



CD-404066

LANGUAGE ARTS ACTIVITY BOOK

GRADES
5&6

Spelling & Phonics

Daily Skill Builders

- ◆ Digraphs
- ◆ Vowel Sounds
- ◆ Commonly Misspelled Words
- ◆ Commonly Confused Words
- ◆ Calendar & Number Words
- ◆ Homophones
- ◆ Contractions
- ◆ Prefixes & Suffixes
- ◆ Compound Words
- ◆ Syllabication
- ◆ Plurals & Possessives



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Introduction to the Teacher

This edition of *Daily Skill Builders: Spelling and Phonics* is a powerful tool that will help you equip your fifth- and sixth-grade students with important phonics and spelling skills. Each half-page reproducible focuses on a specific skill, as shown in the Table of Contents. Correlated with state standards, these activities provide practice in essential tasks all upper elementary students need to succeed in language arts, in standardized testing, and, most importantly, in real life.

Both the No Child Left Behind Act and standardized testing require students to meet certain proficiency standards. The *Daily Skill Builders* in this book have been written with both of these sets of requirements in mind. (See the following website for National ELA Standards as supported by NCTE and IRA <<http://www.ncte.org/about/over/standards/110846.htm>>). Standards matrixes for selected states are provided on pages vi–viii. These give teachers the specific reading, writing, and language standards that are covered by each activity in this book.

The first portion of this book progresses logically through consonant blends and digraphs, short and long vowel sounds, vowel digraphs, and more. Students are given practice in reading, writing, and spelling frequently encountered at this grade level. As you already know, good spelling skills are often built on a solid foundation in phonics. Words are generally used in context so that students will know how to use the words they are learning.

On pages 17–27, you will find some especially helpful exercises that cover commonly misspelled and misused words. Many of the activities throughout the book ask students to read words, find them in a puzzle or unscramble them, place them in a sentence, and write them again. Practice, practice, practice!

Drills do not have to be boring, however. A wide variety of exercises are included in this book. The ever-popular word search puzzle is just one example of a fun format for students. While students are eagerly looking for words on a list, they are also rechecking the spelling of each word on their list. Often students will find the word in the puzzle, circle it, and write it. Crossword puzzles, scrambled words, context clues, and other formats are also used throughout this book.

In each section, activities are arranged from simplest to most difficult. Challenge your most advanced spellers with the word lists on pages 74–76. How many of these words do your students already know? How many can they learn by the end of the year?

Please note that most skills overlap among multiple sections of the book. For example, you can find practice with the tricky trio of *there-their-they're* on page 29 in the homophones section. The same words are highlighted again in many of the exercises where students are asked to edit to correct errors in spelling and usage.

A comprehensive answer key appears in the back of the book, making this resource one that is very simple to use.

Look through all the pages of this book when you begin to use it. Pay attention to pages with special activities you know you will want to cover. Make notes in the margins or on sticky notes attached inside the cover to get the most mileage out of these *Daily Skill Builders: Spelling and Phonics*!

ACTIVITY 1 Spelling With “S” Clusters: Name: _____
“scr” and “shr” Date: _____

Finish spelling the *scr* or *shr* word in each sentence.



1. The restaurant offered a fabulous shr__ __ __ dinner for only \$6.00.
2. Don't scr__ __ __ the rash because you will only make it worse.
3. The lifeguard heard shr__ __ __s and scr__ __ __s coming from the pool.
4. Dad always shr__ __ s important documents before he puts them in the trash.
5. Oh no! My favorite blue jeans have shr__ __ __ so much that they no longer fit!
6. When I don't know the answer to a question, I just shr__ __ my shoulders.
7. She scr__ __ __ her knee when she fell off her bike.

Think of two more *scr* words and two more *shr* words. (Or find words in the dictionary.) Write sentences using the words on your own paper.

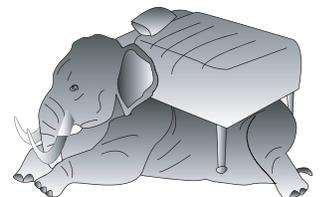
ACTIVITY 2 Spelling With “S” Clusters: Name: _____
“squ” and “str” Date: _____

How do you know when there's an elephant under your bed? To find the answer, follow these directions.

