

Name _____

Learning Targets:

- I can identify words with o, oi, ou
- I can spell words correctly with o, oi, ou.
- I can understand the definitions of my spelling words.
- I can use the context to identify the correct spelling word to use in a sentence.
- I can create synonyms/ antonyms for my spelling words.

- | | |
|-----------|----------------|
| 1. _____ | 1. joint |
| 2. _____ | 2. foul |
| 3. _____ | 3. coil |
| 4. _____ | 4. hoist |
| 5. _____ | 5. stout |
| 6. _____ | 6. dawdle |
| 7. _____ | 7. mouthful |
| 8. _____ | 8. counter |
| 9. _____ | 9. brought |
| 10. _____ | 10. bawl |
| 11. _____ | 11. fountain |
| 12. _____ | 12. sprawls |
| 13. _____ | 13. douse |
| 14. _____ | 14. clause |
| 15. _____ | 15. sprouts |
| 16. _____ | 16. cautious |
| 17. _____ | 17. turmoil |
| 18. _____ | 18. scrawny |
| 19. _____ | 19. foundation |
| 20. _____ | 20. turquoise |
| 21. _____ | 21. year |
| 22. _____ | 22. thirst |
| 23. _____ | 23. squirm |
| 24. _____ | 24. buoyant |
| 25. _____ | 25. renown |

Review Words

Challenge Words

Practice

Spelling:
Words with
/ô/, /oi/, /ou/

Name _____

Using the Word Study Steps

1. LOOK at the word.
2. SAY the word aloud.
3. STUDY the letters in the word.
4. WRITE the word.
5. CHECK the word. Did you spell the word right? If not, go back to step 1.

bawl

coil

joint

sprouts

clause

brought

foul

mouthful

turmoil

turquoise

cautious

foundation

dawdle

stout

douse

counter

fountain

sprawls

hoist

scrawny

Here and There

Circle the spelling words in this puzzle. Each word appears once.

B J F O U N D A T I O N F
R M O U T H F U L N M R O
O L U T U R Q U O I S E U
U K L X B A W L P R T Q N
G J C A U T I O U S O B T
H O I S T W E R T B U H A
T I C P U H X D H A T Y I
D N L R R S P R A W L S N
O T A O M B C O I L V Z G
U A U U O C O U N T E R H
S B S T I N S C R A W N Y
E R E S L V D A W D L E C

Name _____

bawl
coil
joint
sprouts
clausebrought
foul
mouthful
turmoil
turquoisecautious
foundation
dawdle
stout
dousecounter
fountain
sprawls
hoist
scrawny

Sort each spelling word by finding the sound and spelling pattern to which it belongs.

Write the words with the sound /ô/ spelled:

aw

1. _____
2. _____
3. _____
4. _____

au

5. _____
6. _____

ou

7. _____

Write the words with the
/ou/ sound:

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Write the words with the
/oi/ sound:

16. _____
17. _____
18. _____
19. _____
20. _____

Practice

Spelling:
Words with
/ô/, /oi/, /ou/

Name _____

bawl	brought	cautious	counter
coil	foul	foundation	fountain
joint	mouthful	dawdle	sprawls
sprouts	turmoil	stout	hoist
clause	turquoise	douse	scrawny

A. Analogies

An analogy shows how two word pairs are similar. For example, *up is to down as in is to out*. Use spelling words to complete the analogies below. Use the word box to check your spelling.

1. **desk** is to **office** as _____ is to **store**
2. **hot** is to **cold** as **hurry** is to _____
3. **corner** is to **wall** as _____ is to **arm**
4. **shingle** is to **roof** as **brick** is to _____
5. **car** is to **metal** as **ring** is to _____
6. **sprinkle** is to **rain** as _____ is to **plants**
7. **took** is to **take** as _____ is to **bring**
8. **book** is to **paper** as _____ is to **water**
9. **house** is to **home** as **stretches** is to _____
10. **drawer** is to **dresser** as _____ is to **writing**

B. Antonyms

Write the spelling word that is the *opposite* of each word below.

- | | |
|-----------------------|--------------------|
| 11. dry _____ | 16. peace _____ |
| 12. release _____ | 17. enormous _____ |
| 13. careless _____ | 18. laugh _____ |
| 14. small taste _____ | 19. drop _____ |
| 15. slender _____ | 20. fair _____ |

Name _____

A. Circle the misspelled words in this paragraph. Write the words correctly on the lines below.

Lupe loved to work in her island garden. She checked it every morning, looking for sprowts of vegetables and flowers. First she would douwse the plants with water. Then she sampled a mouthful of fresh tomatoes. She broght fresh flowers in and put them on the kitchen counter. Her grandmother taught her to take long-stemmed flowers and coyle them into a crown. Sometimes it was fun to daudle in the garden, and enjoy the sound of water in the fauntain.

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

B. Writing Activity

Can you imagine a beautiful park? Write a description of the park and what you might do there. Use four spelling words in your description.

Practice

Spelling:
Words with
/ô/, /oi/, /ou/

Name _____

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- Ⓐ baut
- Ⓑ bouht
- Ⓒ bought
- Ⓓ bawt

Sample B:

- Ⓔ spoil
- Ⓕ spoyl
- Ⓖ spoile
- Ⓗ spoyel

- | | | | |
|---------------|-----------------|----------------|-----------------|
| 1. Ⓐ baull | 6. Ⓔ faul | 11. Ⓐ dawdle | 16. Ⓔ hoyst |
| Ⓑ baul | Ⓕ foul | Ⓑ dawdel | Ⓕ hoiset |
| Ⓒ bawll | Ⓖ foull | Ⓒ daudle | Ⓖ hoiste |
| Ⓓ bawl | Ⓗ faull | Ⓓ daudlle | Ⓗ hoist |
| 2. Ⓔ braut | 7. Ⓐ foundashen | 12. Ⓔ sprauls | 17. Ⓐ clause |
| Ⓕ brought | Ⓑ fowndation | Ⓕ sprawlz | Ⓑ claus |
| Ⓖ brouht | Ⓒ foundation | Ⓖ sprawls | Ⓒ clauze |
| Ⓗ braught | Ⓓ foundatien | Ⓗ sprols | Ⓓ clauz |
| 3. Ⓐ cautious | 8. Ⓔ fowntain | 13. Ⓐ sprowtts | 18. Ⓔ terquoise |
| Ⓑ caushious | Ⓕ fountain | Ⓑ sproutts | Ⓕ turquoise |
| Ⓒ cautieous | Ⓖ founten | Ⓒ sprowts | Ⓖ turquoysel |
| Ⓓ cawtious | Ⓗ fownten | Ⓓ sprouts | Ⓗ turquoise |
| 4. Ⓔ cownter | 9. Ⓐ joint | 14. Ⓔ turmoil | 19. Ⓐ dous |
| Ⓑ caunter | Ⓑ joynt | Ⓕ termoil | Ⓑ douce |
| Ⓒ counter | Ⓒ gioint | Ⓖ tirmoil | Ⓒ dawse |
| Ⓓ cowntir | Ⓓ goint | Ⓗ turmmoil | Ⓓ douse |
| 5. Ⓐ coil | 10. Ⓔ mouthfull | 15. Ⓐ staut | 20. Ⓔ skronny |
| Ⓑ coyl | Ⓕ mauthful | Ⓑ stoute | Ⓕ skrawny |
| Ⓒ coyel | Ⓖ mouthful | Ⓒ stout | Ⓖ scrawny |
| Ⓓ coile | Ⓗ mowthful | Ⓓ stoutt | Ⓗ schrawny |