



Activities  
between  
Years  
3 and 4



Reading **eeggs**

**SUMMER**

**FUN PACK**



[www.readingeggs.com](http://www.readingeggs.com)





## Dear Parent or Guardian,

Your child has take-home access to Reading Eggs/Eggspress, a highly engaging and personalised reading resource that makes learning to read fun for kids. They simply sign-in using any compatible computer or mobile device.

**Fast Phonics** is designed for students who are learning to read using systematic synthetic phonics as the key strategy, helping them to sound out words. Children explore peaks, full of fun activities and decodable reading books, along with the yeti and friends.

**Reading Eggs** makes learning to read interesting and engaging for kids, with great online reading games and activities. Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.

**Reading Eggspress** is designed for the older readers and provides them with a unique and effective learning environment where they can improve their English language and comprehension skills in a way that is both exciting and relevant.

## What's included?

### Student Console Map



### Top 8 Tips on using Reading Eggs at home



### Activity Pack



Student Reading Eggs Login

Login and Password

Login

Password

Remember me [Need help? Click here](#)

Let me in

Reading Eggs can be accessed on PC / Mac, and Android devices as well as windows tablets and Chromebooks. Download the free app to access Reading Eggs, out and about, on your phone.



### Blue gems: Words

Students can review all of the new words they have learnt, organised per Peak. This is ideal for revision and for building confidence. Students can feel proud of their achievements.

### Yeti shop and coin count

Yeti is the core character in Fast Phonics. Students can use the Yeti coins they have earned to buy a different Yeti. The special purple Yeti is the most exclusive upgrade!

### Pink gems: Sounds

In the My Progress area, students can keep track of the letters and sounds they have learnt. They can also replay the videos to watch and enjoy at any time.

### Green gems: Books

This screen in the My Progress area shows students the collection of books they have read. Students can proudly watch their library grow, and they can reread any book whenever they want.



### Students' Yeti

Students can purchase different Yetis from the Yeti Shop.

### Play

Enter their current peak.

### Logout button

### Review Peak Progress

This screen lets students see an overview of their progress. It records their average score for End of Peak Quizzes, as well as the total number of sounds and words learnt, and books read. Results are displayed in a simple, colourful format for students to easily understand.

### Student's Yeti Cave

Students earn different cave upgrades as they progress through Fast phonics.

## Student Console Map



### My Program

The My Program feature provides more than 350 fiction and nonfiction books that match each student's reading level!



### Storylands

These 20 lessons contain 140 activities that cover Emergent and Early reading levels 1-10 and build reading, vocabulary and comprehension skills in the land of Clinker Castle. Storylands is available after lesson 60.



### Spelling

This section focuses on building students' skills in spelling. To access this area, students must have completed reading lesson 40.



### My Lesson

This is the core of the program - the reading lessons.



### Driving Tests

This section consists of tests covering sight words, phonic skills and content-area vocabulary. When a student successfully completes a test, they are rewarded with a racing car game. Driving Tests can be accessed after lesson 40 is completed.



### Reading Journal

The Reading Journal celebrates and supports reading for pleasure. It automatically records the books (or chapters) read by the student. They are then able to rate and comment on the books they read. Students even get to design their own Reading Journal.



### Story Factory

This section opens up a world of story writing with a weekly story writing competition. A student can access the Story Factory after they complete lesson 10.



### House

Each child can visit their house and find all their belongings, including any critters collected, and Story Factory stories they have submitted sitting on their bookshelf. This is available after lesson 10.



### Awards

This is where your awards are shown on your trophy shelf.



### Games

Students can earn Golden Eggs for completing stack up in the Eggy Bank and they can use them to play games. This can be accessed after students' complete lesson 5.



### Puzzles

Students complete word puzzles and practise sight word recognition whilst being rewarded with Golden Eggs! Puzzles are available after lesson 40 is completed.



### Critters

After each lesson, children are rewarded with a great new Reading Eggs critter to add to their zoo.



### Play

This room consists of seven sections with over 120 fun and exciting activities.

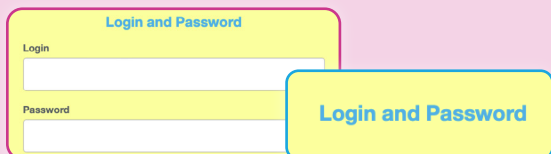


### Songs

This is where you can access all of the fantastic songs from within the Reading Eggs lessons, all in one fun spot.



# Top 7 Tips for using Reading Eggs at home this summer



1. Make sure you have your child's Reading Eggs username and password.

2. Reading Eggs can be accessed on PC / Mac, iOS and Android devices as well as Windows tablets and Chrome books. Download the free app, to use Reading Eggs on your smart phone, great for when you are out and about or on a long car journey.



3. Sign up for a free parent account linked to your child's account. You'll get to see the progress your child has made at school, and as you spend time at home on Reading Eggs, you'll see your child continue to make progress.

4. Encourage your child to earn eggs by completing their lessons. They can use their eggs to shop for their house or Avatar.



5. Visit the Reading Eggs Library with over 3,500 books. Use the age sliders and the search facility to help you choose a book. Don't forget to design your Reading Journal where all your books are tracked automatically! You can even write a review and rate the book.

6. Practising off-line is important too!  
Use the worksheets below to practise on paper.



7. Reading Eggs is full of great additional activities that make learning fun. In the Play, House, Awards, Plaza, Games, and Critters Area, children will enjoy using their rewards to shop and play!






8. Celebrate achievements and effort!  
Certificates can be found in 'My Awards'.  
If you have access to a printer, print them off and display throughout the house.









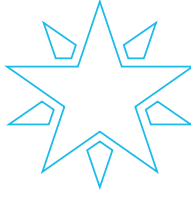
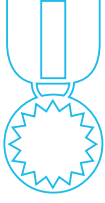
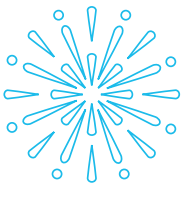

# Incentive chart for:

\_\_\_\_\_

Colour each one when you have completed work.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Online Lesson					

Worksheets					
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Done!					
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Notes/thoughts/ideas

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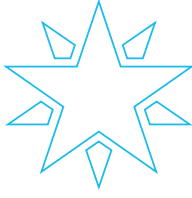

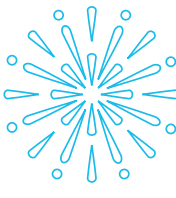

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Colour each one when you have completed work.

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Worksheets					
------------	--	--	---	--	--

Done!					
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Notes/thoughts/ideas

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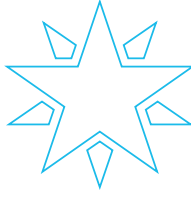
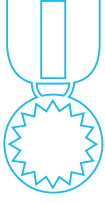
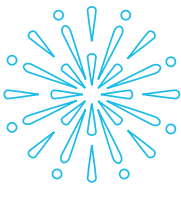

# Incentive chart for:

\_\_\_\_\_

Colour each one when you have completed work.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Online Lesson					

Worksheets					
------------	--	--	---	--	--

Done!					
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Notes/thoughts/ideas

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# Amazing!



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# Amazing!



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# Get Ready for Year 4

## Reading skills focus

Comprehension: Fiction

- Literal comprehension: find facts and information, and sequence events.
- Inferential comprehension: predict actions and outcomes, draw conclusions, compare and contrast, and make inferences.
- Critical literacy: interpret dialogue and literary devices.
- Vocabulary and usage: understand the meanings of words, identify word building, and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with word building using suffixes: **ful, less**
- Grammar: **Action, saying, thinking, and feeling verbs, nouns, noun groups**

## Online

### Reading Eggspress, Lesson 81

- Comprehension focus: **Analysing character feelings and motivation**
- Build comprehension skills by making predictions, interpreting dialogue, identifying literacy devices, and making judgments.
- Understand the meaning of the words: **tide** (noun), **flecked** (adjective), **pottery** (noun), **upset** (adjective), **baking soda** (noun), **froth** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Lesson 82

- Comprehension focus: **Sequencing events**
- Build comprehension skills by making predictions, sequencing events, identifying base words and affixes, and identifying similarities and differences.
- Understand the meaning of the words: **engage** (verb), **torment** (verb), **exit** (verb), **dialogue** (noun), **propeller** (noun), **version** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Lesson 83

- Comprehension focus: **Finding facts and information**
- Build comprehension skills by making predictions, finding facts and information, and making judgments.
- Understand the meaning of the words: **snout** (noun), **stream** (noun), **salamander** (noun), **handsome** (adjective), **algae** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, English Skills Lesson 3.25

- Spelling focus: **Suffixes: ful, less**
- Build spelling skills by developing knowledge of word structures, spelling patterns, and morphology.
- Activities use proof reading, visual memory, definitions, word families, and word sorts.
- Complete a spelling quiz.

To adjust your child's level, please see instructions on the previous page.

