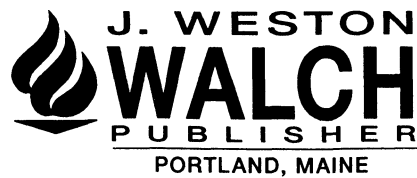


SPELLING DEMONS

WEEK BY WEEK

Elizabeth Hagner



TO THE TEACHER

A demon a day—more or less—is the object of *Spelling Demons Week by Week*.

Ways to Use This Book

If you are already using a spelling curriculum, *Spelling Demons* can supplement it in the following ways: You might use the bare essentials of this book to ensure that your students know the demons. Or, using the subject index (*i* before *e* words, words ending in *y*, final silent *e* before **-ing**, etc.), you could select demons to reinforce a lesson from your curriculum. Another possibility is to duplicate individual lessons for students with persistent problems with a particular demon.

These lessons can also constitute a spelling curriculum in themselves because the basic demons (and many related words) are covered, as are the spelling rules.

Organization of This Book

Spelling Demons is divided into four units of ten lessons each to correspond to the school year, so you can easily work the lessons into the standard school calendar.

Each of the **40 two-page lessons** contains an average of eight words for students to study. Short exercises follow the rather thorough discussions of the demons. These exercises are in the form of questions, crossword puzzles, word searches, mazes, light-hearted story writing, sentence writing, sentence completion, and so on. Sentences in the exercises use words from other lessons to reinforce the instruction. You may occasionally want to dictate some of those sentences as a review exercise.

Each lesson finishes with a page of **additional activities** if you think reinforcement is necessary.

Answers to the exercises follow each two-page lesson plus additional activities.

Each student will need a copy of the **pronunciation key** on page *xix* to use with some lessons. Discuss this page with them to make sure they understand the markings of the sounds.

Quarterly quizzes follow each group of ten lessons. You may use some of these for class or home work rather than as quizzes. There are oral tests, of varying lengths, on the words themselves; “sound to spelling” quizzes for which the students will probably want to have the pronunciation key at hand; and other quizzes to test their understanding of the demons and rules. You can have your students do all of the quizzes or choose ones you find appropriate to your group.

Subject quizzes follow the four quarterly units, drawing upon many different lessons: contractions; doubling final consonants; final, silent **e**; homonyms; **i** before **e** rule; plurals; **y** words; and verb tenses. You might use these as review quizzes, or you could assign them as homework, using the text as a reference.

Final tests follow the subject quizzes. They are similar to the quarterly quizzes, except that they cover the material in the whole text. Again, you may choose whichever tests you want to use—or parts of them. There is no reason to feel you have to do *all* of everything. The choice is yours according to what you believe your students need and will benefit from and what you have time for. *Spelling Demons* wasn't written with the idea that every teacher would use every exercise and quiz for every student.

Full **answers** are provided after all quizzes and tests. A **listing** by lesson of subjects covered follows. A complete **index** of the demons is at the end of the book.

SPELLING DEMON WORDS COVERED IN EACH LESSON

LESSON 1

Words Covered: certain; minute; spinach;
genuine; privilege; average; biscuit

LESSON 2

Words Covered: one; only; once; soldier;
forty; nine, ninety, nineteen,
ninth; hundred; two, to, too

LESSON 3

Words Covered: come, coming; take, taking; make, making;
have, having; give, giving; receive, received;
write, writing; smile, smiling; lose, losing;
real, really; usual, usually; sincere, sincerely

LESSON 4

Words Covered: mayonnaise; cauliflower; broccoli

LESSON 5

Words Covered: neighbor; weigh; weigh, way;
reign, rein, rain; foreign; eight; freight

LESSON 6

Words Covered: life, lives (noun); live, lives (verb);
belief, beliefs;
roof, roofs

LESSON 7

Words Covered: study, studies (noun);
study, studies, studied, studying (verb);
try, tries, tried, trying;
cry, cried, cried, crying;
reply, replies, replied, replying;
fly, flies, flew, flown, flying;
country, countries;
company, companies; enemy, enemies;
county, counties; ally, allies; story, stories