1. Find boxes with letters that can go here: str_____. Put an “X” in the boxes.
Write the words that you can make: _____.
2. Find boxes with letters that can go here: squ_____. Put an “O” in the boxes.
Write the words that you can make: _____.

Note: Some letters can be used with both *str* and *squ*.

ike	id	when	eet	irm	your	eeze
ong	nose	int	is	ing	ipe	squashed
again	aight	the	ange	are	ceil	eak



3. Write the words from the unused boxes in order from top to bottom and left to right:

_____st _____ing!

ACTIVITY 3 Spelling With “S” Clusters: Name: _____

“sc” and “sk”

Date: _____

Here’s an interesting story that uses a lot of *sc* and *sk* words:

A Boy Scout named Scott spotted a baby skunk. Scott scowled. He was scared that the skunk might spray him. But then Scott noticed that the skunk looked skinny and lonely. He became concerned that the skunk’s mother was missing. So...



1. On the back of this page, finish the story. Use at least three more *sc* or *sk* words. You may use words from the word box, or other words of your own.
2. Circle the letter that comes next after *sc* or *sk* for each word in the word box.
 What letters follow *sc*? _____
 What letters follow *sk*? _____

scar	score
skunk	scare
skirt	skinny
scout	skate
skid	scale
scooter	skip
skirt	scatter
scold	scale
sky	scowl

ACTIVITY 4 Spelling With “S” Clusters: Name: _____

“sc” and “sch”

Date: _____

The pronunciations are given for 12 words that begin with *sc* or *sch*. Write the correct *sc* or *sch* spelling for each word. Example: sĕnt = scent

- | | |
|----------------------|--------------------|
| 1. skōōl _____ | 2. sĭz' ərz _____ |
| 3. skēm _____ | 4. sĭ' əns _____ |
| 5. skōō' ner _____ | 6. sĕn _____ |
| 7. sĭ' ən tĭst _____ | 8. skōl' ər _____ |
| 9. sĕ' nə rĕ _____ | 10. sĕp' tər _____ |

On another piece of paper, write a sentence for three of these words.



ACTIVITY 5 Spelling With Consonant Name: _____

Digraphs: “ph” Date: _____

Write each *ph* word in the correct category. Some words may be used more than once. Use a dictionary if you need help to learn the meaning of a word.

pheasant	phlox	phonics	physician	alphabet
phoebe	nephew	hyphen	elephant	pharmacist

A. Living things

B. Things to help you read and write

C. People



On your own paper, write each *ph* word again.

ACTIVITY 6 Spelling With Consonant Name: _____

Digraphs: “wr” Date: _____

Think of a word that begins with *wr* for each definition below. Write each word in the blanks.

- a tool with jaws, used to grip and turn things like bolts and nuts wr _____
- to twist and squeeze to force water out wr _____
- the joint where the hand and arm come together wr _____
- opponents who try to grab or throw each other to the ground wr _____ s
- to ruin or destroy wr _____
- very great anger wr _____
- a paper or other material that is used to cover something wr _____
- a small crease or fold on a smooth surface, like skin or cloth wr _____

On your own paper, write your own definitions for these *wr* words:

wreath

wriggle

wrong

wry

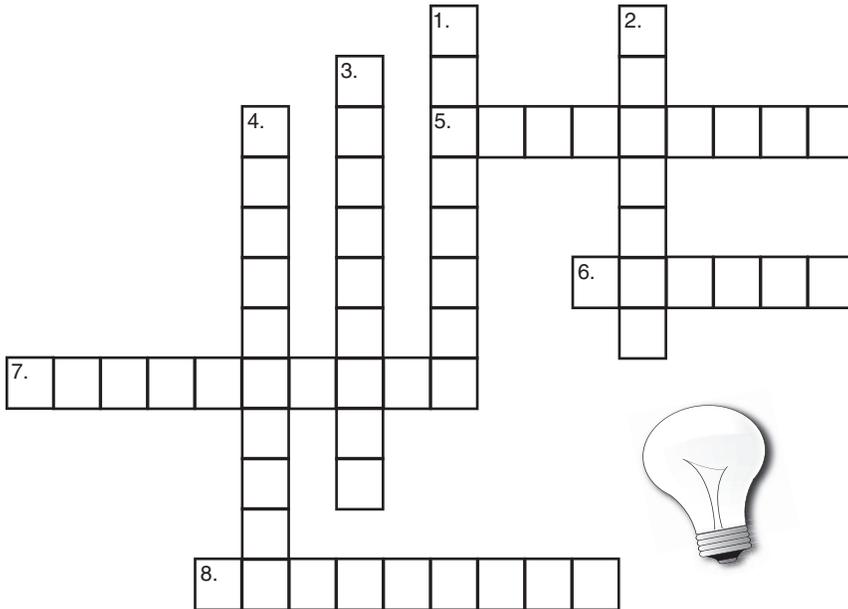
ACTIVITY 7 Spelling With Consonant

Name: _____

Digraphs: “ti”

Date: _____

Sometimes the *ti* makes the *ch* sound, as in *question*. Other times, the *ti* makes the *sh* sound, as in *direction*. Write a *ti* word for each clue in the crossword puzzle.



1. opposite of answer
2. to speak of briefly
3. If you want to learn, please pay _____!
4. idea for others to consider
5. absolutely necessary
6. capable of developing
7. extreme fatigue
8. The lightbulb was perhaps Edison's greatest _____.



ACTIVITY 8 Spelling With Consonant

Name: _____

Digraphs: “ti”

Date: _____

“In your condition, you should not sit in that position,” said the doctor to the patient.

Can you make five sentences with at least three *ti* words in each? Choose words in which the *ti* spells the *ch* or *sh* sound. You may use words from the word box or find some of your own.

1. _____
2. _____
3. _____
4. _____
5. _____

addiction	action
direction	motion
station	section
connection	correction
selection	ration
providential	lotion
presidential	election
detection	fraction
locomotion	notion
protection	reduction

Use another sheet of paper if you need more room.

ACTIVITY 9 Spelling Words With the Short “a” and Short “e” Sound

Name: _____

Date: _____

Supply a word that makes sense in each blank. Write a word that contains the vowel sound given at the end of each line. More than one word may work for some blanks.

1. Was the news report based on _____ or opinions? (ă)
2. The _____ of string was not enough to tie the balloon to the tree. (ĕ)
3. Whoever _____ the closest number wins the prize! (ĕ)
4. I’m hoping my _____ can visit us soon. (ă)
5. It takes extra _____ to grow _____ during a drought. (ĕ)
6. Mr. Rancher’s _____ have always had enough _____ for grazing. (ă)
7. How much money did Julia _____ on her new camping _____? (ĕ)



ACTIVITY 10 Using the Short “e” Sound, Spelled “ea”

Name: _____

Date: _____



Follow the directions in each line.

1. Write at least three *ea* words that rhyme with *head*: _____
2. Write three words that end in *-easure*: _____
3. Write three *ea* words that rhyme with *heather*: _____
4. Circle the words with a short *e* sound: breath wreath death breathe wheat
5. Circle the words that can rhyme with *bed*: lead bead read feed said
6. Write a sentence that uses *meant*: _____

7. Write a sentence that uses *instead*: _____

8. Write a sentence that uses *deaf*: _____

ACTIVITY 11 Spelling Words With the Short “i” Sound

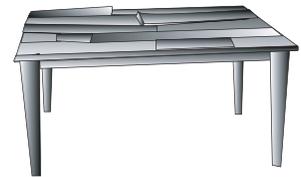
Name: _____

Date: _____

Circle each *i* that spells the short *i* sound in the words in the box. Then write the correct word in each blank.

- The hospital patient was allowed only one _____.
- When will you be _____ your bowl of popcorn?
- It helps to know how to alphabetize when you use a _____.
- The _____ speed on the highway is 45 m.p.h.
- If you can't find an item in our store, please _____ at the customer service desk.
- In the summer, it's often cooler _____ than outside.
- The _____ table we built out of old boards was not very sturdy.

inside
primitive
inquire
dictionary
visitor
finishing
minimum



ACTIVITY 12 Spelling Words With the Short “i” Sound With “y”

Name: _____

Date: _____

Find a word in the puzzle for each definition. Each word contains a *y* that makes the short *i* sound, as in *gym*. Write the words you find in the blanks.

