your own sentence with *you're*.

Do your own work.

You're very nice.

## Day 119 – Adding on

The root word *voc* means *voice* or *call*.

Add *voc* to complete each word below. Then pronounce each word and figure out what it means.

         VOC ation             VOC alize ad          VOC ate con          VOC ation

Write your own words using *voc*.          vociferous             provoke

## Day 120 – Building Block

Building block: **letter**

Many consonants are doubled when they are preceded by short vowels. Note: The consonants *j*, *k*, *v*, *w*, and *x* are never doubled. Spell the *double consonant* words your teacher calls out.

         kitten             pressure             essay             different             summer

Write words of your own using *double consonants*.

         riddle             pillow             suffix             ladder             spelling

## Day 121 – Memory Word

Memory word #25: anonymous

(Hint: **A**rthur **n**ever **o**pens **n**otes **y**et **m**ight **o**pen **u**nlocked **s**afes.)

Write *anonymous* three times. Then add it to your memory word list and review the list.

         anonymous             anonymous             anonymous

Write the memory words your teacher calls out.

         exercise             occasion             license

         beginning             surprise             calendar

## Day 122 – Adding on

You have learned several rules regarding plurals. To make a word ending in *io* or *eo* plural, simply add an *s*. For most other words ending in *o*, add *es*. Exceptions include *tacos*, *photos*, and most words having to do with music. A few words, such as *motto* and *tornado*, can take either *s* or *es*. Use this rule to spell the plural form of the following words:

radio S stereo S trio S hero ES echo ES tomato ES  
piano S tornado S/ES soprano S video S pistachio S potato ES

## Day 123 – Confusable Pair

*Beside* is next to. (Their new house is *beside* the river.)

*Besides* is in addition to. (*Besides* protein, this meal is full of vitamins.)

Write the correct word (*beside* or *besides*) in each blank.

We visit many places besides foreign countries. The police seized the man beside me.  
Write your own sentence with *beside* and your own sentence with *besides*.

I sit beside my best friend.

I have many other friends besides her.

## Day 124 – Adding on

When adding a suffix to a word that ends in *ge* or *ce*, we keep the final *e* **unless** the suffix is *ing* or *ed*. Exceptions include *gracious*, *malicious*, *spacious*, and *prestigious*, in which we change the *e* to an *i*. Note that *aging/ageing* can be spelled with or without the final *e*. Use this rule to spell each of the following words correctly:

change + able: changeable space + y: spacey manage + ing: managing  
courage + ous: courageous enforce + able: enforceable strange + ly: strangely

## Day 125 – Building Blocks

Building blocks: **bottle/barrel**

Remembering when to use *le* and when to use *el* takes practice and observation, but it helps to know that *le* is much more common. Note: Words can also end in *al*, *il*, *ol*, *ul*, or even *yl*. Spell the *le* and *el* words your teacher calls out.

settle shovel handle bagel staple

Write words of your own using *le* and *el*.

simple cattle circle parallel

### Day 126 – Memory Word

Memory word #26: privilege

(Hint: Remember, *privilege* is an exception to the rule from Day 90.)

Write *privilege* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ privilege \_\_\_\_\_ privilege \_\_\_\_\_ privilege \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ anonymous \_\_\_\_\_ exercise \_\_\_\_\_ occasion \_\_\_\_\_

\_\_\_\_\_ vegetable \_\_\_\_\_ plagiarism \_\_\_\_\_ knowledge \_\_\_\_\_

### Day 127 – Adding on

The suffix *ance* can change an adjective into a noun. Change the *ant* ending on the following words to *ance*:

abundant \_\_\_\_\_ abundance \_\_\_\_\_ ignorant \_\_\_\_\_ ignorance \_\_\_\_\_ reliant \_\_\_\_\_ reliance \_\_\_\_\_

The suffix *ence* can change an adjective into a noun. Change the *ent* ending on the following words to *ence*:

patient \_\_\_\_\_ patience \_\_\_\_\_ present \_\_\_\_\_ presence \_\_\_\_\_ confident \_\_\_\_\_ confidence \_\_\_\_\_

### Day 128 – Confusable Pair

*Illusion* is a misconception. (I was under the *illusion* that polio had been eradicated.)