SPELLING DEMON WORDS

COVERED IN EACH LESSON (Continued)

LESSON 8

Words Covered: plan, planned, planning; hop, hopped, hopping;
big, bigger, biggest; plan, planner;
begin, beginning; commit; control

LESSON 9

Words Covered: efficient, sufficient, deficient, proficient, omniscient,
conscience, species, glacier, ancient

LESSON 10

Words Covered: enough, through, although, thought,
trouble, about, cough, doughnut

LESSON 11

Words Covered: know, knew, known, knowing; no; knew, new;
knowledge; acknowledge, acknowledgment;
tired; jewelry; judge, judgment

LESSON 12

Words Covered: kaleidoscope, Fahrenheit, reveille,
onomatopoeia, weird, etc.,
they (them, their), very, while, chihuahua

LESSON 13

Words Covered: ceiling; receive, receipt; deceive, deceit, deceitful;
conceited, perceive, conceive

LESSON 14

Words Covered: do, does, doing, done, doesn't, don't, did;
go, goes, going, gone, went;
does, does not, doesn't; do, do not, don't;
seize;
did, did not, didn't; was, was not, wasn't;
had, had not, hadn't; have, have not, haven't;
is, is not, isn't; can, cannot, can't;
will, will not, won't

FIRST QUARTER

LESSON 1

certain

Pronunciation: **sûrt'ən**

Syllables: *cer* -

c sounds like **s** because it's followed by an **e**. (If it were a **u**, you'd have to pronounce the **c** as a **k**—and you'd have *curtain*!) The most common spelling of the **ur** sound is **er**.

tain -

unaccented vowels—spelled **ai** (think of **certain rain** when you're climbing the **mountain**, and pronounce it that way when you're spelling it.)

If you can't spell *certain*, can you spell *sure* instead?

minute

Pronunciation: **mĭn'it**

Syllables: *min* - **mĭn** (sounds the way it's spelled)

ute - **it**

The **u** and final silent **e** don't make this syllable sound **ūt** in this word—a noun meaning a measure of time, such as 60 minutes in an hour—because this syllable is unaccented.

If you're talking about *minute* particles of matter or the *minute* details your teacher wants, then you want the adjective. The adjective is spelled the same way as the noun but pronounced **mī nūt'**—accented on the second syllable with a long **ō** sound. Maybe that will help you spell it even when it's pronounced **mĭn'it**.

spinach

Pronunciation: **spĭn'ich**

Your favorite! Have you ever tried dipping spinach in pancake batter and French frying it? You can hardly taste the spinach.

But remember to put that **a** in the word. **A?** What **a**? The **a** after *spin*. **Spin a plate 'a spinach!** Unfortunately, the **a** sounds **ĭ**.

If you can spell the *spin* part of *spinach*—and that's easy—you have to look through only a couple of dictionary columns to find the rest of the spelling. That doesn't take long.

A. Write the words for those spelled with dictionary markings:

1. I eat **spĭn'ich** every **mĭn'it** I can.
2. Are you **sûrt'ən**?
3. I **sûrt'ənlē** am.
4. On the average, how many pounds of **spĭn'ich** do you eat in one day?
5. Actually, only very **mī nūt'** quantities.

B. Fill in the missing letters in the sentences, using the following words: *average*, *minute*, *spinach*, *bargain*, *certain(ly)*, *captain*, *mountain*.

1. The capt _____ n was cer _____ n to find a barg _____ n at that store.
2. The mount _____ was _____ rtainly sending up a fount _____ n of steam!
3. On the average, one eruption a min _____ .
4. Better steam than spin _____ !
5. Spin _____ gives me a stomachache.
6. Those clouds will bring cert _____ n rain.
7. Better rain than _____ ach!
8. Would you rather eat orange squash?

Answers

LESSON 1

- A. 1. spinach, minute
2. certain
3. certainly
4. spinach
5. minute

- B. 1. **ai, ai, ai**
2. **ai, ce, ai**
3. **ute**
4. **ach**
5. **ach**
6. **ai**
7. **spin**
8. Yes, would you?

