EP Language Arts 3
Printables

This book belongs to:
This book was made for your convenience. It is available for printing from the Easy Peasy All-in-One Homeschool website. It contains all of the printables from Easy Peasy’s Language Arts 3 course. The instructions for each page are found in the online course.

Please note, in the various places where parts of speech are practiced, certain words can be categorized in more than one place (you can go for a swim [noun] or you can swim [verb]). If your child marks one of them differently than the answer key indicates, have a conversation with them to find out why.

Easy Peasy All-in-One Homeschool is a free online homeschool curriculum providing high quality education for children around the globe. It provides complete courses for preschool through high school graduation. For EP’s curriculum visit allinonehomeschool.com.

EP Language Arts 3 Printables
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This workbook, made by Tina Rutherford with permission from Easy Peasy All-in-One Homeschool, is based on the language arts component of Easy Peasy’s curriculum.
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Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Short a/e words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>every</td>
<td>forms</td>
<td>solve</td>
</tr>
<tr>
<td>west</td>
<td>near</td>
<td>solved</td>
</tr>
<tr>
<td>vest</td>
<td>high</td>
<td>solving</td>
</tr>
<tr>
<td>batteries</td>
<td>school</td>
<td>solves</td>
</tr>
</tbody>
</table>

Put the short a/e words in alphabetical order.

__________________  ____________________  ____________________

__________________  ____________________  ____________________

Which of the other words have more than one syllable?

__________________  ____________________

What word is a synonym for nigh? Which word is an antonym for low?

__________________  ____________________

Which other word is plural?

__________________

Write the remaining other word.

__________________

Use a verb spotlight verb in a sentence that ends in a question mark.

__________________
Writing

Use these lines to write your poem.


Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Short i/o/u words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>slip</td>
<td>between</td>
<td>thump</td>
</tr>
<tr>
<td>inches</td>
<td>motion</td>
<td>thumped</td>
</tr>
<tr>
<td>pond</td>
<td>country</td>
<td>thumping</td>
</tr>
<tr>
<td>hug</td>
<td>yard</td>
<td>thumps</td>
</tr>
</tbody>
</table>

Put the short i/o/u words in alphabetical order.

_________________  __________________  __________________

Which of the other words have more than one syllable?

_________________  __________________  __________________

Which other word is plural? Write the remaining two other words.

_________________  __________________  __________________

Use a verb spotlight verb in a sentence that ends in an exclamation point.

_________________  __________________  __________________
Writing

Write a color poem. Choose a color and write at least five lines.


Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Long a/long e words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>save</td>
<td>dresses</td>
<td>scream</td>
</tr>
<tr>
<td>sail</td>
<td>father</td>
<td>screamed</td>
</tr>
<tr>
<td>grade</td>
<td>pool</td>
<td>screaming</td>
</tr>
<tr>
<td>easy</td>
<td>value</td>
<td></td>
</tr>
<tr>
<td>keep</td>
<td>area</td>
<td></td>
</tr>
<tr>
<td>theme</td>
<td>matter</td>
<td></td>
</tr>
</tbody>
</table>

Which of the words outside of the verb spotlight have more than one syllable?

______________________________  ________________________________  ________________________________

Which of the remaining long a/long e words end with a silent e?

______________________________  ________________________________  ________________________________

Copy the long a/e words and the other word with a vowel pair in the middle.

______________________________  ________________________________  ________________________________
Spelling

Use the words in the box to fill in the blanks. Each word is only used once.

<table>
<thead>
<tr>
<th>Long i/long o words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>sign</td>
<td>trade</td>
<td>check</td>
</tr>
<tr>
<td>tiny</td>
<td>start</td>
<td>checked</td>
</tr>
<tr>
<td>wife</td>
<td>earth</td>
<td>checking</td>
</tr>
<tr>
<td>story</td>
<td>raise</td>
<td>checks</td>
</tr>
</tbody>
</table>

Put the long i/long o words in alphabetical order.

_________________  ________________  __________________

_________________  ________________  __________________

Which of the other words have a sound similar to the end of together?

_________________  ________________

Which word is a synonym for begin? Which word is an antonym for lower?

_________________  __________________

Which remaining other word has a silent e to make a long vowel sound?

_________________

Write the remaining other word.

_________________

Choose a word from the verb spotlight and use it in a sentence that ends in an exclamation point.

_________________

_________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>st/str blend words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>upon</td>
<td>reach</td>
</tr>
<tr>
<td>least</td>
<td>base</td>
<td>reached</td>
</tr>
<tr>
<td>strip</td>
<td>next</td>
<td>reaching</td>
</tr>
<tr>
<td>burst</td>
<td>expand</td>
<td>reaches</td>
</tr>
<tr>
<td>stream</td>
<td>own</td>
<td></td>
</tr>
<tr>
<td>east</td>
<td>calculate</td>
<td></td>
</tr>
</tbody>
</table>

Which of the **other words** have more than one syllable?

