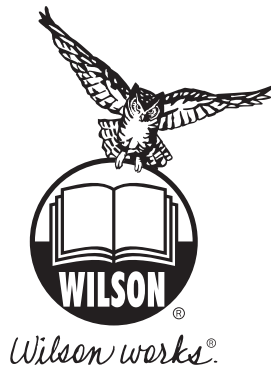


Wilson Reading System®

# Student Workbook

# Four A



**THIRD EDITION**

by Barbara A. Wilson

Wilson Language Training Corporation  
[www.wilsonlanguage.com](http://www.wilsonlanguage.com)

## **Wilson Reading System® Student Workbook Four A**

Item # SW4A

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---

Read the word (hop). Write the new word with the **e** added (hope). Read the new word.

---

hop - e = \_\_\_\_\_

cap - e = \_\_\_\_\_

tap - e = \_\_\_\_\_

slid - e = \_\_\_\_\_

pin - e = \_\_\_\_\_

slop - e = \_\_\_\_\_

hid - e = \_\_\_\_\_

shin - e = \_\_\_\_\_

can - e = \_\_\_\_\_

cod - e = \_\_\_\_\_

---

Write all closed syllables in the closed syllable column. Write all **v-e** syllables in the **v-e** column. Read the words.

---

closed syllables

**v-e** syllables

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

Underline each word. Mark the vowel with a macron (̄) and cross out the e. Read the words.

---

EXAMPLE: lime

lime

quite

time

name

daze

rope

rake

pole

vote

line

broke

hose

shape

nine

flame

zone

smile

tape

stone

note

flute

game

choke

mine

drive

robe

safe

late

dime

like

---

Read each word below. Mark the short vowels with a breve (˘). Mark the long vowels with a macron (¯) and cross out the e.

---

EXAMPLES: spĭt      crānĕ

note

shade

slush

take

spit

late

plate

hide

rake

hill

shake

step

sale

mash

life

---

Write the words above in the correct columns below.

---

words with closed  
syllables

words with **v-e** syllables

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Underline or "scoop" each syllable. Write a **c** under the syllable if it is closed and a **v-e** under the syllable if it is vowel-consonant-e. Mark the vowels. Read the words.

---

EXAMPLES: sled  
c

shake  
v-e

smoke

step

white

chose

bone

scare

rash

snake

whip

five

prize

fire

spot

chimp

trade

crash

dish

slid

tape

hole

cloth

plate

cane

hope

rule

quilt

ride

ill

whale

tub

---

Write the vowel at the top of each box on the lines to correctly complete each word.

---

<b>i</b>
sh__ne
wh__te
dr__ve

<b>a</b>
tr__de
wh__le
w__ve

<b>o</b>
thr__ne
sl__pe
st__ne

<b>u</b>
fl__te
pr__ne
m__le

---

Write the words above on the lines below. Read the words.

---

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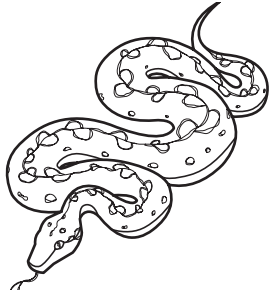
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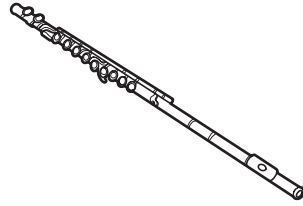
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---

Spell each word that is pictured.



\_\_\_\_\_ e



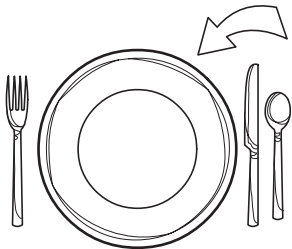
\_\_\_\_\_ e



\_\_\_\_\_ e



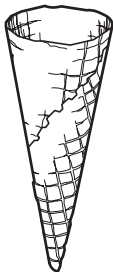
\_\_\_\_\_ e



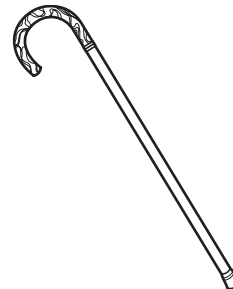
\_\_\_\_\_ e



\_\_\_\_\_ e



\_\_\_\_\_ e



\_\_\_\_\_ e



---

Underline all the vowel-consonant-e words in each sentence. Identify the syllables with **v-e** and mark the vowels. Read the sentence. Cover it and write it on the line. Uncover the sentence and proofread.

