

Updated and Revised

**Grade
4**



SPECTRUM

Word Study and Phonics



***Excellent Tool for
Standardized Test Preparation!***

- **Blends**
- **Hard and soft consonants**
- **Long and short vowel sounds**
- **Vowel pairs**
- **Answer key**

SPECTRUM

Word Study and
Phonics

Grade 4

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Lesson 1.1 Beginning and Ending Consonants

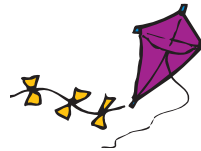
Look at each picture below. On the first line, write the word that names the picture and circle the beginning consonant. On the second line, write a word from the box that has the same beginning consonant.

hippo latch fox key









Circle the word that correctly completes each sentence below.

- On sunny days, Cameron and Jess like to go to the _____.
reach beach peach
- Please rinse out the _____ after you take a shower.
tub rub cub
- Ahmad will be _____ years old on Saturday.
vine line nine
- Has anyone gone underground to explore the _____?
save cave rave
- Every time we do laundry, I end up missing one _____.
sock rock lock

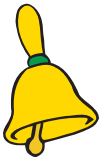
Lesson 1.1 Beginning and Ending Consonants

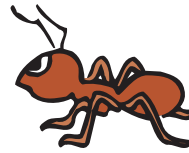
Look at each picture below. On the first line, write the word that names the picture and circle the ending consonant. On the second line, write a word from the box that has the same ending consonant.

grill	mix	hiss	wig	ask	get
-------	-----	------	-----	-----	-----











6

Read each word. Change the last letter of the word to make a new word. Write the new word on the line. Your new word should rhyme with the three words below it.

1. stab _____

car far jar

3. lisp _____

fist wrist mist

2. trim _____

rip sip skip

4. fork _____

sport short snort

Lesson 1.2 Hard and Soft **c** and **g**

The letter **c** can make a hard sound, as in *car* and *carrot*. When **c** is followed by **e**, **i**, or **y**, it can make a soft sound, as in *center*, *city*, and *cycle*.

The letter **g** can also make a hard sound, as in *goose* and *give*. When **g** is followed by **e**, **i**, or **y**, it can make a soft sound, as in *gentle* and *ginger*.

Read the words in the box. Write each word under the correct heading.

caring race camp code cider cute ice rice

Hard **c**

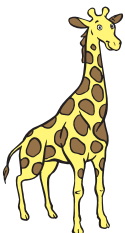
Soft **c**

Look at the pictures below. On the first line, write the word from the box that names each picture. On the second line, write *hard g* or *soft g*.

giraffe flag cage garden









Lesson 1.2 Hard and Soft **c** and **g**

Read the pairs of words below. Circle the sound you hear in both words.

- | | | | |
|----------|--------|---------------|---------------|
| 1. guide | gaze | hard g | soft g |
| 2. large | badge | hard g | soft g |
| 3. code | copper | hard c | soft c |
| 4. lace | center | hard c | soft c |
| 5. germ | gentle | hard g | soft g |
| 6. piece | cellar | hard c | soft c |
| 7. wig | tiger | hard g | soft g |
| 8. clam | cape | hard c | soft c |

Write the word from the box that matches each clue. Make sure that the word has the correct hard or soft **c** or **g** sound.

Egypt gorilla mice grape crab celery bridge tiger

1. a large, African ape (hard **g**) _____
2. a sea creature that has strong pincers (hard **c**) _____
3. a country in Africa (soft **g**) _____
4. a purple fruit that grows on a vine; often used to make jelly or juice (hard **g**) _____
5. a piece of metal or wood that allows people to cross over water (soft **g**) _____
6. a type of crunchy, light green vegetable (soft **c**) _____
7. a large wild cat that has orange and black stripes (hard **g**) _____
8. the plural form of *mouse* (soft **c**) _____

Lesson 1.2 Hard and Soft **c** and **g**

Read each word in bold below. Decide whether it has a hard or soft **c** or **g** sound. Then, underline the word beside it that has the same sound.

- | | | | |
|-------------------|--------|--------|--------|
| 1. certain | crab | color | fancy |
| 2. dog | cage | germ | ago |
| 3. picnic | candle | police | once |
| 4. huge | grape | bridge | wagon |
| 5. crazy | nice | celery | camera |
| 6. village | gem | tag | gold |

Look at each pair of pictures. Draw a line to match the hard or soft sound to each picture.