________________________  ______________________  ______________________

Which of the **blend words** have three consonants in a row?

________________________  ______________________  ______________________

________________________

Which of the remaining words start with a vowel?

________________________  ______________________

Put the remaining words outside of the **verb spotlight** in alphabetical order.

________________________  ______________________  ______________________

Use one **verb spotlight** verb in a sentence that ends in a period and another in a sentence that ends in a question mark.

________________________________________

________________________________________

________________________________________

________________________________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>kn/wr words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>known</td>
<td>while</td>
<td>think</td>
</tr>
<tr>
<td>knock</td>
<td>product</td>
<td>thought</td>
</tr>
<tr>
<td>knife</td>
<td>subtract</td>
<td>thinking</td>
</tr>
<tr>
<td>wrist</td>
<td>digit</td>
<td>thinks</td>
</tr>
<tr>
<td>wrinkle</td>
<td>round</td>
<td></td>
</tr>
</tbody>
</table>

Which of the other words are math words?

Which of the remaining words have a silent e?

Which word is a synonym for incorrect? Which is an antonym for unknown?

The two remaining words both have a silent letter. Write the words here:

Use one verb spotlight verb in a sentence that includes a pronoun.

_____________________________
**Spelling**

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>gh/ph words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>along</td>
<td>break</td>
</tr>
<tr>
<td>laughed</td>
<td>close</td>
<td>broke</td>
</tr>
<tr>
<td>enough</td>
<td>something</td>
<td>breaking</td>
</tr>
<tr>
<td>photograph</td>
<td>seem</td>
<td>breaks</td>
</tr>
<tr>
<td></td>
<td>street</td>
<td></td>
</tr>
</tbody>
</table>

Which of the words outside of the verb spotlight have more than one syllable?

__________________  ____________________  ____________________

__________________  ____________________  ____________________

Which of the gh/ph words are in the past tense?

__________________  ____________________

Which word is a homophone for seam?  Which is an antonym for open?

__________________  ____________________

Write the two remaining words that aren’t in the verb spotlight list.

__________________  ____________________

Use one verb spotlight verb in a question.

__________________________________________________________________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>ch/tch words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>chance</td>
<td>front</td>
<td>open</td>
</tr>
<tr>
<td>choose</td>
<td>safe</td>
<td>opened</td>
</tr>
<tr>
<td>child</td>
<td>whole</td>
<td>opening</td>
</tr>
<tr>
<td>watch</td>
<td>travel</td>
<td>opens</td>
</tr>
</tbody>
</table>

Put the **ch/tch words** in alphabetical order.

________________________  ______________________  ______________________

________________________  ______________________  ______________________

Which of the **other words** have three syllables?

________________________

Which word is a synonym for **journey**?  Which is an antonym for **back**?

________________________  ______________________

Which of the **other words** have a silent e?

________________________  ______________________

Use one **verb spotlight** verb in a command.

________________________  ______________________
**Spelling**

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Soft g words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>giraffe</td>
<td>paper</td>
<td>push</td>
</tr>
<tr>
<td>gentle</td>
<td>mirror</td>
<td>pushed</td>
</tr>
<tr>
<td>ginger</td>
<td>reflect</td>
<td>pushing</td>
</tr>
<tr>
<td></td>
<td>ocean</td>
<td>pushes</td>
</tr>
<tr>
<td></td>
<td>fraction</td>
<td></td>
</tr>
</tbody>
</table>

Put the other words in alphabetical order.

________________________  ___________________  ___________________

________________________  ___________________  ___________________

Which soft g words have one syllable?

________________________  ___________________

Which soft g words have a short e sound?

________________________  ___________________

Which soft g word has a silent e that does not make the vowel sound long?

________________________

Write the remaining word from the soft g words list.

________________________

Use a verb spotlight verb in a sentence that ends in an exclamation point.

______________________________________________________________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>oi sound words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>choice</td>
<td>group</td>
<td>walk</td>
</tr>
<tr>
<td>voice</td>
<td>oddly</td>
<td>walked</td>
</tr>
<tr>
<td>noise</td>
<td>night</td>
<td>walking</td>
</tr>
<tr>
<td>destroy</td>
<td>equation</td>
<td>walks</td>
</tr>
</tbody>
</table>

Which **oi sound words** have more than one syllable?

________________________________________________________________________

Which **oi sound words** have a *silent e*?

________________________________________________________________________

Which **other words** have a *short o sound*?

________________________________________________________________________

Which **other words** have a *different o sound*?

________________________________________________________________________

Which **other word** is an antonym for *day*?

________________________________________________________________________

Which **other word** helps you solve a *math problem*?

________________________________________________________________________

Use a **verb spotlight** verb in a sentence that contains a quotation.

