

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Identifying Four Kinds of Sentences Worksheet

There are four kinds of sentences in the English language.

1. Imperative- gives a command (.)
2. Declarative- makes a statement (.)
3. Interrogative- asks a question (?)
4. Exclamatory- expresses strong feeling (!)

Directions: Read each sentence and add the correct punctuation mark. Then, label it; **imperative, declarative, interrogative** or **exclamatory**.

*Example A: You did an excellent job*

*Answer: You did an excellent job. Declarative*

1. How was your day in school \_\_\_\_\_
2. Do your assignments in class on time \_\_\_\_\_
3. I'm so excited I passed the test \_\_\_\_\_
4. Walking up that mountain is dangerous \_\_\_\_\_
5. Who is the most popular singer \_\_\_\_\_
6. You need to get with the program \_\_\_\_\_
7. He is the leader of the group \_\_\_\_\_
8. What is your favorite magazine \_\_\_\_\_
9. Congratulations on your achievement \_\_\_\_\_
10. That was a physical game \_\_\_\_\_
11. Can you cancel the concert \_\_\_\_\_
12. What chapter are we reading \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Fun Singular and Plural Possessive Nouns

- A possessive noun shows ownership.
- To make a singular noun possessive, add an **apostrophe and s**.

*the book of the teacher → the teacher's book*

- To make a regular plural noun possessive, just add an **apostrophe**.

*the books of the teachers → the teachers' books*

- To make an irregular plural noun that does not end in *s* possessive, add an **apostrophe and s**.

*the toys of the children → the children's toys*

Write the possessive form of each noun on the line using an ('s or ').

1. the jerseys of the team                      the \_\_\_\_\_ jerseys
2. the stories of the elders                      the \_\_\_\_\_ stories
3. the game of Jonathan                      \_\_\_\_\_ game
4. the points of the classes                      the \_\_\_\_\_ points
5. the lawns of the neighbors                      the \_\_\_\_\_ lawns
6. the eggs of the chicken                      the \_\_\_\_\_ eggs

Write the possessive form of each noun in parentheses to complete each sentence.

7. The \_\_\_\_\_ pinecones were scattered across the yard.  
(trees)
8. Mr. \_\_\_\_\_ car is bright yellow.  
(Chu)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

The **simple present tense** expresses an action that is currently going on or habitually performed, or a general truth.

**Choose the correct present tense to complete each sentence.**

1. Kim **braids** her hair in the morning. (braided, braids)

2. The tree \_\_\_\_\_ in the wind. (will sway, sways)

3. Paul \_\_\_\_\_ off the light. (turns, turn)

4. I \_\_\_\_\_ that show. (watches, watch)

5. We \_\_\_\_\_ to the beach. (travel, traveles)

6. She always \_\_\_\_\_. (yell, yells)

7. Matt \_\_\_\_\_ me a question. (asks, asked)

8. The door \_\_\_\_\_. (closes, closing)

9. She \_\_\_\_\_ at the joke. (laughs, laughed)

10. I \_\_\_\_\_ in the haunted house. (scream, screams)

11. The air \_\_\_\_\_ fresh. (smells, smell)

12. Brian \_\_\_\_\_ off the bench. (jumps, jumped)

13. Gabriel \_\_\_\_\_ on the radio. (turned, turns)



## Linking Verbs

Remember, **linking verbs** are words that **help** the action verb. Linking verbs can include forms of be, can, do, has, will, shall, may and might.

is	are	has	will
was	were	had	may
can	be	do	might
am	have	shall	

Complete each sentence with a word from the box.

1. Olaf \_\_\_\_\_ go to the store alone.
2. Jennifer \_\_\_\_\_ running across the field.
3. Marsha \_\_\_\_\_ laughing at his joke.
4. Jeanine \_\_\_\_\_ like the new present.
5. The mailman \_\_\_\_\_ jump over the dog.
6. The girl \_\_\_\_\_ skinned her knee last night.
7. The boys \_\_\_\_\_ go to the movie tomorrow.
8. We \_\_\_\_\_ swimming with the fish!
9. I \_\_\_\_\_ going snorkeling tomorrow.
10. He \_\_\_\_\_ ask her tomorrow.

