

# Spelling That Makes Sense: 3<sup>rd</sup> Grade

Note: Lists 1-4 are a review of what was taught in 2<sup>nd</sup> grade.

List 1: (review) Vowel /r/		List 2: (review) Past Tense/Plural		List 3: (review) Open and Closed Syllables	
<p>The "vowel /r/" sounds can actually be written different from how they sound (ex. bare/air/there). It is important to use visual memory to remember what the word should "look like".</p>		<p><b>Plural /-s/</b> can make 3 different sounds                      */s/ ... after <b>voiceless</b> consonant sounds /p/, /t/, /k/, /f/, and the voiceless /th/                      */z/ ... after <b>voiced</b> consonant sounds /b/, /d/, /g/, /v/, the voiced /th/, /l/, /m/, /n/, /ng/, /r/ or end in vowel or diphthong sounds                      *"-es" ... usually with words ending in an "-s", "-ss", "-ch", "-sh", "-x"   <b>Past Tense /-ed/</b> can make 3 different sounds:                      */t/ ... after voiceless sounds: /p/, /k/, /s/, /f/ and voiceless /th/ sound                      */d/ ... after voiced sounds: /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, voiced /th/ sound and all vowels                      *Syllable "ed" or "id" ... after /d/ and /t/ sounds</p>		<p>Spelling is easiest when words can be broken down into "chunks". These "chunks" are syllables. Knowing where and how to break the word up into syllables is a huge help to learning how to read, spell and pronounce words correctly.</p> <p>Closed syllables are syllables that END with a consonant sound.</p> <p>Open syllables are syllables that END with a vowel sound. These vowels at the end of the syllable will usually say their NAME, not their sound.</p>	
fire	never	raised	names	company	travel
farm	over	printed	waves	between	behind
born	paper	passed	branches	details	belong
floor	river	touched	facts	upon	melody
force	serve	pleased	fruits	reason	remain
warm	stars	rowed	insects	problem	level
wire	entered	stretched	engines	either	process
world	😊	boxes	😊	visit	😊
<p><b>PRACTICE TIPS:</b> Visual memory is important with this set of words. Make a matching game with 3x5 cards or small squares of paper to help practice what each word "looks like". Sort the list in groups based on patterns you see.</p>		<p><b>PRACTICE TIPS:</b> This type of task requires students to always remember that plural is marked with an /-s/ or /-es/ at the end of words and that past tense is marked with an /-ed/ at the end of words. However, in English, pronunciation is a horrible guide for spelling. Use the information about to not get tricked! Sorting practice works great!</p>		<p><b>PRACTICE TIPS:</b> Practice with multi-syllable words is BEST when writing the syllables separately and then together. (Ex. <u>la</u> <u>dy</u> = <u>lady</u>)</p>	

List 4: (review) Syllables Rules: "Garden" and "Happy"		List 5: Syllable Rule: Pickle Rule		List 6: Syllable Rule: Sunshine Rule	
<p>The "Hornet Rule" practices breaking apart multi-syllable words but still remembering that the "bossy r" controls the vowel and is part of that syllable.</p> <p>The "Rabbit Rule" practices breaking the syllable between the "twin" consonants that are side by side.</p>		<p>Every syllable needs a <u>written</u> vowel. That is the reason for the "e" at the end. It does not change the sound of any other vowels and it does not make a sound. Remember that the syllable is usually divided between two consonants (ex. tur-tle) and especially when the consonant is doubled (ex. cat-tle).</p>		<p>The "Reptile Rule" practices breaking apart multi-syllable words where the syllable with the "e" at the end DOES make the vowel say its name; not its sound.</p>	
allow	purpose	cattle	google	outside	became
middle	perhaps	example	purple	describe	include
suggested	surface	table	turtle	beside	provide
roommate	numeral	triangle	freckle	complete	separate
scissors	determine	simple	ankle	exercise	indicate
cotton	northern	single	jungle	statement	mistake
pretty	forward	settle	angle	surprise	celebrate
necessary	😊	syllable	😊	underline	😊