________________________________________________________________________
________________________________________________________________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>ou sound words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>shouted</td>
<td>desert</td>
<td>take</td>
</tr>
<tr>
<td>around</td>
<td>began</td>
<td>took</td>
</tr>
<tr>
<td>growl</td>
<td>important</td>
<td>taking</td>
</tr>
<tr>
<td>pounds</td>
<td>river</td>
<td>takes</td>
</tr>
<tr>
<td>however</td>
<td>sea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>influence</td>
<td></td>
</tr>
</tbody>
</table>

Which **other words** have more than one syllable?

_________________________  ________________________  _______________________

_________________________  ________________________

Which **ou sound word** is past tense?  Which **ou sound word** is plural?

_________________________  ________________________

Which word is a synonym for ocean?  Which **ou sound word** has three syllables?

_________________________  ________________________

Which remaining words outside of the **verb spotlight** have only one syllable?

_________________________  ________________________

Write the last word outside of the **verb spotlight**.

_________________________

Use a **verb spotlight** verb in a sentence that contains a list with commas.

_________________________

_________________________
Helping Verbs

Circle the letter next to the helping verb that correctly completes the sentence.

Amy, Laura, and I ___ going to the mall.
   a. are
   b. is
   c. am

Laura ___ asking her mom to drive us.
   a. are
   b. is
   c. am

We ___ look for new shoes for our dance class.
   a. will
   b. had
   c. have

I ___ hoping to find some with sparkles and a strap.
   a. are
   b. is
   c. am

We _____ enjoying our dance class this year.
   a. have been
   b. has been
   c. will be
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Short aw words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>crawl</td>
<td>sleep</td>
<td>carry</td>
</tr>
<tr>
<td>dawn</td>
<td>resemble</td>
<td>carried</td>
</tr>
<tr>
<td>paws</td>
<td>polygon</td>
<td>carrying</td>
</tr>
<tr>
<td></td>
<td>north</td>
<td>carries</td>
</tr>
</tbody>
</table>

Put the other words in alphabetical order.

________________    __________________    __________________

________________    __________________    __________________

Which two short aw words are homophones of each other?

________________    __________________

Which remaining short aw words only have one vowel?

________________    __________________

Which short aw word is a synonym for writer?

________________

Write the last word that isn’t a part of the verb spotlight.

________________

Use a verb spotlight verb in a sentence that ends with a question mark.

__________________________________________________________________
__________________________________________________________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>long/short oo words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>loose</td>
<td>shook</td>
<td>pentagon</td>
</tr>
<tr>
<td>balloon</td>
<td>looked</td>
<td>south</td>
</tr>
<tr>
<td>goose</td>
<td>understood</td>
<td>those</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which words outside of the verb spotlight have more than one syllable?

________________________  __________________________  __________________________

________________________  __________________________  __________________________

Which words outside of the verb spotlight end in a silent e?

________________________  __________________________  __________________________

Which word is a direction?

________________________

Which remaining words start with the consonant blend sh?

________________________  __________________________

Which remaining long/short oo word is past tense?

________________________

Use a verb spotlight verb in a sentence that ends with an exclamation point.

________________________________________________________________________
Adjectives

Underline the adjective that best completes the sentence. Both choices are adjectives, but which one better describes the noun?

The deck was ______ after the rain. (soaked/scratchy)

The phone was ______ with the ringer all the way up. (purple/loud)

Jane’s _____ blue eyes sparkled as she smiled. (angry/beautiful)

It was _____ news that our lost dog had returned. (thrilling/tasty)

The _____ painting was hanging in a museum. (large/energetic)

Dinner last night was _____ . (bright/delicious)

The _____ wind blew the trees as the storm raged. (harsh/fluffy)

The video game was ______. (brown/exciting)

Write in an adjective that fits with the sentence. Be as descriptive as you can.

The bird flew in a __________________________ line.

The gravel road felt really ____________________________.

Our __________________________ driveway fits two cars.

The math whiz was incredibly ____________________________.
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>air sound words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>stairs</td>
<td>almost</td>
<td>miss</td>
</tr>
<tr>
<td>glare</td>
<td>buy</td>
<td>missed</td>
</tr>
<tr>
<td>repair</td>
<td>Indian</td>
<td>missing</td>
</tr>
<tr>
<td>compare</td>
<td>real</td>
<td>misses</td>
</tr>
<tr>
<td>airplane</td>
<td>among</td>
<td></td>
</tr>
<tr>
<td>prepare</td>
<td>quadrilateral</td>
<td></td>
</tr>
</tbody>
</table>

Put the **air sound words** in alphabetical order.

_________________  ___________________  ___________________

_________________  ___________________  ___________________

Which **other word** is a proper noun?

_________________

Which word is a synonym for *not quite*? Which is an antonym for *fake*?

_________________  ___________________

Which word has five syllables? Which word can relate to money?

_________________  ___________________

Write the remaining **other word**.

_________________

Use a **verb spotlight** verb in a descriptive sentence with at least one adjective.