*Allusion* is a reference to something else. (The movie's trio of mice is an *allusion* to a nursery rhyme.)

(Hint: **I** was fooled by the **i**llusion.)

Write the correct word (*illusion* or *allusion*) in each blank.

The magician performed amazing \_\_\_\_\_ illusion \_\_\_\_\_ s. The author made an \_\_\_\_\_ allusion \_\_\_\_\_ to the Civil War.  
Write your own sentence with *illusion* and your own sentence with *allusion*.

\_\_\_\_\_ The oasis was just an illusion. \_\_\_\_\_

\_\_\_\_\_ Shakespeare used many Biblical allusions. \_\_\_\_\_

### Day 129 – Adding on

The prefix *inter* means *between* or *among*, the prefix *intro* means *into* or *inward*, and the prefix *intra* means *within*. Knowing these different prefixes can help you overcome many spelling difficulties. Add either *inter*, *intro*, or *intra* to each of the following base/root words. Pronounce each word and figure out what it means.

\_\_\_\_\_ inter ject \_\_\_\_\_ intra venous \_\_\_\_\_ inter action \_\_\_\_\_ inter fere \_\_\_\_\_ inter ception

\_\_\_\_\_ intro duce \_\_\_\_\_ intro spective \_\_\_\_\_ inter vention \_\_\_\_\_ intra mural \_\_\_\_\_ intro vert

### Day 130 – Building Block

Building block: **algae**

This unusual construction makes several different sounds, and some words (*amoebae, alumnae*) become plural when you use *ae* at the end. Spell the *ae* words your teacher calls out.

\_\_\_\_\_ aerate \_\_\_\_\_ aerobatics \_\_\_\_\_ archaeology \_\_\_\_\_ antennae \_\_\_\_\_

Write words of your own using *ae*. \_\_\_\_\_ aerobics \_\_\_\_\_ Caesar \_\_\_\_\_ aeronautics \_\_\_\_\_

### Day 131 – Memory Word

Memory word #27: commitment

(Hint: If you follow your adding-on rules, you'll have no trouble with this word.)

Write *commitment* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ commitment \_\_\_\_\_ commitment \_\_\_\_\_ commitment \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ privilege \_\_\_\_\_ anonymous \_\_\_\_\_ exercise \_\_\_\_\_

\_\_\_\_\_ restaurant \_\_\_\_\_ copyright \_\_\_\_\_ recommend \_\_\_\_\_

### Day 132 – Adding on

The root word *bene* or *bon* means *good* or *well*.

Add *bene* or *bon* to complete each word below. Then pronounce each word and figure out what it means.

\_\_\_\_\_ bene ficial \_\_\_\_\_ bon us \_\_\_\_\_ bene volent \_\_\_\_\_ bene diction \_\_\_\_\_ bon ified

Write your own words using *bene* and *bon*. bene factor \_\_\_\_\_ bon anza \_\_\_\_\_

### Day 133 – Confusable Pair

*College* is a place of higher learning. (You'll gain much knowledge while you are in *college*.)

*Collage* is a type of art. (What a beautiful *collage* of bridge photographs.)

(Hint: College = education; collage = art.)

Write the correct word (*college* or *collage*) in each blank.

The art judge liked my \_\_\_\_\_ collage \_\_\_\_\_. A nice hedge surrounds the \_\_\_\_\_ college \_\_\_\_\_ campus.

Write your own sentence with *college* and your own sentence with *collage*.

\_\_\_\_\_ My brother is in college. \_\_\_\_\_

\_\_\_\_\_ I made a collage for my book report. \_\_\_\_\_

### Day 134 – Adding on

The prefixes *e*, *ec*, and *ef* are all forms of *ex*, which means *out*.