LESSON 1 (continued)

- C. 1. **ia, ia**
2. **age, age**
3. **age, age, age, age**

- D. 1. genuine
2. privilege

LESSON 1: Additional Activities

- tain (certain)* *ine (genuine)*
ute (minute) *lege (privilege)*
age (average) *cuit (biscuit)*
- the **-tain** ending
- The word *age* makes up the last three letters of *average*.
- bis-sit**
- ute**
- mi nute' mī nūt'**
- a**
- gen* and *ine*

9. I might think that the two **i**'s come first and then the two **e**'s. I might mispronounce the last syllable as **lē gē**.

I will pronounce the second **i** carefully as a short **i** when I spell the word. I may remember that the two **i**'s are the first two vowels in the word. *privilege*

10. The letter **c** followed by an **e, i, or y** is pronounced as an **s** (*certain*).

The letter **c** followed by an **a, o, u, a consonant, or nothing** is pronounced as a **k** (*biscuit*).

The letter **g** followed by an **e, i, or y** is pronounced as a **j** (*average, privilege, genuine*).

The letter **g** followed by an **a, o, u, a consonant, or nothing** is pronounced as a **g** (*go*).



LESSON 10

enough

-ough has four sounds:

1. With a **t** after it, it sounds **ôt** as in *thought* and *bought*.
2. It sounds long **o** as in *though* and *doughnut*.
3. It sounds **ōō** as in *through* and *throughout*.
4. It sounds **ŭf** as in *rough*, *tough*, and *enough*.

Enough is an **-ough** word pronounced **ə nŭf'**, which makes you want to spell the word "enuf." Don't. It's wrong. It's spelled with **ough**, the same as *rough* and *tough*.

This ski trail is a *tough* one—it's *rough*. I've had *enough*.

through

Through is another **-ough** word. It is pronounced **thrōō**.

"Over the river and *through* the woods, to Grandmother's house we go."

Traffic signs such as "No Thru Traffic" have not helped us learn the real spelling of this word, although that spelling saves space. Maybe in one hundred years, everyone will spell *through* that way. In the meantime, if you want your nontraffic spelling to be correct, spell the word as *through* throughout your writing.

although

Pronunciation: **ôl thō'**

Note that there is just one **l** in the word. Here are some sentences with **-ough** words sounding long **o**:

Although I made the *dough* for biscuits, I may fry some of it for *doughnuts*.

We have done a quick, *though thorough*, search for the *thoroughbred's* records.

My brother is home on *furlough* from the army.

thought

Pronunciation: **thôt**

A fair number of **-ought** words sound **ôt**. Fill in these sentences with the correct **-ought** word:

- A.
1. ought - I _____ to do my spelling!
 2. ___ ought - I _____ my homework in my messy room.
 3. ___ ought - I even looked on my _____ iron bookshelf.
 4. ___ ought - My search came to _____ .
 5. ___ ought - I _____ a new spelling book.
 6. ___ ought - I _____ that was a lousy idea.
 7. ___ ought - That _____ my allowance balance to nought.

- B. Make a chart of the **-ough** words to keep in your notebook. Write them according to the sound of **-ough**:

ô ôō ŭ ô

Here are the words to put in the chart:

enough, although, though, through, cough, brought, throughout, thorough, dough, tough, doughnut, ought, sought, rough, fought, nought, furlough, wrought, thoroughbred, bought, thought, overwrought

LESSON 10 (Continued)

trouble

troubles, troubled, troubling, troublesome

Pronunciation: trüb'əl

The **ou** sounds short **u**, as it does in *country, cousin, enough, double, rough, tough, touch, young*, and *southern*. Those are most of the **ou** words sounding short **u** that you'll run into.

A common ending is **-le**. The final **e** is silent, and you have a schwa sound between the **l** and the consonant preceding it:

trouble, double, people: trüb'əl düb'əl pē'pəl

A. Write a form of the word *trouble* in each sentence; more than one form is correct:

1. I have _____ spelling words with double consonants.
2. They are _____ for many people.
3. Is your young cousin _____ you?

about

Pronunciation: ə bout'

The first letter is an **a** pronounced as a schwa. It is almost a short **u** sound, but it is not spelled with a **u**.