## Worksheets

Analysing character feelings and motivation  
Sequencing events  
Finding facts and information  
Suffixes: **ful, less**  
Action verbs; Saying, thinking, and feeling verbs

## Bonus worksheets

Common and proper nouns  
Plural nouns  
Noun phrases  
Abstract noun

## Additional Library Books

*The Tale of Tom Kitten* by Beatrix Potter  
*Myth Sisters* by Lisa Thompson  
*Goat Girl & Garden Boy* by Patricia Bernard  
*BMX* by Joanne Mattern  
*You'll Never Believe This* by John Townsend  
*Our Saturday School* by Gary Underwood



by Patricia Bernard  
Illustrated by Francesca Serrano

# Answers

## Chocolate Chuckles

"There's no milk!" said Mum as she slammed the fridge door closed. She turned around and glared at me. I didn't say a word.

Luckily for me, the kitchen was full of cupcakes, cheese and crackers, bowls of chips, pizza, pickled onions, streamers, hats, and blowers. In the middle of it all was a huge ginger birthday cake with "Happy 80th Birthday" around the edge.

Lucky for me because Mum couldn't see the empty milk carton I'd just been drinking from.



- 1 d
- 2 b
- 3 a
- 4 c
- 5 c
- 6 grumpy
- 7 He didn't want new false teeth.
- 8 They were disgusting.
- 9 because they were worn
- 10 It would make it easier for him to chew.

"I'm not going to do it, Mabel," Grandpa was saying. He looked really grumpy and he was shaking his head.

"My teeth are staying in my head until I die." He wiggled them with his tongue. They were the most disgusting pair of false teeth you've ever seen.

"They're so worn," said Grandma.

"It would be much easier to chew with new ones," said Mum.



## FAIRY'S WINGS

### Scene 1 THE GARDEN

Late afternoon. Troy and Tania enter running. Troy has a tennis ball, and they engage in a game of tag.

Troy: Tania! Catch! Chasing her.

Tania: Troy ... It's too hard. Throw it softer. She throws the tennis ball at him. Troy has disappeared. Troy! Where are you? Give it back. It's my ball.

Troy reappears and torments Tania with her ball. As he does this he falls into a pile of freshly swept leaves.

- 1 a
- 2 c
- 3 3, 2, 1, 5, 4
- 4 bounces the thistledown on her hand.
- 5 re-enters
- 6 Troy attempts to fix the propeller.
- 7 Parent check

Tania bounces the thistledown on the palm of her hand.

Tania: Oh, it tickles.

Mum laughs. Troy re-enters flying a model airplane. They collide.

Troy: Tania, watch out!

Tania: Troy.

Troy: You broke the propeller off.

Troy attempts to fix the propeller during the following dialogue.

Tania: Do you think there are such things as fairies, Mum?

## Wally the Water Dragon

Once upon a time, we used to have lots of frogs living in our pond. We watched their eggs hatch into tadpoles. The frogs croaked a chorus to us every night. They were especially loud when it rained.

We don't have frogs anymore. We have dragons instead. The dragons ate the frogs' eggs, the tadpoles, and the baby frogs. So the big frogs hopped away to find a safer home.

We still have big goldfish living in our pond. The dragons don't eat the adult goldfish, but I think they eat the babies.



- 1 d
- 2 c
- 3 a
- 4 c
- 5 b
- 6 under the garage box on the balcony
- 7 when the sun shines
- 8 He flicks his long, blue tongue.
- 9 They hiss and rustle through trees.
- 10 at the back of the house

A fat lizard lives under the garage box on our balcony. He comes out when the sun shines and flicks his long, blue tongue trying to catch insects.

Possums hiss in the night and rustle through the trees. They are heading for the banana palms at the back of the house, hoping to find a bunch of ripe bananas for a feast.



- 1 Check for correct spelling of each word.
- 2 ful: painful, helpful, useful, thankful, hopeful, beautiful, thoughtful, forgetful, truthful, powerful, awful, skillful  
less: endless, restless, homeless, careless, harmless, blameless, fearless, tasteless
- 3 a restless b powerful c painful d awful
- 4 a restless restless b usefull useful  
c homeles homeless d careles careless  
e truthfull truthful f fearles fearless

- 5 a tasteless b painful c hopeful  
d endless e helpful f harmless
- 6 Check for correct spelling of each word.
- 7 a delightful b pointless c goalless d weightless  
e worthless f successful
- 8 a sorrowful b respectful c successful  
d wonderful e doubtful
- 9 a respectful b successful c delightful d doubtful

- 1 a throws b catches c eats d drinks  
e drops f cleans g play h read  
i drives j ride
- 2 a squawk b escapes c brushes d puts  
e crumples f pays g wags
- 3 a drizzles b weep c stroll d peers  
e sketches f munch g dozes h cleans  
i screams j protects
- 4 a go b sits c dances d find
- 1 a asked b knows c wants d yelled  
e think f enjoyed g answered
- 2 Saying verbs: announced, replied, shouted  
Thinking verbs: thought, guessed, remembered  
Feeling verbs: wished, loved, hated
- 3 a shouted b believes c c  
d said e suppose f wonder

## Bonus Worksheet 1

- 1 Shaded blue: dog, bee, cat, egg, wolf, hen  
Shaded red: Africa, Thursday, Miranda, December
- 2 General people: pilot, singer, explorer  
Specific people: Mr. Jones, Cinderella, George Washington  
General places: beach, library, museum  
Specific places: America, Mount Rushmore, Europe

## Bonus Worksheet 2

- 1 a flies b hats c elephants d loaves  
e berries f men g notches
- 2

One	Two	One	Two
ant	ants	potato	potatoes
brush	brushes	half	halves
rabbit	rabbits	wash	washes
knife	knives	tiger	tigers
match	matches	woman	women
- 3 a girls b patches c cherries d lives e tomatoes

## Bonus Worksheet 3

- 1 a of b an c on d several e and
- 2 a a big juicy orange b several pink and blue balloons  
c a big box of delicious candy d a glass of ice cold fruit juice  
e the clown with the funny red nose
- 3 a cupcake b dog c cookies d soup  
e postcard f children g boat

## Bonus Worksheet 4

- 1 a weakness b warmth c love d delight  
e sadness f beauty g length h cruelty  
i fun j pain k hunger l energy
- 2 a softness b hardness c sweetness  
d sourness
- 3 a thought b enjoyment c wickedness d anxiety  
e knowledge
- 4 a strength b health c happiness d curiosity  
e courage f patience g imagination h misery  
i celebration j sympathy

Read the passage.



Circle words that give us clues about how Mum felt.

Put a box around the phrase that tells us the narrator was relieved about something.

## Chocolate Chuckles

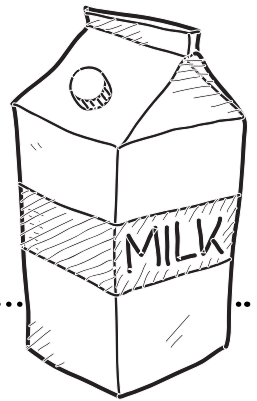
"There's no milk!" said Mum as she slammed the fridge door closed. She turned around and glared at me.

I didn't say a word.

Luckily for me, the kitchen was full of cupcakes, cheese and crackers, bowls of chips, pizza, pickled onions, streamers, hats, and blowers. In the middle of it all was a huge ginger birthday cake with "Happy 80th Birthday" around the edge.

Lucky for me because Mum couldn't see the empty milk carton I'd just been drinking from.

Colour the sentence that shows why the narrator was pleased the kitchen was full of food.

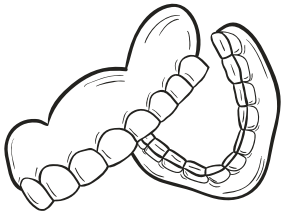


Circle the correct answers.

- When Mum says "There's no milk!", how does she most likely **sound**?  
**a** disappointed    **b** confused    **c** happy    **d** angry
- Which **word** is a **clue** to question 1's answer?  
**a** turned    **b** glared    **c** fridge    **d** milk
- Which **phrase** is a **clue** to question 1's answer?  
**a** slammed the fridge door    **b** turned around  
**c** Luckily for me    **d** a huge ginger birthday cake
- Which **punctuation** is a **clue** to question 1's answer?  
**a** .    **b** ,    **c** !    **d** '
- How would the narrator have **felt** when she realised her **mum** couldn't see the empty milk carton?  
**a** disappointed    **b** confused    **c** relieved    **d** afraid



**Read the passage.**



Underline Grandpa's dialogue.

Colour the narrator's thoughts on Grandpa's teeth.

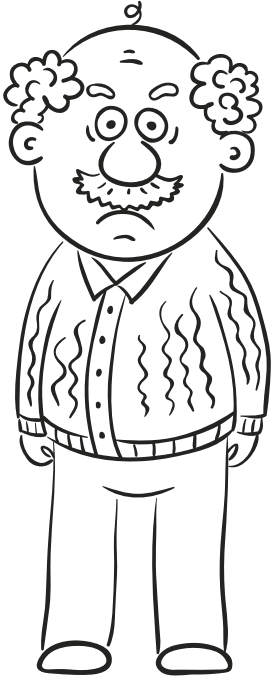
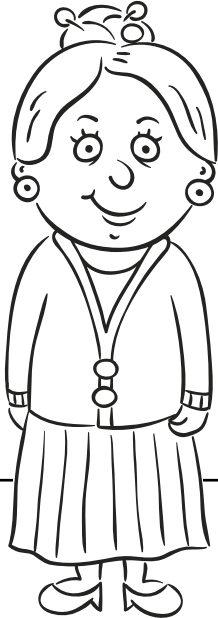
Put a box around Grandma's dialogue.