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## Possessive Pronouns

Choose the best answer for each of the sentences below.

1. The dog wagged \_\_\_\_\_ tail to show how happy he was.  
*its, it's, its'*
2. The book is \_\_\_\_\_ but you're welcome to read it.  
*mine, yours, my*
3. Please return \_\_\_\_\_ phone at once!  
*my, mine, its*
4. \_\_\_\_\_ bike is so dirty I can't tell what color it is!  
*your, mine, its, my*
5. When the dog saw the skunk, it stopped in \_\_\_\_\_ tracks.  
*it's, him, its, its'*
6. Your bike is a lot faster than \_\_\_\_\_.  
*my, it, mine, its*
7. Your house is much bigger than \_\_\_\_\_ is.  
*theres, ours, them, they*
8. I looked everywhere for my keys but I could only find \_\_\_\_\_.  
*your, yours, them*
9. I saw her dog at \_\_\_\_\_ house.  
*yourself, yours, your, you're*
10. I never found out \_\_\_\_\_ wallet that was.  
*who's, whose, who*
11. \_\_\_\_\_ dog is always so friendly.  
*there, they're, their*
12. \_\_\_\_\_ book is on my desk?  
*who's, whos, whose*
13. My sister gets along well with \_\_\_\_\_.  
*you're, you, yours*
14. \_\_\_\_\_ bullying of him was not acceptable.  
*there, them, their*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Collective Nouns for Things

Collective nouns are groups of people, things, or places.

a stick of butter

**Direction:** Match the collective noun to the noun it goes with.

- |                    |   |             |
|--------------------|---|-------------|
| 1. a bowl of       | • | • coins     |
| 2. a collection of | • | • pizza     |
| 3. a bold of       | • | • hay       |
| 4. a bouquet of    | • | • rice      |
| 5. a slice of      | • | • lightning |
| 6. a bale of       | • | • flowers   |
- 
- |                 |   |              |
|-----------------|---|--------------|
| 7. a chest of   | • | • stairs     |
| 8. a cloud of   | • | • bread      |
| 9. a stack of   | • | • drawers    |
| 10. a flight of | • | • papers     |
| 11. a tube of   | • | • dust       |
| 12. a loaf of   | • | • toothpaste |



## Verbs

**Action verbs** are words that describe action, or what something is doing.

washed	dove	read
played	slept	solved
climbed	examined	found
hiked	sang	listened

Use an action verb from the box to complete each sentence appropriately.

1. Izabella \_\_\_\_\_ the song beautifully.
2. We \_\_\_\_\_ the mystery of the missing cookie!
3. Mike \_\_\_\_\_ the trail from the beginning to end.
4. Marcus was very tired after he \_\_\_\_\_ to the peak of the mountain.
5. The doctor \_\_\_\_\_ his patient quickly.
6. The children \_\_\_\_\_ at the playground.
7. Mom \_\_\_\_\_ my football uniform last night.
8. The girls \_\_\_\_\_ to the concert intently.
9. I \_\_\_\_\_ that book last week!
10. The dog \_\_\_\_\_ peacefully through our ruckus.

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## Past, present or future tense?

Grade 1 Verbs Worksheet

Circle past, present, or future for each sentence.

*An action can be in the past (Leon walked the dog yesterday), in the present (Leon walks the dog every day), or in the future (Leon will walk the dog tomorrow).*

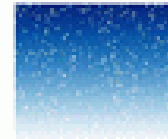
1) Max eats his vegetables every day. Past Present Future

2) The students listened to the lesson. Past Present Future

3) Dad will clean the kitchen tonight. Past Present Future

4) Emily looks happy. Past Present Future

5) Tomorrow, it will snow. Past Present Future



6) He climbed the stairs last night. Past Present Future

7) Most children like the new park. Past Present Future

8) You will finish this later. Past Present Future

9) Mom liked her gift. Past Present Future

10) The teacher will look at the homework. Past Present Future



## Comparative adjectives

Grade 3 Adjectives Worksheet

Complete the chart.