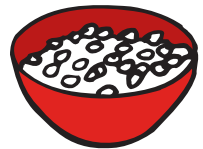
1.

soft **c**hard **c**

2.

soft **g**hard **g**

3.

soft **c**hard **c**

4.

soft **g**hard **g**

Lesson 1.2 Hard and Soft **c** and **g**

Read the paragraphs below. Look for words with the hard and soft **c** and **g** sounds. Then, write the words in the correct columns. You do not need to list the same word more than once.

Kids around the world of all ages like to play games. There is a popular game in India that is similar to the American game of tag. The Indian game is called *Kabaddi*. The players are divided into two teams. If you like, you can flip a coin to see which team will start the game.

Use a large piece of rope to make a line that divides the teams. The teams line up in the center, one on either side of the rope. Team one sends a player over to the other side. The team one player has to try to tag a player from the other team while saying the word *Kabaddi* over and over again without taking a breath. If the player takes a breath, he or she can be tagged out by a player from team two. If the player makes it to his or her own side without taking a breath, the player is safe. The goal of the game is to be the last player left. If you're fast on your feet and good at running, you'll be great at *Kabaddi*.

Hard **c**Soft **c**Hard **g**Soft **g**

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

Lesson 1.3 The Sounds of s

The letter **s** can make different sounds.

- It can make the /s/ sound you hear in *sink*.
- It can make the /z/ sound you hear in *music*.
- It can make the /sh/ sound you hear in *sure*.
- It can make the /zh/ sound you hear in *treasure*.

Read the sentences below. Underline the word or words in parentheses () that best complete each sentence.

1. My family is (always, please) (busy, easy) during the week.
2. We are not (sold, usually) able to eat dinner together.
3. That (is, was) why we make (sugar, sure) to have the Jenkins' Family Game Night once a week.
4. (September, Saturday) and Sunday are the two (does, days) that work (best, last) for everyone.
5. We order a (cheese, grass) pizza, make a (salad, softball), and put some (present, music) on the (stove, stereo).
6. We (slip, stack) our favorite games on the kitchen table and share our (wise, news) from the week.
7. There is no way to (casual, measure) the good (climbs, times) we have during game night.
8. I think (tease, these) are the kinds of (classes, traditions) I will have with my own kids one day.



Lesson 1.3 The Sounds of s

Read each word in bold below. Circle the word beside it that has the same sound of **s**. If you are not sure, try saying the words out loud.

- | | | | |
|-------------------|---------|----------|--------|
| 1. kiss | singing | shoulder | shock |
| 2. poison | sure | snake | yours |
| 3. casual | sink | measure | has |
| 4. sure | slime | surfer | sugar |
| 5. tease | those | usual | sloppy |
| 6. whistle | kids | hers | silly |

Read the sentences below. On the line, write the **s** sound you hear for each word in bold. Choose from **s** (as in *slide*), **z** (as in *news*), **zh** (as in *casual*), and **sh** (as in *sugar*).

- The name **dinosaur** _____ **comes** _____ from a word that means *terrible lizard*.
- About 65% of dinosaurs were herbivores, or plant **eaters** _____.
- Pterodactyls were flying reptiles. **Some** _____ had a wingspan 40 feet long.
- The triceratops had three **horns** _____ and was twice as big as a rhino.
- The stegosaurus had sharp **spikes** _____ on its tail.
- Finding a **fossil** _____ can be like digging up a **small** _____ treasure _____.

Review Beginning and Ending Consonants, Hard and Soft **c** and **g**, and the Sounds of **s**

Read the sentences below. Fill in each blank with a consonant to complete the word. The words you form should make sense in the sentences.

1. Having a _____ aseball card collection can be a fu_____ hobby for a basebal_____ fan.
2. Between 1869 and the 1930s, _____ards were often _____old in a pack with _____andy or gu_____.
3. Paper was in shor_____ supply during World _____ar II, so cards were har_____ to ge_____ at that _____ime.
4. For a _____ong time, a company calle_____ *Topps* was the only company to produce baseball cards.
5. In the 1980s, a lot more _____eople became interested in _____ollecting.
6. _____oday, four companies are allowed to make cards of the Major League _____layers.

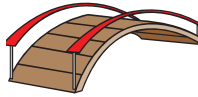
Say each word in bold to yourself. If it has a hard sound (like *club* or *great*), circle *hard*. If it has a soft sound (like *lace* or *age*) circle *soft*.