Add *e*, *ec*, or *ef* to the following words. Pronounce each word and figure out what it means.

eclipse   ecstasy   effect   effervescent   elaborate   eject   emanate

Write your own words using *e*, *ec*, or *ef*.   efficient   eccentric

### Day 135 – Building Block

Building block: **gnat**

Many words have silent consonants at the beginning (most commonly *g*, *m*, *p*, and *k*), in the middle (most commonly *t*), or at the end (most commonly *n*). Spell the *silent consonant* words your teacher calls out.

listen   autumn   psalm   often   psychology

Write words of your own using *silent consonants*.

gnome   column   moisten   pneumonia

### Day 136 – Memory Word

Memory word #28: committee

(Hint: Think of the two *m*'s, two *t*'s, and two *e*'s as three sets of twins on a committee.)

Write *committee* three times. Then add it to your memory word list and review the list.

committee   committee   committee

Write the memory words your teacher calls out.

commitment   privilege   anonymous  
license   occasion   exercise

### Day 137 – Adding on

Use *fore* (meaning *before*) to create compound words. *For* is not generally used to make compound words.

Use either *fore* or *for* to fill in each blank.

for tune   fore shadow   fore tell   fore most   for feit

for est   for get   fore head   fore go   for give   fore close

### Day 138 – Confusable Pair

*Affect* is a verb meaning to influence. (This kind of grass really *affects* my allergies.)

*Effect* is a noun meaning a result. (Unfortunately, the lesson had no *effect* on the class.)

(Hint: **A**ffect refers to an **a**ction.)

Write the correct word (*affect* or *effect*) in each blank.

Pollution has a negative effect on kids. The puddles affect the beauty of the gardens.

Write your own sentence with *affect* and your own sentence with *effect*.

Being hungry affects my ability to learn.

He studies the effects of music on plants.

### Day 139 – Adding on

The prefix *hyper* means *over, above, or excessive*. The prefix *hypo* means *sub, under, or less*. Knowing the difference between these two prefixes can help you overcome many spelling difficulties. Add either *hyper* or *hypo* to each of the following base/root words. Pronounce each word and figure out what it means.

hyperactive hypothesis hypodermic hyperbole hypothetical hyperextended

Fill in the blanks to create your own words. hyper sensitive hypo thermia

### Day 140 – Building Block

Building block: **tongue**

This construction is usually found at the end of a word, but it can be at the beginning (*guess*). Note: Some words, such as *catalog*, can be spelled with or without the final *ue*. Spell the *gue* words your teacher calls out.

vogue intrigue prologue fatigue morgue

Write words of your own using *gue*. plague epilogue colleague

### Day 141 – Memory Word

Memory word #29: etcetera

(Hint: Remembering that the abbreviation for *etcetera* is *etc.*—not *ect.*—will help you spell this word.)

Write *etcetera* three times. Then add it to your memory word list and review the list.

etcetera etcetera etcetera

Write the memory words your teacher calls out.

committee commitment privilege

anonymous definitely beginning

### Day 142 – Adding on

When you need to make someone's name plural (We visited the *Smiths*. There are two *Johns* in my class.), use your adding-on rules to determine whether to use an *s* or an *es*. Never use an apostrophe to make a name plural! Correctly spell the plural form of each name below.

Jeff: Jeffs Jones: Joneses Hickson: Hicksons Cox: Coxes  
Flanders: Flanderses Church: Churches Paula: Paulas Ty: Tys

### Day 143 – Confusable Pair

*Except* means but or excluding. (Adam excels at everything *except* music.)  
*Accept* is to receive. (Please *accept* my thanks for exceeding my expectations.)  
(Hint: Just like affect, acept refers to an action.)

Write the correct word (*except* or *accept*) in each blank.

Your offer is exceptional, but I can't accept it. I read all except one excerpt of the book.

Write your own sentence with *except* and your own sentence with *accept*.

