

## A Few Important Spelling Rules

The following rules in English spelling have very few exceptions. For a more complete list of English spelling rules, visit Mr. Myers' Classroom Website at:

<http://www.mrmyers.org/Spelling/spellingonline.html>

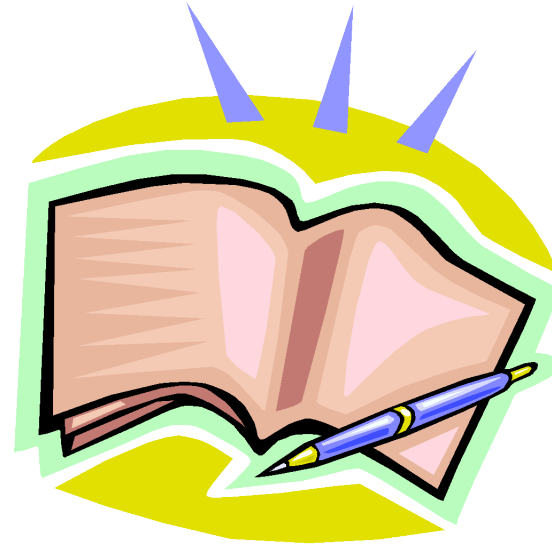
1. The letter **q** is always followed by the letter **u**.  
(ex. question, quick)
2. English words do not end with the letter **v**.  
(ex. gave, have, adaptive)
3. **Adding Suffixes:**
  - If a word ends with a silent "e", drop the "e" before adding a suffix that begins with a vowel:  
(ex. state - stating, like - likable)
  - If a word ends in a "y" with a consonant before it, change **y** to **i** and add the suffix: (ex.. beauty - beautiful, fry - fried)
  - Do not drop the "e" when the suffix begins with a consonant: (ex. state - statement, like - likeness)
4. **Forming plurals:**
  - Add s to most words: (ex.. bird -- birds)
  - Add es if the word ends in **sh, ch, ss, s, x** or **z**:  
(ex.. dish - dishes, coach - coaches, boss - bosses, fox - foxes)
  - If a word ends in a "y" with a consonant before it, change **y** to **i** and add es: (ex.. baby- babies, fly - flies)
  - If a word ends in a "y" with a vowel before it, add "s":  
(ex. toy - toys, play - plays, monkey - monkeys)
  - A number of nouns ending in **long o**, add **es** for the plural:  
buffaloes, tomatoes, heroes , torpedoes , cargoes,  
mosquitoes , volcanoes, echoes , potatoes.
5. **The ie-ei Rule:**

Write ei:

  - (1) after **c**, as in ceiling
  - (2) when the letters sound like long a, as in neighbor
  - (3) before the letters **gh**, as in eight
  - (4) between the letters **f** and **t**, as in forfeit

Write ie:

  - (1) in most other words
  - (2) even after **c**: :when **c** sounds like **sh**, as in efficient :  
in words with the long **i** sound after **c**, as in society and science



# Personal Dictionary

Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

## How to Use This Dictionary

This booklet contains many tools to assist you in learning to become a better speller. However, the most important tool in this booklet is the one you create for yourself. The blank pages found in the center of this dictionary, are alphabetized and are intended for you to use for recording words that you find troublesome. When recording a word in your personal dictionary, please remember the following guidelines:

1. Once you have identified a troublesome word that you would like to remember for future use, take a look in the front of this dictionary. Your word may already be listed in the “**1000 High-Frequency Words**” section. Depending on what kind of word it is, you may also wish to look in the “**Mathematical Words**”, “**Geography Words**”, or “**Calendar Words**” sections as well.
2. If your word is **not** listed in these places, then you have a word that is worthy of being recorded in your personal dictionary.
3. First, write the word, as you think it is spelled, on a separate sheet of paper. Use the information on pages 45 - 50 for help with spelling rules and guidelines.
4. Once you have written your word, check your spelling by asking a teacher, parent, or by looking your word up in a dictionary.
5. After you have found the correct spelling for your word, write it down on the appropriate page of your personal dictionary. **Make sure that you copy the word correctly and that it is written in your best handwriting.**
6. Double-check your spelling