_________________

_________________
Adjectives and Antonyms

Read each sentence and underline the adjective. Then rewrite the sentence using the antonym or opposite of the adjective from the word box. For example, if the original sentence was *The windows are not clean*, *clean* would be the adjective and *dirty* would be its antonym. Your new sentence would be *The windows are dirty*.

<table>
<thead>
<tr>
<th>cold</th>
<th>loud</th>
<th>down</th>
<th>wet</th>
<th>fast</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>hard</td>
<td>young</td>
<td>broken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This book is not short.  
My brother is not quiet.  
Our radio is not working.  
That race was not slow.  
The girl is not sad.  
The man is not old.  
The air is not warm.  
The sun is not up.  
The concrete is not soft.  
The towel is not dry.  
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Homophones</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>hear</td>
<td>fly</td>
</tr>
<tr>
<td>bear</td>
<td>bare</td>
<td>flew</td>
</tr>
<tr>
<td>way</td>
<td>weigh</td>
<td>flying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>flies</td>
</tr>
</tbody>
</table>

Which other words have more than one syllable?

________________________  __________________________  ________________________

Which of the homophones means this place?  Which can mean listen?

________________________

Which of the homophones is an animal?  Which means naked?

________________________

Which of the homophones can tell where to go?  Which finds out how heavy?

________________________

Which other word is past tense?

________________________

Write the remaining two other words.

________________________  ________________________

Use a verb spotlight verb in a sentence that ends with an exclamation point.

________________________
Adjectives and Synonyms

Read each sentence and underline the adjective. Then rewrite the sentence using the synonym or similar word for the adjective from the word box. For example, if the original sentence was The windows are dirty, dirty would be the adjective and filthy could be a synonym. Your new sentence would be The windows are filthy.

freezing  noisy  fantastic  soaked  quick  delighted  lengthy  scratchy  delicious  glistened

This road is long. ____________________________

My music is loud. ____________________________

The road is wet. ____________________________

That car was fast. ____________________________

The baby is happy. ____________________________

It is cold outside. ____________________________

The sandpaper is rough. ____________________________

That concert was excellent! ____________________________

The snack was yummy. ____________________________

The diamond sparkled. ____________________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Homophones</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>flower</td>
<td>sugar</td>
<td>smell</td>
</tr>
<tr>
<td>bored</td>
<td>being</td>
<td>smelled</td>
</tr>
<tr>
<td>hair</td>
<td>leave</td>
<td>smelling</td>
</tr>
<tr>
<td>hare</td>
<td>position</td>
<td>smells</td>
</tr>
</tbody>
</table>

Which **other words** have more than one syllable?

________________________   ______________________   ______________________

________________________

Which of the **homophones** is a plant? Which is a bread ingredient?

________________________   ______________________

Which of the **homophones** means **uninterested**? Which is a plank of wood?

________________________   ______________________

Which of the **homophones** grows on your head? Which is a rabbit?

________________________   ______________________

Which **other word** is a contraction? Which is a synonym of **depart**?

________________________

Use a verb **spotlight** verb in a sentence that ends with an exclamation point.

________________________
Describe with Adjectives

Study this picture. Then use descriptive words to explain what you see. Be specific!
Read your description to a family member and see if they can draw what you have described. What could you change to make your description even more specific?
Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>ur sound words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>curled</td>
<td>polygon</td>
<td>visit</td>
</tr>
<tr>
<td>firm</td>
<td>clear</td>
<td>visited</td>
</tr>
<tr>
<td>church</td>
<td>experiment</td>
<td>visiting</td>
</tr>
<tr>
<td>skirt</td>
<td>noun</td>
<td>visits</td>
</tr>
<tr>
<td>perfect</td>
<td>cylinder</td>
<td></td>
</tr>
<tr>
<td>person</td>
<td>verb</td>
<td></td>
</tr>
</tbody>
</table>

Put the **ur sound words** in alphabetical order.

________________________________________

________________________________________

Which word has four syllables?

________________________________________

Which **other words** are shapes?

________________________________________

Which **other words** are parts of speech?

________________________________________

Write the remaining **other word**.

________________________________________

Use a **verb spotlight** verb in a question that contains adjectives.

________________________________________
Adjectives and Nouns

In each sentence, underline the adjective. Then on the line beside the sentence, write the noun that is being described by the adjective.

I wore an itchy sweater to school. _____________

My sister wants a miniature pony. _____________

The wild animals made some noise. _____________

The noisy kids sounded like animals. _____________

The delicious candy is gone. _____________

Our church has an expensive piano. _____________

The colorful robe is on the hanger. _____________

My mom has such beautiful eyes. _____________

My aunt has long hair. _____________

The movie was boring. _____________

My brother is sick. _____________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Double consonant words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>hugged</td>
<td>evidence</td>
<td>talk</td>
</tr>
<tr>
<td>happy</td>
<td>burned</td>
<td>talked</td>
</tr>
<tr>
<td>correct</td>
<td>opinion</td>
<td>talking</td>
</tr>
<tr>
<td>different</td>
<td>conduct</td>
<td>talks</td>
</tr>
<tr>
<td>funny</td>
<td>likely</td>
<td></td>
</tr>
<tr>
<td>error</td>
<td>certain</td>
<td></td>
</tr>
</tbody>
</table>

Which double consonant words have two syllables?