"I'm not going to do it, Mabel," Grandpa was saying. He looked really grumpy and he was shaking his head.

"My teeth are staying in my head until I die." He waggled them with his tongue. They were the most disgusting pair of false teeth you've ever seen.

"They're so worn," said Grandma.

"It would be much easier to chew with new ones," said Mum.



In paragraph 1, **highlight** the words that show what Grandpa was doing.

6 Which **word** tells us that Grandpa was in a **bad mood**?

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7 **Why** was Grandpa in a bad mood?

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8 What was the **narrator's opinion** of Grandpa's false teeth?

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9 Why did **Grandma think** Grandpa needed new teeth?

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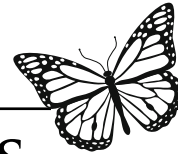
10 Why did **Mum think** Grandpa should get new teeth?

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Read the passage.



Underline the first action that happens in the play.

# FAIRY'S WINGS

## Scene 1 THE GARDEN

*Late afternoon. Troy and Tania enter running. Troy has a tennis ball, and they engage in a game of tag.*

**Troy:** Tania! Catch! *Chasing her.*

**Tania:** Troy ... It's too hard. Throw it softer. *She throws the tennis ball at him. Troy has disappeared. Troy! Where are you? Give it back. It's my ball.*

*Troy reappears and torments Tania with her ball. As he does this he falls into a pile of freshly swept leaves.*

Circle the scene number.

Highlight the word that tells us that Troy comes back on stage.

Colour Troy's final action.



Circle the correct answer for each question.

- Which **part of the play** is this?  
a the beginning                      b the middle                      c the end
- How do we know** which part of the play it is?  
a It's late afternoon.                      b They're in the garden.  
c It's Scene 1.                      d They're playing tag.
- Number the following events to show the **order** in which they happened.  
 Troy goes off stage.  
 Troy throws the ball at Tania.  
 Troy and Tania come onto the stage.  
 Troy falls into a pile of leaves.  
 Troy comes back on stage.

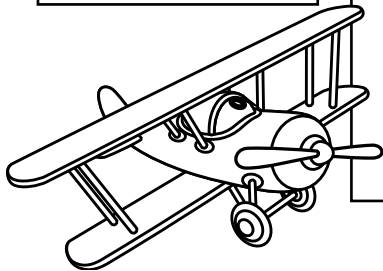


**Read the passage.**

Underline Tania's first action.

Circle the word that tells us that Troy comes back on stage.

Colour the words that show when Tania breaks the propeller.



*Tania bounces the thistle down on the palm of her hand.*

**Tania:** Oh, it tickles.

*Mum laughs. Troy re-enters flying a model airplane. They collide.*

**Troy:** Tania, watch out!

**Tania:** Troy.

**Troy:** You broke the propeller off.

*Troy attempts to fix the propeller during the following dialogue.*

**Tania:** Do you think there are such things as fairies, Mom?

**Highlight** the words that show what Troy is doing while Tania is speaking to her mum.



**4** In this passage, which is the **first** action that happens?

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**5** Which word tells us that Troy has been on the stage **before**?

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**6** What is Troy doing **while** Tania and her mum discuss fairies?

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**7 Complete the following sentence:**

Tania breaks the propeller on Troy's plane **after** \_\_\_\_\_

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and **before** \_\_\_\_\_

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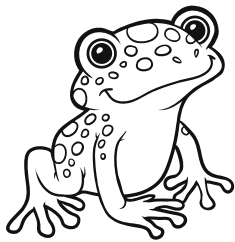


**Read the passage.**

Underline the phrase that tells us where the frogs lived.

Circle what frogs' eggs become when they hatch.

**Highlight** the sound frogs make.



## Wally the Water Dragon

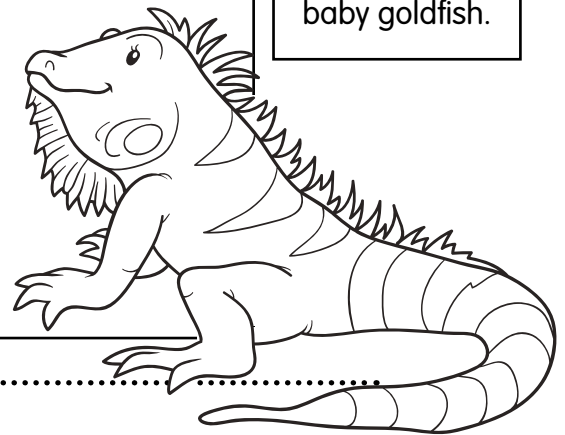
Once upon a time, we used to have lots of frogs living in our pond. We watched their eggs hatch into tadpoles. The frogs croaked a chorus to us every night. They were especially loud when it rained.

We don't have frogs anymore. We have dragons instead. The dragons ate the frogs' eggs, the tadpoles, and the baby frogs. So the big frogs hopped away to find a safer home.

We still have big goldfish living in our pond. The dragons don't eat the adult goldfish, but I think they eat the babies.

**Colour** when the frogs croaked especially loudly.

Put a **box** around the pronoun that shows who thinks the dragons eat the baby goldfish.



**Circle** the correct answers.

- 1 **Where** did the frogs used to live?
 

a beside the river	b among the flowers
c beneath the window	d in the pond
  
- 2 **What** do frogs' eggs hatch into?
 

a goldfish	b dragons	c tadpoles	d baby frogs
------------	-----------	------------	--------------
  
- 3 **What** did the frogs do every night?
 

a croak	b swim	c sleep	d play
---------	--------	---------	--------
  
- 4 **When** did the frogs croak the loudest?
 

a at night	b in the morning	c when it rained	d in the summer
------------	------------------	------------------	-----------------
  
- 5 **Who** thinks the dragons eat the baby goldfish?
 

a the adult goldfish	b the narrator	c the big frogs	d the baby
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**Highlight** when the lizard appears.

Underline the lizard's home.

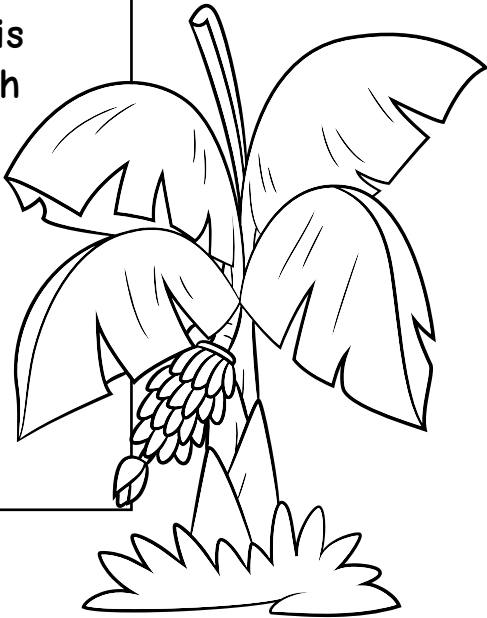
Circle the key word that tells us how the lizard catches insects.

**Read the passage.**

A fat lizard lives under the garage box on our balcony. He comes out when the sun shines and flicks his long, blue tongue, trying to catch insects.

Possums hiss in the night and rustle through the trees. They are heading for the banana palms at the back of the house, hoping to find a bunch of ripe bananas for a feast.

**Colour** the possums' nighttime behaviour.



**6 Where** does the lizard live?

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**7 When** does the lizard come out of its home?

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**8 How** does the lizard catch insects?

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**9 What** do the possums do at night?

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**10 Where** are the banana palms?

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# Suffixes: ful and less

## List 1 Write the word.

- painful \_\_\_\_\_
- endless \_\_\_\_\_
- helpful \_\_\_\_\_
- restless \_\_\_\_\_
- useful \_\_\_\_\_
- homeless \_\_\_\_\_
- thankful \_\_\_\_\_
- careless \_\_\_\_\_
- hopeful \_\_\_\_\_
- harmless \_\_\_\_\_
- beautiful \_\_\_\_\_
- thoughtful \_\_\_\_\_
- blameless \_\_\_\_\_
- forgetful \_\_\_\_\_
- truthful \_\_\_\_\_
- fearless \_\_\_\_\_
- powerful \_\_\_\_\_
- awful \_\_\_\_\_
- tasteless \_\_\_\_\_
- skilful \_\_\_\_\_

## 2 Sort the words.

*ful*

*less*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 3 Meaning. Which list word means?

- not able to relax \_\_\_\_\_
- having or using force \_\_\_\_\_
- causing pain \_\_\_\_\_
- very bad or terrible \_\_\_\_\_

## 4 Underline the spelling mistake. Write the word correctly.

During the long drive I was very restles and couldn't sit still.

The Internet is a usefull tool for researching assignments.

We found a homeles dog and took it to the animal shelter.

The careles driver ran a red light because he wasn't looking.

Henry is a truthfull person, who never lies.