I've read every poem except this one.  
I will accept your apology.

### Day 144 – Adding on

*Mal* is a prefix that means *bad* or *evil*.  
Add *mal* to the following base/root words to make new words. Pronounce each word and figure out what it means.

maltreated malevolent malady malignant malpractice

Write your own words using the prefix *mal*. malnourished malaria

### Day 145 – Building Block

Building block: **radio**

This construction is used almost exclusively at the end of words when pronounced this way. Note: A few words use *eo* instead (*rodeo*, *stereo*, *video*). Spell the *io* words your teacher calls out.

patio trio presidio scenario portfolio

Write words of your own using *io*.

studio polio pistachio Ohio

### Day 146 – Memory Word

Memory word #30: medieval

(Hint: **M**edieval **e**lephants **d**ined **i**n **e**very **v**alley **a**nd **l**ake.)

Write *medieval* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ medieval \_\_\_\_\_ medieval \_\_\_\_\_ medieval \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ etcetera \_\_\_\_\_ committee \_\_\_\_\_ commitment \_\_\_\_\_

\_\_\_\_\_ privilege \_\_\_\_\_ calendar \_\_\_\_\_ necessary \_\_\_\_\_

### Day 147 – Adding on

The prefix *mis* means *wrong*, *bad*, or *hate*.

Add *mis* to each of the following base/root words. Pronounce each word and figure out what it means.

\_\_\_ mis behavior \_\_\_ mis chief \_\_\_ misgivings \_\_\_ mis conception \_\_\_ mis represent

Fill in the blanks to create your own words. *mis* count \_\_\_\_\_ *mis* guided \_\_\_\_\_

### Day 148 – Confusable Pair

*Stationary* means unmoving. (Tyler bought a new *stationary* bike for exercising.)

*Stationery* is paper. (What type of *stationery* do you want me to buy?)

(Hint: Stationery and paperer have a common **er**.)

Write the correct word (*stationary* or *stationery*) in each blank.

The marine biologist used a \_\_\_ stationary \_\_\_ tracking system. All of my \_\_\_ stationery \_\_\_ has mysteriously disappeared.

Write your own sentence with *stationary* and your own sentence with *stationery*.

\_\_\_\_\_ I have monogrammed stationery. \_\_\_\_\_

\_\_\_\_\_ Remain stationary until the wasp leaves. \_\_\_\_\_

### Day 149 – Adding on Review

Spell each word correctly.

make toy plural: \_\_\_\_\_ toys \_\_\_\_\_ add *ing* to flow: \_\_\_\_\_ flowing \_\_\_\_\_

add *ed* to frown: \_\_\_\_\_ frowned \_\_\_\_\_ add *er* to sleep: \_\_\_\_\_ sleeper \_\_\_\_\_

add *y* to craft: \_\_\_\_\_ crafty \_\_\_\_\_ add *dis* and *ty* to loyal: \_\_\_\_\_ disloyalty \_\_\_\_\_

## Day 150 – Building Block

Building block: **light**

This construction can end a word but is usually followed by a *t*. Note: Some words (*sign, align*) leave out the *h*. Spell the *igh* words your teacher calls out.

\_\_\_\_\_ flight \_\_\_\_\_ sigh \_\_\_\_\_ might \_\_\_\_\_ bright \_\_\_\_\_ right \_\_\_\_\_

Write words of your own using *igh*.

\_\_\_\_\_ high \_\_\_\_\_ fright \_\_\_\_\_ tight \_\_\_\_\_ knight \_\_\_\_\_

## Day 151 – Memory Word

Memory word #31: thorough

(Hint: *Tho* this is a rough draft, it's quite thorough.)

