Student’s Activity Sheets

Ship’s Log
Advanced Level
© 2002 by Open School BC

This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc/4.0/

Acknowledgements

Project Manager: Anne Stack
Writer: Margaret Stobie
Reviewers: Andrée Cranstoun, Dawn Douthwaite, Janet Fox, Ann McErlean
Illustrator: Marta Nielsen
Production Technicians: Sharon Barker

Print History

New, April 2002
Complete Sentences and Their Punctuation

A. On this page you will find five complete sentences and four sentence fragments. Put the correct capitals and punctuation on the complete sentences. Use your own words to change the four sentence fragments into complete sentences. Write the four new sentences on the lines below.

1. running through the park with my friend
2. ted ran as fast as he could
3. jane and her friends
4. the children and their dad fished all day
5. one of the boys caught a big salmon
6. the large sailboat
7. the dog wagged his big fluffy tail
8. everyone had fun at the park
9. went to sea

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

continued
Job Card #1 Guided Practice continued

B. Add a period (.), a question mark (?), or an exclamation mark (!) to the end of each sentence.

He can go with you

Where are you

Who caught the big fish

Go to the store

I like to eat chocolate

What a great job

Your pencil is in the drawer

How much salad do you want

What is your name

Finish your work

The ocean liner pulled away from the dock
C. Every sentence ends with a period (.), a question mark (?), or an exclamation mark (!). Rewrite the sentences below. Be sure to begin each sentence with a capital letter and end it with the correct punctuation.

1. Sam entered a sailboat race.

2. What an exciting race it was.

3. Did he wear his life vest?

4. Some of the boys didn’t finish the race.

5. Who won the race?

6. When the race was over Sam came to spend the night at my house.
A. Let’s review sentences and sentence fragments (parts). Look at the groups of words below. Find the complete sentences and draw a circle around each one. Then choose two of the fragments. Add words of your own to make them complete sentences. Write the two new sentences on the lines below.

1. Our lunch was great
2. Janet’s pet bird
3. I love to read
4. The girl and her mom made some cookies
5. The sunshine
6. The children laughed at the clown
7. When it snowed
8. May I have a piece of candy

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
B. Put the correct end mark at the end of each sentence. Remember to use periods (.), question marks (?), and exclamation marks (!).

1. I will go with your father
2. When does the show begin
3. Help me
4. I like to go sailing
5. What a wonderful day
6. I would like some candy, please
7. Where is the candy
8. It’s over there
9. About how far is it to the moon
10. The moon is a long way from the earth
C. Find and read a copy of the Sunday coloured comics (the black and white daily comics will also be okay). Write your own comics using your own name and characters. Be sure to write what the characters say in complete sentences and remember the capital letters and punctuation.

Put your sentences in speech bubbles if you wish. Colour your comics.
### Working with Subjects and Predicates

A. Cut out each subject in the box below and paste it in front of the correct predicate.

#### Predicates

- moved slowly through the tunnel.
- cheered.
- sailed out to sea.
- loves to paint.
- is blue.
- drove through the rain.
- slept in the sunshine.
- enjoyed the party.

#### Subjects

<table>
<thead>
<tr>
<th>All the children</th>
<th>The zoo animals</th>
<th>Betty</th>
</tr>
</thead>
<tbody>
<tr>
<td>The large ship</td>
<td>The long train</td>
<td>The race cars</td>
</tr>
<tr>
<td>Dad’s favourite colour</td>
<td>Everyone in the class</td>
<td></td>
</tr>
</tbody>
</table>

*continued*
B. Cut out each predicate in the box below and paste it behind the correct subject.

Subjects

Adam

Our family

The water

The paintbox

The canoe

The boys

Everybody

The zoo animals

Predicates

was rowed across the lake.
cheered for the winning team.
has three colours.
ate dinner at 6:30.
slept in the sunshine.
fixed their bikes.
is very cold.
had a cold.
Job Card #2 Guided Practice continued
C. Write a complete sentence using each of the following subjects. Don’t forget to add a period.

1. The bears__________________________________________
   __________________________________________________

2. Snoopy ____________________________________________
   __________________________________________________

3. All the children____________________________________
   __________________________________________________

Write a complete sentence using each of the following predicates. Don’t forget to begin with a capital letter.

1. __________________________________________________
   ____________________________________ made me laugh.

2. __________________________________________________
   ______________________________________ are bright red.

3. __________________________________________________
   ____________________________________ is ten miles away.
A. Read each sentence carefully, then write its subject in the **Subject** part of the chart and its predicate in the **Predicate** part of the chart.

1. The speed boat raced down the river.
2. Our class is learning about space.
3. My friends have new fishing rods.
4. Mom, Dad, and I pulled weeds in the garden.
5. John and Ted played soccer.
6. The washing machine was broken.
7. We went on a fishing trip last year.
8. Everyone clapped and cheered for the winning team.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Job Card #2 Activity Sheet continued

B. Make up sentences by adding subjects and predicates to the following sentence parts. Write each sentence you make.

**Add Subjects**

_______________________________________________ roared loudly.

_______________________________________________ decided to leave.

_______________________________________________ surprised us.

**Add Predicates**

A bright flame ________________________________________.

A giant shadow ________________________________________.

Kangaroos ____________________________________________.
Joining Short Sentences

A. Use the connecting word **and** to join these short sentences. When you have finished, read your new sentences aloud. (Leave out words your new sentence doesn’t need.)

1. The bull chased John. The bull chased me.

2. Horses walk on four legs. Cats walk on four legs.

3. The milk froze. The orange juice froze.

4. The boys rode bikes. The boys rode skateboards.

B. Use the connecting word **but** to join these short sentences. When you have finished, read your new sentences aloud.

1. He laughed loudly. I laughed quietly.
2. Mr. Smith drove a truck. My dad drove a school bus.

3. Adam went to the zoo. Tom went to the movies.


C. Use the connecting word because to join these short sentences. When you have finished, read your new sentences aloud.

1. Mom went to the store. We had no milk.
2. I took off my jacket. The sun was very warm.

3. The little girl began to cry. She fell down.

4. Jim cried loudly. He didn’t want to go to bed.

D. Choose the best connecting word to join the following short sentences. Use **and**, **but**, or **because**.

1. The doorbell chimed. The doorbell woke the dog.
2. The girl laughed out loud. She was very happy.


4. Roses are red. Roses smell sweet.
Use one of the connecting words to join each set of sentences.

1. Sally wasn’t tired. She went to bed. 

2. Peter could not play football. He had lost his boots. 

3. I had my breakfast. I went to school. 

4. We went to the marina. We watched the boats come in to the wharf. 

continued
5. Allan rode on the roller coaster. Mark rode on the roller coaster.

6. We were late. We still caught the bus.

7. We bought some pretty paper. We wrapped some gifts.

8. We flew to Nova Scotia. It was too far to drive.
Correcting Run-on Sentences

A. Each of the following is a run-on sentence. Write each run-on as two complete sentences. Don’t forget to add capital letters and punctuation where they are needed.

1. My sister really enjoys camping I do too.

2. Where are you going when will you be home?

3. It is windy today I should fly my kite.

4. Who is there what do you want?
B. Read the following paragraph carefully. How many sentences can you find in the paragraph? Rewrite the paragraph correctly. Start sentences with a capital letter and end them with a period.

Sailboats of many sizes were ready to begin the race a breeze was blowing their sails were up ready to catch the breeze that would speed them across the water.
A. Write each run-on sentence as two complete sentences.