- a legend _____
- the beat of a song _____
- stands for something else _____
- large round metal instruments that are hit or crashed together _____
- a make-believe fairy _____
- music for an orchestra _____
- one way to do things _____
- part of a word _____
- tube _____
- related to the body _____
- something unknown _____
- to feel sorry for someone _____
- a word that has the same meaning as another _____

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

Bonus: Can you find this tricky three-letter word? to cheat or swindle someone

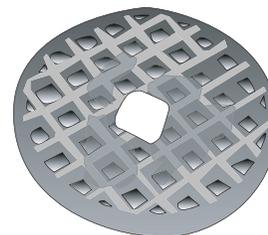
ACTIVITY 13 Spelling Words With the Short “o” Sound

Name: _____

Date: _____

Many two-syllable words with double letters contain the short *o* sound, such as *bottle*. Can you figure out which consonants are missing in each of these words? Add the missing double letters to each of these words. Some have more than one answer.

- | | | |
|----------------|----------------|-----------------|
| 1. fo _ _ ow | 2. co _ _ on | 3. do _ _ ar |
| 4. go _ _ le | 5. ro _ _ er | 6. bro _ _ oli |
| 7. wa _ _ le | 8. go _ _ ip | 9. no _ _ le |
| 10. sho _ _ er | 11. swa _ _ ow | 12. thro _ _ le |



Now use three of these words in sentences.

1. _____
2. _____
3. _____

ACTIVITY 14 Spelling the Short “u” Sound

Name: _____

Date: _____

Build a sentence pyramid. Use as many words with the short *u* sound as possible. Here is an example.

Sentence with one word:

Run!

Sentence with two words:

Run, Uncle!

Three words:

Suddenly, Uncle runs.

Four words:

Suddenly, Uncle must run.

Five words:

Suddenly, Uncle runs and fumbles.

Six words:

Suddenly, Uncle runs, fumbles, and mumbles.



(Only two words in six sentences are not short *u* words.)

Now build a sentence pyramid on your own paper. Underline every short *u* word that you use.

ACTIVITY 15 Using Words With “Vowel-Consonant-Silent ‘e’” Pattern

Name: _____

Date: _____

Circle the right word at the end of each line.

1. Which is a sum of money you might have to pay as a penalty? fin fine
2. Which is an idea of how to do something? plan plane
3. Which is a topic for a paper? them theme
4. Which is the past tense of *ride*? rod rode
5. Which means to give up? quit quite

On another piece of paper, write your own questions for these pairs of words. Use a dictionary if necessary.

hug/huge din/dine rid/ride rat/rate ton/ton

ACTIVITY 16 Spelling Words With the Long “a” Sound

Name: _____

Date: _____

The long *a* sound can be spelled in many ways, as you can see in these words:

apron made maid stay neighbor

Follow these three directions:

- Circle all the misspelled words you find.
- Rewrite each misspelled word correctly on your own paper.
- In the first paragraph, underline all syllables with the long *a* sound.

The plan for the Robins to win the baseball game was plain to everyone. The way to make the Eagles strike out was for the Robins to wave their arms, race around the dugout, and scream loudly enough to give every Eagle player a headache.

It was now the eighth inning and time to work the plan. The score was tied. The coach was afraid his team might not pull through.

“I came to win this game!” Coach yelled. “Let’s claim victory! Let’s shape up! Let’s wave our arms and scream!” The coach had already strained his voice enough. “No complaining, team. Just pay close attention. Hit. Run. Throw. Catch. And make the other team strike out. It’s very simple.”

The pep talk paid off. The Robins struck out all the batters in the eighth and ninth innings. And the last Robins batter hit a home run way out of the park!

ACTIVITY 17 **Spelling Words With the** Name: _____
Long “e” Sound Date: _____

If something is simple, that means it is easy. Can you think of a synonym for these words that contains the long e sound? Write your answer(s) in the blanks.

- | | |
|---------------------|-------------------------|
| 1. a plan _____ | 2. finished _____ |
| 3. sickness _____ | 4. often _____ |
| 5. right away _____ | 6. algae _____ |
| 7. search for _____ | 8. striped animal _____ |
| 9. depart _____ | 10. defeat _____ |

Now put a star by each number in which both the clue and the answer have the long e sound. Can you write any more pairs like these?

