

Home/School Spelling Practice

Unit 2

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Dictate sentences to your child using the spelling words. Have your child rewrite each sentence as a question, an exclamation, or a command. Encourage your child to read the sentences aloud and to notice how the expression of his or her voice changes with different types of sentences.

Example:

Our group must **classify** these different types of plants. (How should we **classify** these plants?)

My Home Word List

1. *dynamite* dynamite
2. *slope* slope
3. *growth* growth
4. *locate* locate
5. *design* design
6. *retire* retire
7. *chosen* chosen
8. *sorrow* sorrow
9. *froze* froze
10. *polite* polite
11. *horizon* horizon
12. *tone* tone
13. *grocer* grocer
14. *lotion* lotion
15. *strike* strike
16. *deny* deny
17. *exponent* exponent
18. *donate* donate
19. *style* style
20. *classify* classify
21. *assign* assign

Test Sept. 8
Unit 2
LISTA

Name _____

My School Word List

1. dynamite
2. slope
3. growth
4. locate
5. design
6. retire
7. chosen
8. sorrow
9. froze
10. polite
11. horizon
12. tone
13. grocer
14. lotion
15. strike
16. deny
17. exponent
18. donate
19. style
20. classify
21. assign

Home/School Spelling Practice

◆ Unit 2

Test Sept. 8
◆ Unit 2
List C

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Dictate sentences to your child using the spelling words. Have your child rewrite each sentence as a question, an exclamation, or a command. Encourage your child to read the sentences aloud and to notice how the expression of his or her voice changes with different types of sentences.

Example:

That **bowl** should be placed next to the plate. (Place the **bowl** next to the plate.)

My Home Word List

1. *arrive* arrive
2. *slope* slope
3. *growth* growth
4. *locate* locate
5. *design* design
6. *supply* supply
7. *chosen* chosen
8. *type* type
9. *froze* froze
10. *polite* polite
11. *spoken* spoken
12. *tone* tone
13. *describe* describe
14. *silent* silent
15. *thrown* thrown
16. *deny* deny
17. *excite* excite
18. *bowl* bowl
19. *style* style
20. *decide* decide

My School Word List

1. arrive
2. slope
3. growth
4. locate
5. design
6. supply
7. chosen
8. type
9. froze
10. polite
11. spoken
12. tone
13. describe
14. silent
15. thrown
16. deny
17. excite
18. bowl
19. style
20. decide

Home/School Spelling Practice

● Unit 2

Test Sept. 8
● Unit 2
List B

Name _____

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Dictate sentences to your child using the spelling words. Have your child rewrite each sentence as a question, an exclamation, or a command. Encourage your child to read the sentences aloud and to notice how the expression of his or her voice changes with different types of sentences.

Example:

We do not know what time our friends plan to **arrive**. (Do you know what time our friends plan to **arrive**?)

My Home Word List

1. *arrive* arrive
2. *shown* shown
3. *role* role
4. *lone* lone
5. *cycle* cycle
6. *supply* supply
7. *beside* beside
8. *type* type
9. *spoken* spoken
10. *describe* describe
11. *silent* silent
12. *thrown* thrown
13. *excite* excite
14. *bowl* bowl
15. *decide* decide

My School Word List

1. arrive
2. shown
3. role
4. lone
5. cycle
6. supply
7. beside
8. type
9. spoken
10. describe
11. silent
12. thrown
13. excite
14. bowl
15. decide