1. The clown danced in the parade he gave balloons to all the children.

________________________________________________________________________

________________________________________________________________________

2. The birds were singing in the trees the flowers looked colourful in the sun.

________________________________________________________________________

________________________________________________________________________

3. The boys wanted to climb the tree the branches were too high to reach.

________________________________________________________________________

________________________________________________________________________
B. Read the following paragraph carefully. How many sentences can you find in the paragraph? Rewrite the paragraph correctly. Start sentences with a capital letter and end them with a period.

There are many different birds some live and die in one place others have two homes they travel to other parts of the world at the same time each year they spend summer in one place and winter in the other birds are so clever.
Using Commas

Cut out the comma boxes found near the bottom of the page. Use them to practice putting commas in the correct places. This way you can move each comma around as much as you like. If you can’t remember where the commas should go, look back at the rules.

A. Commas in a series

1. We saw geese cows pigs and an old cart at the farm.

2. The sailboat had been painted red white and blue.

3. Sally invited Beth Jane Susie and Diane to her birthday party.

B. Commas between a city and a province


2. Send the invitation to Mary in Calgary Alberta.

3. See if you can find Winnipeg Manitoba on the map of Canada.
Job Card #5 Guided Practice continued

C. Commas **between the day and the year**

1. I was born on May 24 1991.

2. The party was on April 21 2002.

3. Where were you on September 15 2001?

D. Commas **after the greeting and the closing in a letter**

Dear Grandma

I will be at the airport to meet you next Wednesday. I know we will have lots of fun while you are here in Victoria.

Love

Margaret

E. Commas **when you use quotation marks**

1. Mother said “Put on your life vest before you get in the boat.”

2. Bobby yelled “Dad where are you?”

3. Father replied “I’m in the boathouse.”
Job Card #5 Activity Sheet

A. Finish each sentence by writing in the month, day and year with a comma in the correct place.

Example: Today is March 17, 2001.

1. Today is ____________________________________________________

2. The date of my birth is ______________________________________

3. Our next holiday comes on __________________________________

B. Put commas in the correct places in each sentence.

1. I went to the mall with Mom Dad and Betty.

2. Some kinds of boats are yachts sailboats submarines and ocean liners.

3. I love to put mustard ketchup onions and tomatoes on my hot dog.

4. Pam asked “Where did you put the car?”

5. Sue replied “I put the car in the garage.”

C. Put commas in all the correct places in the letter on the next page.
Dear Amanda,

Summer holidays have begun and we are having lots of fun. We’ve been to the lake swimming and tonight dad is cooking hamburgers on the barbecue.

I’m looking forward to seeing you next month. I know we’ll have lots of great things to do while you are visiting. I can hardly wait.

Love,

Liz
Using Quotation Marks

Cut out each set of quotation marks, found near the bottom of the page, to use on your practice sheets.

A. Look at the following sentences. What is said? Decide where the quotation marks should be placed. Paste the **66 quotation mark** at the beginning of what is said and paste the **99 quotation mark** at the end.

1. Mother said, I’ll be home late tonight.
2. Father answered, That’s fine, I’ll start dinner.
3. Hello, Mary, Jeff called out.
4. Hi, Jeff, how are you? Mary answered.

B. Paste the quotation marks in the following conversation. Notice that every time the speaker changes, you begin a new line.

Dave said, Let’s hear a riddle.

Lori asked, Which side of a zebra has the most stripes?

Dave replied, I give up.

Lori exclaimed, It has the most stripes on the outside!
C. Put in the **comma**, using a blue pencil crayon, in each sentence. Using a red crayon, put a **capital letter** on the first word of the quotation and paste **quotation marks** around the speaker’s exact words.

```
Ken asked what time is it?
I want chicken for dinner said Mike.
Sara said please give me an ice cream cone.
The boys yelled come out and play.
Jo asked can you ride a bicycle?
```
A. Circle the person who is speaking in each sentence. Then put quotation marks (" ") around the speaker’s exact words.

1. Dale said, Dinner is ready now.

2. Aunt Nan replied, I’m coming.

3. Lee asked, Where are my books?

4. Your books are on the table, replied mom.

B. Rewrite each sentence. Add a comma and quotation marks. Remember to start the quotation with a capital letter.

1. Roy asked are you ready to go?

2. Carol shouted angrily don’t you care?

3. My father said the turkey looks delicious.
4. Robin added the carrots taste good, too.

5. Gargle said the dentist.

6. I found your pen said Mark.

7. Kathy asked is it raining now?

8. I don’t know the answer said Bob.
Working with Nouns

A. Write the words from the list below in the correct boxes.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Not Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>goat</td>
</tr>
<tr>
<td>slept</td>
<td>quickly</td>
</tr>
<tr>
<td>teacher</td>
<td>children</td>
</tr>
<tr>
<td></td>
<td>mailman</td>
</tr>
<tr>
<td></td>
<td>put</td>
</tr>
</tbody>
</table>
B. Nouns are words that name a person, place, or thing. On the following chart, write each word under the correct heading.

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>attic</td>
<td>comb</td>
</tr>
<tr>
<td>Dr. Jones</td>
<td>farmer</td>
<td>football</td>
</tr>
<tr>
<td>Victoria</td>
<td>mother</td>
<td>museum</td>
</tr>
<tr>
<td>room</td>
<td>Canada</td>
<td>student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rake</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rainbow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>boat</td>
</tr>
</tbody>
</table>
C. Add **s** or **es** to each noun to make it more than one.

1. girl ____________ 6. dress ____________
2. duck ____________ 7. church ____________
3. bear ____________ 8. bucket ____________
4. fox ____________ 9. bag ______________
5. sister ____________ 10. brush ____________

D. To make these nouns plural, change the **y** to **i** and add **es**.

1. puppy ____________ 5. lady ____________
2. candy ____________ 6. jelly ____________
3. pony ____________ 7. daddy ____________
4. baby ____________ 8. berry ____________

E. Complete the chart on the next page.

- The nouns on this chart change their spelling when they become plural.
- See if you can spell all the changed plural spellings. Some plurals have been added.
- If you can think of any more, write them at the bottom of the list.
- Ask your home instructor to help you. You can also find the words in your dictionary.
<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td></td>
</tr>
<tr>
<td>child</td>
<td></td>
</tr>
<tr>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>foot</td>
<td></td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
<tr>
<td>leaf</td>
<td></td>
</tr>
<tr>
<td>half</td>
<td></td>
</tr>
<tr>
<td>knife</td>
<td></td>
</tr>
<tr>
<td>wife</td>
<td></td>
</tr>
<tr>
<td>life</td>
<td></td>
</tr>
<tr>
<td>loaf</td>
<td></td>
</tr>
<tr>
<td>potato</td>
<td></td>
</tr>
<tr>
<td>cactus</td>
<td>cacti</td>
</tr>
<tr>
<td>fungus</td>
<td>fungi</td>
</tr>
<tr>
<td>die</td>
<td>dice</td>
</tr>
</tbody>
</table>
Job Card #7 Activity Sheet

A. In each box, draw and write the plural form of each noun.

<table>
<thead>
<tr>
<th>pencil</th>
<th>dish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>box</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. How much have you learned about plural nouns? Make these words mean more than one.

<table>
<thead>
<tr>
<th>box</th>
<th>wish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>church</th>
<th>half</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kiss</th>
<th>deer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>boy</th>
<th>tooth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>city</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bus</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Below is a drawing of a chalkboard. Write the plural of each of the following words on the board.

1. bunny 6. pony
2. foot 7. party
3. mouse 8. knife
4. baby 9. candy
5. cherry 10. woman

1. ________________________ 6. ______________________
2. ________________________ 7. ______________________
3. ________________________ 8. ______________________
4. ________________________ 9. ______________________
5. ________________________ 10. ______________________
Common and Proper Nouns

Playing with Nouns

1. Instructions for making the noun game.

• Cut out the cards of common nouns on the following pages.