---

EXAMPLE: Kate  
v-e

**1** I like the cake and frosting.

---

---

**2** I will rake the grass.

---

---

**3** Steve fell in the hole.

---

---

**4** Did Kate smile at that joke?

---

---

**5** The whale came to life at last!

---

---

---

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

---

white	snake	five	smile	safe
broke	chase	game	hope	flute

- 1 There is a \_\_\_\_\_ in the grass.
- 2 Alfred likes the red and \_\_\_\_\_ stripes.
- 3 Ben was \_\_\_\_\_ at home plate.
- 4 Dad had a \_\_\_\_\_ and a wink for Tom.
- 5 I \_\_\_\_\_ that Jane is not late!
- 6 We can slide until \_\_\_\_\_ o'clock.
- 7 The pup did not \_\_\_\_\_ the cat.
- 8 Ned had a \_\_\_\_\_ and Dave had a trumpet.
- 9 Do we *have* time for a \_\_\_\_\_ of basketball?
- 10 Mike \_\_\_\_\_ his leg when he fell.

---

Read the words. Draw a line to connect the words that rhyme.

---

bikes	flaps
straps	strikes
rakes	bakes

hides	moles
holes	winks
blinks	tides

flakes	trades
skunks	bakes
grades	trunks

shines	pin
flags	ships
clips	drags

---

Select one word from each rhyming pair and write the baseword (without suffix **-s**) on the lines below. Read the words. Mark syllable type (closed or **v-e**).

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## Nonsense Words

---

Underline or "scoop" each syllable. Write a **c** under the syllable if it is closed and a **v-e** under the syllable if it is a vowel-consonant-e. Mark the vowels. Read the nonsense syllables.

---

EXAMPLES: stōt  
c

spive  
v-e

spive

stin

frot

stot

spad

frote

thrap

prete

zin

shike

blire

quib

thepe

chim

quile

drene

smip

steke

dren

spale

shope

swite

quate

drim

clem

guth

slep

quoth

fushe

triz

---

Combine the first syllable with the second syllable. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written words.

---

cos - tume = \_\_\_\_\_

bed - time = \_\_\_\_\_

camp - fire = \_\_\_\_\_

base - line = \_\_\_\_\_

king - size = \_\_\_\_\_

whale - bone = \_\_\_\_\_

ex - hale = \_\_\_\_\_

in - clude = \_\_\_\_\_

post - pone = \_\_\_\_\_

frost - bite = \_\_\_\_\_

in - vite = \_\_\_\_\_

dic - tate = \_\_\_\_\_

clam - bake = \_\_\_\_\_

flag - pole = \_\_\_\_\_

hand - shake = \_\_\_\_\_

spare - ribs = \_\_\_\_\_

ad - mire = \_\_\_\_\_

es - cape = \_\_\_\_\_

class - mate = \_\_\_\_\_

con - crete = \_\_\_\_\_

---

Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

---

sun	cake
com	rise
cup	pare

vam	ball
mis	pire
soft	take

sun	fuse
ath	lete
con	shine

ad	ment
pave	side
in	vise

---

Write the words above on the lines below. Read the words.

---

---

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---

Read the syllables on each side of the box. Draw a line to connect syllables to form real words.

---

hand	shake
king	pare
com	size

trom	pole
flag	mire
ad	bone

com	plete
base	pire
um	line

base	long
life	ribs
spare	hit

---

Write the words above on the lines below. Read the words.

---

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

---

Divide each word below into syllables. Read the word. Write the syllables on the lines.