Write *thorough* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ thorough \_\_\_\_\_ thorough \_\_\_\_\_ thorough \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ medieval \_\_\_\_\_ etcetera \_\_\_\_\_ committee \_\_\_\_\_  
\_\_\_\_\_ commitment \_\_\_\_\_ probably \_\_\_\_\_ tomorrow \_\_\_\_\_

## Day 152 – Adding on Review

Spell each word correctly.

make knife plural: \_\_\_\_\_ knives \_\_\_\_\_ add *ing* to lounge: \_\_\_\_\_ lounging \_\_\_\_\_

make branch plural: \_\_\_\_\_ branches \_\_\_\_\_ add *er* to heat: \_\_\_\_\_ heater \_\_\_\_\_

add *y* to spot: \_\_\_\_\_ spotty \_\_\_\_\_ add *ible* or *able* to play: \_\_\_\_\_ playable \_\_\_\_\_

### Day 153 – Confusable Pair

*Cloths* is the plural form of cloth. (Bring some *cloths* to clean up this mess.)

*Clothes* are what you wear. (Claire bought new *clothes* for summer.)

(Hint: The silent *e* is at work in *clothes*, but not in *cloths*.)

Write the correct word (*cloths* or *clothes*) in each blank.

What a clever way to use old dish cloths. Don't climb that rock in your good clothes.

Write your own sentence with *cloths* and your own sentence with *clothes*.

We put old dusting cloths in our bird cage.

I packed my clothes for vacation.

### Day 154 – Adding on Review

Spell each word correctly.

make watch plural: watches      add *ing* to show: showing

add *ness* to tardy: tardiness      add *re* and *ed* to place: replaced

add *y* to shine: shiny      add *ile* to project: projectile

add *ed* to obey: obeyed      add *er* to destroy: destroyer

### Day 155 – Building Blocks

Building blocks: **boil/boy**

Though these two constructions make the same sound, *oy* is usually used at the end of a word while *oi* is always used in the middle or beginning of a word. Note: In the words *choir* and *tortoise*, *oi* can also make a different sound.

Spell the *oi* and *oy* words your teacher calls out.

avoid    point    employ    choice    voyage

Write words of your own using *oi* and *oy*.

p oi son    sp oi l    ann oy    destr oy

### Day 156 – Memory Word

Memory word #32: guarantee

(Hint: **G**, do **u** guarantee this trick will work?)

Write *guarantee* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ guarantee \_\_\_\_\_ guarantee \_\_\_\_\_ guarantee \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ thorough \_\_\_\_\_ medieval \_\_\_\_\_ etcetera \_\_\_\_\_

\_\_\_\_\_ committee \_\_\_\_\_ embarrass \_\_\_\_\_ recommend \_\_\_\_\_

### Day 157 – Adding on Review

Spell each word correctly.

make sky plural: \_\_\_\_\_ skies \_\_\_\_\_ make wrench plural: \_\_\_\_\_ wrenches \_\_\_\_\_

add *able* or *ible* to pleasure: \_\_\_\_\_ pleasurable \_\_\_\_\_ add *ed* to commit: \_\_\_\_\_ committed \_\_\_\_\_

add *ing* to benefit: \_\_\_\_\_ benefiting \_\_\_\_\_ add *ness* to friendly: \_\_\_\_\_ friendliness \_\_\_\_\_

spin + *ing* = \_\_\_\_\_ spinning \_\_\_\_\_ flow + *ed* = \_\_\_\_\_ flowed \_\_\_\_\_ central + *ize* = \_\_\_\_\_ centralize \_\_\_\_\_

### Day 158 – Confusable Pair

*Angel* is a spiritual messenger of heaven or a person who acts like one. (He's an *angel* for helping us.)

*Angle* is a corner or bent line or a viewpoint. (Glen's broken arm was bent at a strange *angle*.)

(Hint: You can hear the *e* before the *l* in *angelic*, a form of *angel*.)

Write the correct word (*angel* or *angle*) in each blank.

I can't see your glow stick from this \_\_\_\_\_ angle \_\_\_\_\_. Let's go outside to make snow \_\_\_\_\_ angel \_\_\_\_\_s.

Write your own sentence with *angel* and your own sentence with *angle*.

