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Spelling

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Spelling Resources

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PEG Spelling
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Contractions

We often contract, or shorten, words in English. This means that two words are combined and shortened with one or more letters left out. An apostrophe is inserted exactly in the place of the missing letter or letters.

THINGS TO KNOW

- In negative contractions the letters n't mean "not".

For example:

aren't – are not

didn't – did not

wasn't – was not

mustn't – must not

hadn't – had not

weren't – were not

don't – do not

doesn't – does not

isn't – is not

TRAP

* Be careful not to spell phonetically. It helps if you work out the meaning of the contraction.
For example: didn't (not dident) hadn't (not hadent).

In many words, the verb is contracted. The apostrophe in the words below replace one or more "missing" letters.

is/has	he's here's how's it's she's that's there's what's when's where's who's
will	he'll I'll it'll she'll that'll they'll we'll who'll you'll
are	they're we're you're
have	I've they've we've you've
had/would	he'd I'd she'd we'd who'd you'd
am	I'm

HINT

* The meaning of the sentence will help you decide whether the contraction stands for: "is" or "has"; or "had" or "would".

TRAP

* Sometimes contractions are irregular. For example: won't (will not) don't (does not).
* Ensure an apostrophe is inserted in the exact position of missing letters.
For example: isn't (not is'nt).

HAVE A GO! – Contractions

Write the two words that have been shortened for the following contractions.

1. she'll 1

4. who'll 4

2. I'm 2

5. you'd 5

3. mustn't 3

6. what's 6

Which sentence has the correct punctuation?



- 7. He wouldn't go on the cliff because he was scared.
 He wouldnt go on the cliff because he was scared.
 He would'nt go on the cliff because he was scared.
- 8. She'd had better hurry or she will miss the bus home.
 Shed better hurry or she will miss the bus home.
 She'd better hurry or she will miss the bus home.
- 9. Your really late for dinner tonight!
 You're really late for dinner tonight!
 Yo'ure really late for dinner tonight!
- 10. It'll will be starting late this afternoon.
 It'll be starting late this afternoon.
 Itll be starting late this afternoon.

The spelling mistakes in these sentences have been underlined.

Write the correct spelling for each of the underlined words in the box.

11. I dont like peanut butter and jam on my sandwiches. 11

12. You'll be there soon if your quick. 12

13. They werent invited to the party. 13

14. Thats the last time I'll help you! 14

15. Youve got to do better than that or you will come last. 15

16. Wholl be driving you home tonight? 16

TEST 6: CONTRACTIONS



Which sentence has the correct contraction?

- | | |
|--|--|
| <p>1. <input type="radio"/> They've spent all of their money.
 <input type="radio"/> Theyve spent all of their money.
 <input type="radio"/> The've spent all of their money.</p> <p>2. <input type="radio"/> I couldent climb the tall tree.
 <input type="radio"/> I could'nt climb the tall tree.
 <input type="radio"/> I couldn't climb that tall tree.</p> | <p>3. <input type="radio"/> When's your birthday?
 <input type="radio"/> Whens your birthday?
 <input type="radio"/> Whens' your birthday?</p> <p>4. <input type="radio"/> It has'nt rained for four months.
 <input type="radio"/> It hasn't rained for four months.
 <input type="radio"/> It hasent rained for four months.</p> |
|--|--|

Look at each contraction.

Write the two words that make up the contraction in the box.

5. we're 5	10. that'll 10
6. she's 6	11. we'd 11
7. hadn't 7	12. we'll 12
8. mightn't 8	13. here's 13
9. didn't 9	14. she'd 14

Each sentence has one word that is incorrect.

Write the correct spelling for each of these words in the box.

15. There all going to watch the game tonight.	15
16. Wasent that the most amazing evening?	16
17. Its about time you got home.	17
18. Wheres the meeting being held?	18
19. Youll have to finish early today.	19
20. Ive got to bring my library book to school today.	20
21. Youd better hurry up or you will be late!	21
22. Simon shouldent have done that!	22

Homonyms

THINGS TO KNOW

- Homonyms are words that sound the same but are spelt differently and have different meanings. When you are deciding on which homonym to use, consider the meaning of the words. Some homonyms can also be homophones or homographs. The word 'bow' is an example of a homograph. It can mean to 'bow' your head, or the 'bow' of a ship.

Examples of homonyms are:

bare — bear eight — ate break — brake buy — by — bye
knows — nose plain — plane road — rode cent — scent — sent

HINT

- * It may be helpful to use memory tricks to prompt you to remember the spellings and meanings of the homonyms.