The firefighter was fearles as he ran into a burning building.

The leftover food had an awfull smell.

He is a very skilfull player.

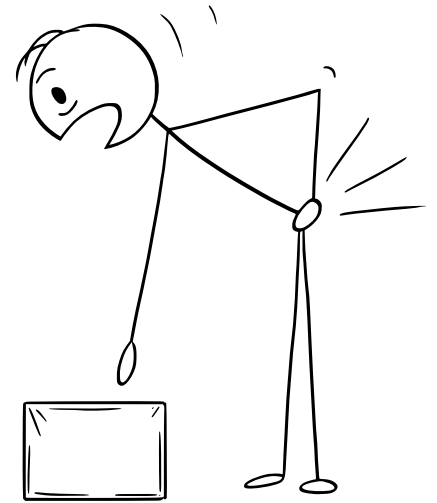
Mrs. Potts planted some beautifull roses in her garden.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

# Suffixes: ful and less

**5 Chunks.** Rearrange the letters to make a list word.

- ss ta le ste \_\_\_\_\_
- in ful pa \_\_\_\_\_
- ho ful pe \_\_\_\_\_
- dl ss en e \_\_\_\_\_
- lp ful he \_\_\_\_\_
- le rm ss ha \_\_\_\_\_
- a ful th nk \_\_\_\_\_
- wer ful po \_\_\_\_\_



## Challenge words

**6 Write the word.**

- goalless \_\_\_\_\_
- worthless \_\_\_\_\_
- sorrowful \_\_\_\_\_
- delightful \_\_\_\_\_
- weightless \_\_\_\_\_
- wonderful \_\_\_\_\_
- successful \_\_\_\_\_
- doubtful \_\_\_\_\_
- respectful \_\_\_\_\_
- pointless \_\_\_\_\_

**7 Hidden words.** Find the challenge word.

- lodelightfuliohc \_\_\_\_\_
- fulpointlessshgbeu \_\_\_\_\_
- hsirngoallessssuje \_\_\_\_\_
- asidynweightlessahout \_\_\_\_\_
- cksyncworthlessuioet \_\_\_\_\_
- aisudgsuccessfulaoh \_\_\_\_\_

**8 Word clues.** Which challenge word matches?

- very sad \_\_\_\_\_
- being polite \_\_\_\_\_
- doing well \_\_\_\_\_
- excellent or amazing \_\_\_\_\_
- not likely or probable \_\_\_\_\_
- without meaning \_\_\_\_\_

**9 Another way to say it.** Which challenge word could replace the underlined word?

- Emma was always considerate of her parents' wishes. \_\_\_\_\_
- He was a prosperous businessman who worked very hard. \_\_\_\_\_
- The game ended in a no-score draw. \_\_\_\_\_
- Chen was uncertain she would enjoy herself. \_\_\_\_\_
- The whole thing seems meaningless. \_\_\_\_\_



# Action verbs

An **action verb** tells us what action is happening; e.g., They **jump** up and down. Remember verbs must agree with their subjects; e.g., She **jumps** up and down.



## 1 Circle the word that shows what action is happening in each sentence.

- a Marcus throws the ball.
- c Kai eats his dinner.
- e Elena drops the plate.
- g The boys play games.
- i The man drives the car.



- b Gina catches the ball.
- d Frieda drinks her juice.
- f George cleans the mess
- h The girls read books.
- j The cyclists ride their bikes.

## 2 Fill in the verbs.

escapes    crumples    pays    wags  
brushes    puts    squawk

- a The seagulls \_\_\_\_\_ loudly.
- b The prisoner \_\_\_\_\_ from jail.
- c Rosie's mother \_\_\_\_\_ her hair.
- d The child \_\_\_\_\_ his rubbish in the trash can.
- e The boy \_\_\_\_\_ the paper into a ball.
- f The customer \_\_\_\_\_ in the store.
- g My dog \_\_\_\_\_ his tail when he is happy.

## 3 Match the verbs.

- |          |          |
|----------|----------|
| a rains  | sketches |
| b cry    | stroll   |
| c walk   | weep     |
| d looks  | protects |
| e draws  | drizzles |
| f chew   | cleans   |
| g sleeps | screams  |
| h washes | munch    |
| i shouts | peers    |
| j guards | dozes    |

## 4 Choose the correct verb.

- a Jack and Jill (go, goes) \_\_\_\_\_ up the hill.
- b Humpty Dumpty (sit, sits) \_\_\_\_\_ on the wall.
- c Cinderella (dance, dances) \_\_\_\_\_ with the prince.
- d The three bears (find, finds) \_\_\_\_\_ Goldilocks in their house.



# Saying, thinking, and feeling verbs



**Saying verbs** are a type of **action verb**. They tell us what someone says; e.g., *He told her where to go.* **Thinking and feeling verbs** show what is going on in our heads; e.g., *I understand the problem. I want more ice cream.*

**1 Fill in the gaps with a verb from the box.**

- a "What is that?" \_\_\_\_\_ Jarred.
- b Zoe \_\_\_\_\_ how to spell the words.
- c Simon \_\_\_\_\_ a bicycle for his birthday.
- d "Watch out!" \_\_\_\_\_ Mr. Rivera.
- e They \_\_\_\_\_ we should have more rules.
- f The children \_\_\_\_\_ seeing the animals.
- g He \_\_\_\_\_ all the students' questions.

wants  
think  
knows  
answered  
asked  
enjoyed  
yelled

**2 Sort the words.**

thought      wished      replied      guessed      loved  
announced      shouted      hated      remembered

**Saying verbs**

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**Thinking verbs**

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**Feeling verbs**

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**3 Circle the saying verbs and underline the thinking verbs in the following sentences.**

- a He shouted at the boy.
- b She believes she is right.
- c They guessed the answers.
- d We said they could help us.
- e I suppose that's alright.
- f I wonder whose book this is.

# Common and proper nouns



Nouns that refer to general people, places, and things are called **common nouns**; e.g., boy, country. Nouns that refer to specific people, places, things, days, and months are called **proper nouns**. They always start with a **capital letter**; e.g., Leo, Japan.

**1** Shade the common nouns blue and the proper nouns red.

dog	bee	cat	
Africa	egg	wolf	Miranda
Thursday	hen	December	

**2** Sort the words.

- |         |                   |                |          |
|---------|-------------------|----------------|----------|
| beach   | George Washington | museum         | Europe   |
| pilot   | Cinderella        | America        | singer   |
| library | Mr. Jones         | Mount Rushmore | explorer |



<p><b>General people</b></p> <hr/> <hr/> <hr/>	<p><b>Specific people</b></p> <hr/> <hr/> <hr/>
<p><b>General places</b></p> <hr/> <hr/> <hr/>	<p><b>Specific places</b></p> <hr/> <hr/> <hr/>

# Plural nouns

A **plural noun** names more than one person, thing, or place. Most plural nouns are formed by adding **s** or **es** to the singular; e.g., walls, bushes. Sometimes **other letters have to change** before adding **s** or **es**; e.g., diary → diaries, leaf → leaves. Sometimes plural nouns are formed in other ways; e.g., child → children.



## 1 Colour the noun that correctly completes each sentence.

- a The man found three (fly, flies) in his soup.
- b The children put their (hat, hats) on their heads.
- c I saw several large gray (elephant, elephants) in the distance.
- d My mother bought two (loaf, loaves) of bread at the bakery.
- e I added a handful of (berry, berries) to my granola.
- f Two (man, men) carried the heavy box inside.
- g The carpenter made two (notch, notches) in the wood.



## 2 Complete the table.

One	Two	One	Two
ant	<i>ants</i>	potato	
brush		half	
rabbit		wash	
knife		tiger	
match		woman	

## 3 In each sentence, write the noun in parentheses correctly.

- a The (girl) \_\_\_\_\_ ate their lunch outside.
- b The dog has two white (patch) \_\_\_\_\_ on its head.
- c I bought a box of (cherry) \_\_\_\_\_ at the market.
- d Everyone says a cat has nine (life) \_\_\_\_\_.
- e I sliced two (tomato) \_\_\_\_\_ to add to the salad.



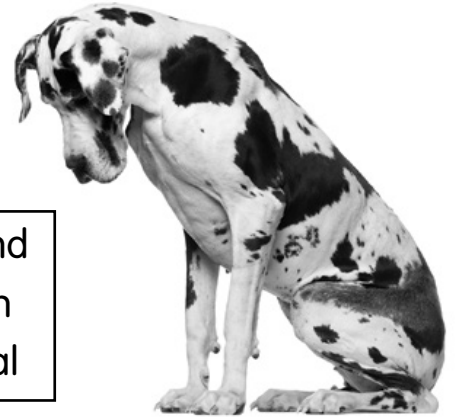
# Noun phrases

A phrase is a part of a sentence that has more than one word. A **noun phrase** is the group of words that is built around a **noun**. It can include articles, pronouns, adjectives, and other phrases; e.g., **an enormous giant with a bushy black beard**.

