

# 6

# Lesson Six Review

## List Words

trash	crayon	spray	subway	speeder
blister	delete	dreamer	beneath	field
brain	belief	thief	tonight	frighten
wheat	dried	strike	huge	include
provide	flute	supplies	stamp	between
mast	cramp	prank	fresh	cries
spend	bench	tremble	closet	complete
lobster	crisp	swing	golfer	skate
rung	hunch	blunder	invade	blend
whale	quail	against	layer	stumble

A

### Review Lesson

Short **a, e, i, o, u** and long **a, e, i, u** words are reviewed in this lesson.

1 Make new words by changing the vowel in each list word below. Write the new words in the blanks provided.

(a) mast - \_\_\_\_\_

(b) rung - \_\_\_\_\_

(c) whale - \_\_\_\_\_

(d) bench - \_\_\_\_\_



(e) strike - \_\_\_\_\_

(f) swing - \_\_\_\_\_

(g) stamp - \_\_\_\_\_

(h) blend - \_\_\_\_\_

2 Find four list words for each of the following vowel sounds: long a, long e, long i. Write the words in the blanks and underline the letter combinations which make the long vowel sounds. For example: inflate, wheel, stay.

(a) long a - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) long e - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) long i - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



B

Consonant Blends

Consonant blends are letter combinations in which two or more consonants are put together to make almost one sound.

The "l" blends are: bl, cl, fl, gl, pl, sl.

The "r" blends are: br, cr, dr, fr, gr, pr, tr.

The "s" blends are: sc, sk, sm, sn, sp, st, sw, scr, str.

1 Replace the underlined blends in the list words below with ones from the list above, and write them in the blanks provided.

Example: grain - plain, brain, drain, train, stain

- (a) trash - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- (b) spray - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- (c) prank - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- (d) swing - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- (e) cries - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 Choose words from the list that will make sense in the sentences below.

- (a) Mary said that the \_\_\_\_\_ was her favourite musical instrument.
- (b) We use flour made from \_\_\_\_\_ to make bread.
- (c) Hannah had a \_\_\_\_\_ on her foot because of her new shoes.
- (d) Fresh potato chips are always very \_\_\_\_\_.
- (e) Justin had a \_\_\_\_\_ that his answer would be correct.
- (f) The ball became stuck \_\_\_\_\_ the fence and the house.
- (g) Dinosaurs were \_\_\_\_\_ animals but their brains were very small.
- (h) Mary said that the \_\_\_\_\_ stopped running at midnight.

3 Place the following groups of words in alphabetical order.

(a) spend, lobster, provide, cramp, delete.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) thief, tremble, belief, blunder, complete.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) invade, golfer, closet, include, skate.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(d) stumble, layer, fresh, brain, blister.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