For example:

This is the meat that you eat.

I saw the paw.

Where are you . . . there or here?

Too many of your throws go to the left but the last two were great.

Homographs

- * Words that look the same but have a different meaning and/or sound are called homographs.

For example:

bark of a tree or a dog's bark;

read (present and past tense);

tear (rip or water droplet).

Homophones

- * Words that sound the same but have different spelling and meanings and called homophones.

For example:

hole — whole some — sum scent — sent — cent

threw — through hear — here weather — whether

HAVE A GO! – Homonyms

Which word completes each sentence correctly?



1. I am going _____ a swim after school today.

for four

2. _____ you please tell me who did that?

Wood Would

3. I could hardly see because of all the _____ on the road.

missed mist

4. I _____ the old boat very carefully.

rowed road

5. I have already _____ to see that movie.

bean been

6. He's not _____ of the answer.

shore sure

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

7. I could here you yell from outside the house.

8. There going swimming today.

9. I had meet and salad for dinner.

10. She past the ball to the goal shooter.

11. The brave night was hurt in battle.

12. I wear my hat to keep the son off my face.

TEST 7: HOMONYMS



Which word completes each sentence correctly?

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. It's _____ hard to climb that steep hill. | to | too | two |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Did you collect the _____ from the letter-box? | male | mail | meal |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. We went on a camp last _____ . | week | weak | weeke |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. He _____ the rock so hard that it smashed the window. | threw | thru | through |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I don't know which _____ to go! | weigh | waigh | way |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Each sentence has one word that is incorrect.
Write the correct spelling of the word in the box.

- | | | |
|---|----------------------|----|
| 6. I can see the lighthouse from the cliff. | <input type="text"/> | 6 |
| 7. He was so greedy that he ate all of the tarts. | <input type="text"/> | 7 |
| 8. The wind blew so hard that my umbrella flew away. | <input type="text"/> | 8 |
| 9. I have to buy Christmas presents for my family. | <input type="text"/> | 9 |
| 10. The children missed their bus. | <input type="text"/> | 10 |
| 11. We are going to our friend's house this evening. | <input type="text"/> | 11 |
| 12. He knew that his sum was incorrect. | <input type="text"/> | 12 |
| 13. Did you write that story by yourself? | <input type="text"/> | 13 |
| 14. Your finger looks very sore. | <input type="text"/> | 14 |
| 15. I have read every one of the books on that shelf. | <input type="text"/> | 15 |
| 16. Which one is yours? | <input type="text"/> | 16 |

Prefixes and Suffixes

Prefixes and suffixes often help us understand the meanings of more complicated words and help us with spelling. Many of our prefixes, root words and suffixes in English derive from foreign languages.

THINGS TO KNOW

- A prefix is a group of letters or a word part placed at the start of a root word to add to or change its meaning.
For example: un-, dis-, im-, in-, il- or ir- can change the meaning of a word to its opposite meaning: unhappy = not happy; dislike = not like.
- A suffix is a group of letters or a word part placed at the end of a word to change its part of speech or function of the word within the sentence.
For example: teach (verb) teach+er (noun); pain (noun) pain+less (adjective).
Sometimes the spelling of the base word may change when the suffix is added.

PREFIX	MEANING	EXAMPLE	SUFFIX	MEANING	EXAMPLE
anti-	against, opposite to	anticlockwise	-able	able/tending to	enjoyable
auto-	self	autobiography	-al	relating to	personal
dis-	not, or away Is this correct?	disagree	-er / -or	one who, that which	teacher, actor
in-	not	insane	-est	most	loudest
il-	not	illegal	-ful	full of	helpful
inter-	between	interstate	ible-	able/tending	possible
kilo-	1 000 x greater	kilogram	-less	without	painless
mis-	wrong	misunderstand	-y / -ly	like, in manner of	quietly
pre-	before	prefix	-ment / -ship	act/state of, result	payment, friendship
re-	again, or back	return	-ness	state of being	sickness
super-	above	superhuman	-ous	having, full of	dangerous
un-	not, or in reverse	unfair	-sion / -tion	act, result, state of	permission, education

HINT

Do I use -able or -ible as a suffix?

* If the base word is recognisable on its own, the ending will more often that not be -able.
For example: obtainable affordable comfortable.

* If the base word is not recognisable on its own, the ending will generally be -ible.
For example: horrible terrible visible eligible possible.