\_\_\_\_\_ I dressed up as an angel. \_\_\_\_\_

\_\_\_\_\_ Can you angle the TV this way? \_\_\_\_\_

### Day 159 – Adding on Review

Spell each word correctly.

make match plural: matches add *ing* to behave: behaving

add *er* to slam: slammer add *ed* to stay: stayed

add *re* to print: reprint add *un* and *ness* to pleasant: unpleasantness

ply + able = pliable near + ness = nearness oil + y = oily

### Day 160 - General Review

In each pair, underline the word that is spelled correctly.

whistleing/whistling tommorrow/tomorrow neccessary/necessary gainning/gaining

yawning/yawning laughable/laughible thieves/thieves seperate/separate foxs/foxes

beutiful/beautiful puffs/puves elfs/elves writeing/writing graphs/graphes pageing/paging

### Day 161 – Memory Word

Memory word #33: nuisance

(Hint: Sometimes **u** are a **nu**isance, and sometimes **I** am a **nu**isance.)

Write *nuisance* three times. Then add it to your memory word list and review the list.

nuisance nuisance nuisance

Write the memory words your teacher calls out.

guarantee thorough medieval

etcetera separate restaurant

### Day 162 – Adding on Review

Spell each word correctly.

make self plural: selves add *ing* to near: nearing

add *ed* to visit: visited add *er* to travel: traveler

add *y* to sleep: sleepy add *per* or *pre* to lude: prelude

add *re* to try: retry add *un* and *ment* to employ: unemployment

### Day 163 – Confusable Pair

*Foreword* is a preface. (Have you read the *foreword* in this book about gnats?)

*Forward* means toward the front. (If you look *forward*, you'll see the sun glistening on the water.)

(Hint: A *foreword* contains **words** that come be**fore** the regular text.)

Write the correct word (*foreword* or *forward*) in each blank.

The book's foreword includes helpful information. Face forward and stop goofing off.

Write your own sentence with *foreword* and your own sentence with *forward*.

Do we need to read the foreword?

The car rolled forward.

### Day 164 – Adding on Review

Spell each word correctly.

make staff plural: staffs      add *ing* to deter: detering

add *ic* to irony: ironic      add *y* to soap: soapy

make trace plural: traces      add *ing* to pour: pouring

make fly plural: flies      add *ed* to play: played

### Day 165 – General Review

In each pair, underline the word that is spelled correctly.

knowledge/knolledge    stoppable/stopable    lunches/lunches    chewy/chewwey    embarrass/embarass

tomorrow/tomorrow    calender/calendar    declare/declair    squares/squars    garantee/guarantee

beginning/begining    knowwing/knowing    shelves/shelves    passable/passible    mispell/misspell

namely/namly    said/sayed    swaying/swaing    shyness/shiness    resteraunt/restaurant    nineth/ninth

## Day 166 – Memory Word

Memory word #34: jewelry

(Hint: First you must spell *jewel*; then add the *ry*.)

Write *jewelry* three times. Then add it to your memory word list and review the list.

\_\_\_\_\_ jewelry \_\_\_\_\_ jewelry \_\_\_\_\_ jewelry \_\_\_\_\_

Write the memory words your teacher calls out.

\_\_\_\_\_ nuisance \_\_\_\_\_ guarantee \_\_\_\_\_ thorough \_\_\_\_\_

\_\_\_\_\_ medieval \_\_\_\_\_ license \_\_\_\_\_ occasion \_\_\_\_\_

## Day 167 – Adding on Review

Spell each word correctly.