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[http://www.mrmyers.org/Teacher\\_Resources/](http://www.mrmyers.org/Teacher_Resources/)

## Common Abbreviations

<i>and others</i>	<i>etc.</i>	<i>minute</i>	<i>min</i>
<i>avenue</i>	<i>ave.</i>	<i>miscellaneous</i>	<i>misc.</i>
<i>building</i>	<i>bldg.</i>	<i>month</i>	<i>mo</i>
<i>capital</i>	<i>cap.</i>	<i>noon to midnight</i>	<i>p.m./P.M.</i>
<i>company</i>	<i>co.</i>	<i>number</i>	<i>no.</i>
<i>corporation</i>	<i>corp.</i>	<i>ounce</i>	<i>oz</i>
<i>department</i>	<i>dept.</i>	<i>package</i>	<i>pkg.</i>
<i>dozen</i>	<i>doz.</i>	<i>page</i>	<i>p./ pg.</i>
<i>example</i>	<i>ex.</i>	<i>pages</i>	<i>pp.</i>
<i>foot or feet</i>	<i>ft</i>	<i>paid</i>	<i>pd.</i>
<i>gallon</i>	<i>gal</i>	<i>pint</i>	<i>pt</i>
<i>government</i>	<i>govt.</i>	<i>pound</i>	<i>lb</i>
<i>hospital</i>	<i>hosp.</i>	<i>president</i>	<i>pres.</i>
<i>hour</i>	<i>hr</i>	<i>principal</i>	<i>prin.</i>
<i>inch</i>	<i>in.</i>	<i>quart</i>	<i>qt</i>
<i>manager</i>	<i>mgr.</i>	<i>road</i>	<i>rd.</i>
<i>medium</i>	<i>med.</i>	<i>seconds</i>	<i>sec</i>
<i>midnight to noon</i>	<i>a.m./A.M.</i>	<i>street</i>	<i>st.</i>
<i>miles per hour</i>	<i>mph</i>	<i>telephone</i>	<i>tel.</i>
		<i>year</i>	<i>yr</i>

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### Months

<i>January</i>	<i>Jan.</i>	<i>Sunday</i>	<i>Sun.</i>
<i>February</i>	<i>Feb.</i>	<i>Monday</i>	<i>Mon.</i>
<i>March</i>	<i>Mar.</i>	<i>Tuesday</i>	<i>Tues.</i>
<i>April</i>	<i>Apr.</i>	<i>Wednesday</i>	<i>Wed.</i>
<i>May</i>	<i>May</i>	<i>Thursday</i>	<i>Thur.</i>
<i>June</i>	<i>June</i>	<i>Friday</i>	<i>Fri.</i>
<i>July</i>	<i>July</i>	<i>Saturday</i>	<i>Sat.</i>
<i>August</i>	<i>Aug.</i>		
<i>September</i>	<i>Sept.</i>		
<i>October</i>	<i>Oct.</i>		
<i>November</i>	<i>Nov.</i>		
<i>December</i>	<i>Dec.</i>		

### Days

## 1000 Frequent Words

a *	an **	beautiful
able	ancient	became
about **	and *	because
above	angry	become
according	animals	bed
across	another	been **
act	answer	before
action	any	began
actually	anyone	begin
add	anything	behind
addition	apart	believe
afraid	appear	below
Africa	are *	beside
after **	area	best
afternoon	arm	better
again	army	between
against	around	beyond
age	as *	big
ago	ask	bill
ahead	at *	bird
air	ate	bit
alike	attention	black
all **	away	blood
almost	baby	blow
alone	back	blue
along	bad	board
already	ball	boat
also	band	body
although	bank	bold
always	base	bones
am	basic	book
America	be *	born
among	bear	both
amount	beat	bottom

\* denotes those words that are the 25 most-frequent words

\*\* denotes those words which rank 26 through 100

## Common Prefixes & Suffixes

Prefixes and suffixes are short combinations of letters that can be added to a root word to change its meaning. Prefixes are attached to the front of a root word. Suffixes are attached to the end of a root word.