The **ou** is the **ou** sound as in *out*: *about*.

Meaning: approximately, almost, on every side.

D. Use *about* in the following sentences to show different meanings of the word:

1. What's all the excitement _____ ?
2. She is _____ 5'5" tall.
3. I'm _____ finished with my spelling homework.

cough

Pronunciation: kōf

Cough is like *rough* in that the **gh** sounds **f** in both words. They are different in the sound of the vowel combinations:

cough — ô *rough* — ŭ

Cough is like *thought* in the sound of its **ou**.

I *coughed* and *coughed* all night with my cold. *Cough! Cough! Cough!* I *thought* I would never stop. It was a **rough** night. Although I took *cough* medicine, apparently it was not **enough** to stop my *coughing*. Maybe I can stay home from school!

E. Answer the following questions:

1. What is the sound of the **c** in *cough*?
2. What is the sound of the **gh**?
3. What is the sound of the vowels **ou**?
4. Which of the following has the same *vowel* sound as *cough*? Circle one: *rough, although, thought*.
5. With what word does the **gh** in *cough* rhyme? Circle one: *tough, banana, New York*.

doughnut

Pronunciation: dō'nūt

Meaning: a small ring-shaped cake made of rich, light dough that is fried in deep fat.

How does that sound? How many different kinds of **doughnuts** can you name? How else is *doughnut* spelled? That's easier to answer, isn't it? Although *doughnut* can be spelled "donut," it is made from *dough*. Have you ever made **doughnuts**? No? Donuts? No? Why don't you try?



LESSON 10

Additional Activities

1. Write the spellings of the following dictionary-marked words:

ə nŭf'

kôf

thrōō

ə bout'

ôl thō'

trŭb'əl

thôt

2. *Trouble* ends in a final silent e. What do you do with it when you add the suffixes **-s**, **-ed**, **-ing**, and **-some**?
3. Which tastes better, a chocolate doughnut or a chocolate donut?
4. What is the consonant sound of **gh** in *cough*, *rough*, and *enough*?
5. What is the difference in spelling between *though* and *through*? between *though* and *thought*?
6. Do any of the following words give you spelling problems: *enough*, *through*, *though*, *although*, *thought*, *trouble*, *rough*, *about*, *cough*, *double*, *tough*, *ought*, *doughnut*? How can you resolve those problems?
7. Group the rhyming words: *ought*, *rough*, *through*, *fought*, *tough*, *thought*, *trouble*, *enough*, *sought*, *though*, *nought*, *bought*, *double*.

What words do not rhyme with any others in this list?

8. What is the meaning of *thorough*?
9. What is the meaning of *wrought*? What is the relationship of the word *wright* to *wrought*? What is **wrought** iron? What does it mean to be **overwrought**? Tell your teacher that you need to do this for homework, not for a quiz.
10. Do your homework.



Answers

LESSON 10

<p>A.</p> <ol style="list-style-type: none"> 1. ought 2. sought 3. wrought 4. nought 5. bought 6. thought 7. brought 	<p>B.</p> <ol style="list-style-type: none"> 1. although 2. though 3. thorough 4. dough 5. doughnut 6. furlough 7. thoroughbred 	<p>ō</p> <ol style="list-style-type: none"> 1. through 2. throughout 	<p>ŭf</p> <ol style="list-style-type: none"> 1. enough 2. tough 3. rough 	<p>ô</p> <ol style="list-style-type: none"> 1. cough 2. brought 3. ought 4. sought 5. fought 6. nought 7. wrought 8. bought 9. thought 10. overwrought
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LESSON 10 (Continued)

<p>C.</p> <ol style="list-style-type: none"> 1. trouble/troubles 2. troublesome 3. troubling 	<p>E.</p> <ol style="list-style-type: none"> 1. k 2. f 3. ô 4. thought 5. tough
<p>D.</p> <ol style="list-style-type: none"> 1. about 2. about 3. about 	

LESSON 10: Additional Activities

1. enough, through, although, thought, cough, about, trouble
 2. When you add the suffix **-s**, you keep the **e**: *troubles*.
When you add the suffix **-ed**, you drop the **e**: *troubled*.
When you add the suffix **-ing**, you drop the **e**: *troubling*.
When you add the suffix **-some**, you keep the **e**: *troublesome*.
 3. I think they'll taste the same.
 4. **f**
 5. *Through* has an **r** after the **th**; *thought* has a **t** at the end of the word.
 6. If they give you trouble, you might try listing them under headings indicating the sound of the **-ough**. You could write them in sentences and ask someone to check the correct spelling and meaning. You could always look them up in the dictionary to be sure.
 7.