• Add more nouns if you wish using the extra cards provided. Use index cards or pieces of flashcard if you have lots of nouns.

Directions for playing the game.

• This is a game for two people.

• Place the stack of cards face down.

• One player draws a card. He or she must say a proper noun for the common noun that is on the card. (For example: car/Ford)

• The player continues to get additional turns until he fails to give a proper noun for a common noun.

• When all the cards have been drawn, the player with the most cards wins.

2. Directions for playing another game.

• Draw pictures of all kinds of household items on paper or flash cards.

• Label each picture with a common noun.

• Put the labeled pictures on a bulletin board or on a large sheet of drawing paper.

continued
Job Card #8 Guided Practice continued

- Ask your child to use grocery flyers or magazine advertisements to find proper nouns that go with each common noun. If your child can’t find a picture, ask her or him to write a proper noun for each picture.

- Ideas for pictures:
  
  deodorant          lipstick
  cereal             toothpaste
  candy bar          mouthwash
  cookies            bread
  gum                dishwashing liquid
  soap               pop
Job Card #8 Guided Practice continued

Please cut out the following boxes.

<table>
<thead>
<tr>
<th>car</th>
<th>boy</th>
<th>mother</th>
<th>city</th>
</tr>
</thead>
<tbody>
<tr>
<td>province</td>
<td>street</td>
<td>teacher</td>
<td>school</td>
</tr>
<tr>
<td>river</td>
<td>movie</td>
<td>friend</td>
<td>cat</td>
</tr>
<tr>
<td>song</td>
<td>mountain</td>
<td>ocean</td>
<td>ship</td>
</tr>
</tbody>
</table>
Job Card #8 Guided Practice continued

Please cut out the following boxes and use the extra cards for additional nouns.

<table>
<thead>
<tr>
<th>book</th>
<th>pirate</th>
<th>TV show</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>tree</td>
<td>country</td>
<td>newspaper</td>
</tr>
</tbody>
</table>

continued
Job Card #8 Guided Practice continued

A. These nouns have gotten all mixed up. Sort them out and write each one in the correct box. Remember to put a capital letter on each proper noun.
B. Rewrite these sentences using capital letters where they are needed.

1. Margaret went to see the doctor on Tuesday.

2. In October Tom visited Uncle Fred.
A. Look at the list of nouns. If it is a common noun, write it in the cloud called **common nouns**. If it is a proper noun, be sure to put in the capital letters as you write it in the cloud called **proper nouns**.

- river
- donald
- lion’s gate bridge
- building
- alligator
- niagara falls
- man
- dog
- ottawa
- school
- park
- douglas street

*continued*
B. Write a proper noun in each blank to complete the sentences.

1. _________________________________ is a busy month.

2. _________________________________ is a beautiful city.

3. _________________________________ wrote me a letter.

4. _________________________________ is a place I want to visit.

5. _________________________________ is not far from here.

6. _________________________________ is the name of our country.

7. Canada’s capital city is ________________________________.

8. I saw ________________________________ on television.
Possessive Nouns

A. Put nouns from Box 1 together with nouns from Box 2 to show ownership. Use words more than once to make as many ownership pairs as possible.

**Box 1**
- boy
- tree
- city
- sun
- book
- friend
- dog
- man
- rabbit

**Box 2**
- hat
- light
- tail
- fur
- cover
- leaves
- streets
- shirt
- trunk
- pencil
- rays
- shoes

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

________________________________ ____________________________________

continued
B. Rewrite the phrases below using an ‘s. Remember if the word ends in s, just add an apostrophe.

Example: food belonging to a dog dog’s food

pencil belonging to Mrs. Watts ______________________________
desk belonging to Jim ______________________________
book belonging to Judy ______________________________
television belonging to Janet ______________________________
books belonging to the students ______________________________
swings belonging to the children ______________________________
cars belonging to the men ______________________________

C. More practice writing possessive nouns. Write the correct possessive noun for the following words. Don’t forget the apostrophe.

the doll dress ______________________________
Adam ball ______________________________
the pan handle ______________________________
that man car ______________________________
A. Change the dark coloured noun in each sentence to show possession by adding an apostrophe (’ ) or apostrophe s (’ s ). Write each possessive noun on the line.

1. The three cats paws were wet. ________________________
2. Tom pencil was broken. ________________________
3. Both girls boots were wet. ________________________
4. We saw two men hats blow away. ________________________
5. The clown acts were funny. ________________________
6. The dog dish was empty. ________________________
7. My brother birthday is next month. ________________________
8. Gary aunt came to visit. ________________________

B. Rewrite each phrase (group of words) with an apostrophe and s to show ownership.

Example: the birthday of the twins the twins’ birthday

1. the job of the woman ______________________________
2. the tail of the dog ______________________________
3. the bike of my friend ______________________________
4. the jacket of Adam ______________________________
5. the carts of the shoppers ______________________________

continued
Job Card #9 Activity Sheet continued

6. the tents of the campers

7. the wool of the sheep

8. the parents of the children

C. Rewrite these sentences. Add the apostrophes where they are needed.

1. The barking dogs frightened Bobs cat.

2. The bad boys hid Kathys jacket.

3. Bills rowboat has a big hole.

4. My brothers boat has beautiful white sails.

5. The sheeps wool was washed and spun into yarn.
Compound Words

A. Match these words by drawing lines to make compound words.

over light
moon shine
cup paper
mail road
fire ball
air self
news man
sun ever
snow walk
him house
rail cake
for head
side place
back plane
light bone

continued
Job Card #10 Guided Practice continued

B. How many compound words can you think up yourself? Write down as many as you can.


C. Compound Riddles
   Answer each question with a compound word. The clues are in the question.

1. What kind of house is made to play in?


2. What flower has the shape of a cup and has the colour of butter?


3. What is the time of day when the sun rises?


4. What is the time of day when the sun sets?


continued
Job Card #10 Guided Practice continued

5. What glasses do you wear to keep the sun out of your eyes?

6. What ball do you make with snow?

7. What game do you play when you throw a ball in a basket?

8. What bug hops in the grass?
A. Add the words from the **Word Box** to make compound words in the sentences below.

**Word Box**
- lock
- berry
- cycle
- hole
- cakes
- plane
- shine
- man
- room
- house

1. There is lots of sun ________________ in the summer.
2. We flew on an air ________________ to Calgary.
3. She has a television in her bed______________.
4. My mother grows plants in a green______________
5. The police____________ rode a motor______________
6. Mom made a black ________________ pie.
7. On Sunday we have pan ______________ and bacon for breakfast.
8. To unlock the door, put the key in the key______________.
B. Draw the two parts of the compound words.

- cowboy
- rainbow
- bookworm
- dragonfly
- motorcycle
- grasshopper
Contraction Practice

A. Write a contraction for each of these words. Don’t forget to put the apostrophe in each contraction.

- you are
- he is
- where is

- she would
- would not
- it has

- do not
- will not
- we did

- he will
- I am
- can not
B. Choose two contractions from part A. Write each one in a complete sentence. Be sure to begin each sentence with a capital letter and end with a punctuation mark.