HAVE A GO! – Prefixes and Suffixes

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. The duck swam across the lake with her four ducklengs.

2. The fireman was fearliss as he ran into the burning house.

3. It is unnkind not to share your cake with the other children.

4. He was dissinterested in seeing the seals

5. The sailer set off at dawn.

6. It was so untidy that I had to reewrite it.

7. They got a lot of enjoymint from seeing it.

8. Those panda bears are very adoreable.

9. I destrust him because he did not tell me the truth.

10. The iron man was the strongist man at the circus.

11. I am hopeles at soccer.

12. Thankyou for your friendship.

13. I am unnable to come to your party.

TEST 5: PREFIXES AND SUFFIXES

The spelling mistakes in these sentences have been underlined.
Write the correct spelling for each underlined word in the box.

- | | |
|---|----|
| 1. That is a <u>requiremint</u> of the job. | 1 |
| 2. It is very <u>cloudey</u> outside today. | 2 |
| 3. Can you please give me <u>direcshons</u> to the shop? | 3 |
| 4. I always feel <u>nervos</u> when I go to the dentist. | 4 |
| 5. It is <u>horable</u> weather outside today so I'm going to sleep in. | 5 |
| 6. There are ten <u>sailers</u> on that boat. | 6 |
| 7. Captain Cook <u>discoverd</u> Australia in 1771. | 7 |
| 8. The damage to the wall was <u>accidentall</u> . | 8 |
| 9. I always enjoy seeing the <u>perviews</u> before the movies. | 9 |
| 10. My new bed is extremely <u>comfortibbel</u> . | 10 |

Each sentence has one word in it that is incorrect.
Write the correct spelling of the word in the box.

- | | |
|---|----|
| 11. I grabbed a handfull of rocks to throw. | 11 |
| 12. Thank you for showing me so much kindniss today. | 12 |
| 13. I was very unnhappy when I came last in the race. | 13 |
| 14. I think you have misunderstood the instructions. | 14 |
| 15. He is the bravist person I've ever met. | 15 |
| 16. I forgot to reaturn my book yesterday. | 16 |
| 17. I asked the movie star for her ortograph. | 17 |

THINGS TO KNOW

- There are 26 letters in the alphabet.
- There are 5 vowels and 21 consonants in our alphabet.
- The vowels are *a, e, i, o, u*. They can make a short or long sound.
 - short sound in “mat”
 - long sound in “mate”
 - different long sound in “ball”.
- There is a vowel sound in every syllable of every word. The letter *y* can also make a vowel sound.

Spelling Rules 1

1. When the *k* sound follows a short vowel in a base word, it is spelt *ck*.
For example: back neck kick sock truck.
The exception is if another consonant follows the *k* sound (as in *act*): factor tractor Doctor.
2. These letter combinations make long vowel sounds in single syllable words:
 - long *a* sound. For example: gate pain day
 - long *e* sound. For example: these tree eat
 - long *i* sound. For example: prize night sky kind pie
 - long *o* sound. For example: note toad mow both
 - long *u* sound. For example: tune soon suit glue
3. When 2 vowels go walking, the first one does the talking.
For example: *ai ee ea ei ie oa ui ue*.
Some exceptions to the rule are: *au eu oi ou oo*.
4. An *e* at the end of a word usually makes the vowel say its name.
For example: shade ale tile.
5. When the *ch* sound follows a short vowel, it is spelt *tch*.
For example: match witch splotch clutch.
Some exceptions to the rule are: much which rich.
6. The combination *ai* is never used at the end of a word; *ay* may be in the middle of a word, followed by a suffix (payment) or compound word (daylight).
7. The combination *ui* or *oa* is never used at the end of a word.
8. Avoid the common confusion between the letter patterns *ake ike oke uke* and letter patterns *ack ick ock uck eck*.
For example: snack/snake lick/like.
Some exceptions to the rule are: have give come one love where were.
9. The letters *f, l, s, z* are often doubled after the 5 short vowels.
For example: hill fizz off hiss.
10. *q* is always followed by *u*. This does not apply in abbreviations such as Qantas.

TEST 1: SPELLING 1

The spelling mistakes in these sentences have been underlined.
Write the correct spelling for each underlined word in the box.



1. I love riding on my Grandpa's traktor when I visit his farm.

(Refer to rule 1.)

 1

2. My tooster broke this morning.

(Refer to rule 3.)