- | | | | | | |
|------------------|------|------|------------------|------|------|
| 1. uncle | hard | soft | 5. camera | hard | soft |
| 2. slice | hard | soft | 6. guide | hard | soft |
| 3. gold | hard | soft | 7. engine | hard | soft |
| 4. George | hard | soft | 8. cellar | hard | soft |

Review Beginning and Ending Consonants, Hard and Soft **c** and **g**, and the Sounds of **s**

Look at each picture below. On the first line, write the word that names the picture. Then, write the words from the box with the same hard or soft **c** or **g** sound under the correct headings.

jug clam cent energy place fog climb danger



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

Read the sentences below. The information in parentheses will tell you which sounds of **s** to look for and how many words to circle in each sentence.

- The double-decker bus is a bus that has two levels. (/s/ sound, 2)
- They are a popular way for visitors to see a town. (/z/ sound, 1)
- The most famous double-decker buses were found in England.
(/s/ sound, 3)
- They were shiny red and seated about 60 to 80 passengers.
(/s/ sound, 2) (/z/ sound, 1)
- In 2005, most of the remaining double-deckers in England were retired.
(/s/ sound, 1)
- Two routes in London continue to use the old two-story buses to preserve a treasured piece of history. (/zh/ sound, 1) (/z/ sound, 3)

Lesson 1.4 Beginning Two-Letter Blends

Some words begin with two consonants. When the sounds of the consonants are blended together, the two letters are called a **blend**.

Each of the words below has an **s** blend (**s** plus another consonant).

scale **skin** **smooth** **snuggle** **sparkle** **store** **swing**

Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

sneeze	stegosaurus	spinach	scale
--------	-------------	---------	-------

- _____ something that measures weight
- _____ a leafy green vegetable
- _____ something people do when they have a cold
- _____ a dinosaur that had bony plates on its back

Underline each word that begins with an **s** blend in the sentences below. Then, circle the blend.

- Stella and Spencer put on sweaters and wrapped scarves around their necks.
- They spent every fall evening swinging from the old oak tree.
- Stella scanned the sky for constellations. Stella and Spencer were keeping score to see who could spot more stars.
- Spencer liked the way the air smelled like smoke from backyard bonfires.
- When it was time to go back inside, Stella and Spencer snuggled into their beds. They knew that snow was coming, and fall would soon be over.

Lesson 1.4 Beginning Two-Letter Blends

Some blends are made with **l** plus another consonant. Each of the words below has an **l** blend (a consonant plus **l**).

blink**close****flight****glass****plate****slope**

Read each meaning below. Choose a word from the box that matches the meaning. Write the word on the line.

slippers black slow flossing clothing glass plum

1. _____ the opposite of *fast*
2. _____ a deep purple fruit that tastes both sweet and tart
3. _____ using a small piece of string to clean in between the teeth
4. _____ the things you wear every day
5. _____ the shiny, clear part of a window is made of this material
6. _____ the type of shoes one might wear with pajamas
7. _____ the color that is the opposite of *white*

Underline the **l** blend in each word below. Then, draw a line to match each word with another word that begins with the same **l** blend.

- | | |
|-----------|---------|
| 1. bleach | classic |
| 2. flame | glitter |
| 3. plaid | blouse |
| 4. cliff | plump |
| 5. glance | flatten |

Lesson 1.4 Beginning Two-Letter Blends

Some blends are made with **r** plus another consonant. Each of the words below has an **r** blend (a consonant plus **r**).

brain**cradle****drill****free****grass****prepare**

Read the silly sentences below. Circle each **r** blend. Then, write another word with the same **r** blend on the line.

1. Georgia, the graceful grasshopper, likes to nap on a patch of green grass on the ground.

2. The prince and princess are prisoners who are given only pretzels and prunes to eat.

3. Drew, the dreadful dragon, is a drummer for a band called the *Dizzy Dragonflies*.

4. Every day, Brittany brushes and braids her hair on the bridge by the brook.

5. Crabs, crayfish, and other critters creep and crawl across the ocean floor.

Solve each problem below. Write the new word on the line.

1. grill - gr + dr = _____

2. drag - dr + br = _____

3. greed - gr + fr = _____

4. fridge - fr + br = _____

Lesson 1.4 Beginning Two-Letter Blends

Two blends that are less common are **tw** and **qu**.

twice

twinkle

quake

quiz

Look at each picture below. Choose the word or words from the box that name the picture and write them on the line.

two quarterback twirl question mark quotes twig













Read each sentence below. On the line, write a word from the box that makes sense in the sentence.

Queen quilts twelve twins twenty quails

1. Queen Tess and Queen Bess were _____, and no one could tell them apart.
2. They were only _____ years old, but they would rule the kingdom of Quincy when they turned _____-one.
3. _____ Bess raised _____, which are small, plump birds.
4. Queen Tess liked to sew patchwork _____ with scraps of her favorite fabrics.