**1 Complete these noun phrases with words from the box.**

- a a herd \_\_\_\_\_ elephants
- b \_\_\_\_\_ office in the city
- c the stain \_\_\_\_\_ his shirt
- d \_\_\_\_\_ little round buttons
- e a big black \_\_\_\_\_ white dog

on and  
of an  
several



**2 Build phrases around the following nouns. Use the words in the boxes.**

- a orange \_\_\_\_\_
- b balloons \_\_\_\_\_
- c box \_\_\_\_\_
- d glass \_\_\_\_\_
- e clown \_\_\_\_\_

big a juicy

pink several blue and

candy delicious a of big

ice a fruit cold juice of

nose funny the red with the

**3 Find the noun around which each phrase is built.**

- a I ate the cupcake with pink frosting. \_\_\_\_\_
- b The big black dog is barking at us. \_\_\_\_\_
- c The cookies in the jar are delicious. \_\_\_\_\_
- d I gave Jack a big bowl of tomato soup. \_\_\_\_\_
- e She is reading the postcard from her cousin. \_\_\_\_\_
- f The three children in the corner are reading. \_\_\_\_\_
- g The little boat on the lake is bobbing up and down. \_\_\_\_\_

# Abstract nouns

An **abstract noun** names a thought, quality or feeling. We cannot see, hear or touch it; e.g., idea, kindness, happiness.



## 1 Circle the abstract noun in each pair.

a weakness legs	b fire warmth	c love puppy	d chocolate delight
e sadness tears	f princess beauty	g length ruler	h dictator cruelty
i fun movie	j tooth pain	k bread hunger	l energy child

## 2 Complete each phrase with an abstract noun from the list.

sweetness softness sourness hardness

- a the \_\_\_\_\_ of fur
- b the \_\_\_\_\_ of a rock
- c the \_\_\_\_\_ of honey
- d the \_\_\_\_\_ of a lemon

## 3 Find the matching pairs.

- |               |            |
|---------------|------------|
| a idea        | wickedness |
| b fun         | anxiety    |
| c evil        | knowledge  |
| d worry       | thought    |
| e information | enjoyment  |

## 4 Change the word in bold to a noun.

If someone is:

- a **strong**, they have \_\_\_\_\_.
- b **healthy**, they have good \_\_\_\_\_.
- c **happy**, they have \_\_\_\_\_.
- d **curious**, they show \_\_\_\_\_.
- e **courageous**, they have \_\_\_\_\_.
- f **patient**, they have a lot of \_\_\_\_\_.
- g **imaginative**, they have \_\_\_\_\_.
- h **miserable**, they experience \_\_\_\_\_.
- i **celebrating**, they are having a \_\_\_\_\_.
- j **sympathetic**, they feel \_\_\_\_\_ for others.



# Get Ready for Year 4

## Reading skills focus

Comprehension: Fiction

- Literal comprehension: identify the main idea and find supporting details.
- Inferential comprehension: predict actions and outcomes, and make connections.
- Critical literacy: identify literary devices, and interpret character behaviour, feelings, and motivation.
- Vocabulary and usage: understand the meanings of words and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with **silent (unvoiced) letters and compound words**
- Grammar: **Nouns, pronouns**

## Online

### Reading Eggspress, Lesson 84

- Comprehension focus: **Point of view**
- Build comprehension skills by making predictions, interpreting character behaviour, feelings, and motivation, identifying literary devices, and using context clues to understand vocabulary.
- Understand the meaning of the words: **horrible** (adjective), **attack** (verb), **aced** (colloquial verb), **jeer** (verb), **utterly** (adverb), **shove** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Lesson 85

- Comprehension focus: **Making connections**
- Build comprehension skills by making predictions, making connections, matching words to definitions, and identifying the main idea and finding supporting textual evidence.
- Understand the meaning of the words: **decide** (verb), **grand** (adjective), **sigh** (verb), **fine** (adjective), **pass** (verb), **proudly** (adverb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Map 17 Fiction Assessment

- Complete a 16-question comprehension quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, English Skills Lesson 3.26

- Spelling focus: **Silent letters**
- Build spelling skills by developing knowledge of word structures, spelling patterns, and morphology.
- Activities use proof reading, visual memory, definitions, word families, and word sorts.
- Complete a spelling quiz.

### Reading Eggspress, English Skills Lesson 3.27

- Spelling focus: **Compound words**
- Build spelling skills by developing knowledge of word structures, spelling patterns, and morphology.
- Activities use proof reading, visual memory, definitions, word families, and word sorts.
- Complete a spelling quiz.

## Worksheets

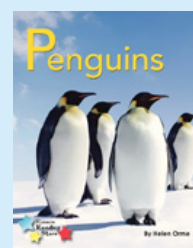
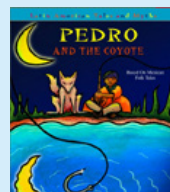
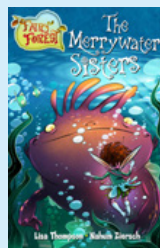
Point of view  
Making connections  
Silent letters  
Compound words  
The Tiger, the Man, and the Jackal

## Bonus worksheets

Personal pronouns  
Apostrophes for ownership  
Pronoun-antecedent agreement  
Ownership for plural nouns

## Additional Library Books

*The Merrywater Sisters* by Lisa Thompson  
*Fright at the Museum* by K.A. Robertson  
*Pedro and the Coyote* retold by Sandy Sepelhi  
*The Rescue* by Anita Loughrey  
*Penguins* by Helen Orme  
*Tutankhamun: King Tut* by Ian Rohr



# Answers

## Day 1

### Yellow-Bellied Goalie

Ben unpocketed the goalie gear from the bag. He pulled on the heavy chest plate, the green-coloured leg pads and the bright orange foot kickers. He put on the safety helmet.

"OK, Ben, you're ready for battle," said Coach.

**Battle? That's what it was all right.**

Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.

**He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.**



- 1 c
- 2 d
- 3 a
- 4 b

The umpire blew the whistle. The game was over.

"You're a great goalie!" yelled David, patting Ben on the back.

"Benny, you're on fire," cheered another boy.

**Ben held his head up high, held his chest out, and threw his hands in the air, making high fives with his team.**

Ben had done it. He had gone from **yellow** (scared) to **big, brave** goalie, and it hadn't hurt a bit.

Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.



- 2 He is a great goalie.
- 3 *Answers will vary.*
- 4 Being a goalie wasn't so bad after all.

## Day 2

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.

"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they make fun of me."

Hawk heard what Owl had said, and he told the other birds. **Every bird** gave Hawk a feather, and **Hawk** passed the feathers to Owl.

Cinderella gazed sadly at the dying embers in the fireplace. Her step-sister's cruel words rang through her head.

"You can't possibly come with us to the grand ball. **Everyone will laugh at you in those miserable rags!**"

"But you can go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother!" continued the voice, "and I will give you a fine silk gown to wear."

- 1 b, e, g, h
- 2 *Answers will vary. Suggested answer:*

**a** Covering: Owls are covered in feathers.

**b** Daytime activities: Owls like to hide in trees during the day.

**c** Nocturnal activities: Owls hunt at night when other birds are sleeping.

**d** Camouflage: Owls are covered in patterned feathers to help them blend into the environment.

Owl was so pleased! He flew proudly to the ball. Owl was having such a wonderful time that he didn't want to give the (feather)back, so he silently flew away and hid amongst the trees in the forest.

When the party was over, the other birds looked for Owl, but they could not find him. His new feathers **helped him blend into the environment.**

Now, Owl only comes out to hunt at night, when the other birds are sleeping.



There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.

Most owls hunt insects, small mammals and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.

Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that **helps them blend in with the environment.**

## Day 3

- 1 Check for correct spelling of each word.
- 2 silent t: listen, fasten, castle, often, rustle, soften, nestle, bristle, thistle, glisten, Christmas, moisten  
silent n: solemn  
silent u: build, guide, guard, biscuit, guess, guest, guitar
- 3 **a** bristle    **b** guitar    **c** biscuit    **d** Christmas
- 4 Missing letters are underlined  
**a** nestle    **b** moisten    **c** listen    **d** build  
**e** thistle
- 5 **a** biscuit    **b** guitar    **c** castle    **d** thistle
- 6 **a** fasen fasten    **b** solem solemn  
**c** gitar guitar    **d** thisle thistle  
**e** glisen glisten    **f** biscit biscuit  
**g** gide guide    **h** rusle rustle
- 7 Check for correct spelling of each word.
- 8 **a** guilty    **b** column    **c** disguise  
**d** whistle    **e** hymn    **f** hustle
- 9 **a** wrestle    **b** circuit    **c** trestle

## Day 4

- 1 Check for correct spelling of each word.
- 2 Missing letters are underlined  
**a** teaspoon    **b** moonlight  
**c** toothbrush    **d** waterfall  
**e** baseball    **f** sunrise/sunflower  
**g** rainbow    **h** afternoon  
**i** shoelace    **j** sunflower/sunrise

- 3 **a** seafood    **b** footprint    **c** eyesight  
**d** homework    **e** fireworks    **f** butterfly  
**g** airport    **h** keyhole
- 4 **a** afternoon    **b** teaspoon    **c** butterfly  
**d** grandson    **e** toothbrush    **f** seafood
- 5 **a** rainbow    **b** moonlight    **c** earring    **d** sunflower
- 6 Check for correct spelling of each word.
- 7 **a** wheelbarrow    **b** lifeguard    **c** honeycomb  
**d** grasshopper    **e** supermarket    **f** newspaper  
**g** everyone
- 8 **a** thunderstorm    **b** skateboard    **c** grasshopper