C. Draw a line to match the contractions to each set of correct words.

<table>
<thead>
<tr>
<th>you’re</th>
<th>she will</th>
</tr>
</thead>
<tbody>
<tr>
<td>they’ll</td>
<td>can not</td>
</tr>
<tr>
<td>it’s</td>
<td>I am</td>
</tr>
<tr>
<td>they’re</td>
<td>will not</td>
</tr>
<tr>
<td>weren’t</td>
<td>they will</td>
</tr>
<tr>
<td>he’s</td>
<td>were not</td>
</tr>
<tr>
<td>won’t</td>
<td>I would</td>
</tr>
<tr>
<td>can’t</td>
<td>are not</td>
</tr>
<tr>
<td>I’m</td>
<td>they are</td>
</tr>
<tr>
<td>she’ll</td>
<td>he is</td>
</tr>
<tr>
<td>aren’t</td>
<td>it is</td>
</tr>
<tr>
<td>I’d</td>
<td>you are</td>
</tr>
</tbody>
</table>
D. Look at the two words after each number. Circle the correct contraction from the list of choices you are given.

1. does not
   - doesn’t
   - dos’not
   - doesn’t

2. can not
   - cann’t
   - can’t
   - can’ot
   - thats’

3. he will
   - he’ll
   - he’ill
   - hewill

4. are not
   - aren’t
   - ar’not
   - aren’t

5. will not
   - willn’t
   - weren’t
   - won’t

6. that is
   - that’s
   - thatisi
   - thats’

7. she is
   - shes
   - she’s
   - sheis

8. you would
   - youw’ld
   - youw’d
   - you’d
A. Draw a line to match the words in List 1 with the correct words in List 2.

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will</td>
<td>they’re</td>
</tr>
<tr>
<td>you have</td>
<td>she’s</td>
</tr>
<tr>
<td>she is</td>
<td>I’ll</td>
</tr>
<tr>
<td>we are</td>
<td>we’re</td>
</tr>
<tr>
<td>they are</td>
<td>you’ve</td>
</tr>
</tbody>
</table>

B. Write the correct contraction in each box.

cannot

do not

he is

I am

she will

was not

you have

will not

would not

I would
C. Write each of these sentences. Use a contraction in place of the words in dark type.

1. Bob is not in the car.

2. Adam can not go to the show.

3. The boys were not playing outside.

4. It is too cold to wear shorts.

5. They have all gone without us.

6. What is the difference between cats and dogs?
Job Card #11 Activity Sheet continued

7. She will sing a song.

8. I would fall down if I tried to roller blade.
Job Card #12 Guided Practice

Working with Action Verbs

A. Play with action verbs. Ask your child to think of five to ten verbs. Have her or him act out each one for you to guess. Now you think of a few verbs and act them out for your child to guess.

B. Action verbs tell what a person or thing does or did. Read the words below and circle all the action verbs.

raced  sing  car
go  girl  home
tiny  swam  fly
worked  lake  swim
door  play  tennis
threw  pitches  throws

C. Read the following sentences and draw a line under each of the action verbs that are ‘happening now’ (in the present).

1. A stream flows past my house.
2. Sue runs fast.
3. The cargo ship sails to Japan.
4. Cedar trees grow on Vancouver Island.
5. My mother plays cards with me.

continued
D. Read the following sentences and circle each of the action verbs that ‘has already happened’ (in the past).

1. The little girl sat on the floor.
2. I wrote my name on the paper.
3. We played in the park yesterday.
4. My family ate pizza for breakfast.
5. Joan talked on the phone.

E. On the chart, write the past form of each verb beside each present verb. The first one is done for you.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>walked</td>
</tr>
<tr>
<td>jump</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
</tr>
<tr>
<td>rub</td>
<td></td>
</tr>
</tbody>
</table>
F. On the chart, write the **present** form of each verb beside each past verb. The first one is done for you.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>cooked</td>
</tr>
<tr>
<td>turned</td>
<td></td>
</tr>
<tr>
<td>hurried</td>
<td></td>
</tr>
<tr>
<td>stopped</td>
<td></td>
</tr>
<tr>
<td>closed</td>
<td></td>
</tr>
<tr>
<td>slept</td>
<td></td>
</tr>
</tbody>
</table>
G. Verb Number Agreement

Read the words in the chart.

<table>
<thead>
<tr>
<th>Singular Subjects (one)</th>
<th>Singular verbs (one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>rides</td>
</tr>
<tr>
<td>truck</td>
<td>passes</td>
</tr>
<tr>
<td>Jane</td>
<td>works</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subjects (more than one)</th>
<th>Plural Verbs (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>ride</td>
</tr>
<tr>
<td>trucks</td>
<td>pass</td>
</tr>
<tr>
<td>Jane and Sara</td>
<td>work</td>
</tr>
</tbody>
</table>

Circle the verb that completes each sentence. Use the chart to help you.

1. They ______ popcorn.  
   eat  eats
2. Susan ______ to the music.  
   dance  dances
3. Dad ______ the wall.  
   paint  paints
4. The children ______ a picture.  
   colour  colours
5. Angry dogs ______ at the cat.  
   bark  barks
6. The glass ______ easily.  
   break  breaks
7. She ______ the circus.  
   watch  watches
8. The clowns ______ me laugh.  
   make  makes
A. Verbs tell about something being done—to talk, walk, sleep, jump, or run. These are called action verbs. Write as many action verbs as you can next to each alphabet letter.

- c call
- d
- f
- h
- m made
- p
- r
- t

B. Circle the action verb in each sentence.

1. The pen ran out of ink.
2. His mother reads Tom a story at bedtime.
3. John popped my balloon.
4. Andrew plays the piano very well.
5. My friend eats an apple every day.
6. Alex carries her backpack.
7. The clowns marched in the parade.
8. The men built a new house.

9. Mother kisses us good night.

10. The teacher drives to school each day.

C. Write the correct verb form in each blank box on the chart.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope</td>
<td></td>
</tr>
<tr>
<td>live</td>
<td></td>
</tr>
<tr>
<td>rolled</td>
<td></td>
</tr>
<tr>
<td>howled</td>
<td></td>
</tr>
<tr>
<td>opened</td>
<td></td>
</tr>
<tr>
<td>fold</td>
<td></td>
</tr>
</tbody>
</table>
D. Choose the correct verb to go with each subject and complete the sentence.

1. tries try  The boys ______________ hard to play hockey.
2. tries try  The boy ______________ hard to play hockey.
3. lives live  A bear ________________ in the forest.
4. lives live  Bears ________________ in the forest.
5. tastes taste  Oranges ________________ good.
6. tastes taste  An orange ________________ good.
7. barks bark  Her dog ________________ all night.
8. barks bark  Her dogs ________________ all night.
9. cuts cut  The boys ________________ the paper.
10. cuts cut  The boy ________________ the paper.
Job Card #13 Guided Practice

Other Kinds of Verbs

A. Use a ‘being’ verb from the box to complete each sentence. There may be more than one correct answer.

| was | are | were | am | is |

1. Michael ________________________ ten years old.
2. All the dogs ________________________ here now.
3. I ______________________________ at home.
4. Alex ____________________________ at the pool yesterday.
5. The children ________________________ at school.

B. Write a ‘having’ word from the box in each sentence.

| has | have | had |

1. A baby __________________________ no teeth.
2. Yesterday, Beth ________________________ a chocolate bar.
3. The cows ________________________ lots of grass to eat.
4. I ______________________________ no money.
5. Susan ____________________________ a new doll.

continued
C. Circle the ‘helping’ verbs and underline the action verbs in each sentence.

1. The dog had chewed his bone.
2. Leslie has gone to the library.
3. The children have spent all their money.
4. The audience was clapping for the singer.
5. I am moving to a new house.
6. They are planning a holiday.
7. She is planting a vegetable garden.
8. John and Lucas were running down the street.
A. Write a ‘being’ verb in each empty box in the story.

My family and I **am** ready to begin our vacation.

The van **is** full of gas and our bags

in the back.

"I **is** so excited," exclaimed my sister.

"You **are** always excited about going to the beach," replied my mother.