________________________ ____________________ ____________________

________________________

Which double consonant word has one syllable? Which has three syllables?

________________________

Which other words start with a vowel?

________________________ ____________________

Which other word starts with a hard c? Which starts with a soft c?

________________________

Which word is a synonym for probable? Which is in the past tense?

________________________

Use a verb spotlight verb in a statement.

________________________
Read the short story by Jenn Appel below and then summarize it. Write the main idea of the story in the big oval with supporting ideas in the ovals below it.

The only thing Bristol had in mind that morning when she woke was going sledding. She rushed to do her morning chores – washing dishes, picking up her room, cleaning off the table, starting laundry. She made quick work of all her jobs before begging her mother to go sledding.

Her mother was thrilled to see Bristol had finished all her chores without having to be told. She told her to get ready to sled. Bristol put on her snow pants, boots, coat, gloves, and hat. She grabbed her orange sled and the two of them walked hand in hand towards the hill, both happy for the beautiful day ahead of them.
Adjectives and Nouns

In each sentence, underline the adjective. Then on the line beside the sentence, write the noun that is being described by the adjective.

The giant spider scared me.  ______________________

My dad takes me on big adventures.  ______________________

The exotic bird was squawking.  ______________________

The blonde woman left her purse.  ______________________

The gray clouds gave way to rain.  ______________________

The hungry cat waited for his food.  ______________________

The bouncy ball hit the ceiling.  ______________________

My favorite shoes are missing.  ______________________

My dog is so fluffy after his bath.  ______________________

Our mailman is very friendly.  ______________________

The fussy baby woke me up.  ______________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>Compound words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>notebook</td>
<td>future</td>
<td>sing</td>
</tr>
<tr>
<td>football</td>
<td>sphere</td>
<td>sang</td>
</tr>
<tr>
<td>bookcase</td>
<td>forecast</td>
<td>singing</td>
</tr>
<tr>
<td>hallway</td>
<td>highest</td>
<td>sings</td>
</tr>
<tr>
<td>classroom</td>
<td>conclusion</td>
<td></td>
</tr>
<tr>
<td>outdoors</td>
<td>pyramid</td>
<td></td>
</tr>
</tbody>
</table>

Put the **compound words** in alphabetical order.

_________________________  ______________________  ______________________

_________________________  ______________________  ______________________

Which **other words** have three syllables?

_________________________

Which unused **other word** is a shape?  Which can be a weather word?

_________________________

Which word is a synonym for **upcoming**?  Which is a synonym for **utmost**?

_________________________

Use a **verb spotlight** verb in a statement and another in a question.

_________________________

_________________________

_________________________
Story Summary

Read the following short story by Jenn Appel. Then write a summary of the story.

Do you know what the fastest animal in the world is? If you answered cheetah, you’re right. However, a cheetah can only run fast for less than half of a mile before being too exhausted to continue. If a cheetah were in a mile-long race, it would lose to a pronghorn.

A pronghorn is sometimes mistaken for an antelope, but is more related to the goat family. These unique animals can sustain speeds of around thirty miles an hour for twenty miles! Try to get a cheetah to do that, and you’ll be quickly disappointed.

Next time someone asks you to run like a cheetah, remember the pronghorn and try to run like it instead.

What is the main idea of the story? Write one complete sentence that tells the story’s main idea.

________________________________________________________________________

________________________________________________________________________

What are the most important things that happened in the story? Write one or two complete sentences that tell the story’s most important things.

________________________________________________________________________

________________________________________________________________________
A unique type of cloud, the lenticular cloud, is frequently mistaken for a UFO. These special clouds form above a mountain, a tall building, or other large object that can obstruct air flow. A slight wind creates waves on the side of the object opposite the direction of the wind. Given the right temperatures, the moisture in the air condenses to produce a strange, saucer-shaped cloud. Lenticular clouds can actually be quite dangerous for pilots of powered aircraft due to the turbulence created above them. Interestingly though, glider pilots use the turbulence to their advantage. In fact, the world record for both distance and altitude of a glider were set utilizing the turbulence of lenticular clouds.

What is the **main idea** of the story? Write one complete sentence that tells the story’s main idea.

What are the **most important things** that happened in the story? Write one or two complete sentences that tell the story’s most important things.
Story Summary

Read this abridged Aesop’s Fable, The Fox and the Crow. Write a summary.

One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This lucky Crow held a bit of cheese in her beak.

"No need to search any farther," thought sly Master Fox. "Here is a dainty bite for my breakfast."