## Day 5

- 1 b
- 2 a
- 3 *Answers will vary. Suggested answer:* The text says, "The man felt sorry for the tiger", so this tells us he is kind.
- 4 c
- 5 *Answers will vary. Suggested answer:* The tiger in the text says, "What a fool you are!", so this tells us he thinks the man is foolish.
- 6 a
- 7 d
- 8 b

## Bonus Worksheet 1

- |                |               |               |              |              |
|----------------|---------------|---------------|--------------|--------------|
| 1 <b>a</b> she | <b>b</b> he   | <b>c</b> them | <b>d</b> it  | <b>e</b> we  |
| <b>f</b> they  | <b>g</b> I    | <b>h</b> me   | <b>i</b> you | <b>j</b> us  |
| 2 <b>a</b> it  | <b>b</b> it   | <b>c</b> her  | <b>d</b> her | <b>e</b> she |
| <b>f</b> her   | <b>g</b> they |               |              |              |
| 3 <b>a</b> we  | <b>b</b> I    | <b>c</b> She  | <b>d</b> he  | <b>e</b> her |
| <b>f</b> they  | <b>g</b> him  | <b>h</b> them | <b>i</b> I   | <b>j</b> me  |

## Bonus Worksheet 2

- 1 **a** Coach Olson's    **b** father's  
**c** man's    **d** Professor Redman's  
**e** Captain Westlake's    **f** swimmer's  
**g** Aunt Nada's
- 2 **a** chef's    **b** elephant's    **c** whale's
- 3 **a** egg's    **b** woman's    **c** girl's    **d** shark's  
**e** boy's    **f** rabbit's    **g** pirate's

## Bonus Worksheet 3

- 1 **a** our    **b** their    **c** she    **d** it    **e** them
- 2 **a** his    **b** she    **c** him    **d** their    **e** we
- 3 **a** The spectators their    **b** Rosie her  
**c** The dog its    **d** Bubbles they  
**e** Simon his

## Bonus Worksheet 4

- 1 **a** children's    **b** houses'    **c** tourists'    **d** acrobats'  
**e** monkeys'    **f** mice's    **g** boys'
- 2 **a** butterflies'    **b** shirts'    **c** women's
- 3 **a** eggs'    **b** dogs'    **c** women's  
**d** magicians'    **e** crocodiles'



Read the passage.

Circle the word that means the same as *scared*.

Underline Ben's thoughts.

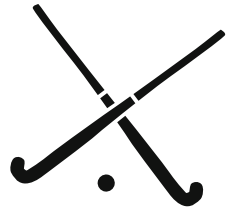
## Yellow-Bellied Goalie

Ben unpacked the goalie gear from the bag. He pulled on the heavy chest plate, the green-coloured leg pads, and the bright orange foot kickers. He put on the safety helmet.

"OK, Ben, you're ready for battle," said Coach. Battle? That's what it was all right.

Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.

He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.



Highlight the sentence that tells us what Ben thought of himself.

Colour the word that is similar in meaning to *run away from*.



Circle the correct answers.

- How did Ben **feel** about playing goalie? He was ...
  - excited.
  - angry.
  - scared.
  - happy.
- Which is the best **clue** to how Ben felt?
  - He couldn't move.
  - He felt like a statue.
  - He was ready for battle.
  - He wanted to run away.
- In Ben's **view**, what kind of goalie would he make?
  - a bad one
  - a good one
  - a brave one
  - a strong one
- Which phrase helps you see Ben's **view**? He said ...
  - he'd try his best.
  - he'd be the biggest joke in the team.

**Read the passage.**

Underline the sentences that show what Ben's teammates said to him.

**Highlight** a phrase that shows that Ben was proud of himself.

The umpire blew the whistle. The game was over.

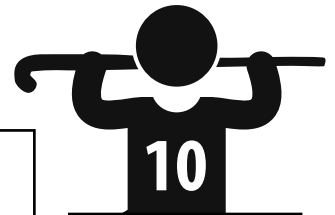
"You're a great goalie!" yelled David, patting Ben on the back.

"Benny, you're on fire," cheered another boy.

Ben held his head up high, held his chest out, and threw his hands in the air, making high fives with his team.

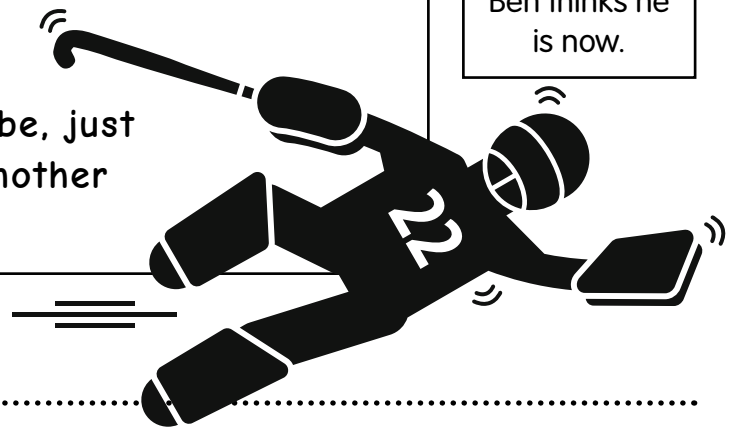
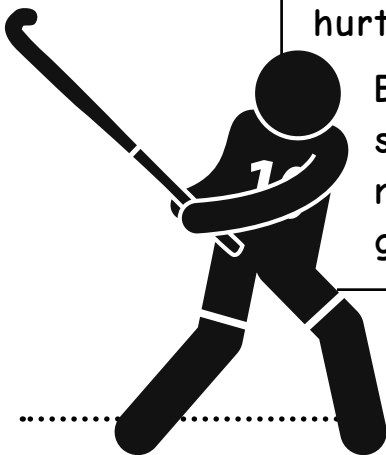
Ben had done it. He had gone from yellow-bellied to big, brave goalie, and it hadn't hurt a bit.

Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.



**Circle** the word that describes the kind of goalie Ben thought he was before.

**Colour** two adjectives that describe the kind of goalie Ben thinks he is now.



**5** From the **point of view** of Ben's teammates, what kind of goalie is he?

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**6** In your own words, explain how Ben's **opinion** of himself as a goalie has changed.

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**7** How does Ben **feel** about playing goalie in the future?

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Read the passages.

## How Owl Got His Feathers

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.

"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they'll make fun of me."

Hawk heard what Owl had said, and he told the other birds. Every bird gave Hawk a feather, and Hawk passed the feathers to Owl.

Underline the key words in each text that show why the main characters need a special outfit.

**Highlight** the key words in each text that show why the main characters can't go to the special event.

**Colour** the key words in each text that show who helped the main characters.

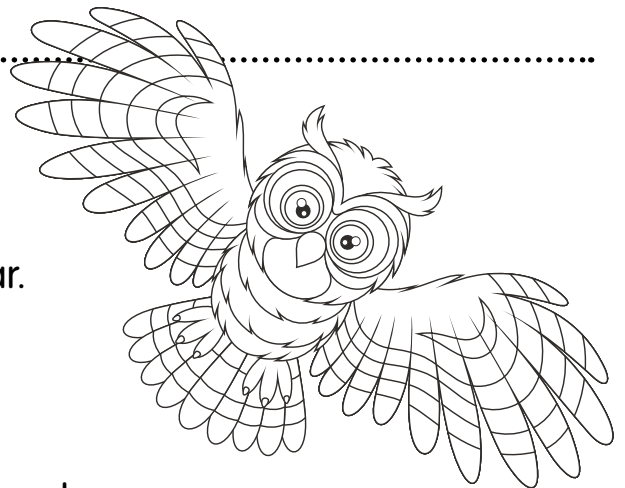
Cinderella gazed sadly at the dying embers in the fireplace. Her stepsister's cruel words rang through her head.

"You can't possibly come with us to the grand ball. Everyone will laugh at you in those miserable rags!"

"But you *can* go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother," continued the voice, "and I will give you a fine silk gown to wear."

**Circle** the correct answers.

- 1 What are the connections between the texts?
  - a The main characters have only rags to wear.
  - b The main characters want to go to a ball.
  - c The main characters are birds.
  - d The main characters are given fine silk gowns to wear.
  - e The main characters don't have suitable outfits to wear to a ball.
  - f The main characters are sitting in front of a fireplace.
  - g Kind strangers help the main characters.
  - h The main characters are afraid that people will make fun of them.



**Read the passages.**

Owl was so pleased! He flew proudly to the ball.

Owl was having such a wonderful time that he didn't want to give the feathers back, so he silently flew away and hid amongst the trees in the forest.

When the party was over, the other birds looked for Owl, but they could not find him. His new feathers helped him blend into the environment.

Now, Owl only comes out to hunt at night, when the other birds are sleeping.