My mother **was** always sure we would forget something so she was checking her list as she locked the front door.
My dad smiled and said, "you sure we have our bathing suits packed?"

We all laughed, climbed into the van, and on our way.

B. Use each of the following ‘having’ verbs in a short sentence.

have

has

had

C. Helping and Action Verbs

• Find the helping and action verbs in the following sentences.

• Use the list of helping verbs to help you.
Job Card #13 Activity Sheet continued

1. Elephants are eating hay.
2. Jack had taken the bus to school.
3. Dad has driven the car to work.
4. I have seen Niagara Falls.
5. Adam is going to a birthday party.
6. I am feeling happy.
7. The cats were playing with a ball.
8. Our hockey team was winning the game.

• Fill in the following chart by writing the helping and action verbs from the sentences in the correct columns.

<table>
<thead>
<tr>
<th>Helping Verbs</th>
<th>Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>
A. Review the letters of the alphabet with your home instructor. Now name the vowels. They are: a, e, i, o, u. Cut out the boxes containing a or an and paste them in the correct places. Remember an goes in front of words beginning with vowels.

_________ pencil          _________ mouse

_________ eagle          _________ olive

_________ dill pickle    _________ uncle

_________ mother          _________ apple
B. Write sentences using each of the following word groups.

a movie

an elephant

an orange

an umbrella
A. Write a or an correctly in each sentence.

1. ________ insect crawled across a leaf.
2. Jim wrote ________ letter to his mother.
3. Where does ________ acorn come from?
4. Would you rather have ________ orange or ________ plum?
5. ________ elephant’s trunk is big and strong.
6. Use ________ umbrella if it rains.

B. Circle the a or an in each sentence. Draw a line under the noun that follows.

1. A mouse ate the cheese.
2. An elephant is a very large animal.
3. Put the letter in an envelope.
4. I’d like to eat an ice cream cone.
5. Do you know what makes a rainbow?
6. Does your house have an attic?
Learning to Use Pronouns

A. Read the sentences below. In each blank, write a pronoun to replace the bolded noun. Choose the correct pronoun from the box.

Example: Where is the **key**? ________it

1. Joan saw the **dog** run across the street. ________
2. My **mom** put the groceries in the van. ________
3. Give a pencil to **Adam**. ________
4. **Jo and Ben** rode their in-line skates to school. ________
5. Snowy **mountains** are a good place to ski. ________
6. Please pass the **carrots**. ________
7. **Mrs. Scott** moved to New Zealand. ________
8. **Dad** invited **Susan** to dinner tonight. ________
A. Fill in the blanks in these sentences with **he, she, her, him, it, they, or them**. Draw an arrow from the pronoun to the noun it replaces.

1. My cat scratches on the door when ____________ wants to come in.

2. My aunt left ____________ purse at the store.

3. Pick up the toys and put ____________ in the toy box.

4. When Tom found a strange box ____________ tried to open it.

5. Mary found a loonie when ____________ was walking down the street.

6. The children wear life vests when ____________ go out in a boat.

7. Dad jumped when the dog barked at ____________.
A. Find the pronoun in each sentence. Write it in the rowboat at the end of the sentence.

Example: Dad gave us some money.

1. We went fishing yesterday.

2. Do you like to eat fish and chips?

3. Today we are going to paddle a canoe down the river.

4. Is mother going to the movies with us?

5. Judy gave me a present.

6. I bought a new game.

7. Do you like to play computer games?

8. They watched the Dragon Boat races in the bay.
9. He may go to his friend’s house tonight.

10. It is always fun to play baseball.

11. Her mother bought Sally a new bathing suit.

12. Dad gave them some candy.
Using Possessive Pronouns

A. Draw a circle around the pronouns that show ownership in the sentences below. There may be more than one in some sentences.

1. That is my favourite toy!

2. Paul needs to do his chores before he goes out.

3. Start the engine in our boat.

4. The puppy hid its bone in the garden.

5. The guests enjoyed their dinner when Uncle Jim fixed his famous hamburgers on the barbecue.

6. The baby floated her rubber boat in the bathtub water.

B. Now, you write some sentences of your own. Use each of these pronouns—my, their, our.
Find and circle the possessive pronouns in each of the following sentences.

1. Where is your canoe?
2. Are its paddles with the canoe?
3. Our rowboat has sprung a leak.
4. My dad got out his tools to fix the leak.
5. Our friends got their life vests ready to go out in the boat when it was fixed.
6. Mom packed a lunch for the trip and put it in her cooler.
Describing Words—Adjectives

A. Underline the adjective or adjectives in each sentence. Draw a circle around the noun it describes.

Example: Bill rode a blue bike to school.

1. We walked out onto the slippery dock.
2. Dad untied our new boat and started the noisy engine.
3. We motored toward a distant island.
4. Mom took us to buy school supplies.
5. We got coloured pencils and a soft eraser.
6. The clerk put our supplies in a large, paper bag.
7. Mom took the happy children to the park.
8. They put their lunches under a shady tree.
9. Now it was time to play some games.
10. As the afternoon sun began to set, the tired, happy children headed for home.

B. Write an adjective for each noun.

1. ____________________ sunset
2. ____________________ friend
3. ____________________ snowball
4. ____________________ children
6. ____________________ woman
7. ____________________ balloon
8. ____________________ fire

C. Find a picture in one of your books or in the newspaper. Using as many describing words as you can, tell your home instructor what you see.
D. Describing Words—Adverbs

Print the following lists of verbs and adverbs on cards or small pieces of paper. Have your child choose a verb and an adverb card. Now have your child act out the verb in the way the adverb describes. Other family members may enjoy guessing the adverb. Continue until all the verb and adverb cards have been used.

Example:  

Your child tries to jump quietly.

Verbs          | Adverbs
---            | ---
run            | happily
fall           | angrily
leap           | quickly
cry            | loudly
laugh          | fast
jump           | noisily
stamp          | slowly
sing           | down

Add any other verbs and adverbs you or your child may enjoy acting out.
E. Circle the verbs in each sentence. Underline the adverbs, then write how, where, or when to show the way in which the adverb is used.

1. The lion roared loudly. ______________
2. The children walked slowly. ______________
3. We will go tomorrow. ______________
4. My friends will come here. ______________
5. Yesterday it rained. ______________

F. Use some of the verbs and adverbs from Exercise D to write your own sentences.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
A. Match each noun with an adjective and draw a picture in each of the boxes. Write the adjective and noun under each picture.
Job Card #17 Activity Sheet continued

B. Write each of these sentences adding adjectives to make them more interesting.

1. The street seemed to be filled with cars. (Describe the street and the cars.)

2. The woman walked slowly down the trail. (Describe the woman and the trail.)

3. The children ate ice cream cones.

4. The monkeys swing from the trees.
C. Match the verbs with an adverb and write them together in the boats.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>shout</td>
<td>angrily</td>
</tr>
<tr>
<td>sing</td>
<td>politely</td>
</tr>
<tr>
<td>run</td>
<td>sweetly</td>
</tr>
<tr>
<td>eat</td>
<td>loudly</td>
</tr>
<tr>
<td>snore</td>
<td>rudely</td>
</tr>
<tr>
<td>jump</td>
<td>home</td>
</tr>
<tr>
<td>play</td>
<td>beautifully</td>
</tr>
<tr>
<td>dance</td>
<td>happily</td>
</tr>
<tr>
<td>growl</td>
<td>up</td>
</tr>
<tr>
<td>throw</td>
<td>quickly</td>
</tr>
<tr>
<td>peek</td>
<td>noisily</td>
</tr>
</tbody>
</table>

shyly

deck
D. Choose four verb/adverb groups from Exercise C and write them in interesting sentences. Don’t forget to begin each sentence with a capital letter and end it with a piece of punctuation.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Playing with Similes

A. Complete these similes.

1. as blind as ________________________________
2. as flat as ________________________________
3. as neat as ________________________________
4. as sharp as ________________________________
5. as hard as ________________________________

B. Use your imagination and make up some of your own similes. Try to think of four or five.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Complete these similes.