\*For a more complete list of prefixes and suffixes, visit Mr. Myers' Classroom Website at <http://www.mrmyers.org/Spelling/spellingonline.html>

### Prefixes

### Suffixes

Prefixes	Suffixes	Suffixes	Suffixes
un-	not, opposite of	-s, -es	plurals
re-	again	-ed	past tense
dis-	not, opposite of	-ing	action of
in-, im-	not	-ly	characteristic of
ir-, ill-	not	-er, -or	person who does
en-, em-	cause to	-ion, -tion	act, process of
non-	not	-ation, -ition	
in-, im-	in, into	-ible, -able	can be done
over-	too much	-al, -ial	related to
mis-	wrongly	-y	characterized by
sub-	under	-ness	state of, condition
pre-	before	-ity, -ty	state of
inter-	between, among	-ment	action or process
fore-	before	-ic	related to
de-	opposite of	-ous, -eous -ious	possessing the qualities of
trans-	across	-en	made of
super-	above	-er	level of comparison
semi-	half	-est	level of comparison
anti-	against	-ful, -full	full of
mid-	middle	-less	without
under-	too little		

## *Sounds Like...(cont.)*

### Consonant Sounds

<u>Sound</u>	<u>Letter Combinations</u>		
<b>ch</b> as in the word <b>chin</b>	<b>ch, -tch</b>	bought	case
<b>n</b> as in the word <b>tan</b>	<b>n, kn, gn</b>	box	cat
<b>d</b> as in the word <b>door</b>	<b>d, -ed</b>	boy	catch
<b>r</b> as in the word <b>roof</b>	<b>r, wr-, rh</b>	bread	cattle
<b>f</b> as in the word <b>find</b>	<b>f, ph, -gh</b>	break	caught
<b>s</b> as in the word <b>sit</b>	<b>s, c, sc</b>	breakfast	cause
<b>g</b> as in the word <b>dog</b>	<b>g, gh, -gue</b>	breath	cells
<b>sh</b> as in the word <b>dish</b>	<b>sh, ch, ci</b>	bright	center
<b>j</b> as in the word <b>jog</b>	<b>j, g, -dge</b>	bring	century
<b>k</b> as in the word <b>kid</b>	<b>c, k, -ck, ch, -que</b>	British	certain
<b>t</b> as in the word <b>tin</b>	<b>t, -ed</b>	broken	chair
<b>m</b> as in the word <b>mint</b>	<b>m, -mb, -mn</b>	brother	chance
<b>z</b> as in the word <b>zoo</b>	<b>z, s</b>	brought	change
makes a " <b>shun</b> " sound	<b>-tion, -sion</b>	brown	check
		build	chief
		built	children
		business	choose
		busy	Christmas
		but	church
		buy	circle
		by **	city
		cabin	class
		California	clean
		call **	clear
		came	climb
		camp	clothes
		can **	close
		cannot	cloud
		can't	coast
		capital	coat
		car	cold
		care	color
		carefully	column
		carry	come
			common
			compare
			complete
			contain
			continue
			control
			cool
			copy
			corn
			corner
			correct
			cost
			cotton
			could **
			couldn't
			count
			country
			course
			cover
			cried
			crops
			cross
			crowd
			cut
			dance
			danger
			dark
			day
			dead
			deal
			dear
			death
			decided
			deep

describe	easy	express
desert	eat	eyes
develop	edge	face
did **	effect	fact
didn't	eggs	fair
died	eight	fall
difference	either	familiar
different	electric	family
difficult	elements	famous
dinner	else	far
direction	empty	farm
discover	end	farther
divided	energy	fast
do **	engine	father
doctor	English	fear
does	enjoy	feed
doesn't	enough	feel
dog	entire	feet
dollars	equal	fell
done	especially	felt
don't	Europe	few
door	even	field
down **	evening	fight
draw	ever	figure
dress	every	filled
drive	everyone	finally
drop	everything	find **
dry	exactly	fine
during	example	fingers
each **	except	finish
early	exercise	fire
ears	expect	first **
earth	experiment	fish
east	explain	fit