Normal Adjective	Comparative	Superlative
slow	slower	slowest
	faster	
		quickest
	later	
sad		
		prettiest
calm		
	happier	
		cleanest
dark		

Is the underlined word a normal adjective ("N"), comparative ("C") or superlative ("S")?

- S 1. Mary is the wisest girl I know.
- \_\_\_\_\_ 2. Karl is tall for his age.
- \_\_\_\_\_ 3. James is lazier than Robert.
- \_\_\_\_\_ 4. Peanuts are cheaper than cashews.
- \_\_\_\_\_ 5. The closet is the fullest it's ever been.



## Irregular verbs

### Grade 3 Verbs Worksheet

Fill in the blanks with the past tense of the verb.

1. The boys (*eat*) \_\_\_\_\_ their supper without a complaint.
2. The girls (*hear*) \_\_\_\_\_ a weird noise outside their house.
3. Fanny (*throw*) \_\_\_\_\_ the ball over the fence.
4. The students (*write*) \_\_\_\_\_ their names at the top of the page.
5. Last summer, we (*swim*) \_\_\_\_\_ at the lake.
6. Johnny (*take*) \_\_\_\_\_ guitar lesson with a great teacher.
7. Your dad (*buy*) \_\_\_\_\_ a new car.
8. I (*see*) \_\_\_\_\_ you at the park last night.
9. Lila (*set*) \_\_\_\_\_ the table before supper.
10. The students (*rise*) \_\_\_\_\_ for the national anthem.
11. The children (*sing*) \_\_\_\_\_ a song together.
12. Last night, we (*go*) \_\_\_\_\_ to the market.

*Some verbs form their past tense with a completely different word.*  
*run - ran*  
*sleep - slept*



## Simple and complex sentences

Grade 3 Sentences Worksheet

Write if the following sentences are simple or complex.

- Simple 1. There are six people here.
- \_\_\_\_\_ 2. You need to wear a coat once it gets cold.
- \_\_\_\_\_ 3. The grass is green though it has not rained today.
- \_\_\_\_\_ 4. The girl was very happy.
- \_\_\_\_\_ 5. The floor is wet because dad washed it earlier.
- \_\_\_\_\_ 6. Make sure you brush your teeth before you go to bed.
- \_\_\_\_\_ 7. The young boy was studying French.
- \_\_\_\_\_ 8. There was no juice left.
- \_\_\_\_\_ 9. The children played while their dad made supper.
- \_\_\_\_\_ 10. Adrianna wanted a new blanket.
- \_\_\_\_\_ 11. Adrianna wanted a new blanket for her room.
- \_\_\_\_\_ 12. Adrianna wanted a new blanket because her room was cold.

A simple sentence expresses just one thought:

*The boy ran to the store.*

Complex sentences add more information starting with words like *because, though, before, after, although, while, when, whenever* and *once*.

*The boy ran to the store because his mom told him to.*



## Simple and compound sentences

Grade 3 Sentences Worksheet

Write "S" for simple sentences and "C" for compound sentences.

*Emily won the game. (S)*

*Emily won the game, so she received a medal. (C)*

- S   1. Clocks go forward in the spring.
2. They left early, so they arrived first.
3. Danny practices the guitar every day.
4. They did not brush their teeth, nor did they comb their hair.
5. This building has several elevators and stairwells.
6. We took the city bus, but it was crowded.
7. Some grocery stores are open on Sundays.
8. I did not eat any cookies, yet there are none left.
9. The ferry does not operate at night.
10. He finished his book, and he has nothing left to read.
11. The birds are singing in the trees and the bushes.
12. They do not fear ghosts, nor do they fear monsters.



## Prepositional phrases

Grade 5 Prepositions Worksheet

Underline the prepositional phrases that tell **where** something is happening.  
Circle the prepositions in these phrases.