<p>ô</p> <ol style="list-style-type: none"> 1. ought 2. fought 3. thought 4. sought 5. nought 6. bought 	<p>ŭf</p> <ol style="list-style-type: none"> 1. rough 2. touch 3. enough 	<p>ŭb'əl</p> <ol style="list-style-type: none"> 1. trouble 2. double
--	--	---
 8. *Through* (**thrōō**) and *though* (**thō**) do not rhyme with any others in the list.
 9. fully done, finished
 10. *Wrought* means "put together; shaped by hammering with tools," said of metals or metalwork. A *wright* is a person who constructs something. The word is used chiefly in combination, such as *shipwright*, *wheelwright*. *Wrought iron* is easily welded or forged iron. A person who is *overwrought* is excessively nervous or excited; agitated; worked up over something.
- Teacher, I need to do this for homework.

First Quarter Quizzes

As part of each quarter's quizzes, you will find oral tests of various lengths to dictate to your students. It is your choice: 10 words, 20, 50, or 100. Your choice may depend on the time you have, which and how many words you feel are important for each quarter, and what you want individual students to do. If the word is a homonym, I have provided a sentence.

The oral quizzes are followed by three reproducible written quizzes: Sound to Spelling, General, and Spelling Rules.

Oral Quiz

Test I: 10 Words

1. privilege
2. soldier
3. sincerely
4. broccoli
5. neighbor
6. believe
7. countries
8. beginning
9. conscience
10. through (I walked through the field.)

Test II: 20 Words

1. privilege
2. minute
3. soldier
4. hundred
5. sincerely
6. received
7. broccoli
8. mayonnaise
9. neighbor
10. foreign
11. believe
12. halves
13. countries
14. studying
15. beginning
16. bigger
17. conscience
18. sufficient
19. through (I walked through the field.)
20. cough

Test III: 50 Words

1. privilege
2. minute
3. certain
4. average
5. biscuit
6. spinach
7. soldier
8. hundred
9. once
10. only
11. ninth
12. too (This is too much!)
13. to (I want to go to the circus.)
14. sincerely
15. received
16. coming
17. writing
18. having
19. smiling
20. losing
21. really
22. usually
23. broccoli
24. mayonnaise
25. cauliflower
26. neighbor
27. foreign
28. weigh (How much do you weigh?)
29. eighth
30. reign (The queen will reign for life.)
31. believe
32. halves
33. lives (He lives in Butte now.)
34. lives (She read about the lives of the saints.)
35. countries
36. studying
37. tried
38. allies
39. beginning
40. bigger
41. planned
42. committed
43. conscience
44. sufficient
45. ancient
46. efficient
47. through (I walked through the field.)
48. cough
49. enough
50. doughnut

Oral Quiz (Continued)