1. My dog is as ________________ as ________________.
2. Ice is as ________________ as ________________.
3. The clouds are as _________________ as ________________.

4. The little girl is as _________________ as ________________.

D. It’s fun writing pictures for others to see. Make a word picture by adding one or more words to the end of each sentence.

1. The boy ran like ____________________________.

2. The moon looks like ____________________________.

3. The fog looked like ____________________________.

4. The sailboat looked like ____________________________.

E. Make some word pictures using your own ideas.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
A. Use a simile to describe each of the following. Make sure each one is a sentence.

Example: What the wind sounded like.

The wind sounded like a child crying.

1. What the tree looked like.

2. What the snow looked like.

3. What your kitten looks like.
4. What your dog’s fur feels like.

B. Now finish these similes. Think up words that paint great word pictures.

1. as wise as ________________________________

2. as happy as ______________________________

3. as easy as ________________________________

4. as mad as ________________________________
Learning about Synonyms

A. For every word in the first list there is a word in the second list that has almost the same meaning. Draw a line to connect the synonym pairs.

- angry  little
- said  joyful
- tired  replied
- strong  silent
- happy  cross
- quiet  weary
- sad  baby
- infant  grateful
- thankful  unhappy
- tiny  powerful

B. Write a synonym for each of these words. Use your dictionary if you can’t think of a word.

1. laugh  ________________  5. plump  ________________
2. fly  ________________  6. big  ________________
3. thin  ________________  7. like  ________________
4. neat  ________________  8. cold  ________________...
C. Circle the synonyms in each row.

1. tired  busy  sleepy  happy
2. hit  play  nibble  chew
3. laugh  weep  cry  sneeze
4. funny  angry  stand  mad
5. smart  funny  clever  trip
6. happy  joyful  angry  sad
7. neat  wealthy  rich  plain
8. strong  big  quiet  powerful
9. dirty  cool  sour  tart
10. huge  pretty  ugly  enormous
Circle the word that doesn’t belong in each group. You can look in your dictionary for help.

1. large  big  huge  queer  enormous
2. delight  health  joy  pleasure  gladness
3. bright  brilliant  pretty  shining  sparkling
4. happy  joyful  busy  merry  cheerful
5. sorrow  sadness  grief  anger  woe
6. cold  cloudy  dark  dim  dull
7. rude  impolite  strange  discourteous  impudent
8. little  small  tiny  wee  pleasant
9. angry  false  cross  annoyed  displeased
10. cold  rainy  showery  wet  drizzly

H.I. initials: date:
Learning about Antonyms

A. Draw a line to connect the antonyms.

1. happy thin
2. big ugly
3. fat frown
4. empty sad
5. loud soft
6. beautiful little
7. hard quiet
8. smile slow
9. fast wrong
10. right full

B. Complete each sentence with an antonym.

1. Sugar is sweet but limes are ________________________.
2. A rock is hard but a flower is ________________________.
3. Never tell a lie, always tell the ________________________.
4. The sun rises in the east and sets in the ________________________.
5. Ice is cold but fire is __________________________.

6. Her hands are dirty but her face is __________________________.

7. You see the sun during the day and the moon at ________________.

8. The ugly duckling became a __________________________ swan.

9. Let’s work now and play __________________________.

10. Bill’s room is neat but Tom’s is __________________________.
A. Now that you know all about antonyms, try this exercise. In each sentence, fill in the blanks with an antonym that rhymes with the bolded word.

Example: Young is to old as hot is to cold.

1. Heavy is to light as black is to __________________.
2. Dull is to shiny as big is to ____________________.
3. Fast is to slow as high is to ____________________.
4. First is to last as slow is to __________________.
5. Many is to few as shrank is to ____________________.

B. Circle the antonyms in each row.

1. laugh run smile cry
2. mother son sister father
3. dull aunt uncle cousin
4. coffee fire tea water
5. sea air shiny dull
6. furry hard wet soft
Learning about Homonyms

Choose the word that fits the sentence and write in the blank.

1. The man walked ______________________ the gate.
   - threw
   - through

2. I can ______________________ someone laughing.
   - hear
   - here

3. In one ______________________ my TV show will begin.
   - hour
   - our

4. The boys ______________________ like to come in now.
   - wood
   - would

5. Do you ______________________ the ship sailing on the sea?
   - see
   - seas
   - seize

6. The children collected sea shells in a ______________________.
   - pale
   - pail

7. The ________________ girls went ________________ buy some fruit.
   - to
   - too
   - two

8. The children play with ______________________ model boat while ________________ at the park.
   - their
   - there
   - they’re
   - their
   - there
   - they’re
A. Read the following silly paragraph carefully. Cross out any homonym that is used incorrectly and replace it with the correct homonym. (If you look carefully you will find 18 errors.)

Late won knight, a young buoy road his bike too the store. "Your two late too by a candy bar," said the owner. "Aye knew ewe wood come sew I saved you sum popcorn." The happy buoy road off into the son set.

B. Read each set of homonyms. Write one of the homonyms in a blank in each sentence.

**two – to – too**

Mom has ________________ new dresses.

She went ________________ the store.

John went ________________ the store ________________.
one – won

The largest sailboat ____________ the race.

___________ of the smaller boats came second.

son – sun

The ____________ is shining in my eyes.

His ____________ likes to play baseball.

pear – pair – pare

I ate a delicious ____________ at lunch.

Do you have a ____________ of winter gloves?

If you ____________ the potatoes, you will be helping your mom.

red – read

Last night I ____________ a good book.

On the cover was an illustration of the ____________ planet.
Understanding Abbreviations

A. Write the word each of these abbreviations stands for.

St. ________________________  Mr. ________________________
Rd. ________________________  Mrs. ________________________
Ave. ________________________ Dr. ________________________
Nov. ________________________  km  ________________________
B.C. ________________________  g  ________________________

B. In this letter, put the correct abbreviation above each bolded word.

1254 Fortune Avenue
Victoria, British Columbia
V9S 3F3
August 14, 2001

Dear Mom,
I’m having a wonderful time at grandma and grandpa’s house. They have taken me to the museum and to Butchart Gardens. We also rented a boat and went fishing.

I hope you and dad are not missing me too much, but I will be home soon.

Love you,
Adam

Post Script: I caught a big salmon.
A. Write the abbreviations for the following words.

kilogram ____________ centimetre ____________
December ____________ April ____________
Alberta ____________ Nova Scotia ____________
Mister ____________ Prime Minister ____________
Post Office ____________ Drive ____________

B. Rewrite these messages using abbreviations in place of the bolded words.

Please come to lunch on **Monday, March** 23. Meet me at the restaurant on the corner of Douglas **Street** and Mayfair **Avenue**.
Mister Black owns a house on 567 Manning Road in Victoria, British Columbia. His son, Doctor John Black lives with him.
Test yourself. Write **yes** after each sentence that tells something you should do when you are writing a friendly letter and **no** after each incorrect sentence.

Every letter has three main parts. _____

A punctuation mark is used after each line in a letter. _____

The date should be part of the heading. _____

The date goes first in the heading. _____

In the closing, all words should begin with capital letters. _____

A comma is used at the end of the greeting. _____

The signature is the name of the person who wrote the letter. _____

The return address on the envelope is written in the right hand corner. _____

Your postal code should be included in the heading. _____

The body of the letter should be written using complete sentences. _____

Your signature is the last part of a letter. _____
Write a postcard to a friend. Put your message in the left hand section and the address in the right hand section. Make sure you do your best printing, and use correct spelling and punctuation. Make sure the address section has all the necessary information.