Prepositional phrases can show **where** something is happening.

*We watched the movie in the theater.*

1. Around the garden, we often see a rabbit hopping.
2. Our teachers are hosting a meeting in the library after school.
3. Every year, we dance with my friends near the big pond.
4. My family and I enjoy walking through the woods with our dogs.
5. Did you see the cat jump over the fence?
6. She put her shoes by the back door because they were muddy.
7. Her parents eat chili at the famous restaurant.
8. The students write all of the answers in their notebooks.
9. The teacher writes the questions on the board.
10. My coach has the students practice inside the big gym at the school.
11. This singer has concerts around the world in big cities.
12. She can only buy these carrots at this grocery store in Chicago.



## Using adjectives

### Grade 3 Adjectives Worksheet

Circle the adjectives.

Word bank:

clumsy	fatigue	island	pleasant	timid
curious	heavy	koala	precious	tiny
dirty	hungry	long	eye	trouble
envy	important	mark	strong	vision

Complete the sentences using the adjectives from above.

1. The pleasant man helped the woman cross the street.
2. The \_\_\_\_\_ papers were left on the table.
3. Mark was talking with his \_\_\_\_\_ neighbour.
4. Is it true that a \_\_\_\_\_ mouse can scare an elephant?
5. Leave your \_\_\_\_\_ shoes on the mat by the door.
6. The \_\_\_\_\_ baby was crying for his bottle.
7. The \_\_\_\_\_ players scored many goals.
8. Lydia left her \_\_\_\_\_ backpack at the bottom of the stairs.
9. Teddy is so \_\_\_\_\_ and he tripped on the sidewalk.
10. Jenna placed her \_\_\_\_\_ doll carefully on her dresser.
11. The students were looking forward to the \_\_\_\_\_ summer break.
12. The \_\_\_\_\_ girl refused to sing in front of the crowd.



## Irregular plural nouns

Grade 3 Nouns Worksheet

Write the singular and plural words in the correct columns.

foot	child	ox	woman	men
tooth	goose	teeth	person	cacti
oxen	die	children	man	people
dice	feet	geese	cactus	women

*Hint:*

*You can make most nouns plural by adding "s" or "es", but irregular nouns are different!*

*mouse - mice*

Singular	Plural
foot	feet



## Identifying nouns

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### Grade 2 Nouns Worksheet

Circle the nouns in each sentence.

1. Hockey is my favorite sport.

2. My grandmother plays golf.

3. Your dad prefers soccer.

4. My friends like basketball.



5. There are nine players on a baseball team.

6. When you have a pool, you can swim.

7. To ski, you need skis and boots.

8. We use a boat to fish in the lake.

9. Your sister enjoys tennis a lot.

10. Hit the volleyball over the net.

-----

Write a sentence with 2 nouns and circle them.

\_\_\_\_\_



# Grade 3 English Worksheet

NAME

DATE

SECTION

SCORE

## SENTENCE COMPLETION

Complete the sentence by choosing the appropriate word from the given choices

1. Have you eaten \_\_\_\_\_ the sweets? (as all and)
2. \_\_\_\_\_ did all the work. (She He Her)
3. Did you eat a cake \_\_\_\_\_ in the park? (at in out)
4. The book is under the \_\_\_\_\_ chair. (but above black)
5. I need \_\_\_\_\_ go to school today. (to for then)
6. The cat is very \_\_\_\_\_. (all because little)
7. We played a \_\_\_\_\_ game of chess. (hard slowly hardy)
8. Put the bird in its \_\_\_\_\_. (cage house room)
9. They \_\_\_\_\_ finished eating. (are have not)
10. Ravi lost \_\_\_\_\_ shoes. (about because his)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

The **simple future tense** expresses an action that has not yet happened.