ACTIVITY 18 **Spelling Words With the** Name: _____
Long “i” Sound Date: _____

Change one letter of the original word at a time to make a new word that matches each definition. Many of your words will contain the long i sound.

- | | | | | | |
|--------------------|-------|-----|--------------------------|-------|------|
| 1. | | guy | 2. | | dial |
| opposite of sell | _____ | | kind of pickle | _____ | |
| young male | _____ | | medicine tablet | _____ | |
| kind of bean | _____ | | heap | _____ | |
| clever | _____ | | 5,280 feet | _____ | |
| to move with wings | _____ | | gentle | _____ | |
| cook in oil | _____ | | brain | _____ | |
| not wet | _____ | | to look for and discover | _____ | |
| attempt | _____ | | excellent | _____ | |
| weep | _____ | | to eat dinner | _____ | |



Now put a * after each long i word.

Try to make your own change-a-letter puzzle. Start with one of these long i words:

- why pie life wide

ACTIVITY 19 Spelling Words With the Long “o” Sound

Name: _____

Date: _____

These words have been divided into syllables. Draw a line over the *o* in each word with the long vowel sound.



mo ment
cloth ing
toast er

ra di o
o cean
ho tel

en roll
post age
gold en

bro ken
lo cal
host ess



Now write these words again, without dividing them. Write them in the correct column to show which type of syllable has the long *o* sound. Two are done for you.

Open Syllable

moment

Closed Syllable

enroll

ACTIVITY 20 Spelling Words With the Long “u” Sound

Name: _____

Date: _____

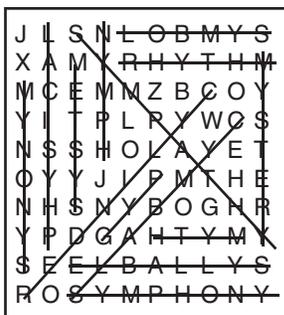
Add the missing consonants to spell words that make sense in each sentence. Each word will have the long *u* sound.



- On the Fourth of July, we always have a big ___ a ___ e ___ ue.
- It’s nice when children are able to a ___ u ___ e themselves for awhile.
- The diver performed a daring ___ e ___ ___ ue.
- Don’t you wish you could see into the ___ u ___ u ___ e?
- A good sense of ___ u ___ o ___ will get you through difficult times.
- It is our u ___ ua ___ policy to require a note from home after an absence.
- The new ___ ___ a ___ ue in the city park is ___ u ___ e!
- The police decided to ___ u ___ ___ ue the suspect over state boundary lines.

b	b
c	c
f	
g	
h	h
l	
m	m
p	
r	r r r r
s	s s s s
t	t t t

Answers Keys



Activity 1 (p. 1)

- shrimp
- scratch
- shrieks, screams
- shreds
- shrunk
- shrug
- scraped

Sentences will vary.

Activity 2 (p. 1)

- strike, street, strong, string, stripe, straight, strange, streak
- squid, squirm, squeeze, squint, square, squeak
- When your nose is squashed against the ceiling!

Activity 3 (p. 2)

- Answers will vary.
- Sc is followed by a or o. Sk is followed by a, i, u, o, or y.

Activity 4 (p. 2)

- school
 - scissors
 - scheme
 - science
 - schooner
 - scene
 - scientist
 - scholar
 - scenery
 - scepter
- Sentences will vary.

Activity 5 (p. 3)

- A. pheasant, phlox, phoebe (bird), nephew, physician, elephant, pharmacist
- B. phonics, alphabet, hyphen
- C. physician, nephew, pharmacist

Activity 6 (p. 3)

- wrench
- wring
- wrist
- wrestlers
- wreck
- wrath
- wrapper
- wrinkle

Definitions will vary.

Activity 7 (p. 4)

- question
- mention
- attention
- suggestion
- essential
- potential
- exhaustion
- invention

Activity 8 (p. 4)

Answers will vary.

Activity 9 (p. 5)

Possible answers include:

- facts
- length
- guesses
- aunt
- effort, lettuce
- cattle, grass
- spend, tent

Activity 10 (p. 5)

Possible answers include:

- bread, lead, dread
- treasure, pleasure, measure
- weather, feather, leather
- breath, death
- lead, read, said

Sentences will vary.