If you wish you can cut out the postcard form and illustrate the other side. Send the postcard to your teacher.
## Making New Words with Prefixes

A. Add each prefix to the root word. Write the new word in a short sentence.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Prefix</th>
<th>New Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>able</td>
<td>un</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use</td>
<td>re</td>
<td></td>
<td></td>
</tr>
<tr>
<td>active</td>
<td>in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pay</td>
<td>pre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*continued*
B. Look at the word. Write down the root word. Then write down the prefix. Choose two words to use in sentences.

**preview**

Root word: ____________  Prefix: ____________

**unfair**

Root word: ____________  Prefix: ____________

**disagree**

Root word: ____________  Prefix: ____________

**replay**

Root word: ____________  Prefix: ____________

1. __________________________________________
   __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________
   __________________________________________
How many words can you think of that begin with these prefixes?

Write them in the columns. You can use your dictionary if you need help. Your teacher will expect to see at least three words in each column.

<table>
<thead>
<tr>
<th>un</th>
<th>re</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pre</th>
<th>dis</th>
<th>tri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making New Words with Suffixes

Circle the suffix on each sail. Read each clue below. Find the word on each sail that goes with the meaning and write the word beside the meaning. Colour each sail when you use the word.

1. full of thanks ____________ 5. full of joy ____________
2. without care ____________ 6. can sink ____________
3. like a mother ____________ 7. being kind ____________
4. without sleeves ____________ 8. in an ordered way ____________
A. Add a suffix to make a new word.

1. care ________________
2. play ________________
3. happy ________________
4. home ________________
5. sudden ________________
6. help ________________
7. joy ________________
8. use ________________

B. Use four of these words in sentences. Don’t forget capital letters and punctuation.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

H.I. initials: date:
Can you arrange this scrambled paragraph in the correct order?

Cut out the sentence strips. Move the strips around until you have a topic sentence first, followed by the sentences giving more information, and finishing with the closing sentence.

When you have the sentences arranged in the correct order, paste them onto a sheet of paper.

| Tessie was worried that her engine wasn’t strong enough to battle the storm. |
| Finally Tessie reached the mouth of the inlet. |
| Tessie Tugboat set off one sunny morning, on her way to deliver food supplies to a logging camp up an inlet surrounded by mountains. |
| All the loggers cheered when Tessie tied up safely at the wharf. |
| As she was crossing the straits, a surprise storm blew up. |
| The waves settled down and Tessie was able to reach the logging camp. |
| She struggled and struggled against the high waves crashing over her bow. |
| The wind blew, rain began to pour down, and the waves rose higher and higher. |

continued
A. Can you arrange this scrambled paragraph in the correct order?

- Cut out each sentence strip.
- Move the strips around until you have a topic sentence first, followed by the sentences giving more information, and finishing with the closing sentence.
- When you have the sentences arranged in the correct order, paste them onto the send-in sheet that follows.

Their job is to guide ocean liners and cargo ships safely into port.

The harbour pilot goes on board and steers the ship safely to a wharf at the port.

Harbour pilots have very important work to do.

As a ship enters the Straits of Juan de Fuca, the harbour pilot motors out in a small tug boat to meet the ship.
Scrambled Paragraph

Paste the sentence strips on this page.
Job Card #27 Activity Sheet continued

B. Complete the following paragraph.

• Be sure each sentence you add gives more information about the topic sentence.

• Your ending sentence should sum it all up and be interesting. (Ask your home instructor to help you brainstorm for ideas if you can’t think of many by yourself.)

I would make a fantastic Prime Minister.

(Give reasons why you would make a fantastic Prime Minister.)
Using Alphabetical Order and a Dictionary

A. This is the first half of the alphabet:

\[
\begin{align*}
& a \quad b \quad c \quad d \quad e \quad f \quad g \quad h \quad i \quad j \quad k \quad l \quad m \\
\end{align*}
\]

Write the correct answer on each line.

1. Which letter comes after g? ____________
2. Which letter comes before l? ____________
3. Which letter comes after d? ____________
4. Which letter comes before b? ____________
5. Which letter comes after i? ____________

B. This is the second half of the alphabet:

\[
\begin{align*}
& n \quad o \quad p \quad q \quad r \quad s \quad t \quad u \quad v \quad w \quad x \quad y \quad z \\
\end{align*}
\]

Write the correct answer on each line.

1. Which letter comes before r? ____________
2. Which letter comes after w? ____________
3. Which letter comes before z? ____________
4. Which letter comes after s? ____________
5. Which letter comes before p? ____________
C. In each group of letters, circle the one that comes first in the alphabet.

v w s o i c a l f e m s p d j
n j x o t y u n z y w q c m j b

D. In each group of letters, circle the one that comes last in the alphabet.

j c y o h l n c s r d z b c h e
p l q n u b e t o i w d l n x v

E. Number the words in each list according to which comes first, second, or third in the alphabet. Remember to look at the first letter in each word.

- swing
- ball
- paddle
- nail
- hammer
- thumb
- pencil

- shirt
- pants
- jacket
- sing
- hum
- cry
- cat

- purple
- brown
- yellow
- can
- bottle
- envelope
- truck
- van
- car

continued
F. Sometimes all the words in a group begin with the same letter. When this happens you have to look at the second letter. Use the second letter to number these words in order. Before you start, circle the second letter in each word.

_____ oat  _____ which  _____ church
_____ orange  _____ window  _____ crayon
_____ ostrich  _____ wander  _____ cat

_____ sprite  _____ pair  _____ though
_____ swim  _____ plain  _____ tough
_____ stop  _____ pocket  _____ train

G. Sometimes you need to look at the third or even the fourth letter in words in order to put them in alphabetical order. Use these charts to help you write the words in the correct order.

1.  2.  3.  4.  5.  6.  7.  8.  9.  10.

<table>
<thead>
<tr>
<th>p</th>
<th>i</th>
<th>l</th>
<th>l</th>
<th>o</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>i</td>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>i</td>
<td>n</td>
<td>k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>i</td>
<td>g</td>
<td>l</td>
<td>e</td>
<td>t</td>
</tr>
</tbody>
</table>

### Job Card #28 Guided Practice continued

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>crayon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cross</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crib</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________

________________________

________________________

________________________

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________

________________________

________________________

________________________

________________________

continued
H. Using your dictionary

- To what part of the dictionary would you turn, to find a word beginning with **a**? In what part would you find a word beginning with **t**? In what part of the dictionary would you find the word **monkey**?

- You can divide a dictionary into four parts. When you do, the first part will have the words beginning with **a** to **d**. The second part will have words beginning with **e** to **m**. The third part will have words beginning with **n** to **r** and the fourth part with have words beginning with **w** to **z**.

- Try this **dictionary game**. In the game you try to open your dictionary at a special letter. You can have three tries to find each letter. If you find the letter on one of your three tries, give yourself a point. First decide which part the letter is in, and where it comes in that part. For example the letter **f** is near the beginning of the second part. Your home instructor will enjoy playing this game also. Take turns trying to find these letters.

  **e p g x h b s m l u d t**

  **continued**
Now try finding these letters.

\[ \text{d v r c n k o f q a i w} \]

Who earned the most points in this game?

- **Guide words** are found at the top of every dictionary page and they are printed in darker type so you can see them easily.

- The guide word on the left side is the **first** word on the page.

- The guide word on the right side is the **last** word on the page.

Find these words in your dictionary and write the two guide words that are on that page.