**Choose the correct future tense to complete each sentence.**

1. Our family \_\_\_\_\_ a dog. (will adopt, adopt)
2. My brother \_\_\_\_\_ at my joke. (will laugh, laughs)
3. In math today, we \_\_\_\_\_ two-digit numbers. (will add, add)
4. The mailman \_\_\_\_\_ my letter. (will deliver, delivers)
5. At the game, we \_\_\_\_\_ for my sister. (will cheer, cheer)
6. At the grocery store, Mom \_\_\_\_\_ chips and bread. (buys, will buy)
7. After swimming, I \_\_\_\_\_ off. (will dry, dry)
8. If you go outside in the winter with no shoes on, you \_\_\_\_\_ a cold.  
(will catch, catch)
9. Cory \_\_\_\_\_ to music. (listens, will listen)
10. My grandparents \_\_\_\_\_ us. (will visit, visit)
11. Do you think she \_\_\_\_\_? (will jump, jumps)
12. Kevin \_\_\_\_\_ the door. (closes, will close)
13. I think I \_\_\_\_\_ a garden. (will plant, plant)

Name \_\_\_\_\_

CCSS 2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.

## Contractions with Not

➡ Directions: Write the correct contraction for the underlined words.

1. We cannot go outside.

\_\_\_\_\_

2. I do not know where the ball is.

\_\_\_\_\_

3. It is not in the basket.

\_\_\_\_\_

4. She did not bring her homework.

\_\_\_\_\_

5. The kids are not here today.

\_\_\_\_\_

6. They will not like the pizza.

\_\_\_\_\_

7. I could not hear you.

\_\_\_\_\_

8. Jan does not want more soda.

\_\_\_\_\_

isn't

aren't

couldn't

can't

won't

don't

doesn't

didn't



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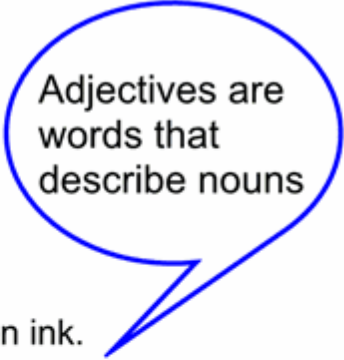
## Identifying adjectives

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### Grade 3 Grammar Worksheet

Circle the adjectives and underline the nouns they describe.  
There may be more than one of each!

1. The large fan blew a cool breeze on us.
2. Bill rode his yellow skateboard down the steep hill.
3. We like pink lemonade better than regular lemonade.
4. The rocking chair is comfortable.
5. My dog has a plaid collar with his name on it.
6. Grandpa swept the dirty porch.
7. Pasta is Abby's favorite food.
8. Skunks are black and white.
9. The car's gas tank is empty.
10. I have a pen with red, blue and green ink.
11. My mom loves how peaceful the lake is.
12. Early morning is the best time to catch fish.



Adjectives are  
words that  
describe nouns

Name \_\_\_\_\_

A. Circle the word that has a short *a* or a short *i* vowel sound. Then write it on the line to complete the sentence.

1. I need a \_\_\_\_\_ for my letter.

box                      stamp                      pen

2. We saw the man \_\_\_\_\_ his bus.

drive                      miss                      get

3. How far can you \_\_\_\_\_ the ball?

kick                      throw                      take

4. The \_\_\_\_\_ will march in the parade.

mayor                      team                      band

B. Words in the same word family have a common spelling pattern. Sort the words in the box by placing them in the correct word family.

glad	click	spill	stand	bill	hand
camp	ramp	mad	pink	stick	think

1. *-ill*

\_\_\_\_\_  
\_\_\_\_\_

3. *-amp*

\_\_\_\_\_  
\_\_\_\_\_

5. *-ad*

\_\_\_\_\_  
\_\_\_\_\_

2. *-and*

\_\_\_\_\_  
\_\_\_\_\_

4. *-ink*

\_\_\_\_\_  
\_\_\_\_\_

6. *-ick*

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

A. Circle the word with the correct short vowel sound to complete each sentence.

1. I like to \_\_\_\_\_ down the hill when it snows.

short e                      slide                      sled                      run

