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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First Edition: May 2017
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>science</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?

__________________________  __________________________

Which 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>
<tr>
<td></td>
<td>plant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>waves</td>
<td></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>hope</td>
<td>check</td>
</tr>
<tr>
<td>tiny</td>
<td>stone</td>
<td>checked</td>
</tr>
<tr>
<td>wife</td>
<td>story</td>
<td>checking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>checks</td>
</tr>
<tr>
<td>trade</td>
<td>current</td>
<td></td>
</tr>
<tr>
<td>start</td>
<td>else</td>
<td></td>
</tr>
<tr>
<td>earth</td>
<td>raise</td>
<td></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>wrinkle</td>
<td>round</td>
<td>thinks</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>street</td>
<td>breaks</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>
<tr>
<td>match</td>
<td>difference</td>
<td></td>
</tr>
<tr>
<td>batch</td>
<td>property</td>
<td></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>stage</td>
<td>ocean</td>
<td>pushes</td>
</tr>
<tr>
<td>engine</td>
<td>fraction</td>
<td></td>
</tr>
<tr>
<td>badge</td>
<td></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 remaining **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></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>crown</td>
<td>began</td>
<td>took</td>
</tr>
<tr>
<td>around</td>
<td>important</td>
<td>taking</td>
</tr>
<tr>
<td>growl</td>
<td>river</td>
<td>takes</td>
</tr>
<tr>
<td>pounds</td>
<td>sea</td>
<td></td>
</tr>
<tr>
<td>however</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>pause</td>
<td></td>
</tr>
<tr>
<td>dawn</td>
<td>author</td>
<td></td>
</tr>
<tr>
<td>paws</td>
<td>laundry</td>
<td></td>
</tr>
<tr>
<td>sleep</td>
<td>resemblance</td>
<td></td>
</tr>
<tr>
<td>once</td>
<td>disappear</td>
<td></td>
</tr>
<tr>
<td>resemble</td>
<td>polygon</td>
<td></td>
</tr>
<tr>
<td>disappear</td>
<td>north</td>
<td></td>
</tr>
<tr>
<td>carry</td>
<td>carried</td>
<td></td>
</tr>
<tr>
<td>carrying</td>
<td>carries</td>
<td></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>pentagon</td>
<td>crash</td>
</tr>
<tr>
<td>balloon</td>
<td>south</td>
<td>crashed</td>
</tr>
<tr>
<td>goose</td>
<td>those</td>
<td>crashing</td>
</tr>
<tr>
<td></td>
<td>second</td>
<td>crashes</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>missed</td>
</tr>
<tr>
<td>airplane</td>
<td>among</td>
<td>misses</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></td>
<td></td>
<td>broken</td>
</tr>
</tbody>
</table>

This book is not short.  

My brother is not quiet.  

Our radio is not functional.  

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>
</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   glistening

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 shiny 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>flour</td>
<td>it’s</td>
<td>smelled</td>
</tr>
<tr>
<td>bored</td>
<td>being</td>
<td>smelling</td>
</tr>
<tr>
<td>board</td>
<td>orbit</td>
<td>smells</td>
</tr>
<tr>
<td>hair</td>
<td>leave</td>
<td></td>
</tr>
<tr>
<td>hare</td>
<td>position</td>
<td></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?
Spelling

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>visiting</td>
</tr>
<tr>
<td>perfect</td>
<td>cylinder</td>
<td>visits</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.


Summary

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, and 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.
Writing

Write a postcard. Where are you writing from? Home? The moon? Somewhere else?
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.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Do you know what the fastest animal in the world is? If you answered cheetah, you’re right. However, a cheetah can only run quickly 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.
Story Summary

Read this short story. Then write a summary of the story.

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 records 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.
Story Summary

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 Icarus and himself 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</td>
<td>feature</td>
<td>empty</td>
</tr>
<tr>
<td>thankfully</td>
<td>basket</td>
<td>emptied</td>
</tr>
<tr>
<td>cheerful</td>
<td>history</td>
<td>emptying</td>
</tr>
<tr>
<td>joyfully</td>
<td>welcome</td>
<td>empties</td>
</tr>
<tr>
<td>useful</td>
<td>advantage</td>
<td></td>
</tr>
<tr>
<td>helpfully</td>
<td>until</td>
<td></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>Constructions</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>didn’t</td>
<td>pretty</td>
<td>passes</td>
</tr>
<tr>
<td>haven’t</td>
<td>cycle</td>
<td></td>
</tr>
<tr>
<td>she’s</td>
<td>lunar</td>
<td></td>
</tr>
<tr>
<td>they’re</td>
<td></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:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>peaceful</td>
<td>____________</td>
</tr>
<tr>
<td>clean</td>
<td>____________</td>
</tr>
<tr>
<td>crazy</td>
<td>____________</td>
</tr>
<tr>
<td>excited</td>
<td>____________</td>
</tr>
<tr>
<td>young</td>
<td>____________</td>
</tr>
<tr>
<td>strong</td>
<td>____________</td>
</tr>
<tr>
<td>angry</td>
<td>____________</td>
</tr>
<tr>
<td>happy</td>
<td>____________</td>
</tr>
<tr>
<td>quiet</td>
<td>____________</td>
</tr>
<tr>
<td>wet</td>
<td>____________</td>
</tr>
<tr>
<td>green</td>
<td>____________</td>
</tr>
<tr>
<td>scared</td>
<td>____________</td>
</tr>
<tr>
<td>big</td>
<td>____________</td>
</tr>
<tr>
<td>brave</td>
<td>____________</td>
</tr>
<tr>
<td>bad</td>
<td>____________</td>
</tr>
<tr>
<td>far</td>
<td>____________</td>
</tr>
<tr>
<td>silly</td>
<td>____________</td>
</tr>
<tr>
<td>good</td>
<td>____________</td>
</tr>
<tr>
<td>dirty</td>
<td>____________</td>
</tr>
<tr>
<td>pretty</td>
<td>____________</td>
</tr>
<tr>
<td>easy</td>
<td>____________</td>
</tr>
<tr>
<td>healthy</td>
<td>____________</td>
</tr>
<tr>
<td>boring</td>
<td>____________</td>
</tr>
<tr>
<td>friendly</td>
<td>____________</td>
</tr>
<tr>
<td>sweet</td>
<td>____________</td>
</tr>
<tr>
<td>safe</td>
<td>____________</td>
</tr>
<tr>
<td>high</td>
<td>____________</td>
</tr>
<tr>
<td>thin</td>
<td>____________</td>
</tr>
<tr>
<td>busy</td>
<td>____________</td>
</tr>
<tr>
<td>short</td>
<td>____________</td>
</tr>
<tr>
<td>large</td>
<td>____________</td>
</tr>
<tr>
<td>dry</td>
<td>____________</td>
</tr>
<tr>
<td>early</td>
<td>____________</td>
</tr>
<tr>
<td>hot</td>
<td>____________</td>
</tr>
</tbody>
</table>
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:

careful ____________  dirty ____________
scary ____________  curious ____________
old ____________  cold ____________
sad ____________  dry ____________
long ____________  red ____________
curly ____________  close ____________
thin ____________  quiet ____________
excited ____________  large ____________
good ____________  happy ____________
easy ____________  bad ____________
pretty ____________  busy ____________
big ____________  early ____________
sweet ____________  far ____________
silly ____________  scared ____________
brave ____________  friendly ____________
high ____________  young ____________
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>doesn’t</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 assume?

_________________  ___________________

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?

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

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

________________________________________________________________________

________________________________________________________________________