<p><b>PRACTICE TIPS:</b> PRACTICE TIPS: This practice is best done by writing each syllable separately and then together (ex. <u>for</u> <u>ward</u> = forward or <u>rab</u> <u>bit</u> = rabbit)</p>		<p><b>PRACTICE TIPS:</b> Make rows on your paper. At the top of each row write the numbers 2, 3, 4, 5, 6, 7. Sort your words into each column based on the number of sounds in each word. Remember that the letter "l" is only making its /l/ sound; not "uhl" (which would be two sounds) and the "e" is at the end to serve as the WRITTEN vowel-its does not make a sound. (ex. table = 4 sounds)</p>		<p><b>PRACTICE TIPS:</b> This practice is best done by writing each syllable separately and then together (ex. <u>rep</u> <u>tile</u> = reptile)</p>	

List 7: Pattern Review	List 8: To Drop the “e” or Not to Drop the “e”?		List 9: Accented Syllable		
<p>The “vowel /r/” sounds can actually be written different from how they sound (ex. bare/air/there). It is important to use visual memory to remember what the word should “look like”.</p> <p><b>Plural /-s/</b> can make 3 different sounds  */s/ ... after <u>voiceless</u> consonant sounds /p/, /t/, /k/, /f/, and the voiceless /th/  */z/ ... after <u>voiced</u> consonant sounds /b/, /d/, /g/, /v/, the voiced /th/, /l/, /m/, /n/, /ng/, /r/ or end in vowel or diphthong sounds  *“-es” ... usually with words ending in an “-s”, “-ss”, “-ch”, “-sh”, “-x”</p> <p><b>Past Tense /-ed/</b> can make 3 different sounds:  */t / ... after voiceless sounds: / p /, / k /, / s /, / f / and voiceless / th / sound  */ d / ... after voiced sounds: / b /, / g /, / v /, / z /, / m /, / n /, / l /, / r /, voiced / th / sound and all vowels  *Syllable “ed” or “id” ... after / d / and / t / sounds</p> <p>Closed syllables are syllables that END with a consonant sound.</p> <p>Open syllables are syllables that END with a vowel sound. These vowels at the end of the syllable will usually say their NAME, not their sound.</p> <p>The “Garden Rule” practices breaking apart multi-syllable words but still remembering that the “bossy r” controls the vowel and is part of that syllable.</p> <p>The “Happy Rule” practices breaking the syllable between the “twin” consonants that are side by side.</p> <p>“Pickle Rule” Words that end in “le”. Every syllable needs a <u>written</u> vowel. That is the reason for the “e” at the end. It does not change the sound of any other vowels and it does not make a sound.</p> <p>The “Sunshine Rule” practices breaking apart multi-syllable words where the syllable with the “e” at the end DOES make the vowel says its name; not its sound.</p>	<p>Usually, we drop the “e” when adding an ending that begins with a vowel. We do NOT drop the “e” if the ending begins with a consonant.</p> <p>There are exceptions to this rule...</p> <ol style="list-style-type: none"> <li>When there are two possible correct spellings (ex. loveable and lovable)</li> <li>When the word NEEDS the “e” to make the letter “c” or “g” change to its soft sound (ex. courageous). Remember it needs the letters “i, y, e” to make the sound soft. So, words like “charging” we CAN drop the “e” because the “i” is making the “g” soft.</li> <li>When the word ends in –ee, -oe, -ye (ex. seeing, hoeing, dyeing). This helps to clarify meaning in words like dying vs. dyeing.</li> <li>Because English words NEVER end in the letters “i, j, v, or u”, the “e” IS dropped when adding an ending that begins with a consonant because the “e” is no longer needed since that letter will no longer be at the end of the word (ex. true-truly, argue-argument)</li> </ol>		<p>Multi-syllable words are made up of accented and unaccented syllables. This is sometimes also referred to the stressed or unstressed syllable. The reason this unit is important is because where the accent or stress of a word affects its spelling AND its meaning! This can affect how well you understand the word when reading it in text. For example, “present” can be said with the accent on the second syllable (<u>pre</u>sent) and it is the verb that means “give”, but when the accent is on the first syllable (<u>pre</u>sent) it is the adjective meaning “current”, but if the accent is on the first syllable and the word is divided between the “e” and the “s” leaving the vowel at the end of the syllable and making it an open syllable the “e” says its name (not its sound) and it is the noun that means “gift”. Usually, when the accent is on the first syllable, it is a noun and when the accent is on the second syllable it is a verb.