make bunch plural: \_\_\_\_\_ bunches \_\_\_\_\_ add *er* to receive: \_\_\_\_\_ receiver \_\_\_\_\_

add *y* to mouse: \_\_\_\_\_ mousy \_\_\_\_\_ add *ous* to odor : \_\_\_\_\_ odorous \_\_\_\_\_

make radio plural: \_\_\_\_\_ radios \_\_\_\_\_ add *ing* to guide: \_\_\_\_\_ guiding \_\_\_\_\_

add *ic* to hygiene: \_\_\_\_\_ hygienic \_\_\_\_\_ add *ed* to slant: \_\_\_\_\_ slanted \_\_\_\_\_

add *y* to breeze: \_\_\_\_\_ breezy \_\_\_\_\_ add *able* or *ible* to conceive: \_\_\_\_\_ conceivable \_\_\_\_\_

## Day 168 – Confusable Pair

*Patients* are people who visit a doctor. (These *patients* are in need of decent health care.)

*Patience* is the ability to be patient. (By supper time, Mother's *patience* is nonexistent.)

(Hint: Just follow the adding-on rule from Day 127!)

Write the correct word (*patients* or *patience*) in each blank.

The talent agent demonstrated amazing \_\_\_\_\_ patience \_\_\_\_\_. The \_\_\_\_\_ patients \_\_\_\_\_ were all quite content with their treatment.

Write your own sentence with *patients* and your own sentence with *patience*.

\_\_\_\_\_ Many patients were in the waiting room. \_\_\_\_\_

\_\_\_\_\_ Our teacher has an amazing amount of patience. \_\_\_\_\_

### Day 169 – Adding on Review

Spell each word correctly.

make box plural: boxes      add *ing* to lounge: lounging

add *er* to thin: thinner      add *ed* to exit: exited

add *re* to prove: reprove      add *less* to doubt: doubtless

add *cian, tion, or sion* to vacate: vacation      and to politic: politician

### Day 170 – General Review

In each pair, underline the word that is spelled correctly.

spoiled/spoilled    tries/tries    lower/lowwer    jewelry/jewelry    copyright/copywrite    bagel/bagle

recomend/recommend    biplane/byplane    winterize/winterrize    pretend/pertend    license/lisence

thourough/thorough    perform/preform    attracted/attractted    summarize/summarrize    truely/truly

stoppable/stoppable    discouraged/discoraged    polititian/politician    transmition/transmission

### Day 171 – Memory Word

Memory word #35: souvenir

(Hint: We brought home eight nice igneous rocks as souvenirs.)

Write *souvenir* three times. Then add it to your memory word list and review the list.

souvenir      souvenir      souvenir

Write the memory words your teacher calls out.

jewelry      nuisance      guarantee

thorough      beautiful      exercise

### Day 172 – Adding on Review

Spell each word correctly.

*per* or *pre* + *vent*: prevent      *anti* or *ante* + *freeze*: antifreeze

nerve + *ous*: nervous      design + *er, or, or ar*: designer

defy + *ance* or *ence*: defiance      poet + *ic*: poetic

note + *able* or *ible*: notable      complain + *ing*: complaining

### Day 173 – Confusable Pair

*Isle* is a small island. (We walked along the winding trails on the *isle*.)

*Aisle* is a walkway in a store, theater, etc. (On which *aisle* will I find the pasta?)

(Hint: *Isle* and *island* both start with *isl*.)

Write the correct word (*isle* or *aisle*) in each blank.

I hope you don't mind visiting the isles. The bride walked down the aisle.

Write your own sentence with *isle* and your own sentence with *aisle*.

We vacationed on an isle in the Pacific.

I tripped in the aisle at the theater.

### Day 174 – Confusable Sets Review

Underline the words that correctly complete each sentence.

I look foreword/forward to excepting/accepting your/you're highly effective/affective proposal.

It should be against the principles/principals of all personal/personnel to take more then/than their share.

I am quiet/quite sure that one of the hamsters has chewed threw/through the wire and gotten lose/loose.

After our lessen/lesson, we all passed/past the test and could breath/breathe a sigh of relief.