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, "Good-morning, beautiful creature!"

The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

"What a charming creature she is!" said the Fox. "How her feathers shine! What a beautiful form and what splendid wings! Could she sing just one song, I know I should hail her Queen of Birds."

Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds.

So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.
Read this Greek myth. Then write a summary of what you read.

Daedalus was an architect and inventor. His son was Icarus. They lived on the Isle of Crete, but wished to return to their home in Athens. Being a fabulous inventor, Daedalus created a pair of artificial wings that allowed him and Icarus to fly. He made the wings out of feathers held tightly together by wax.

As they began their journey home, Daedalus warned Icarus not to fly too high. This would cause him to get too close to the sun, melting the wax that held his wings together. Unfortunately, Icarus ignored his father’s instructions. His wings melted and he plummeted into the Mediterranean Sea.
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>-ful/-fully words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful thankfully</td>
<td>feature</td>
<td>empty</td>
</tr>
<tr>
<td>cheerful joyfully</td>
<td>history</td>
<td>emptied</td>
</tr>
<tr>
<td>useful helpfully</td>
<td>advantage</td>
<td>emptying</td>
</tr>
<tr>
<td></td>
<td>until</td>
<td>empties</td>
</tr>
</tbody>
</table>

Which words outside of the verb spotlight have three syllables?

________________________  __________________________  ___________________

________________________  __________________________  ___________________

Which remaining words outside of the verb spotlight start with a vowel?

________________________  __________________________

Which word is a synonym for happy? Which word can mean aspect?

________________________  __________________________

Which word can be a greeting? Which word is a container?

________________________  __________________________

Use a verb spotlight verb in a dialogue with two quotation sentences.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Main Idea and Details

Read the paragraphs and answer the questions about them.

Main ideas are what the paragraph or story is about. Sometimes they are stated (usually in the first sentence of a paragraph). Sometimes they are unstated and are more of a summary of the whole paragraph.

What is the main idea of this paragraph?
   a. Sometimes main ideas are stated.
   b. Main ideas are what the paragraph or story is about.
   c. Sometimes main ideas are unstated.

Emma, Miley, and Kara had a fun day at the pool. They played water polo while giggling and splashing. They did flips off of the diving board. They laid out in the warm sun to soak up the vitamin D. They were glad for a day of fun in the sun.

What is the main idea of this paragraph?
   a. Emma, Miley, and Kara had a fun day at the pool.
   b. They played water polo while giggling and splashing.
   c. They laid out in the warm sun.

Why did they lay out in the warm sun?
   a. They were glad for a day of fun in the sun.
   b. They wanted to soak up the vitamin D.
   c. They wanted to have a fun day at the pool.

Fruits and vegetables have lots of vitamins and minerals. They can boost your immune system and help you avoid sickness. They increase energy and leave you feeling alert.

What is the main idea of this paragraph?
   a. Fruits and vegetables have lots of vitamins and minerals.
   b. They increase energy and leave you feeling alert.
   c. There are many benefits to fruits and vegetables.

Why do fruits and vegetables leave you feeling alert?
   a. They have lots of vitamins and minerals.
   b. They increase energy.
   c. They can boost your immune system.
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>contractions</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>didn’t</td>
<td>natural</td>
<td>pass</td>
</tr>
<tr>
<td>you’re</td>
<td>climate</td>
<td>passed</td>
</tr>
<tr>
<td>we’re</td>
<td>federal</td>
<td>passing</td>
</tr>
<tr>
<td>hasn’t</td>
<td>pretty</td>
<td>passes</td>
</tr>
<tr>
<td>she’s</td>
<td>cycle</td>
<td></td>
</tr>
<tr>
<td>they’re</td>
<td>lunar</td>
<td></td>
</tr>
</tbody>
</table>

Put the **other words** in alphabetical order.

_________________________  _________________  _________________

_________________________  _________________  _________________

Which contractions stand for a pair of words with *not* in them?

_________________________  _________________

Which contractions stand for a pair of words with *are* in them?

_________________________  _________________  _________________

Which contraction stands for a pair of words with *is* in them?

_________________________

Use a *verb spotlight* verb in an exclamation and a statement.

_________________________

_________________________

_________________________
Adjectives and Nouns

In each sentence, fill in the blank with an adjective that fits the sentence. Then underline the noun being described.

The shirt that I wore was ____________.

The dishes on the counter are ____________.

The ring on her finger was ____________.

The girl’s hair was ____________.

The cake was ____________.

She had ____________ gum stuck in her hair.

The ____________ water refreshed the athletes.

The ____________ crash startled them all.

His ____________ nose needs a tissue.

The cantata was ____________.