 2

3. Jan is the leeder when we have reading groups at school.

(Refer to rule 3.)

 3

4. We saw the chicks haching today.

(Refer to rule 5.)

 4

5. Dan smashed the glass windoa with a rock.

(Refer to rule 7.)

 5

6. The witch flew to the moon on her broomstike.

(Refer to rule 8.)

 6

7. I am really fast at swimming backstrook.

(Refer to rule 8.)

 7

8. The bees were buzing loudly.

(Refer to rule 9.)

 8

9. Look for the hairsprai on the shelf.

(Refer to rule 6.)

 9

10. My favourite reptil is the rattlesnake.

(Refer to rule 4.)

 10

Spelling Rules 2

11. Remember when to use *d* or *ed* correctly at the end of a word. Use *ed* to show the past tense of a verb.
12. When the words “fill”, “full”, “well”, “all” and “till” are used as prefixes or suffixes, a letter *l* is dropped.
For example: almost fulfil helpful until welcome.
13. The letter *c* or *k* makes the *k/ck* sound when:
 - the letter *c*
 - is in front of a consonant.
For example: actor.
 - is in front of an *a*, *o* or *u*.
For example: cat cot cut fact.
 - the letter *k*
 - is in front of an *e* or *i*.
For example: kettle kitchen.
 - comes after a long vowel sound.
For example: break bike spoke oak.
14. When a word ends with *y* or *ey*, the final syllable often makes a long *e* sound.
For example: happy untidy sunny; monkey donkey.
15. The *r* vowel patterns *oar*, *ore*, *oor* and *our* make the same sound.
For example: soar more poor pour.
16. The *r* vowel patterns *air* and *are* make the same sound.
For example: stair stare bear air.
17. The *r* vowel patterns *ear*, *eer* and *ere* make the same sound.
For example: near here seer.
18. The digraphs *oo*, *oi*, *ou* and *au* usually do not follow the spelling rule, “When two vowels go walking, the first vowel does the talking.”
19. The combinations *oi* and *oy* make the same sound.
For example: coin joy.
20. The combinations *ou* and *ow* make the same sound.
For example: house cow.
21. The digraph *oi* is never used at the end of a word; *oy* may be used in the middle of a word either followed by a suffix (enjoyment) or compound word (toybox).
22. Examples of silent beginning sounds are: *kn* (knife) *wr* (write) *gn* (gnaw) *pn* (pneumonia).
23. The letter combinations *er*, *ar* and *or* often make a short *uh* sound at the end of a word.
For example: doctor hotter calendar.
24. A *c* that precedes an *e* makes an *s* sound. For example: cent force.

TEST 2: SPELLING RULES 2

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. I can't understaned that sum.

(Refer to rule 11.)

 1

2. The view from the bridge across the water was delightfull.

(Refer to rule 12.)

 2

3. My bedroom is upstares.

(Refer to rule 16.)

 3

4. Beware of the slipperi rocks!

(Refer to rule 14.)

 4

5. At school we are doing a project on spase.

(Refer to rule 24.)

 5

6. The tooth farey took my loose tooth last night.

(Refer to rule 16.)

 6

7. I have to buy anothu shirt for my little sister.

(Refer to rule 23.)

 7

8. Lions are pouerful animals.

(Refer to rule 20.)

 8

9. I did not enjoi that movie at all.

(Refer to rule 21.)

 9

10. He rote that birthday card yesterday.

(Refer to rule 22.)

 10

11. I had a very tasty breckfast this morning.

(Refer to rule 13.)

 11

12 . I caught a wave on my new surfbored.

(Refer to rule 15.)

 12

13. I bought a new toi for my son.

(Refer to rule 19.)

 13

The spelling mistakes in these sentences have been underlined.
Select the correct spelling from the words on the right.



14. Thank you for your kind thorts.

thoughts thaughts thaghts

15. I am wet because I forgot to wear my rauncoat.

rainecoast raincote raincoat

16. Our nextdoor neighbours are very frendle.

friendly frendly freindley

Read the text about *The Beach*.

The spelling mistakes have been underlined.

Write the correct spelling of the word in the box.

The Beach

17. Last Febury I

 17

18. cort a train to the coast.
(Refer to rule 18.)

 18

19. I went to my favrit beach.

 19

20. I was really anoid

 20

21. because there were one thowsend flies there.

 21

(Refer to rule 20.)