### Day 175 – General Review

In each pair, underline the word that is spelled correctly.

ocassion/occasion    tracter/tractor    flourish/flourish    nieghbor/neighbor    deceive/decieve

antebiotic/antibiotic    liesure/leisure    annonymous/anonymous    receipt/reciept    potatos/potatoes

grammar/grammer    trios/trioes    smudgeing/smudging    stereos/stereoos    priviledge/privilege

courageous/couragous    studious/studius    rateo/ratio    distence/distance    spacy/spacey

### Day 176 – Memory Words Review

Write the memory words your teacher calls out.

<u>souvenir</u>	<u>jewelry</u>	<u>nuisance</u>
<u>guarantee</u>	<u>opportunity</u>	<u>refrigerator</u>
<u>tragedy</u>	<u>knowledge</u>	<u>anonymous</u>
<u>privilege</u>	<u>maintenance</u>	<u>etcetera</u>

### Day 177 – Confusable Sets Review

Underline the words that correctly complete each sentence.

Most college/collage students would choose/chose a laptop over a stationary/stationery computer.

Whose/Who's going to buy the cloths/clothes on sell/sale over there/their/they're?

Please be quiet/quite because we're already/all ready to/too/two watch the movie.

The book's foreword/forward didn't effect/affect me as a reader except/accept that it bored me.

Further/Farther, the dog is not aloud/allowed to go down the street unless its/it's led/lead on a leash.

### Day 178 – General Review

In each pair, underline the word that is spelled correctly.

committment/commitment    elegance/elegence    writer/writter    played/plaied    bicycle/bycicle  
committee/commitee    execution/execusion    pledging/pledgeing    thief/theif    excercise/exercise  
foreigner/foriegner    exclamation/exclamation    exitted/exited    ectetera/etcetera    excessive/excesive  
symble/symbol    exceed/excede    midieval/medieval    supersede/superceed    confidance/confidence

## Day 179 – Confusable Sets Review

Underline the words that correctly complete each sentence.

The men choose/chose to walk further/farther into the desert/dessert to mine for gold.

I was conscience/conscious of a lack of patience/patients on the part of the hikers during the assent/ascent.

She walked down the aisle/isle beside/besides her brother, who complemented/complimented her dress.

Is his arm hanging at an awkward angle/angel, or is that just an allusion/illusion?

## Day 180 – Final Challenge

Go forth and spell! You are now prepared to spell just about any word you might need to spell. When you come across a new word or a word you have trouble spelling, take note of the correct spelling. Try to determine what rule(s) it follows. If it's a rule-breaker, add it to your memory word list. The best way to improve as a speller is to be observant!

If your teacher is administering a posttest, it will be today. No need to study—you've been preparing all year!

## Memory Word List

- |                        |                        |                       |
|------------------------|------------------------|-----------------------|
| 1. <u>surprise</u>     | 13. <u>maintenance</u> | 25. <u>anonymous</u>  |
| 2. <u>separate</u>     | 14. <u>beginning</u>   | 26. <u>privilege</u>  |
| 3. <u>definitely</u>   | 15. <u>vegetable</u>   | 27. <u>commitment</u> |
| 4. <u>plagiarism</u>   | 16. <u>beautiful</u>   | 28. <u>committee</u>  |
| 5. <u>tragedy</u>      | 17. <u>knowledge</u>   | 29. <u>etcetera</u>   |
| 6. <u>grammar</u>      | 18. <u>calendar</u>    | 30. <u>medieval</u>   |
| 7. <u>probably</u>     | 19. <u>restaurant</u>  | 31. <u>thorough</u>   |
| 8. <u>refrigerator</u> | 20. <u>recommend</u>   | 32. <u>guarantee</u>  |
| 9. <u>embarrass</u>    | 21. <u>copyright</u>   | 33. <u>nuisance</u>   |
| 10. <u>opportunity</u> | 22. <u>license</u>     | 34. <u>jewelry</u>    |
| 11. <u>necessary</u>   | 23. <u>occasion</u>    | 35. <u>souvenir</u>   |
| 12. <u>tomorrow</u>    | 24. <u>exercise</u>    |                       |



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