Test IV: 100 Words

1. certain
2. minute
3. spinach
4. genuine
5. privilege
6. average
7. one (There is only one Godzilla.)
8. only
9. once
10. soldier
11. too (I am too late for the bus.)
12. two (I walked on my two feet.)
13. to (I walked to school.)
14. fourteen
15. forty
16. nine
17. ninth
18. ninety
19. hundred
20. come
21. coming
22. take
23. taking
24. make
25. making
26. have
27. having
28. give
29. giving
30. receive
31. write (I will write a letter.)
32. writing
33. smile
34. smiling
35. lose
36. losing
37. real (That's a real diamond.)
38. really
39. usual
40. usually
41. sincere
42. sincerely
43. mayonnaise
44. cauliflower
45. broccoli
46. neighbor
47. weigh (How much do you weigh?)
48. reign (It happened during the reign of Louis XIV.)
49. rein (I will rein in the horse.)
50. foreign
51. eight (She is eight years old.)
52. freight
53. eighty
54. eighth
55. life
56. lives (We are studying the lives of the presidents.)
57. live (Where do you live?)
58. lives (He lives in Seattle now.)
59. belief
60. believe
61. roof
62. study
63. studies
64. studied
65. studying
66. tries
67. trying
68. cries
69. replied
70. flies
71. country
72. countries
73. companies
74. county
75. ally
76. allies
77. story
78. planned
79. hopped
80. bigger
81. beginning
82. forgotten
83. commit
84. committed
85. commitment
86. efficient
87. sufficient
88. deficient
89. proficient
90. conscience
91. species
92. glacier
93. ancient
94. enough
95. through (I walked through the field.)
96. although
97. thought
98. trouble
99. about
100. doughnut

FIRST QUARTER

Sound to Spelling Quiz

In the following test, spell the word correctly from the sound of the word given by the dictionary markings.

- | | |
|--|---|
| 1. sūr' tən | 26. māk' ینگ |
| 2. mǐn' ıt or mī nūt' | 27. hǎv |
| 3. spĭn' ıch | 28. hǎv' ینگ |
| 4. jĕn' yōō ın | 29. gĭv |
| 5. prĭv' ə lĭj | 30. gĭv' ینگ |
| 6. ǎv' rĭj | 31. rĕ sĕv' |
| 7. bĭs' kĭt | 32. rĕ sĕvd' |
| 8. wŭn (I still have wŭn
library book out.) | 33. rĭt (I will rĭt a letter.) |
| 9. ōn' lĕ | 34. rĭt' ینگ (I am rĭt' ینگ a letter.) |
| 10. wŭns | 35. smĭl |
| 11. sōl' jər | 36. smĭl' ینگ |
| 12. fōr' tĕ | 37. lōōz |
| 13. nĭn | 38. lōōz' ینگ |
| 14. nĭn' tĕ | 39. rĕ' əl or rĕl (That's a rĕl diamond.) |
| 15. nĭn' tĕnth | 40. rĕ' əlĕ or rĕ' lĕ |
| 16. nĭnth | 41. yōō' zhōō əl |
| 17. hŭn' drĭd | 42. yōō' zhōō əl lĕ |
| 18. tōō (I am tōō late for the bus.) | 43. sĭn sĭr' |
| 19. tōō (I walked tōō school.) | 44. sĭn sĭr' lĕ |
| 20. tōō (I walked on my tōō feet.) | 45. mǎy ə nǎz' |
| 21. kŭm | 46. kō' lĭ flouər |
| 22. kŭm' ینگ | 47. brōk' əlĕ |
| 23. tāk | 48. nǎ' bər |
| 24. tāk' ینگ | 49. wǎ (I wǎ more than you do.) |
| 25. māk | 50. rǎn (The king will rǎn forever.) |

FIRST QUARTER

Sound to Spelling Quiz (Continued)

- | | |
|--|---|
| 51. rān (I lost one rān while I was riding the horse.) | 76. āl'īz |
| 52. fōr'ən | 77. stōr'ēz |
| 53. āt (I am āt years old.) | 78. plānd |
| 54. frāt | 79. plān'ing |
| 55. līf | 80. hōp'ing |
| 56. līvz | 81. hōpd |
| 57. līv | 82. bī gīn' |
| 58. līvz | 83. kə mīt' |
| 59. bī lēf' | 84. ī fish'ənt |
| 60. bī lēfs' | 85. sə fish'ənt |
| 61. bī lēv' | 86. də fish'ənt |
| 62. bī lēvz' | 87. prə fish'ənt |
| 63. rōof or rōof | 88. ōm nīsh'ənt |
| 64. stūd'ē | 89. kōn'shəns |
| 65. stūd'ēz | 90. spē'shēz or spē'sēz |
| 66. stūd'ē ing | 91. glā'shər |
| 67. stūd'ēd | 92. ān'shənt or ān'chənt |
| 68. krīz | 93. ə nŭf' |
| 69. rī plī'ing | 94. thrōō (Aren't you thrōō yet?) |
| 70. flīz | 95. ōl thō' |
| 71. kŭn'trē | 96. thōt |
| 72. kŭn'trēz | 97. trŭb'əl |
| 73. kŭm'pənē | 98. ə bout' |
| 74. koun'tē | 99. kōf |
| 75. āl'ī | 100. dō'nŭt |