**Guide Words**

1. sailboat
2. ocean
3. tugboat
4. wharf
5. canoe
6. marina
7. yacht
8. paddle
Jack wanted to look up the word *kayak*. He opened his dictionary to a page with these guide words: *kite – knife*. Would he find *kayak* on this page?

To answer this question, put the words, *kayak*, *kite* and *knife* in alphabetical order. Does the word *kayak* come between *kite* and *knife*? *Kayak* comes before *kite* and *knife* when the words are in alphabetical order.

- If the guide words *tear* and *text* were at the top of a dictionary page, which of the following words would you find on that page? Circle the words that come between *tear* and *text*.

  thick   taste   teeth   tease   textbook   team

  ten   their   taxi   terrible   teapot   that

Circle the words you would find on a page that had these guide words, *market – maroon*.

  marlin   marmalade   Mars   marsh   marry

  marketplace   marmoset   marking   mark up   marmot

The words listed in a dictionary are called *entry words*. Entry words are printed in bold type to help you find them quickly.

A dictionary will tell you what each entry word means.
Job Card #28 Guided Practice continued

- Look for the definition or exact meaning of the word, **lighthouse** in your dictionary.

- Copy the meaning of the **lighthouse** on the lines below.

- Read each sentence. Look up the words in bold type in your dictionary. Write the meaning of each of these words.

1. Mr. Lee and his family live on a **junk**.

2. The **engine** in the speedboat wouldn’t start.

3. The children paddled their **kayak** on the lake.

4. You need **oars** to paddle a rowboat.
Job Card #28 Guided Practice continued

• Look up each bolded word in a dictionary. Answer questions 1 to 4 with complete sentences. Draw a picture for question 5.

1. **Vanilla** comes from what plant?

   

2. What would you use to play **baseball**?

   

3. Where do **peanuts** grow?

   

4. If you had a shirt that was **turquoise**, what colour would it be?

   

5. Draw a **sea horse**.

   

A. Write each set of words in alphabetical order. When the words in the set are in the correct order, they will make a sentence. Write each sentence on the lines. Don’t forget to include capital letters and end punctuation.

1. fences climb can Carl
   __________________________________________________________
   __________________________________________________________

2. Frank striped my pink truck Craig drove home in
   __________________________________________________________
   __________________________________________________________

3. helped prepare mother Bob his supper
   __________________________________________________________
   __________________________________________________________

4. trees climbs well very Ann large
   __________________________________________________________
   __________________________________________________________

continued
B. Circle the words that would be on these pages.

<table>
<thead>
<tr>
<th>deal</th>
<th>daze</th>
<th>data</th>
<th>dead</th>
</tr>
</thead>
<tbody>
<tr>
<td>daunt</td>
<td>decade</td>
<td>deacon</td>
<td>dark</td>
</tr>
<tr>
<td>dart</td>
<td>deer</td>
<td>disarm</td>
<td>daub</td>
</tr>
<tr>
<td>decal</td>
<td>dip</td>
<td>declare</td>
<td>defect</td>
</tr>
<tr>
<td>deceive</td>
<td>decent</td>
<td>degree</td>
<td>drew</td>
</tr>
</tbody>
</table>
C. Use the guide words to help you choose the words that belong on each page. Write the words on the lines under the correct guide words.

<table>
<thead>
<tr>
<th>Gremlin</th>
<th>lime</th>
<th>lip</th>
<th>horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mask</td>
<td>hat</td>
<td>grain</td>
<td>light</td>
</tr>
<tr>
<td>Litre</td>
<td>most</td>
<td>lost</td>
<td>girl</td>
</tr>
<tr>
<td>Love</td>
<td>home</td>
<td>hound</td>
<td>matter</td>
</tr>
<tr>
<td>Man</td>
<td>giraffe</td>
<td>master</td>
<td>gas</td>
</tr>
</tbody>
</table>

**ghost**  **house**

___________  __________

___________  __________

___________  __________

___________  __________

___________  __________

___________  __________

___________  __________

___________  __________

___________  __________

What words would not be found on either page?

Hint: There are four words.

__________________________

__________________________

__________________________

__________________________
D. Find the meaning of each bolded word in your dictionary. If the word is used correctly write Yes in front of the sentence. If the word is used incorrectly write No in front of the sentence.

_____ 1. Our house is so clean it is in disrepair.

_____ 2. A pea is an example of a legume.

_____ 3. Mary used a nosegay to keep her nose warm.

_____ 4. Please fix the leek in the kitchen sink.

_____ 5. Rice is grown in a field called a paddy.
Learning about Syllables

A. The following words have been broken into syllables. Read these words with your child. Ask your child to identify the syllables in each word by tapping, clapping or moving.

ship (1) sum-mer (2)
car-pet (2) o-cean (2)
teach-er (2) milk (1)
sis-ter (2) ze-bra (2)
tel-e-vi-sion (4) car-rot (2)
lem-on-ade (3) horse (1)
su-per-mar-ket (4) dog (1)
row-boat (2) pup-py (2)
di-no-saur (3) cat (1)
py-ja-mas (3) kit-ten (2)
gum (1) base-ball (2)
pump-kin (2) fath-er (2)
B. Play a syllable game

What you need:

- the Syllable Game board (page 167)
- game markers
- a deck of word cards (Cut out the words on the next page.)

What to do:

1. Place the deck of word cards face down in a pile.

2. In turn each player draws a card from the pile and moves her or his marker one space forward for each syllable in the word.

3. The player must show his or her card. If the answer is not correct, the player must move back two spaces.

4. The first player to reach Syllable Island is the winner.
<table>
<thead>
<tr>
<th>Monday</th>
<th>pencil</th>
<th>classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>graceful</td>
<td>alligator</td>
<td>sandwich</td>
</tr>
<tr>
<td>important</td>
<td>sad</td>
<td>sailboat</td>
</tr>
<tr>
<td>elephant</td>
<td>mother</td>
<td>whale</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>glad</td>
<td>lighthouse</td>
<td>hippopotamus</td>
</tr>
<tr>
<td>brother</td>
<td>dolphin</td>
<td>flower</td>
</tr>
</tbody>
</table>
Job Card #29 Guided Practice continued
wharf  hospital  lettuce

salmon  puzzle  engine

question  work  August
<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>clowns</td>
<td>![clown image]</td>
</tr>
<tr>
<td>wild</td>
<td>![monkey image]</td>
</tr>
<tr>
<td>tickets</td>
<td>![ticket image]</td>
</tr>
<tr>
<td>September</td>
<td>![September calendar image]</td>
</tr>
<tr>
<td>ladder</td>
<td>![ladder image]</td>
</tr>
<tr>
<td>country</td>
<td>![country image]</td>
</tr>
<tr>
<td>picnic</td>
<td>![picnic image]</td>
</tr>
<tr>
<td>shoe</td>
<td>![shoe image]</td>
</tr>
<tr>
<td>table</td>
<td>![table image]</td>
</tr>
</tbody>
</table>

continued
A. Sort these words into three boxes. Clap or tap to hear the number of syllables or word parts.

<table>
<thead>
<tr>
<th>One syllable words</th>
<th>Two syllable words</th>
<th>Three syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td>new</td>
<td>new</td>
</tr>
</tbody>
</table>

(new, beautiful, little, purple, eight, folder, zebra, Saturday, lemonade, prize, head, hundred, important, yellow, desk, boy, cloudy, animals, simple, happily, sour)
B. Draw a line through each word to show where you would break it at the end of a line. (Remember you don’t break one syllable words.)

Example: sail/boat

bumpy    baseball    correct
children    picture    lettuce
bread    balloon    puppy
little    footprints    pencil