</p> <p>The best way to practice this is to say the word out loud. Say it with the stress on the first syllable and then on the second syllable. For example, <u>re</u>cord vs. record. Try over exaggerating the word as you say it. Notice how your mouth opens a little more on the accented syllable. This is your opportunity to talk in class and sound as silly as you can! ☺</p> <p>In words with prefixes and suffixes, the accent is usually on the root word (ex. <u>box</u>es).</p> <p>In words with three or more syllables, one of the first two syllables is usually accented (ex. <u>ac</u>ci dent)</p> <p>*These words can be nouns or adjectives or in the case of the word “present” it can be a noun, verb or adjective. <u>These words are called heteronyms</u> because they are spelled the same, but because of the difference in how it is pronounced (with the accent on different syllables) it does not sound the same and does not have the same meaning.</p>		
western	drawings	noticeable	dancing	address	object
modern	factors	judgement	surprising	present	insult
itself	music	argument	slimy	produce	permit
able	often	truly	hopeful	record	rebel
various	plural	advancing	likely	contest	complex
vowel	pounds	peaceful	teasing	perfect	conflict
calendar	products	believable	having	reject	excuse
traded	☺	charging	☺	conduct	☺
<b>PRACTICE TIPS:</b> 1. Make a matching game with 3x5 cards or small squares of paper to help practice what each word “looks like”. 2. Sort the list in groups based on patterns you see. 3. Write each syllable separately and then together 4. Practice counting the <b>sounds</b> that are heard (not just the number of letters). Use beads, squares or other small objects to touch as you say each sound, then write the word.		<b>PRACTICE TIPS:</b> Write the root word then the ending (ex. peace - ful or dance - ing). Ask yourself “does the ending begin with a vowel? If yes, drop the “e”, but ONLY if it doesn’t fall under one of the exceptions.		<b>PRACTICE TIPS:</b> Say each word out loud practicing having the stress on the first syllable and then on the second syllable. Then, sort which are noun, which are verbs, which are adjectives. Also, write the word and draw a line under which syllable is accented.  This practice relies on meaning a great deal! Therefore, this type of practice is best done when written in a sentence.	

List 10: Schwa		List 11: Flaps		List 12: Change the “y” to “i”	
<p>The schwa is the most common vowel sound in the English language. The schwa is the “uh” sound found in an unaccented syllable. Any vowel can make the schwa sound. It does not have its own letter. Because it does not have its own letter and any vowel can make the schwa sound it is very important to focus on what the word should “look like”</p>		<p>In American English, there is a tendency to sometimes pronounce the letter “t” in the middle of a word as the /d/ sound. This happens most often when the letter “t” comes after the stressed vowel or the letter “r”. Because English pronunciation is a horrible guide for spelling, it is important to practice know that what it sounds like may be different from what it looks like.</p>		<p>If a word ends in the letter “y”, change it to the letter “i” before any ending unless the ending begins with the letter “i” (such as -ing and -ish (ex. apply to applies, but not apply to applying)</p>	
come	jealous	letter	beetle	tiniest	drier
above	curious	better	greater	earlier	fanciest
done	garage	matter	litter	happiest	trickiest
young	dozen	total	title	ugliest	shiniest
nothing	around	metal	rated	sunnier	cloudier
blood	country	bottom	bitter	hungrier	friendliest
alone	was	pattern	fatal	thirstiest	boyish
brother	☺	butter	☺	applying	☺
<p><b>PRACTICE TIPS:</b> Say each word out loud listening for where you hear the “uh” sound. Write the word and draw a line under which vowel makes the schwa or “uh” sound.</p>		<p><b>PRACTICE TIPS:</b> This list is best practiced using as many visual memory strategies as possible. These include playing a matching game with the words, spelling them forwards and backwards (best if done out loud), and Look-Say-Cover-Write-Check</p>		<p><b>PRACTICE TIPS:</b> Write the root word then the ending (ex. tiny - est). Ask yourself “does the ending begin with -ing or -ish? If yes, keep the “y”. Otherwise, change the “y” to “i” and add the appropriate ending.</p>	