**Circle** the word in each text that shows what owls are covered in.

**Underline** the words in each text that tell us what owls do during the day.

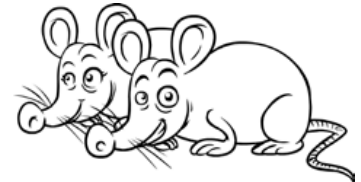
**Highlight** the words in each text that show how an owl's feathers help to protect it.

**Colour** the words in each text that tell us what owls do at night.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.

Most owls hunt insects, small mammals, and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.

Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.



**2** Use the information in the texts to write a short report about owls. Use the headings provided.

**Owls**

Covering: \_\_\_\_\_

Daytime activities: \_\_\_\_\_

Nocturnal activities: \_\_\_\_\_

Camouflage: \_\_\_\_\_

# Silent letters

## List 1 Write the word.

- listen \_\_\_\_\_
- fasten \_\_\_\_\_
- castle \_\_\_\_\_
- often \_\_\_\_\_
- build \_\_\_\_\_
- guide \_\_\_\_\_
- rustle \_\_\_\_\_
- soften \_\_\_\_\_
- nestle \_\_\_\_\_
- guard \_\_\_\_\_
- biscuit \_\_\_\_\_
- bristle \_\_\_\_\_
- thistle \_\_\_\_\_
- glisten \_\_\_\_\_
- Christmas \_\_\_\_\_
- guess \_\_\_\_\_
- moisten \_\_\_\_\_
- guest \_\_\_\_\_
- autumn \_\_\_\_\_
- guitar \_\_\_\_\_

## 2 Sort the words.

Silent *t*

Silent *n*

Silent *u*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 3 Chunks. Rearrange the sections to make a list word.

- st bri le \_\_\_\_\_
- ar gu it \_\_\_\_\_
- it bis cu \_\_\_\_\_
- mas Ch st ri \_\_\_\_\_
- le st ne \_\_\_\_\_

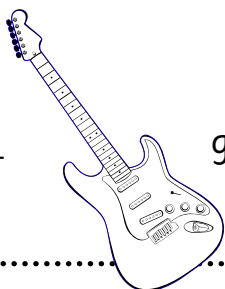
## 4 Which silent letter is missing?

- |           |          |           |         |           |
|-----------|----------|-----------|---------|-----------|
| nes___le  | lis___en | this___le | g___ard | bris___le |
| mois___en | b___ild  | cas___le  | g___ide | rus___le  |

## 5 Name.



t \_\_\_\_\_



g \_\_\_\_\_



c \_\_\_\_\_



# Silent letters

**6 Underline the spelling mistake.** Write the word correctly.

I always make sure I fasen my seatbelt.

Leaves turn brown in autum.

I can play three chords on the gitar.

I pricked my finger on a thisle.

Bright sunshine on the river makes it glissen.

I gave Fido yet another dog biscit.

In Paris we needed a gide to show us the sights.

The leaves rusle when the wind blows.

I have to lisen to my Dad's favorite music.

I tried to gess the number she was thinking of.

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## Challenge words

**7 Write the word.**

- whistle \_\_\_\_\_
- wrestle \_\_\_\_\_
- hustle \_\_\_\_\_
- column \_\_\_\_\_
- trestle \_\_\_\_\_
- disguise \_\_\_\_\_
- guilty \_\_\_\_\_
- circuit \_\_\_\_\_
- hymn \_\_\_\_\_
- guild \_\_\_\_\_

**8 Word clues.** Which challenge word matches?

responsible for doing something wrong

a structure that looks like a post

to hide someone's appearance

to make a shrill sound with your mouth

a song of praise

to move or work swiftly

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**9 Complete the sentences.**

My little brothers would w\_\_\_\_\_ all day if they were allowed.

The doctor visited every patient on her c\_\_\_\_\_ of the town.

The t\_\_\_\_\_ is the framework that holds up the bridge.

The screenwriters' g\_\_\_\_\_ met monthly to make sure their rights were protected.

# Compound words

## List 1 Write the word.

- teaspoon \_\_\_\_\_
- seafood \_\_\_\_\_
- sunrise \_\_\_\_\_
- toothbrush \_\_\_\_\_
- baseball \_\_\_\_\_
- rainbow \_\_\_\_\_
- footprint \_\_\_\_\_
- moonlight \_\_\_\_\_
- eyesight \_\_\_\_\_
- homework \_\_\_\_\_
- shoelace \_\_\_\_\_
- earring \_\_\_\_\_
- grandmother \_\_\_\_\_
- fireworks \_\_\_\_\_
- waterfall \_\_\_\_\_
- butterfly \_\_\_\_\_
- sunflower \_\_\_\_\_
- airport \_\_\_\_\_
- keyhole \_\_\_\_\_
- afternoon \_\_\_\_\_

## 2 Fill in the missing part.

- tea \_\_\_\_\_
- moon \_\_\_\_\_
- tooth \_\_\_\_\_
- \_\_\_\_\_ fall
- \_\_\_\_\_ ball
- sun \_\_\_\_\_
- \_\_\_\_\_ bow
- \_\_\_\_\_ noon
- shoe \_\_\_\_\_
- sun \_\_\_\_\_



## 3 Unscramble these words.

- fsodeoa \_\_\_\_\_
- oprnoftit \_\_\_\_\_
- yseighte \_\_\_\_\_
- eworhmko \_\_\_\_\_
- wfirorkse \_\_\_\_\_
- uttrefylb \_\_\_\_\_
- irpatro \_\_\_\_\_
- hyelkoe \_\_\_\_\_

## 4 Put the correct words together.

I like to go jogging in the afterwhere.

The recipe said to add a teaprint of sugar to the batter. I watched a butterlight fly over the garden.

My grandstorm always makes the best lasagne.

How can I clean my teeth if I can't find my toothspoon?

We had fish-and-chips at a seaflower restaurant.

I wear glasses because my earsight is not very good. We watched the fireboard explode in the sky.

Mum says if I don't finish my homeball, I can't watch TV.

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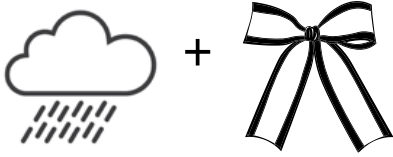
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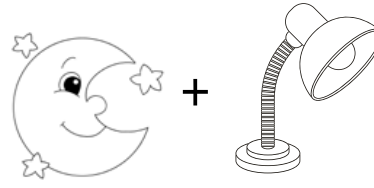
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# Compound words

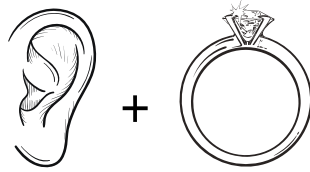
5 Write the compound word that these pictures make.



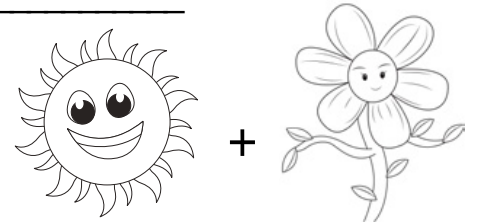
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Challenge words

6 Write the word.

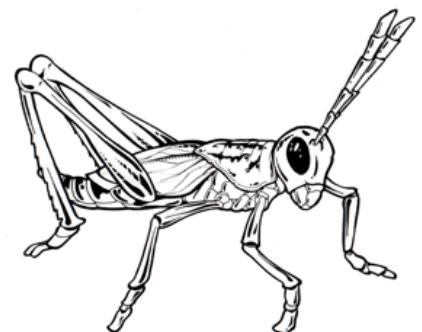
- everyone \_\_\_\_\_
- somewhere \_\_\_\_\_
- newspaper \_\_\_\_\_
- grasshopper \_\_\_\_\_
- thunderstorm \_\_\_\_\_
- skateboard \_\_\_\_\_
- lifeguard \_\_\_\_\_
- wheelbarrow \_\_\_\_\_
- supermarket \_\_\_\_\_
- honeycomb \_\_\_\_\_

7 Word clues. Which challenge word matches?

- a small cart \_\_\_\_\_
- person watching over you while you swim \_\_\_\_\_
- something made by bees \_\_\_\_\_
- an insect with wings \_\_\_\_\_
- a large store \_\_\_\_\_
- a publication filled with articles and advertisements \_\_\_\_\_
- all of us \_\_\_\_\_

8 Hidden words. Find the the challenge word hidden in these letters.

- olehthunderstormhsauo \_\_\_\_\_
- yeuskateboardouash \_\_\_\_\_
- sduhysomewhereoihs \_\_\_\_\_
- asugeveryoneouiha \_\_\_\_\_
- asidhhoneycombkjgho \_\_\_\_\_
- kjsgghrasshopperoihad \_\_\_\_\_



# The Tiger, the Man, and the Jackal

Read the passage and then use the comprehension skills you have learned to answer the questions.

A tiger once got caught in a cage. He asked a man passing by to free him. At first the man refused, worried the tiger would devour him. The tiger promised that he would do no such thing. The man felt sorry for the tiger and set him free. Immediately the tiger pounced on the man.

"What a fool you are!" said the tiger. "You will make a fine meal!"

The man pleaded for his life, reminding the tiger of his promise.