My dog looks ____________.
Comparative Adjectives

Adjectives that are used to compare two things are called **comparative adjectives**. Smarter, more colorful, happier, and less are all examples of comparative adjectives. Write the comparative form of the following adjectives:

peaceful  
clean  
crazy  
excited  
young  
strong  
angry  
happy  
quiet  
wet  
green  
scared  
big  
brave  
bad  
far  
silly  
good  
dirty  
pretty  
easy  
healthy  
boring  
friendly  
sweet  
safe  
high  
thin  
busy  
short  
large  
dry  
early  
hot
Superlative Adjectives

Adjectives that are used to show the highest or lowest ranking among things are called **superlative adjectives**. Smartest, most colorful, happiest, and least are all examples of superlative adjectives. Write the superlative form of the following adjectives:

<table>
<thead>
<tr>
<th>adjective</th>
<th>superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful</td>
<td>____________</td>
</tr>
<tr>
<td>dirty</td>
<td>____________</td>
</tr>
<tr>
<td>scary</td>
<td>____________</td>
</tr>
<tr>
<td>curious</td>
<td>____________</td>
</tr>
<tr>
<td>old</td>
<td>____________</td>
</tr>
<tr>
<td>cold</td>
<td>____________</td>
</tr>
<tr>
<td>sad</td>
<td>____________</td>
</tr>
<tr>
<td>dry</td>
<td>____________</td>
</tr>
<tr>
<td>long</td>
<td>____________</td>
</tr>
<tr>
<td>red</td>
<td>____________</td>
</tr>
<tr>
<td>curly</td>
<td>____________</td>
</tr>
<tr>
<td>close</td>
<td>____________</td>
</tr>
<tr>
<td>thin</td>
<td>____________</td>
</tr>
<tr>
<td>quiet</td>
<td>____________</td>
</tr>
<tr>
<td>excited</td>
<td>____________</td>
</tr>
<tr>
<td>large</td>
<td>____________</td>
</tr>
<tr>
<td>good</td>
<td>____________</td>
</tr>
<tr>
<td>happy</td>
<td>____________</td>
</tr>
<tr>
<td>easy</td>
<td>____________</td>
</tr>
<tr>
<td>bad</td>
<td>____________</td>
</tr>
<tr>
<td>pretty</td>
<td>____________</td>
</tr>
<tr>
<td>busy</td>
<td>____________</td>
</tr>
<tr>
<td>big</td>
<td>____________</td>
</tr>
<tr>
<td>early</td>
<td>____________</td>
</tr>
<tr>
<td>sweet</td>
<td>____________</td>
</tr>
<tr>
<td>far</td>
<td>____________</td>
</tr>
<tr>
<td>silly</td>
<td>____________</td>
</tr>
<tr>
<td>scared</td>
<td>____________</td>
</tr>
<tr>
<td>brave</td>
<td>____________</td>
</tr>
<tr>
<td>friendly</td>
<td>____________</td>
</tr>
<tr>
<td>high</td>
<td>____________</td>
</tr>
<tr>
<td>young</td>
<td>____________</td>
</tr>
</tbody>
</table>
Comparative or Superlative

For each sentence, fill in the **comparative** (comparing two things) or **superlative** (highest or lowest rank among a series of things) form of the adjective in the blank. The last one is tricky. Can you figure it out?

My dad is **(strong)** than yours.

Your sister is the **(happy)** little girl.

Jeff is **(hungry)** than James.

Canada is **(peaceful)** than Syria.

Her feet are the **(small)** I’ve seen.

My room is **(clean)** than yours.

That’s the **(big)** snowball ever.

The last clown was the **(silly)**.

Her hair is the **(beautiful)** of all.

The earth is **(small)** than Jupiter.

The swings are **(fun)** than the slide.

Rhode Island is the **(small)** state.

Her score was the **(good)** all year.
Paragraph Writing

Use the hamburger below to help you write a paragraph. Today, come up with your main idea and two supporting details for that main idea. You will complete this on day 129.
Comparative and Superlative Adjectives

In each sentence, underline the comparative or superlative adjective. Then on the line beside the sentence, write the things that are being compared.

She was the prettiest girl in school. ____________

The doll was bigger than the teacup. ____________

July was the hottest month of the year. ____________

Friday was colder than Saturday. ____________

The rose is the most beautiful flower. ____________

Water is more beneficial than soda. ____________

It was the longest book I’ve ever read. ____________

Black is darker than pink. ____________

Your car is faster than mine. ____________

My grandpa’s car is the slowest. ____________

My dog’s hair is fluffiest after a bath. ____________
Paragraph Writing

Fill in this hamburger for a paragraph summary of a chapter you’ve read. What’s the topic, or main idea, of the chapter? You will have a topic or main idea sentence, three supporting detail sentences, and a closing sentence about the topic. Can you use at least one compound sentence?
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>-er words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>under</td>
<td>state</td>
<td>dance</td>
</tr>
<tr>
<td>fever</td>
<td>main</td>
<td>danced</td>
</tr>
<tr>
<td>whether</td>
<td>interaction</td>
<td>dancing</td>
</tr>
<tr>
<td>never</td>
<td>swim</td>
<td>dances</td>
</tr>
<tr>
<td>answer</td>
<td>prior</td>
<td></td>
</tr>
<tr>
<td>border</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put the other words in alphabetical order.

