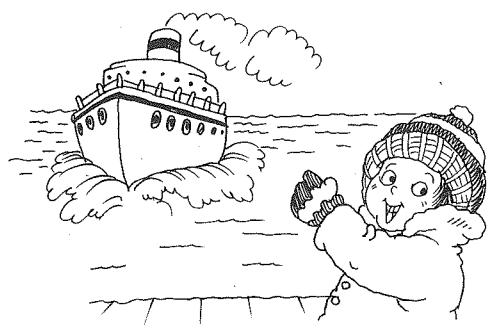


UNIT 2 - SPELLING OR SOUND AS IN WARM AND HAWK

BIRTHDAY FERRY RIDE

Come with us on the old ferry.
 Be on the wharf at quarter to.
 It's cold, so wear a thick, warm coat.
 And bring a hat and gloves with you.



ar spells the *or* sound in words like *warm*.

1. Read the poem, *Birthday Ferry Ride*. What words with **or** sound can you find? Write them in the spaces. Circle them in the poem first.

2. Find the **or** as **ar** words in these sentences. Circle the words. Write them in the spaces below.

C. S. Lewis wrote *The Lion, the Witch and the Wardrobe*.
 Did you see *Snow White and the Seven Dwarfs* on your birthday?
 Warning! Watch out for the swarm of bees! Yeow! They're coming towards us!



3. Finish these **ar** words. Say them to yourself.

rew ___ d

w ___ t

aw ___ d

w ___ d

qu ___ tz

wh ___ f

*Some words spell the **or** sound with **aw**.*

4. Circle the **or** as **aw** words in these sentences. The first one is done for you. Write them in the spaces underneath.

We crawled across the lawn.

I saw the hawk in the sky at dawn.

It was an awful brawl.

The prawn trawler was at the wharf.

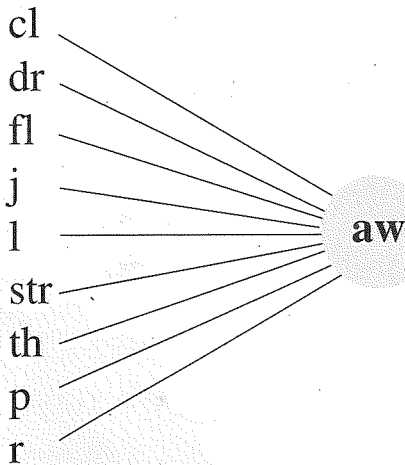
The wood was sawn into lengths.



*When **ar** or **aw** are at the end of a word they have a little **UH** sound as well.*

Say **war** and **claw**. Did you hear the **UH** sound?

5. Make **aw** words with these parts. Write the words in the spaces. Say the words and listen to the **aw** as **or** sound.



6. Fill in the **aw** to make the **or** sound in these words.

a. Don't scr_____l on the paper. It makes an _____ful mess.

b. She wore a f_____n coat.

c. The pr_____ns are in the fridge dr_____er.

S CONSONANT BLENDS AND DIGRAPHS

When consonants are written next to each other they are called **consonant blends** or **digraphs**.

You can hear the sounds made by each consonant with a consonant blend, like this:

sp ade — You can hear **s** and **p**.

You hear a new sound with a digraph, like this:

sh ip — You can hear **shhh** sound.

In this unit we will spell **s** consonant blends and digraphs.

1. Listen to the sounds made by the consonant blends and digraphs in this story. Circle all of them. The first one is done for you.

BEACH BIRTHDAY

We went swimming at Shark Beach on my birthday. It is a small beach and no sharks are there now.

The day was fine. The sky was blue and the sea sparkled. You could see ships far away from the shore. They looked small out at sea and seemed to move slowly.

When we arrived, Dad said, 'Swim between the flags and stay away from the sharp rocks. There's a big swell running today.'

We slid down the sandhills, dug on the beach with our spades and ate slices of watermelon in the shade of the beach umbrella. We stayed all day. I wish it was still my birthday!



2. Add the blends and digraphs to the word bases in the birthday present. Make as many words as you can. Write them in the spaces under the present. The first one is done for you.

sc

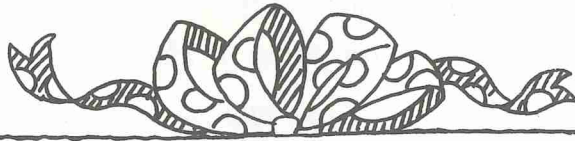
sh

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-ake	-ate	-ore
-ale	-ell	-ot
-are	-ip	-ow
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-ake

shake

-ale

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-y

_____	_____	_____	_____	_____
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If something contracts, it gets shorter. Contractions are short forms.

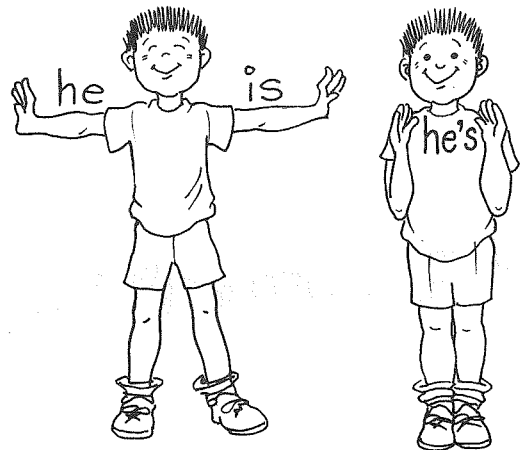
He is my brother. He's my brother.

He's is a contraction, the shorter form of He is.

The i is left out with is contractions. The apostrophe shows that it has been left out.