## Sounds Like...

One of the most confusing aspects of learning how to spell words in the English language is that there are so many ways of combining different letters to get a particular sound. For instance, in English, the sound the letter **a** makes in the word **ate** can be also be made by the following combinations of letters: **a**, **a-e**, **ai**, **ay**, **eigh**, **ei**, and **ey**. The following list will provide you with a sound, an example of a word containing that sound, and the combinations of other letters which can also make the same sound. The letter combinations in **bold print** occur the most often in English spelling. Combinations not in bold print are much less common ways to produce that particular sound.

### Vowel Sounds

<u>Sound</u>	<u>Letter Combinations</u>
<b>a</b> as in the word <b>ace</b>	<b>a</b> , <b>a-e</b> , <b>ai</b> , <b>ay</b> , <b>eigh</b> , <b>ei</b> , <b>ey</b>
<b>e</b> as in the word <b>egg</b>	<b>e</b> , <b>ea</b>
<b>e</b> as in the word <b>be</b>	<b>e</b> , <b>ee</b> , <b>ea</b> , <b>y</b> , <b>e-e</b> , <b>ie</b> , <b>ey</b>
<b>i</b> as in the word <b>ice</b>	<b>i</b> , <b>i-e</b> , <b>igh</b> , <b>y</b> , <b>ie</b> , <b>y-e</b>
<b>o</b> as in the word <b>open</b>	<b>o</b> , <b>o-e</b> , <b>oa</b> , <b>ow</b> , <b>ou</b> , <b>oe</b>
<b>u</b> as in the word <b>unicorn</b>	<b>u</b> , <b>u-e</b> , <b>ue</b> , <b>ew</b> , <b>eu</b>
<b>oo</b> as in the word <b>book</b>	<b>oo</b> , <b>u</b>
<b>ou</b> as in the word <b>couch</b>	<b>ou</b> , <b>ow</b>
<b>oo</b> as in the word <b>boot</b>	<b>oo</b> , <b>ew</b> , <b>u</b> , <b>u-e</b> , <b>ou</b> , <b>ue</b> , <b>ui</b> , <b>eu</b>
<b>o</b> as in the word <b>dog</b>	<b>au</b> , <b>aw</b> , <b>a</b> , <b>augh</b> , <b>ough</b>
<b>er</b> as in the word <b>other</b>	<b>er</b> , <b>ir</b> , <b>ur</b> , <b>or</b> , <b>ar</b> , <b>ear</b>

## **Deconstruction**

This one is best done with the help of a parent or friend. Have someone write the spelling word on a piece of paper. However, ask the person writing the word to replace some of the letters with blanks. Fill in the blanks with the correct letter. Repeat this process several times, each time filling in more and more blanks until you have completely written the word on your own.

**temperature**

\_\_\_perature

\_\_\_\_\_ature

\_\_\_\_\_ature

**historical**

histor\_\_\_\_\_

**or** his\_\_\_\_\_

\_\_\_\_\_

**or even**

**government**

gov\_\_\_ment

go\_\_\_\_\_nt

\_\_\_\_\_

## **Root Word, Prefixes, & Suffixes**

Many spelling words are simple root words with various prefixes and suffixes attached. Learning commonly used prefixes and suffixes and identifying root words within your spelling words can help you to remember the correct spelling.