22. I could here and see them everywhere.
(Refer to rule 17.)

 22

Spelling Rules 3

25. Short vowel sounds followed by a *k* sound use the letters *ck* in one syllable words.
For example: stack neck trick shock.
26. *i* before *e* except after *c* (when making the long *e* sound).
Exceptions to the rule are: weird seize protein.
27. When 2 vowels go walking, the first does the talking.
For example: *ai ea ee ei eo ia ie ua ue ui*.
28. Some words have *le* at the end of a word making the extra *il* sound.
For example: table bottle circle adorable.

TRAP

- * Rule 25 may not apply to words made up of more than one syllable.
For example: picnic tactic frantic.
- * Some vowel pairs do not follow rule 27. For example: *au eu iu uo oo ou oi*.

Word building

29. When a word ends in *e*, drop the *e* before adding *ing*. Another saying you can use is: When *ing* comes to play, *e* runs away.
For example: making living.
30. If a short vowel comes before the final consonant in a word, you double the consonant before adding *ing*.
For example: dropping slamming.
Note: Make sure it is a short vowel sound first.
31. When a word ends with a consonant + *y*, change the *y* to an *i* before adding a word ending.
For example: laziness hurried hurries.

HINT

- * Always focus on the spelling and meaning of the base word before adding endings.

HAVE A GO! – Spelling Rules 3

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. I was so hungry that I ate four peices of pizza!

(Refer to rule 26.)

 1

2. The boat looked littel because it was so far away.

(Refer to rule 28.)

 2

3. It is healthy to eat friut every day.

(Refer to rule 27.)

 3

4. The glue was stiking my fingers together quickly.

(Refer to rule 25.)

 4

5. I love dribbleing the ball when we play basketball.

(Refer to rule 29.)

 5

6. I was so scared that I started shacking.

(Refer to rule 29.)

 6

7. Could you please stop draging the chair on the new floorboards?

(Refer to rule 30.)

 7

8. I am really worryed about this maths test.

(Refer to rule 31.)

 8

TEST 3: SPELLING RULES 3

**Each sentence has one word that is incorrect.
Write the correct spelling of the word in the box.**

- | | |
|--|---|
| 1. I rode my BMX bike with my friends on the bush trak. (Refer to rule 25.) | 1 |
| 2. Mum said it is bad manners to put your elbows on the tabil. (Refer to rule 28.) | 2 |
| 3. I had to travel by trian to see my brother. (Refer to rule 27.) | 3 |
| 4. My baby neice was born this morning. (Refer to rule 26.) | 4 |
| 5. Please don't fiddel when I talk to you! (Refer to rule 28.) | 5 |
| 6. When did you recieve that letter? (Refer to rule 26.) | 6 |
| 7. My brother and I had a disagreament this morning. (Refer to rule 27.) | 7 |
| 8. The flok of sheep grazed quietly on the hill. (Refer to rule 25.) | 8 |

**The spelling mistake in each sentence has been underlined.
Write the correct spelling for each underlined word in the box.**

- | | |
|--|----|
| 9. My shoe kept <u>rubing</u> my blister because it was too small. (Refer to rule 30.) | 9 |
| 10. I <u>hurried</u> to school so I wouldn't be late. (Refer to rule 31.) | 10 |
| 11. The sun was <u>shineing</u> so brightly that it hurt my eyes. (Refer to rule 29.) | 11 |
| 12. I am much <u>healthyer</u> now because I don't eat junk food. (Refer to rule 31.) | 12 |
| 13. The teacher was <u>advissing</u> the students not to play outside in the rain. (Refer to rule 29.) | 13 |

Spelling Rules 4

Making plurals

32. Add *s* to most nouns.
For example: dogs boys girls.
33. Add *es* to nouns ending in *ch*, *sh*, *o*, *s*, *x* or *z* (or listen for the extra *es* syllable in most of these words.)
For example: bunches oxes dishes.
34. Change *f* to *v* for words ending in *f* or *fe*.
For example: loaf/loaves. Some exceptions are: roofs chiefs hoofs.
35. Some words change their vowels.
For example: man/men mouse/mice.
36. Some words have the same singular and plural form.
For example: deer squid salmon.
37. When making a plural from a word ending in a consonant + *y*, change the *y* to an *i* before adding *es*. For example: babies factories.
38. When making a plural from a word ending in a vowel + *y*, simply add *s*.
For example: monkeys days trays.
39. When making a plural from a word ending in *o*, add *es*.
For example: tomatoes.
If there is a vowel before the *o*, add *s*. For example: cockatoos.