List 13: The Many Variations of /sh/		List 14: When Both Vowels Talk		List 15: Pattern Review	
<p>English pronunciation is a horrible guide for spelling. There are 14 different ways to spell the /sh/ sound! This is because the English language evolved from many other languages. For example, the “ch” and “ge” spellings for the /sh/ sound were influenced by the French language. The “ti, ci and si” spellings for /sh/ because they are of Latin origin. However, the “s” or “ss” spelling for /sh/ is actually due to the influence of the “y” sound from the letter “u”.</p>		<p>When two vowels are written side by side and both vowels make a vowel sound. In this case, the syllable is usually divided between the two vowels. Remember that a vowel at the end of a syllable make it an open syllable. In an open syllable the vowel usually says its name; not its sound.</p>		<p>Drop the “e” or not: Usually, we drop the “e” when adding an ending that begins with a vowel.</p> <p>Accented Syllables: Accent or stress of a word affects its spelling AND its meaning! Schwa: Any vowel can make the schwa sound.</p> <p>Flaps: There is a tendency to sometimes pronounce the letter “t” in the middle of a word as the /d/ sound.</p> <p>Change “y” to “i”: If a word ends in the letter “y”, change it to the letter “i” before adding an ending that starts with a vowel</p> <p>/sh/ Sounds: There are 14 different ways to spell the /sh/ sound!</p> <p>When Both Vowels Talk: When two vowels are written side by side and both vowels make a vowel sound. In this case, the syllable is usually divided between the two vowels.</p>	
machine	addition	area	video	funniest	conflict*
chef	nation	being	lion	southern	content*
sugar	beige	create	piano	trouble	initiative
sure	massage	idea	violin	famous	mission
ocean	pressure	poem	rodeo	petal	laziest
anxious	tissue	quiet	liar	later	busier
crucial	precious	radio	period	division	noisiest
discussion	☺	diary	☺	fraction	☺
<p><b>PRACTICE TIPS:</b> This list is best practiced using as many visual memory strategies as possible. These include playing a matching game with the words, spelling them forwards and backwards (best if done out loud), and Look-Say-Cover-Write-Check</p>		<p><b>PRACTICE TIPS:</b> Write out each word with a space between each syllable.</p>		<p><b>PRACTICE TIPS:</b></p> <ol style="list-style-type: none"> <li>1. Make a matching game with 3x5 cards or small squares of paper to help practice what each word “looks like”.</li> <li>2. Sort the list in groups based on patterns you see.</li> <li>3. Write each syllable separately and then together</li> <li>4. Practice counting the <b>sounds</b> that are heard (not just the number of letters). Use beads, squares or other small objects to touch as you say each sound, and then write the word.</li> </ol>	

List 16: Homophones		List 17: Letters That Don't Play Fair: "a" and "i"		List 18: Letters That Don't Play Fair: "o"	
Homophones are words that sound like another word, but the meaning is different. It is important to practice these words alone AND within a sentence in order to understanding how the spelling affects the meaning.		The letter "a" can make 4 sounds: its name, its sound, the schwa and "ah". Most of the words on this list have the letter "a" making the "ah" sound The letter "i" can make 4 sounds: its name, its sound the/ee/ sound (ex. stadium) and schwa. But sometimes both of these letters "don't play fair" like when "i" says its name even when there's no "magic e" to cause it to do so.		The letter "o" can make 4 sounds: its name, its sound, the schwa and "oo" (ex. do, to). But sometimes both of these letters "don't play fair" like when "o" says its name even when there's no "magic e" to cause it to do so. The letter combination of "ow" can make the letter "o" says its name, but it can also make it say "ow" as in "cow". When reading use the context of the sentence to help determine which way makes the most sense or sound it out both ways to determine which one sounds best.	