\* For a more complete list of prefixes and suffixes along with their meanings, see page 47.

root word: **interest**

prefixes/suffixes: **interested** **uninterested**

root word: **like**

prefixes/suffixes: **likely** **unlikely**

root word: **place**

prefixes/suffixes: **misplace** **placement**

five

flat

flew

floor

flower

fly

follow

food

foot

for \*

force

forest

form

forth

forward

found

four

free

fresh

friend

from \*

front

fruit

full

fun

game

garden

gas

gave

general

George

get

girl

give

glad

glass

go

gold

gone

good

got

government

grass

gray

great

Greek

green

grew

ground

group

grow

guess

had \*\*

hair

half

hand

happen

happy

hard

hardly

has \*\*

hat

have \*

he \*

head

hear

heard

heart

heat

heavy

held

help

Henry

her \*\*

here

herself

he's

high

hill

him \*\*

himself

his \*

history

hit

hold

hole

home

hope

horse

hot

hour

house

how \*\*

however

huge

human

hundred

hungry

hurt

I \*

ice

I'd

idea	kept	light
if **	key	like **
I'll	kill	line
imagine	kind	list
important	king	listen
in *	kitchen	little **
inches	knew	live
include	know **	long **
indeed	knowledge	look
Indians	lady	lost
information	laid	lot
insects	land	loud
inside	language	love
instead	large	low
instruments	last	machine
interest (ing)	later	made **
into	laugh	main
iron	law	major
is *	lay	make **
island	lead	man
isn't	learn	many **
it	least	map
it's	leave	mark
its **	led	market
itself	left	Mary
I've	legs	material
jack	length	matter
job	less	may **
Joe	let	maybe
John	let's	me
join	letter	mean
jumped	level	meant
just **	lie	measure
keep	life	meat

### **Finding Words Within Words**

Sometimes you can find smaller words inside a spelling word. Finding these words can help you remember how to spell the larger word correctly.

**capacity** → cap a city

**identified** → i dent if i ed

**breakfast** → break fast

### **Making It Look Memorable** (picking out the problem parts)

This one is fun because what you do to the word comes directly from your own imagination. With this strategy, words can be broken apart into groups of letters, rewritten with spaces to separate difficult letter combinations, or even highlighted with colored boxes, or circles. It's all about giving the word a new 'look' in order to help you remember it.

**divide** → div | ide      or maybe    d i vi de

**kitchen** → k itch en

**read** → r EA d

**beautiful** → b eau tiful

**column** → colu MN

**fight** → fi gh t

## Exaggerated Pronunciation

This one is fun! Make up your own special pronunciation for a word which will help remind you of what that word looks like.

**people** → “PEE - OP - LEE”

**naive** → “NAY - IVY”

**language** → “LAN - GOO - AGE”

**toilet** → “TO - I - LET”

**together** → “TO - GET- HER”

## Mnemonics (memory aids)

Mnemonics (NUH- MON - IKS) can be goofy sayings, rhymes, or mental pictures that help you remember how to spell a word. The sillier, the better.

\*For a much more extensive list of mnemonics, visit Mr. Myers' Classroom Website at:  
<http://www.mrmyers.org/Spelling/spellingonline.html>

### **because**

**big** elephants **can** **always** **understand** **small** elephants

### **could**

**cats** **only** **use** **lemon** **deodorant**

### **believe**

never **believe** a **lie**

### **separate**

There is **a rat** in **separate**

### **Oklahoma**

meet  
members  
men  
met  
metal  
method  
middle  
might  
miles  
milk  
million  
mind  
minutes  
miss  
modern  
moment  
money  
months  
moon  
more \*\*  
morning  
most \*\*  
mother  
motion  
mountain  
mouth  
move  
movement  
Mr.  
Mrs.  
much  
music  
must  
my \*\*

myself  
name  
narrow  
nation  
natural  
nature  
near  
nearly  
necessary  
neck  
need  
neither  
never  
new  
New York  
next  
nice  
night  
nine  
no \*\*  
noise  
none  
nor  
north  
nose  
not \*\*  
note  
nothing  
notice  
noun  
now \*\*  
number  
object  
ocean