---

explode = \_\_\_\_\_

concrete = \_\_\_\_\_

pancake = \_\_\_\_\_

admire = \_\_\_\_\_

intake = \_\_\_\_\_

include = \_\_\_\_\_

costume = \_\_\_\_\_

postpone = \_\_\_\_\_

confuse = \_\_\_\_\_

compare = \_\_\_\_\_

flashcube = \_\_\_\_\_

frustrate = \_\_\_\_\_

reptile = \_\_\_\_\_

exclude = \_\_\_\_\_

pavement = \_\_\_\_\_

baseball = \_\_\_\_\_

homemade = \_\_\_\_\_

bedtime = \_\_\_\_\_

drugstore = \_\_\_\_\_

classmate = \_\_\_\_\_



---

Underline or “scoop” the two syllables. Mark the syllables with a **c** or **v-e** to indicate syllable type and mark the vowels.  
Read the words.

---

EXAMPLES: dis like  
                  c   v-e

dislike

vampire

sunshine

basement

whalebone

entire

extreme

stampede

spareribs

exhale

handshake

springtime

inside

invite

cupcake

collide

homesick

umpire

mistake

sunbathe

cupcake

flagpole

wildlife

concrete

hotcake

inside

athlete

compete

bedtime

unsafe

---

There are words spelled incorrectly in each sentence. They are underlined. Proofread and correct the words on the lines provided.

---

**1** I hope that we can escap from this damp cav.

\_\_\_\_\_

**2** Let's *have* a capcake and a glass of milk.

\_\_\_\_\_

**3** It is a shame that you ded not invit Steve and Kate.

\_\_\_\_\_

**4** Did you drob the basebal on the pavement?

\_\_\_\_\_

**5** The umpire things that Jane is a fine athlet.

\_\_\_\_\_

## Nonsense Words

---

Underline or “scoop” the two syllables. Mark the syllables with a **c** or **v-e** to indicate syllable type and mark the vowels. Read the nonsense words.

---

EXAMPLES: cap sate  
                  c   v-e

capsate

inbefe

vilmite

trenzime

dispote

maseplod

transdope

exbale

vennape

conbrile

endame

filkipe

explobe

drenzime

plobbile

disfume

doselit

plebmate

poltrume

glibmate

fretjome

immone

laxtile

oppreve

drenvile

mentrabe

colgrone

pulvene

lebetrom

rettume

---

Combine the syllables to form a real word. Cover the divided word and write the word on the line. Uncover the divided word and check spelling. Read the written word.

---

dem - on - strate = \_\_\_\_\_

con - tem - plate = \_\_\_\_\_

post - pone - ment = \_\_\_\_\_

con - trib - ute = \_\_\_\_\_

rec - og - nize = \_\_\_\_\_

in - com - plete = \_\_\_\_\_

val - en - tine = \_\_\_\_\_

tran - quil - ize = \_\_\_\_\_

dis - trib - ute = \_\_\_\_\_

---

Select the syllable at the top of each box that correctly completes the words below and write it on the line.

---

**pone com tas**

fan \_\_\_\_\_ tic

in \_\_\_\_\_ plete

post \_\_\_\_\_ ment

**quil trib tab**

es \_\_\_\_\_ lish

tran \_\_\_\_\_ ize

con \_\_\_\_\_ ute

**con lus en**

val \_\_\_\_\_ tine

il \_\_\_\_\_ trate

Wis \_\_\_\_\_ sin

**og trib on**

rec \_\_\_\_\_ nize

dis \_\_\_\_\_ ute

dem \_\_\_\_\_ strate

---

Write the words above on the lines below. Read the words.

---

---

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---

Unscramble the syllables to form a real word. Write the word on the line. Read the word.

---

Wis      sin      con      = \_\_\_\_\_

nize      og      rec      = \_\_\_\_\_

lan      At      tic      = \_\_\_\_\_

plete      in      com      = \_\_\_\_\_

lus      trate      il      = \_\_\_\_\_

ball      bas      ket      = \_\_\_\_\_

tran      ize      quil      = \_\_\_\_\_

tab      es      lish      = \_\_\_\_\_

on      dem      strate      = \_\_\_\_\_

---

Underline or “scoop” each syllable. Mark them with **c** to indicate closed or **v-e** if vowel-consonant-e. Mark the vowels. Write syllables on the lines. Read the word.