__________________  ____________________  ________________

__________________  ____________________  ________________

Which -er word is an antonym for always?  Which is a synonym for beneath?

__________________  ____________________

Which -er word is a homophone of weather?  Which can mean reply?

__________________  ____________________

Which -er word can indicate sickness?  Write the last -er word.

__________________  ____________________

Use a verb spotlight verb in two statements that include adjectives.

__________________

__________________

__________________

__________________

__________________
Spelling

Use the words in the box to fill in the blanks. Use each word only once.

<table>
<thead>
<tr>
<th>-le/-al words</th>
<th>Other words</th>
<th>Verb spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>infer</td>
<td>wrap</td>
</tr>
<tr>
<td>signal</td>
<td>modify</td>
<td>wrapped</td>
</tr>
<tr>
<td>central</td>
<td>comprehend</td>
<td>wrapping</td>
</tr>
<tr>
<td>candle</td>
<td>knowledge</td>
<td>wraps</td>
</tr>
</tbody>
</table>

Put the -le/al words in alphabetical order.

__________________  ____________________  ____________________

__________________  ____________________  ____________________

Which other words have three syllables?

__________________  ____________________

Which other word is a contraction? Which means imply?

__________________  ____________________

Which other word is a synonym for order? Which can mean intelligence?

__________________  ____________________

Use a verb spotlight verb in a statement and question that each use a quotation.

____________________________________

____________________________________

____________________________________

____________________________________
Simple, Compound, and Complex Sentences

Make compound sentences using and, but, or. Use each conjunction once to combine the given sentences with another sentence that you create.

The dress is pretty. __________________________

The dog is muddy. ___________________________

Should I eat this cold soup? ___________________

Make complex sentences by adding each of when, if, because to make these sentences longer by adding a clause, a group of words with a subject and verb.

The phone rang, but we didn’t hear it. ___________

I like lettuce, and I like tomatoes, too. ___________

We can watch a movie. _________________________
Conjunctions

Combine the sentences using one of the conjunctions or joining words below. There can be more than one answer, so try to use a different word each time.

and if or because since but

We went to the bank. Then we went to the store.

I like pizza. It tastes good.

Wear your gloves and hat. It is cold outside.

You can have an apple. You can have an orange.

She won first place. She was the best runner.

He wished he could have gone. He was sick.
A Caterpillar’s Voice

Circle the letter that best completes the word in the sentence.

A frightening animal was in the ___are’s den.  h sc  bl

The animal’s voice ___ared out.  h sc  bl

All of the other animals were ___ared.  h sc  bl

Fill in the blanks with words from the word box to complete the story.

day  cave  brave  scary
saving  afraid

A caterpillar crawled into the hare’s _____________.

He used the echo in the cave to make himself sound like a big, ____________ animal. All of the other animals were ____________ to go into the cave. The frog, though, was very ____________. He ended up ____________ the ____________.
Final Project

Fill in the sections below on character, setting, and plot.

Who are your **characters**? Write them here:

________________________________________________________________________

________________________________________________________________________

What is your **setting**? Where and when does your play take place? Will there be other settings? Write them here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is your **plot**? What are some problems your characters will face? Write them here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Final Project**

Fill in this story map with information about your **plot**.

**Problem**

**Beginning:** What is going to create the problem?

<table>
<thead>
<tr>
<th>Begin</th>
<th>[</th>
<th>[</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Middle:** How are they going to try to solve the problem and fail? What other problems are going to make it worse?

<table>
<thead>
<tr>
<th>Middle</th>
<th>[</th>
<th>[</th>
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<th>[</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

**End:** How will the problem be solved?

<table>
<thead>
<tr>
<th>End</th>
<th>[</th>
<th>[</th>
<th>[</th>
<th>[</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
Final Project

Today you will learn about revising your play.

Ask yourself the following questions:

In the **beginning of the play**:

- Did I talk about the **setting**? Did I tell the reader where and when the story takes place?

- Did I show the **main problem** of the play? Will a reader understand what the problem was?

In the **middle of the play**:

- Did some of my **characters** try to solve the **main problem**? What happened when they tried? Was it clear?

How would I describe the **end of my play**? Circle a choice:

happy     funny     sad     surprising     something else: ______________________

After you ask yourself these questions, perform these proofreading steps:

- Check that each word is spelled correctly. Look it up if you’re not sure.
- Check that each sentence starts with a capital letter and ends with proper punctuation.
- Don’t be afraid to ask for help!

If you want to make any changes to your story, do it during the revision process. Think of a change that might make your story more exciting, fun, or interesting. Describe it on the lines below.

________________________________________________________________________

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