"Very well," said the tiger. "If you can find someone who thinks I'm being unfair, I'll spare you."

The man told his story to a tree, a road and a water buffalo. Not one of them thought the tiger was being unfair.

The man was beginning to give up hope when he met a jackal. The man told the jackal his story.

"I don't understand," said the jackal. "I need to see where this happened."

The man took the jackal to the place where the tiger waited. The savage creature was sharpening his claws, eager to start his meal. The tiger agreed that the man could tell his story one more time.

The jackal pretended that he didn't understand a word the man was saying. Eventually the tiger lost his patience.

"Look here, you silly jackal! This is how it happened! I was in the cage..." explained the tiger as he stepped inside the cage.

Immediately the crafty jackal closed the door. Once again the tiger was trapped, but this time, the man knew better than to free him.



# The Tiger, the Man, and the Jackal

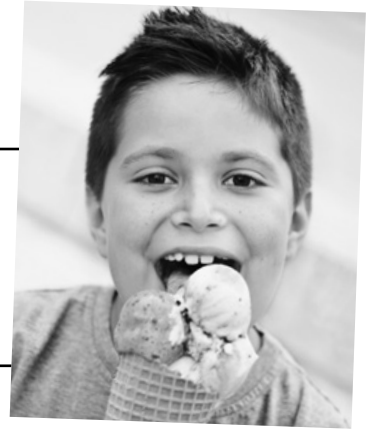
- 1** Why did the man free the tiger? **LITERAL**
- a** The tiger promised to reward the man.    **b** The man felt sorry for the tiger.  
**c** The tiger was badly injured.    **d** The man was not afraid of tigers.
- 2** Which words best describe the man? **CRITICAL**
- a** kind and trusting    **b** kind and proud  
**c** kind and clever    **d** kind and fast
- 3** Give a text clue to support your answer to question 2. **CRITICAL**
- \_\_\_\_\_
- \_\_\_\_\_
- 4** What was the tiger's opinion of the man? The tiger thought the man was ... **INFERENTIAL**
- a** brave.    **b** clumsy.    **c** foolish.    **d** kind.
- 5** Give a text clue to support your answer to question 4. **CRITICAL**
- \_\_\_\_\_
- \_\_\_\_\_
- 6** Which word best describes the tiger? **INFERENTIAL**
- a** untrustworthy    **b** trustworthy    **c** fair    **d** patient
- 7** How did the jackal help the man? **CRITICAL**
- a** by defeating the tiger in a fight    **b** by frightening the tiger  
**c** by chasing the tiger away    **d** by tricking the tiger
- 8** What is the main message of this story? **LITERAL**
- a** Do not trust a jackal.  
**b** Kindness is not always rewarded.  
**c** Tigers are savage animals.  
**d** Stay away from cages.





# Personal pronouns

A pronoun is a word that stands in place of a noun. Using pronouns means you don't have to keep repeating nouns. Use **personal pronouns** in place of the people or things; e.g., **Matt** is eating an ice cream. **He** is eating an ice cream.



## 1 Circle the personal pronoun in each shape.

- a Myra she      b he Benji      c children them  
 d it bird      e players we      f parents they      g Max I  
 h Tina me      i you William      j us dancers

## 2 Replace the underlined words with pronouns.

Sarah dropped her pen on the floor. Ruby picked the pen **a** \_\_\_\_\_ up and gave the pen **b** \_\_\_\_\_ back to Sarah **c** \_\_\_\_\_. Sarah thanked Ruby. Sarah asked Ruby **d** \_\_\_\_\_ if Ruby **e** \_\_\_\_\_ would like to sit next to Sarah **f** \_\_\_\_\_. Now Sarah and Ruby **g** \_\_\_\_\_ are best friends!

## 3 Correct the word that is wrong.

- a Last week us went to Denver. \_\_\_\_\_  
 b Me put the books back on the shelf. \_\_\_\_\_  
 c Her went running early this morning. \_\_\_\_\_  
 d Last night him went to bed early. \_\_\_\_\_  
 e I gave she some of my lunch. \_\_\_\_\_  
 f Yesterday them finished their tasks. \_\_\_\_\_  
 g I told he to do his trumpet practice. \_\_\_\_\_  
 h I saw they at the beach. \_\_\_\_\_  
 i Rhys and me are going to the movies. \_\_\_\_\_  
 j He helped I cut out the pictures. \_\_\_\_\_



# Apostrophes for ownership

To make a singular noun show ownership, add an **apostrophe (')** plus **s**; e.g., The man's keys are on the table.

## 1 Circle the word that shows ownership.

- a I am in Coach Olson's team.
- b My father's tie is grey and blue.
- c The man's name is Mr. Brown.
- d That is Professor Redman's house.
- e These are Captain Westlake's orders.
- f The swimmer's trunks are in his locker.
- g Everyone admires Aunt Nada's necklace.



A fox's coat is reddish brown.

## 2 Fill in the missing words.



- a a chef's tall hat    b an \_\_\_\_\_ trunk    c a \_\_\_\_\_ blowhole

## 3 Fill in the words.

- a The yolk that belongs to the egg is the \_\_\_\_\_ yolk.
- b The scarf that belongs to the woman is the \_\_\_\_\_ scarf.
- c The book that belongs to the girl is the \_\_\_\_\_ book.
- d The tooth that belongs to the shark is the \_\_\_\_\_ tooth.
- e The whistle that belongs to the boy is the \_\_\_\_\_ whistle.
- f The warren that belongs to the rabbit is the \_\_\_\_\_ warren.
- g The treasure that belongs to the pirate is the \_\_\_\_\_ treasure.

# Pronoun-antecedent agreement

**Pronouns** stand in place of nouns. They save us repeating nouns; e.g., **Jack** put on **Jack's** hat. **Jack** put on **his** hat. Pronouns must agree with the nouns they refer to (the antecedent).



## 1 Complete each sentence with the correct pronoun.

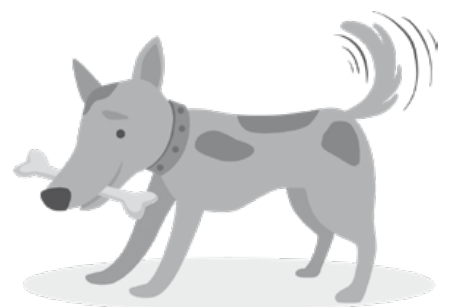
- a Cindy and I have completed \_\_\_\_\_ tasks.                      us      our
- b The children are putting on \_\_\_\_\_ hats.                      their    they
- c I asked the girl if \_\_\_\_\_ knew the answer.                      her      she
- d When I stuck the pin into the balloon, \_\_\_\_\_ burst.                      my      it
- e I called to my friends when I saw \_\_\_\_\_ in the park.                      them    they

## 2 Replace the nouns in parentheses with pronouns.

- a Tim let me play with (Tim's) \_\_\_\_\_ puppy.
- b Mum made Gina promise that (Gina) \_\_\_\_\_ would do her violin practise.
- c I told Dad that I would help (Dad) \_\_\_\_\_ tidy the garage.
- d The patients have put (the patients') \_\_\_\_\_ trust in the doctor.
- e My friend and I said that (my friend and I) \_\_\_\_\_ would wash the dishes.

## 3 In each sentence, underline the pronoun and circle the noun it refers to.

- a The spectators cheered loudly when their favourite player ran onto the field. **b** Rosie asked Ben to help her carry the equipment.
- c The dog buried its bone in one of the flower beds.
- d Bubbles burst when they fly too high.
- e Simon blinked when the light shone in his eyes.



# Ownership for plural nouns

To make a **plural noun** show ownership, add an **apostrophe (')** plus **s**. If the plural noun already **ends in s**, just **add an apostrophe (')**; e.g., the children's playground; both girls' dresses.



## 1 Circle and write the word that shows ownership.

- a I found the book in the children's section.
- b The houses' roofs were red, black, and green.
- c They loaded the tourists' bags onto the bus.
- d The acrobats' costumes sparkled under the lights.
- e The monkeys' long tails help them swing from trees.
- f The mice's squeaks were coming from the cupboard.
- g She found the boys' blazers at the back of the classroom.

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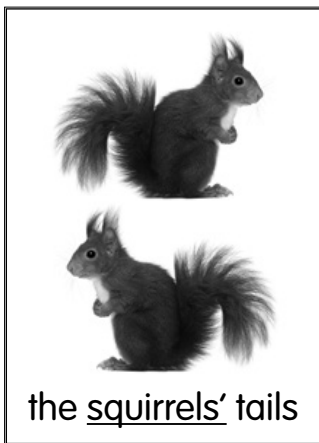
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## 2 Fill in the words.



a the \_\_\_\_\_ wings      b the \_\_\_\_\_ collars

## 3 Fill in the words.

- a The yolks that belong to the eggs are the \_\_\_\_\_ yolks.
- b The kennels that belong to the dogs are the \_\_\_\_\_ kennels.
- c The scarves that belong to the women are the \_\_\_\_\_ scarves.
- d The tricks that belong to the magicians are the \_\_\_\_\_ tricks.
- e The teeth that belong to the crocodiles are the \_\_\_\_\_ teeth.