1. Write the full form of these contractions. The first one is done for you.

- He's he is
- she's _____
- it's _____
- that's _____
- what's _____



2. Write the contractions for the following:

- here is _____
- John is _____
- Mary is _____

3. Write this passage again. Use is contractions wherever you can.

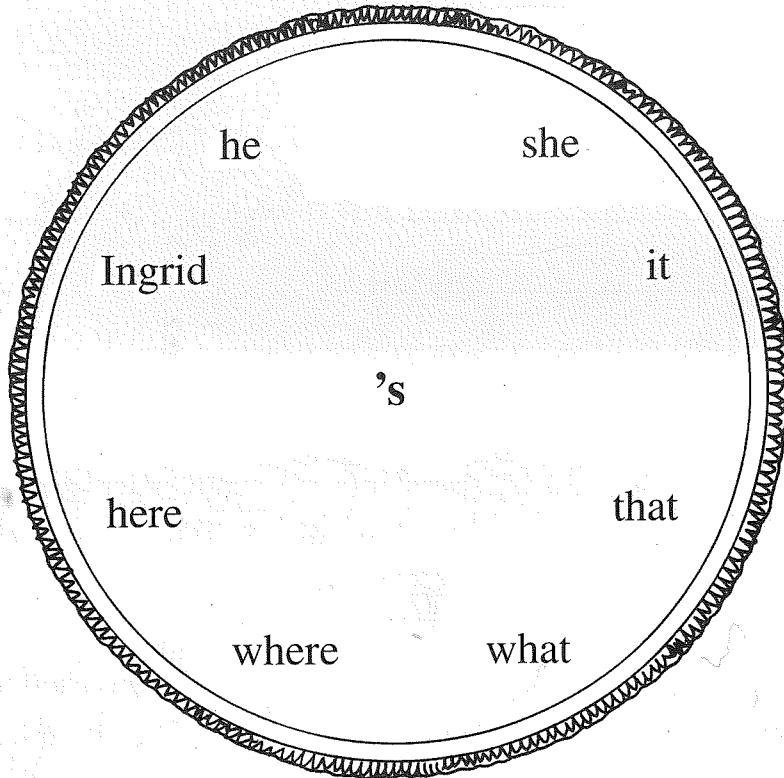
He is coming to my birthday party. She is coming, too. There is going to be a big cake. That is for sure! John is bringing his soccer ball. It is going to be a great party!



4. Finish these sentences using 's contractions.

It ___ going to be fun when we go to the museum. There ___ so much to see. Bill ___ coming with us. He ___ bringing his sister. She ___ only eight.

5. Finish the wheel of your birthday bike by drawing in the spokes. Join the words in the tyre to the 's in the hub. Write the new contractions in the spaces down the page.



6. Write the contractions in the brackets. The first one is done for you.

'Ingrid is (Ingrid's) coming on the train with us. She is (_____) bringing John. He is (_____) her cousin,' I said. 'What is (_____) he like?'

'He is (_____) really nice; he is (_____) a good tennis player, too,' Bill replied. 'Where is (_____) the train going? To the Blue Mountains?'

'That is (_____) what I hear,' I said. 'It is (_____) fun up there. Here is (_____) the train! Quick, get on!'

UNIT 5 - ADDING ING AND ED TO VERBS WITH L ENDINGS

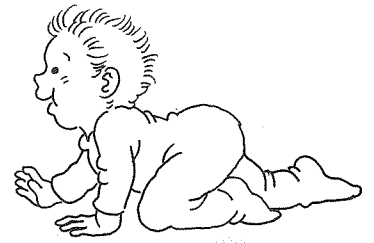
Verbs of one syllable which end in **l** just add **ing** or **ed**, like this:

crawl crawling crawled

1. Finish this word family with **ing** and **ed**.

The **l + ing, ed** family.

- a. stroll _____
- b. crawl _____
- c. haul _____
- d. fill _____
- e. pull _____



Verbs of two syllables which end with a vowel and **l**, double the **l** with **ing** and **ed**, like this: *cancel cancelling cancelled*

2. Finish this word family with **ing** and **ed**.

The **double l + ing, ed** family.

- a. tunnel _____
- b. shovel _____
- c. signal _____
- d. carol _____
- e. total _____
- f. swivel _____

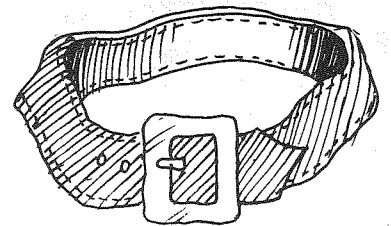


Verbs that end in **le** drop the **e** before **ing** and **ed**, like this:

twinkle twinkling twinkled

3. Finish this word family with **ing** and **ed**.

- a. buckle _____
- b. jingle _____



- c. wrestle _____
- d. wriggle _____
- e. saddle _____
- f. shuffle _____
- g. paddle _____
- h. struggle _____

The l e + ing, ed family.



4. Finish these sentences with the correct **ed** endings.

BIRTHDAY ACTIVITIES

- a. I paddle__ down the river in a canoe.
- b. We travel_____ to the beach.
- c. We fill_____ our water bottles at the tank.
- d. I buckle__ the girth when I saddle__ the horse.
- e. We shovel_____ the sand as we tunnel_____ on the beach.

Making Plurals

Plural means (I'm sure you know) more than one, not only TWO. Some words add s or es to make plurals, like this:

<i>singular</i>	<i>plural</i>
<i>present</i>	<i>presents</i>
<i>box</i>	<i>boxes</i>

Other words change their spellings altogether:

<i>man</i>	<i>men</i>
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5. Write the plurals of these words in the spaces.

- | | |
|----------------|----------------|
| a. woman _____ | d. mouse _____ |
| b. foot _____ | e. tooth _____ |
| c. child _____ | f. goose _____ |