of \*  
off  
office  
often  
oh  
oil  
old  
on \*  
once  
one \*\*  
only \*\*  
onto  
open  
opposite  
or \*\*  
order  
original  
other  
our  
out \*\*  
outside  
over \*\*  
own  
page  
paid  
pair  
paper  
paragraph  
parents  
part  
particular  
party  
passed  
past

path	product	rest
pattern	proper	result
Paul	proud	return
pay	public	rich
people **	pull	ride
per	purpose	right
perhaps	push	ring
period	put	rise
person	questions	river
Peter	quick	road
picked	quick(ly)	rock
picture	quiet	rode
piece	quite	room
place	race	root
plan	radio	rope
plane	rain	rose
plants	raised	round
play	ran	row
please	rather	rule
point	reach	run
poor	read	safe
position	ready	said **
possible	real	salt
pounds	really	same
power	reason	sand
practice	receive	sat
present	record	saw
president	red	say
pressure	region	scale
pretty	regular	school
probably	remember	science
problem	replied	scientists
process	report	sea
produce	represent	season

### **Look, Cover, Say, Write, Check** (cont.)

1. Write the list of words in the Look column.
2. **Look** at the word, **Say** the letters and remember how it looks.
3. **Cover** the words by folding the Look column, over to the Cover column - now you can only see the Write and Check columns.
4. **Write** the word down in the Write column from memory.
5. **Check** which letters were correct, by looking at the original word and writing them in the Check column and leaving gaps for the letters you missed.
6. In a different color, add in the letters that were missing.
7. Repeat steps 1 - 6 for the next word, until the list is complete. Focus on one word at a time.
8. It might look like this:

Look	Cover	Write	Check
beautiful		beutaful	be <u>a</u> u <u>t</u> if <u>u</u> l
internet		intenet	inte <u>r</u> net

### **Chunking**

Sometimes breaking a word into smaller pieces (chunking) and learning each piece makes it easier to learn the whole word. This is usually done by dividing the word into syllables (syllabication).

**fantastic → fan - tas - tic**

**divide → di - vide**

\*\*Dividing a word into syllables can be done by looking that word up in a dictionary. However, if a dictionary is not handy, use the **chin drop** method. To figure out where to split up words, place two fingers underneath your chin and slowly say the word that you want to spell. Every time your chin drops when you say the word, is where a syllable, or break in the word, should be written .

## Spelling Practice Strategies

Spelling is an activity which requires your mind to exercise your sense of sight (visual) as well as your ability to control the muscles in your hand (motor) in order to write a word. In order to spell correctly, you will usually need a visual image of the word, plus practice at writing the word to strengthen your “motor memory”. Simply sounding out words is not always the best strategy, because many words in the English language are not written as they sound.

There is no one right way of learning to spell correctly, but rather many different strategies. You need to find the method or methods which work best for you. The following pages contain various strategies for learning to spell words correctly. Try each method until you find one or several which work well for you.

### **Look, Cover, Say, Write, Check**

This technique helps you with the “visual” way to learn to spell a list of words. Notice how the letters look when they are together in the word.

### **What to do?**

First, divide your paper into four columns. Label the columns as seen below:

Look	Cover	Write	Check

\*\* You can print a pre-made worksheet from Mr. Myers' Classroom website at:  
<http://www.mrmyers.org/>

second  
 section  
 see \*\*  
 seed  
 seemed  
 seen  
 sell  
 send  
 sense  
 sent  
 sentence  
 separate  
 set  
 settle  
 seven  
 several  
 shall  
 shape  
 share  
 sharp  
 she \*\*  
 sheep  
 ship  
 shoes  
 shore  
 short  
 shot  
 should  
 shoulder  
 shouted  
 show  
 side  
 sight  
 sign

silver  
 similar  
 simple  
 simply  
 since  
 sing  
 single  
 sister  
 sit  
 six  
 size  
 skin  
 sky  
 sleep  
 slowly  
 small  
 snow  
 so \*\*  
 soft  
 soil  
 sold  
 soldiers  
 solid  
 solve  
 some \*\*  
 someone  
 something  
 sometimes  
 son  
 song  
 soon  
 sort  
 sound  
 south