Activity 11 (p. 6)

Circled letters are underlined:

- visitor
- finishing
- dictionary
- minimum
- iniquire
- iniside
- primitive

Activity 12 (p. 6)

- myth
 - rhythm
 - symbol
 - cymbals
 - nymph
 - symphony
 - system
 - syllable
 - cylinder
 - physical
 - mystery
 - sympathy
 - synonym
- Bonus Word: gyp

Activity 13 (p. 7)

- follow
 - common or cotton
 - dollar
 - gobble or goggle
 - robber or roller
 - broccoli
 - waffle
 - gossip
 - nozzle
 - shopper
 - swallow
 - throttle
- Sentences will vary.

Activity 14 (p. 7)

Answers will vary.

Activity 15 (p. 8)

- fine
 - plan
 - theme
 - rode
 - quit
- Sentences will vary.

Activity 16 (p. 8)

Circled words are in bold:

The plan for the Robins to win the baseball game was plain to everyone. The way to make the Eagles strike out was for the Robins to wave their arms, race around the dugout, and scream loudly enough to give every Eagle player a **headache**.

It was now the **eighth** inning and time to work the plan. The score was tied. The coach was **afraid** his **team** might not pull through.

"I **aim** to win this game!" Coach yelled. "Let's **claim** victory! Let's **shape** up! Let's wave our arms and scream!" The coach had already **strained** his voice enough. "No **complaining**, team. Just pay close attention. Hit. Run. Throw. Catch. And make the other team strike out. It's very simple."

The pep talk **paid** off. The Robins struck out all the batters in the **eighth** and ninth innings. And the last Robins batter hit a home run way out of the park!

Activity 17 (p. 9)

- scheme
 - complete
 - disease
 - frequent
 - immediate
 - *6. seaweed
 - seek
 - zebra
 - *9. leave
 - *10. beat
- Pairs will vary.

Activity 18 (p. 9)

- buy*, boy, soy, sly*, fly*, fry*, dry*, try*, cry*
 - dill, pill, pile*, mile*, mild*, mind*, find*, fine*, dine*
- Puzzles may vary.

Activity 19 (p. 10)

Teacher check lines over long o.

Open: radio, broken, ocean, local, hotel
Closed: clothing, postage, toaster, golden, hostess

Activity 20 (p. 10)

- barbecue
- amuse
- rescue
- future
- humor
- usual
- statue, huge
- pursue

Activity 21 (p. 11)

- t
 - c
 - e
 - f
 - r
 - e
 - p
- PERFECT Words will vary.

Activity 22 (p. 11)

- dunes
 - tuba, flute
 - rule
 - salute
- Sentences will vary.

Activity 23 (p. 12)

- straw
 - strong
 - daughter
 - awful
 - applaud
 - August
 - audience
 - coffee
 - claw
 - awkward
- Sentences will vary.

Activity 24 (p. 12)

Possible answers include:

- garden, garbage, garlic
- charcoal, charter, charming
- marker, market, marble
- target, tardy, tartar
- startle, starboard, starfish
- barber, bargain, barbell
- warden, warranty, warbler

Sentences will vary.

Activity 25 (p. 13)

Possible answers include:

- 3-letter: ore, for
- 4-letter: oral, form, odor
- 5-letter: order, forge, flora, minor
- 6-letter: ordeal, corner, floral, reform, flavor

Activity 26 (p. 13)

Correct words:

perfect, alert, curtain, adverb, return, observe, survey, transfer, person

Activity 27 (p. 14)

- towel
- nickel
- level
- signal
- mental
- cancel
- vocal
- loyal
- sandals
- plural
- model
- pedal

Activity 28 (p. 14)

- create
- ruin
- quiet
- eon
- triangle
- audio
- trial

Activity 29 (p. 15)

- believe, thief, chief, piece, lie, brief, yield
- ceiling, receive, deceive
- eighty, freight, vein, weight

Activity 30 (p. 15)

Sentences will vary.

Activity 31 (p. 16)

- friend, niece, retrieve, grief
- perceive, receipt, conceited
- sleigh, beige
- neither, their, weird, ancient, protein