pair	witch	always	camera	show	snowing
pear	which	also	binder	window	told
sum	waist	father	behind	narrow	postage
some	waste	calm	remind	shadow	scold
ant	bare	chalk	umbrella	thrown	gold
aunt	bear	extra	finding	grown	bowling
steal	scent	salt	blind	own	elbows
steel	☺	mild	☺	Halloween	☺
PRACTICE TIPS: Homophone practice is all about the MEANING of the word. This type of practice is best done when written in a sentence.		PRACTICE TIPS: Practice counting the <b>sounds</b> that are heard (not just the number of letters). Remember that /er/ is one sound. Use beads, squares or other small objects to touch as you say each sound, and then write the word. Pay special attention to the words with "l blends" at the end as it can sometimes be hard to hear the "l".		PRACTICE TIPS: Practice counting the <b>sounds</b> that are heard (not just the number of letters). Use beads, squares or other small objects to touch as you say each sound, and then write the word. Remember that "ow" is one sound (ex. window = 5 sounds). Picture the letters "ow" on the block or bead to help you visualize those two letters that make the sound.	

List 19: Letters That Don't Play Fair: "ea"		List 20: Letters That Don't Play Fair: "gh" and "ph"		List 21: Pattern Review	
The two vowels "ea" can follow the Two Vowels Go Walking Rule (where it makes the "e" says its name) or it can also make the letter "e" says its sound. This word list is made up of words where the "e" says its sound.		The letters "gh" and "ph" can both make the /ff/ sound. Notice that the vowels before the "ough" and "augh" don't follow regular vowel rules. These are VERY old spellings from the 14 <sup>th</sup> century that have stuck around. It was a horrible time period when people had probably had "enough" of the black plague and needed a good "laugh". ☺		<b>When letters don't play fair:</b> "a": the letter "a" making the "ah" sound "i": The letter "i" saying its name even when there are no other vowels there helping it saying its name. "o": says its name sometimes when followed by the letter "w" as in "ow" "ea": This word list is made up of words where the "e" says its sound. "gh" and "ph": The letters "gh" and "ph" can both make the /ff/ sound.  Homophones: Homophones are words that sound like another word, but the meaning is different.	
heavy	heaven	enough	elephant	heel	trophy
ahead	weapon	laughed	tough	brakes	breath
already	meant	phrase	dolphin	knight	lowest
death	thread	alphabet	nephew	dead	grinding
spread	head	emphasize	paragraph	knot	walrus
weather	sweat	photo	phone	due	bread
instead	health	cough	rough	pillow	gorilla
ready	☺	triumph	☺	leather	☺
PRACTICE TIPS: Practice counting the <b>sounds</b> that are heard (not just the number of letters). Use beads, squares or other small objects to touch as you say each sound, and then write the word. Remember that "ea" is one sound (ex. bread = 4 sounds) Picture the letters "ea" on the block or bead to help you visualize those two letters that make the sound.		PRACTICE TIPS: This list is best practiced using as many visual memory strategies as possible. These include playing a matching game with the words, spelling them forwards and backwards (best if done out loud), and Look-Say-Cover-Write-Check		PRACTICE TIPS: 1. Make a matching game with 3x5 cards or small squares of paper to help practice what each word "looks like". 2. Sort the list in groups based on patterns you see. 3. Write each word in a sentence to make sure you can apply the meaning correctly 4. Practice counting the <b>sounds</b> that are heard (not just the number of letters). Use beads, squares or other small objects to touch as you say each sound, and then write the word.	