space  
 Spanish  
 speak  
 special  
 speech  
 speed  
 spend  
 spent  
 spoke  
 spot  
 spread  
 spring  
 square  
 strand  
 stars  
 started  
 state  
 statement  
 stay  
 steel  
 step  
 stick  
 still  
 stone  
 stood  
 stop  
 store  
 story  
 straight  
 strange  
 street  
 strength  
 string  
 strong

student	them **	touch
study	themselves	toward
subject	then **	town
such	there **	trade
sudden(ly)	therefore	train
sugar	there's	travel
summer	these **	trees
sun	they *	tried
supply	thick	trip
suppose	thin	trouble
sure	thing	truck
surface	think	true
surprise	third	try
symbol	this *	tube
system	those	turn
table	though	twenty
tail	thought	twice
take	thousands	two **
talk	three	type
tall	through	uncle
teacher	throughout	under
team	thus	understand
teeth	tied	unit
television	time **	United States
tell	tiny	unless
temperature	tired	until
ten	to *	up **
terms	today	upon
test	together	us
than **	told	use **
that *	too	useful
that's	took	usually
the *	top	value
their **	total	variety

## Calendar Words

<u>Days</u>	<u>Months</u>	<u>Holidays</u>	<u>Seasons</u>
Sunday	January	New Year's Day	autumn
Monday	February	Valentine's Day	winter
Tuesday	March	St. Patrick's Day	spring
Wednesday	April	Easter	summer
Thursday	May	Memorial Day	
Friday	June		
	July	Fourth of July	
	August		
	September	Labor Day	
	October	Halloween	
	November	Thanksgiving	
	December	Christmas	
		(Eve)	

## Vowels

**A, E, I, O, U** and in the English language, sometimes **Y**

## Consonants

All letters which are not vowels, are considered consonants.

**B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z**

## Geographic Words

### Continents & Oceans

Africa	Asia	Europe	Arctic Ocean
Antarctica	Australia	North America	Atlantic Ocean
		South America	Indian Ocean
			Pacific Ocean

### Countries

Afghanistan	France	Ireland	Panama
Brazil	Germany	Israel	Russia
Canada	Greece	Italy	Saudi Arabia
China	India	Jamaica	Spain
Colombia	Iran	Japan	Thailand
Cuba	England	Mexico	United States
Egypt	Iraq	New Zealand	Vietnam

### States

Alabama	Indiana	Nebraska	Rhode Island
Alaska	Iowa	Nevada	South Carolina
Arizona	Kansas	New Hampshire	South Dakota
Arkansas	Kentucky	New Jersey	Tennessee
California	Louisiana	New Mexico	Texas
Colorado	Maine	New York	Utah
Connecticut	Maryland	North Carolina	Vermont
Delaware	Massachusetts	North Dakota	Virginia
Florida	Michigan	Ohio	Washington
Georgia	Minnesota	Oklahoma	West Virginia
Hawaii	Mississippi	Oregon	Wisconsin
Idaho	Missouri	Pennsylvania	Wyoming
Illinois	Montana		

### Major Cities

Atlanta	Denver	Memphis	Pittsburgh
Austin	Detroit	Miami	Portland
Baltimore	El Paso	Milwaukee	St. Louis
Boston	Honolulu	New Orleans	San Antonio
Chicago	Houston	New York	San Diego
Cincinnati	Indianapolis	Oklahoma City	San Francisco
Cleveland	Kansas City	Philadelphia	Seattle
Dallas	Los Angeles	Phoenix	Washington D.C.