FIRST QUARTER

General Quiz

1. Write the pronunciation of *m-i-n-u-t-e* as used in the following sentences:
 - a. I found a **minute** particle of dirt in your room.
 - b. You should clean your room this **minute**!

2. Write the numbers from 1 to 10 in words.

3. Write the following numerals in words:
 - a. the year 1990
 - b. 9th
 - c. 40
 - d. 90
 - e. 2
 - f. 1

4. How are *one*, *once*, and *only* related?

5. Circle the correctly spelled words:
 - a. usualy, sincerely, really, probabely
 - b. loseing, smiling, writeing, comeing
 - c. takeing, making, haveing, giveing
 - d. wholly, truly, terribly, fully

6. How might these silly sentences help you to spell the italicized words?
 - a. Donna put *mayonnaise* on her broccoli.
 - b. Ginny played the piccolo after she ate her *broccoli*.
 - c. Emily put the end of her broccoli into the middle of the *cauliflower*.
 - d. My daughter caught the *cauliflower* that Barbara threw to her.
 - e. Bill grew a flower and some *cauliflower* in his garden.

7. How will exaggerating the pronunciation of *foreign* as **fō' rān** help you to spell the word?

8. *Neighbor*, *weigh*, *eight*, and *freight* have more than the **ei** to spell correctly. What silent letters must you remember to include in the words?



FIRST QUARTER

General Quiz (Continued)

9. Write the plural for the following:
- | | |
|-----------|------------|
| a. life | e. wolf |
| b. half | f. thief |
| c. roof | g. sheriff |
| d. belief | |
10. Choose the one correct spelling in each group:
- studing, studiing, studying, studieing
 - countrys, countries
 - tries, trys
 - families, famileys, familys
 - commitment, committment, committing, comitted
 - controlled, biggest, beginner
11. In many words, **ti** gives the **sh** sound—*transportation, education, expectation*. What letters give the **sh** sound in *glacier, ancient, and efficient*?
12. Use the correct homonym in the sentences below:
- We grew _____ many peaches _____ eat in the summer so I froze _____ bushels of them. (to, too, two)
 - I once _____ _____ race. (one, won)
 - No _____ do I _____ 150 pounds! (way, weigh)
 - The queen will _____ with a _____ in the _____. (rain, reign, rein)
 - I _____ _____ sections of the chocolate bar. (ate, eight)
 - Now I'll _____ for my _____ to go up. (wait, weight)
13. We've all seen the traffic sign "No Thru Traffic." How is "thru" really spelled?
14. In "Dunkin' Donuts," how is "dunkin'" really spelled, and what does it mean? What is a more formal spelling of "donut"?

FIRST QUARTER

Spelling Rules Quiz

1. True or false: If a word containing the vowel combination either **ei** or **ie** sounds as a long **a**, then it is always spelled **ei**.
2. There are exceptions to the **c** and **g** rule (mostly short, common words you already know), but the rule applies to each of the words following: *privilege, average, genuine, biscuit, certain, come, receive, sincerely, broccoli, cauliflower, company, cough*. Write the four parts of that rule.
3. What is the rule for words ending in a final silent **e** when you want to add a suffix beginning in a vowel, like **-ed** or **-ing**? Think of words like *take* and *come*.
4. If a word ends in a consonant before the final **y**, what do you do before adding a suffix beginning with a vowel, such as **-er**, **-es**, **-ed**, or **-est**? What do you do before adding the suffix **-ing**?
5. What is the one-one-one rule? What do you do with two-syllable words ending in one final consonant preceded by one vowel if the accent is on the last syllable?
6. If the **c** in an **ie/ei** word sounds **sh**, what combination of vowels do you use?