List 22: Suffix “y”		List 23: Suffix “ly” and “ily”		List 24: Prefix: “un”													
<p>The suffix “y” means “having or being”. Therefore, all of the words mean “a state of being or having ____” (ex. having a shine, having length, having ease, having rain, being like a grouch, etc.). Thinking about the root word helps it make sense.</p> <p>*Remember the “drop the e” rule... we drop the “e” when adding an ending that begins with a vowel (and the letter “y” is sometimes considered a vowel).</p>		<p>The suffix “ly” changes adjectives (describing words) into adverbs (adverbs tell us when, where, how, in what way or to what extent an action is performed. It can describe verbs, adjectives or other adverbs-this makes them great additions to your writing!)</p>		<p>“un” means “not”. Therefore, all of the words mean “not ____” (ex. not happy, not tied, not covered, etc.). Thinking about the root word helps it make sense.</p>													
classy	lengthy	carefully	easily	unearth	unexpected												
shiny	wavy	finally	busily	untied	unclear												
sandy	rainy	quickly	temporarily	uneven	unafraid												
itchy	bumpy	slowly	angrily	unlock	unwell												
easy	dirty	suddenly	bodily	unfair	uncomfortable												
crunchy	breezy	closely	ordinarily	uncovered	unreal												
grouchy	silvery	actually	daily	undivided	uncooked												
lucky	☺	widely	☺	unequal	☺												
<p><b>PRACTICE TIPS:</b></p> <p>1. Remember the “Drop the e rule”: Usually, we drop the “e” when adding an ending that begins with a vowel. We do NOT drop the “e” if the ending begins with a consonant.</p> <p>2. Suffixes are a unit of meaning. Therefore, this list is important to practice in sentences to focus on the meaning. However, because they also tend to be multi-syllable words, it is also important to break the word apart into each syllable and focus on each of the sounds within each syllable.</p> <p>3. Make a word chart.</p> <table border="1"> <thead> <tr> <th>root word</th> <th>suffix</th> <th>Finished Word</th> </tr> </thead> <tbody> <tr> <td>ease</td> <td>y</td> <td>= easy</td> </tr> </tbody> </table> <p>*note the need to use the “drop the e” rule</p>		root word	suffix	Finished Word	ease	y	= easy	<p><b>PRACTICE TIPS:</b></p> <p>1. Remember the “change the y to i” rule: If a word ends in the letter “y”, change it to the letter “i” before any ending unless the ending begins with the letter “i”. Also, remember the “drop the e” rule: We do not usually drop the “e” if the ending begins with a consonant.</p> <p>2. Suffixes are a unit of meaning. Therefore, this list is important to practice in sentences to focus on the meaning.</p> <p>3. Make a word chart.</p> <table border="1"> <thead> <tr> <th>root word</th> <th>suffix</th> <th>Finished Word</th> </tr> </thead> <tbody> <tr> <td>actual</td> <td>ly</td> <td>= actually</td> </tr> </tbody> </table> <p>4. Because these words also tend to be multi-syllable words, it is also important to break the word apart into each syllable and focus on each of the sounds within each syllable. For example: suddenly sud (s-u-d) den (d-e-n) ly (l-y)</p>		root word	suffix	Finished Word	actual	ly	= actually	<p><b>PRACTICE TIPS:</b> Prefixes are a unit of meaning. Therefore, this list is important to practice in sentences to focus on the meaning. However, because they also tend to be multi-syllable words, it is also important to break the word apart into each syllable and focus on each of the sounds within each syllable.</p> <p>For example: unafraid... un (u-n) a (the “a” is making its schwa sound) fraid=(f-r- ai- d)</p>	
root word	suffix	Finished Word															
ease	y	= easy															
root word	suffix	Finished Word															
actual	ly	= actually															

List 25: Prefix: “re” and “pre”		List 26: Prefix: “super” and “mis”		List 27: Pattern Review	