various  
verb

very \*\*

village

visit

voice

vowel

wait

walk

wall

want

war

warm

was \*

Washington

wasn't

watch

water \*\*

waves

way \*\*

ways

we \*\*

wear

weather

week

weight

we'll

well

went

we're

were \*\*

west

what \*\*

what's

wheel

when \*\*

where \*\*

whether

which \*\*

while

white

who \*\*

whole

whose

why

wide

wife

wild

will \*\*

window

wings

winter

wire

wish

with \*

within

without

woman

women

won

wonder

won't

wood

words \*\*

work

world

would \*\*

wouldn't

write

wrong

wrote

yard

years

yellow

yes

yet

you \*

you'll

young

your \*\*

you're

yourself

## Mathematical Words

### Numbers

<i>one</i>	<i>eleven</i>	<i>twenty</i>
<i>two</i>	<i>twelve</i>	<i>thirty</i>
<i>three</i>	<i>thirteen</i>	<i>forty</i>
<i>four</i>	<i>fourteen</i>	<i>fifty</i>
<i>five</i>	<i>fifteen</i>	<i>sixty</i>
<i>six</i>	<i>sixteen</i>	<i>seventy</i>
<i>seven</i>	<i>seventeen</i>	<i>eighty</i>
<i>eight</i>	<i>eighteen</i>	<i>ninety</i>
<i>nine</i>	<i>nineteen</i>	
<i>ten</i>		<i>hundred</i>
		<i>thousand</i>
		<i>million</i>
		<i>billion</i>

### Ordinal Numbers

<i>first</i>	<i>eleventh</i>	<i>twentieth</i>
<i>second</i>	<i>twelfth</i>	<i>thirtieth</i>
<i>third</i>	<i>thirteenth</i>	<i>fortieth</i>
<i>fourth</i>	<i>fourteenth</i>	<i>fiftieth</i>
<i>fifth</i>	<i>fifteenth</i>	<i>sixtieth</i>
<i>sixth</i>	<i>sixteenth</i>	<i>seventieth</i>
<i>seventh</i>	<i>seventeenth</i>	<i>eightieth</i>
<i>eighth</i>	<i>eighteenth</i>	<i>ninetieth</i>
<i>ninth</i>	<i>ninetieth</i>	
<i>tenth</i>		<i>hundredth</i>
		<i>thousandth</i>
		<i>millionth</i>
		<i>billionth</i>

### Miscellaneous

<i>operation</i>	<i>subtraction</i>	<i>product</i>
<i>addition</i>	<i>difference</i>	<i>division</i>
<i>sum</i>	<i>multiplication</i>	<i>quotient</i>

**XYZ**

Handwriting practice lines for page 36. The page features 18 horizontal lines. The first four lines are pre-filled with the letters 'X', 'Y', and 'Z' respectively, while the remaining 14 lines are blank for practice.

**A**

Handwriting practice lines for page 13. The page features 18 horizontal lines. The first line is pre-filled with the letter 'A', while the remaining 17 lines are blank for practice.

B

Handwriting practice lines for the letter B. The page contains 18 horizontal lines. The first line is occupied by the letter 'B'. The remaining 17 lines are blank for practice.

W

Handwriting practice lines for the letter W. The page contains 18 horizontal lines. The first line is occupied by the letter 'W'. The remaining 17 lines are blank for practice.

V

Handwriting practice lines for the letter V. The page features a large 'V' at the top left, followed by a series of horizontal lines for tracing and independent writing. The lines are organized into two columns: the first column contains 10 lines, and the second column contains 10 lines.

C

Handwriting practice lines for the letter C. The page features a large 'C' at the top right, followed by a series of horizontal lines for tracing and independent writing. The lines are organized into two columns: the first column contains 10 lines, and the second column contains 10 lines.









H

Handwriting practice lines for the letter H. The page features a large 'H' at the top left and a series of horizontal lines for writing practice. The lines are organized into two columns: the first column contains 10 lines, and the second column contains 10 lines. The first line of each column is pre-filled with the letter 'H', while the remaining lines are blank for practice.

Q

Handwriting practice lines for the letter Q. The page features a large 'Q' at the top right and a series of horizontal lines for writing practice. The lines are organized into two columns: the first column contains 10 lines, and the second column contains 10 lines. The first line of each column is pre-filled with the letter 'Q', while the remaining lines are blank for practice.