---

illustrate = \_\_\_\_\_

valentine = \_\_\_\_\_

demonstrate = \_\_\_\_\_

incomplete = \_\_\_\_\_

contemplate = \_\_\_\_\_

contribute = \_\_\_\_\_

infantile = \_\_\_\_\_

recognize = \_\_\_\_\_

postponement = \_\_\_\_\_

tranquilize = \_\_\_\_\_

---

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

---

demonstrate	valentine	distribute
postponement	recognize	

- 1 Mr. King will \_\_\_\_\_ the test to the kids.
- 2 Did Ted \_\_\_\_\_ the small pup?
- 3 The \_\_\_\_\_ of the game upset Bill.
- 4 The kids like to \_\_\_\_\_ the complex handshake.
- 5 I think Chet gave Pam a \_\_\_\_\_.

---

Write the 3-syllable words from the sentences above on the lines below.

---

_____	_____
_____	_____
_____	



---

Underline or “scoop” any words with two or more syllables. Put a **c** or **v-e** under the line to indicate syllable type. Mark the vowels.

---

- 1 Mr. Jones will hire Dave to administrate the baseball camp.
- 2 Can you demonstrate that handshake?
- 3 We must get Jill to illustrate the script.
- 4 Steve can distribute the spelling test to the class.
- 5 Did you recognize that last song?
- 6 Mrs. Chang thinks that Dave contributes a lot in class.
- 7 Bob’s infantile statement made his dad cross.
- 8 James must demonstrate his mistake on the math problem.
- 9 Kate was upset *about* the postponement of the game.
- 10 I would like to contribute to Mrs. Smith’s fund for the homeless.

---

There are words spelled incorrectly in each sentence. They are underlined. Write the sentence correctly on the lines below. Add capital letters and punctuation. Proofread carefully.

---

1 we liv in Texas but Gabe livs in boston

---

---

2 Brad was disruptiv in math clas

---

---

3 steve gav jim a big handshac

---

---

4 Tom had tin dimes to get the inexpensiv gift for his mom

---

---

5 the blak oliv fel off the plat

---

---

---

Read the words below. Circle any word with a vowel-consonant-e exception (the final **e** is there for the **v** rather than to make the vowel long).

---

captive

impulsive

olive

expensive

incomplete

grapevine

inactive

live

have

admire

disruptive

escape

fantastic

inexpensive

active

---

Write the circled words on the lines below. Mark the syllable types.

---

EXAMPLE: **căp tív**  
c ~~v~~

---

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---

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

---

disruptive	captive	olives	expensive	lives
------------	---------	--------	-----------	-------

- 1 I think James \_\_\_\_\_ in Wisconsin.
- 2 I did not like the black \_\_\_\_\_ in my salad.
- 3 The \_\_\_\_\_ child in class made Mr. Smith mad.
- 4 The kids held Dad \_\_\_\_\_.
- 5 That snack is quite \_\_\_\_\_!

---

Write the vowel-consonant-e exception words from the sentences above on the lines below.

---

_____	_____
_____	_____
_____	

## Review

Read the words below. Mark the syllables and the vowels. Be sure to mark vowels accurately in syllable exceptions.

EXAMPLE: mold give  
          x    x

blame

have

bind

give

mild

crime

cold

brunch

French

plant

brave

host

shade

blimp

live *or* live

Write the words from above into the correct columns below.

closed syllables

**v-e** syllables

exceptions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary Practice

---

Create sentences that include the vocabulary words below. Use a dictionary when needed. Underline or “scoop” each syllable in the vocabulary words.

---

### 4.1

trade  
stale  
shame  
quite  
whine  
share  
brave  
chase  
daze  
scrape

### 4.2

stampede  
inhale  
escape  
include  
postpone  
compare  
admire  
invite  
frustrate  
confuse

### 4.3

distribute  
contribute  
demonstrate  
postponement  
incomplete

### 4.4

active  
expensive  
disruptive  
captive  
impulsive

## Story Starter

---

At the end of Step 4, create a story that includes many (at least 5) of the vocabulary words below. This story is about a troublemaker. Underline each vocabulary word used from the list below.

---

disruptive  
compare  
escape  
intrude  
pranks

confuse  
statement  
wildfire  
dislike  
distrust

classmate  
contribute  
entire  
chase  
punish

hope  
name  
shame  
broke  
habit