<p>“re” means to do something again (ex. replay means to play something again)</p> <p>“pre” means before (ex. preschool is the school you attend before regular school)</p>		<p>“super” means above or over (ex. supervise means to look over others)</p> <p>“mis” means wrong (ex. mistake is something you did wrong)</p>		<p>“y” means “having or being”.</p> <p>“ly” can describe verbs, adjectives or other adverbs</p> <p>“un” means “not”.</p> <p>“re” means to do something again</p> <p>“pre” means to do something before</p> <p>“super” means above or over</p> <p>“mis” means wrong</p>	
return	prepaid	misunderstand	misprint	exactly	supervisor
repay	preview	misrepresent	misspelled	retell	resell
replay	preschool	misbehave	mistreated	mainly	squeaky
reread	pretest	misinformed	supervise	safely	skinny
redo	rebuild	superman	supersede	nicely	noisily
replace	prepared	misguided	superhero	unpleasant	reuse
rewind	precaution	misinterpret	superficial	unbearable	supercharged
rejoin	☺	misjudge	☺	mislabeled	☺
<p><b>PRACTICE TIPS:</b> Prefixes are a unit of meaning. Therefore, this list is important to practice in sentences to focus on the meaning. However, because they also tend to be multi-syllable words, it is also important to break the word apart into each syllable and focus on each of the sounds within each syllable.</p>		<p><b>PRACTICE TIPS:</b> Prefixes are a unit of meaning. Therefore, this list is important to practice in sentences to focus on the meaning. However, because they also tend to be multi-syllable words, it is also important to break the word apart into each syllable and focus on each of the sounds within each syllable.</p>		<p><b>PRACTICE TIPS:</b></p> <p>1. Sort the list in groups based on patterns you see.</p> <p>3. Write each word in a sentence to make sure you can apply the meaning correctly</p> <p>3. Make a word chart</p>	

List 28: Third Person Singular Present Tense /s/		List 29: Suffix: "er" and "est"		List 30: More Irregular Past Tense/Past Participle /en/	
<p>Add an /s/ to the end of the word if the action is happening now and it is by either a "he, she or it" (ex. He walk<b>S</b> to school, she eat<b>S</b> her lunch, it climb<b>S</b>). It is not added to plural pronouns (ex. NOT – "They run<b>S</b>", but "They run".) Just like plural /s/, add –es instead of –s if the base form ends in "s, z, x, sh, ch, or the vowel o". If the root word ends in a "y", change the "y" to an "i" and add "es"</p>		<p>In this case, "er" and "est" are being used to compare. "er" is used when comparing two things, "est" is used when comparing two or more things.</p>		<p>In list #15 for 2<sup>nd</sup> grade, you learned that to make a verb past tense and show action that happened in the past, you usually just add "ed". However, this is not always the case. For a past participle, you add "en" to the root word in sentences where "was, have, has or have/has been" is used. Remember the "doubling rule from 2<sup>nd</sup> grade" which says "if a one syllable word end with one vowel sound and one consonant sound, the final consonant is often doubled before adding an ending an ending that starts with a vowel (such as ed, en, ing).</p>	
speaks	hurries	sooner	strongest	driven	ridden
climbs	studies	softer	freshest	taken	beaten
drinks	wonders	saddest	fullest	chosen	bitten
hates	argues	finest	straightest	eaten	gotten
watches	tries	oldest	thicker	fallen	spoken
goes	grows	tallest	bigger	hidden	frozen
fixes	thinks	sharper	hotter	stolen	forgiven
carries	😊	dearest	😊	written	😊
<p><b>PRACTICE TIPS:</b> The best way to practice these words is to write them in a sentence that includes "he, she or it" so that you can practice making sure the meaning is clear and used correctly.</p>		<p><b>PRACTICE TIPS:</b> Remember the double the consonant rule: ... If a one syllable word ends with one vowel and one consonant, the final consonant is often doubled before adding an ending that starts with a vowel (such as /-ed/ and /-ing/)</p> <p>Suffixes are a unit of meaning. Therefore, this list is important to practice in sentences to focus on the meaning.</p>		<p><b>PRACTICE TIPS:</b> The best way to practice these words is to write them in a sentence that includes "was, has, have, or have/has been" so that you can practice making sure the meaning is clear and used correctly.</p>	