HINT – Always focus on the spelling and meaning of the base word before adding endings.

Making words past tense

40. Add *ed* to most verbs (or *d* if the word already ends in *e*).
For example: typed jumped.
41. For verbs ending with a short vowel + consonant, double the final consonant before adding *ed*.
For example: dropped tapped.
42. Some words use *t* rather than *ed*.
For example: wept.
43. Some words change their spelling.
For example: run/ran wake/woke speak/spoke.
44. When a word ends in a consonant + *y*, change the *y* to an *i* before adding *ed*.
For example: hurry/hurried.

TRAP

- * Avoid confusion between past tense *ed* endings and simple *d* endings.
 - * Some words have *ed* endings that sound like a *t*.
- For example: looked hopped.

HAVE A GO! – Spelling Rules 4

The spelling mistake in each sentence has been underlined.

Write the correct spelling for each underlined word in the box.

- | | |
|--|----|
| 1. I had to plant six <u>bushs</u> in the garden yesterday. <u>bushes</u> (Refer to rule 33.) | 1 |
| 2. There are 67 <u>countrys</u> competing in the Olympic Games. (Refer to rule 37.) | 2 |
| 3. I love going to the farm because we ride <u>donkies</u> . (Refer to rule 38.) | 3 |
| 4. They had the time of their <u>lifes</u> at the festival last year. (Refer to rule 34.) | 4 |
| 5. I bought three new <u>fishes</u> for my tank. (Refer to rule 36.) | 5 |
| 6. We had roast chicken, carrots and <u>potatos</u> for dinner last night. (Refer to rule 39.) | 6 |
| 7. The four <u>woman</u> met for lunch on Saturday. (Refer to rule 35.) | 7 |
| 8. Four of my <u>treese</u> were blown over by the strong wind. (Refer to rule 32.) | 8 |
| 9. I will get my <u>tooths</u> cleaned by the dentist. (Refer to rule 35.) | 9 |
| 10. I <u>sleeped</u> in this morning so I was late for school. (Refer to rule 42.) | 10 |
| 11. I <u>scrubed</u> the floor this morning because it was filthy. (Refer to rule 46.) | 11 |
| 12. He <u>scrambleed</u> up the hill very quickly. (Refer to rule 40.) | 12 |
| 13. The dog <u>buryed</u> the bone so it could eat it later. (Refer to rule 44.) | 13 |
| 14. I <u>gived</u> him a present for his birthday. (Refer to rule 43.) | 14 |

TEST 4: SPELLING RULES 4

**Each sentence has one word that is incorrect.
Write the correct spelling of the word in the box.**

1. I cut my orange into halves so I could share
it with my sister.

(Refer to rule 34.)

 1

2. I was given three new shirtes for Christmas.

(Refer to rule 32.)

 2

3. All of the sheeps were being shorn by
the shearer.

(Refer to rule 36.)

 3

4. My foots were sore from walking so far.

(Refer to rule 35.)

 4

5. I love to visit my Uncle on the holidayes.

(Refer to rule 38.)

 5

6. There are many Christmas partys at the
end of the year.

(Refer to rule 37.)

 6

7. He always watchs football games on
the weekend.

(Refer to rule 33.)

 7

8. Tomatos make a tasty sauce.

(Refer to rule 39.)

 8

9. There were several ponys we could ride
at the farm.

(Refer to rule 37.)

 9

10. I think our country has the most beautiful
beachs in the world!

(Refer to rule 33.)

 10

11. The mans went fishing at dawn.

(Refer to rule 35.)

 11

**The spelling mistake in each sentence has been underlined.
Write the correct spelling for each underlined word in the box.**

12. I writ a letter to my friend in New Zealand. 12
(Refer to rule 43.)

13. He jumped over the puddle so he
wouldn't get his feet wet. 13
(Refer to rule 40.)

14. The robber creeped into the house when
no one was home. 14
(Refer to rule 42.)

15. My grandma come over to our house
last week. 15
(Refer to rule 43.)

16. We stopt at the traffic lights just in time. 16
(Refer to rule 46.)

17. I grazd my knee when I fell over on
the rocks. 17
(Refer to rule 40.)

18. You are not permitted to go into the
computer room alone. 18
(Refer to rule 46.)

19. I am worryed that it will be too hot
outside. 19
(Refer to rule 44.)

20. She siped the delicious cool drink. 20
(Refer to rule 41.)