2. Did you find your missing \_\_\_\_\_?

short o                      sock                      coat                      cup

3. He runs and \_\_\_\_\_ when he plays basketball.

short u                      leaps                      shoots                      jumps

4. The farmer planted the \_\_\_\_\_ in April.

short o                      corn                      crops                      oats

5. Everyone helped clean the \_\_\_\_\_ in the city park.

short e                      mess                      stream                      seats

B. Write the correct *-s*, *-ed*, and *-ing* forms to complete each set.

	<i>+ s</i>	<i>+ ed</i>	<i>+ ing</i>
1. tap	_____	tapped	_____
2. stop	stops	_____	_____
3. clap	_____	_____	clapping
4. step	_____	stepped	_____
5. skip	_____	_____	_____

Name \_\_\_\_\_

**A. Read each sentence. Underline the word that has a long vowel sound and a final e.**

1. Each summer they camp at the lake.
2. The plane should land at noon today.
3. The boy read about the life of his hero.
4. Our teacher pointed to each continent on the globe.
5. The woman plans to skate on the pond this winter.

**B. Circle the word with the correct *-ed* or *-ing* spelling to complete each sentence. Then write it on the line.**

1. I am \_\_\_\_\_ my money to spend on vacation.  
saveing      saving
2. He \_\_\_\_\_ the broccoli and liked it.  
tasted      tasteed
3. We are \_\_\_\_\_ plans to visit our grandparents.  
making      makeing
4. The teacher \_\_\_\_\_ the spelling tests last night.  
gradeed      graded
5. I have been \_\_\_\_\_ ever since I heard the good news.  
smilling      smiling
6. The artist \_\_\_\_\_ the clay into a small bowl.  
shaped      shapped

Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has a long a sound spelled *ai*, *ay*, or *eigh*. Write the word on the line and underline the long a spelling.**

1. The snail left a slimy path across the sidewalk. \_\_\_\_\_
2. The wind caused the trees to sway wildly. \_\_\_\_\_
3. The farmer planted the grain to grow wheat. \_\_\_\_\_
4. Please weigh the apples because we need two pounds. \_\_\_\_\_
5. My new winter coat is gray and blue. \_\_\_\_\_

**B. Read each sentence and circle the plural nouns. Underline the -s or -es ending in each plural word.**

1. The girls found many seashells on the beach.
2. The artist bought new oils and paintbrushes.
3. The boys helped me stack the boxes.
4. I wrote the addresses on each of the pages.
5. She won free passes to all the games.
6. The camels have long eyelashes.



Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has the long o sound and underline the long o spelling. Write the word on the line.**

1. What time will you be home? \_\_\_\_\_
2. It is too cold to play outside. \_\_\_\_\_
3. My aunt lives near the coast in California. \_\_\_\_\_
4. Can you show me how to do this math problem? \_\_\_\_\_
5. I hurt my toe playing soccer. \_\_\_\_\_

**B. Use the words from the box to make the best compound word. Write the compound word on the line.**

time	bowl	book
crow	boat	made

1. home + \_\_\_\_\_ = \_\_\_\_\_
2. fish + \_\_\_\_\_ = \_\_\_\_\_
3. over + \_\_\_\_\_ = \_\_\_\_\_
4. motor + \_\_\_\_\_ = \_\_\_\_\_
5. note + \_\_\_\_\_ = \_\_\_\_\_
6. scare + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence and circle the word with the long *i* or long *u* sound. Write the word on the line.**

- The sun is very bright today. \_\_\_\_\_
- I made a few clay animals in art class. \_\_\_\_\_
- She tied a string around the box. \_\_\_\_\_
- The gray kitten is so cute. \_\_\_\_\_
- He can see that the sky will be gray. \_\_\_\_\_

**B. Write the plural form of each noun on the line. Use the correct plural form from the word box. Mark the incorrectly spelled plural forms in the box with an X.**

armies	ladies	ponies	relays
relays	armys	ladys	cities
playes	cityes	plays	ponys

- lady - y + ies = \_\_\_\_\_
- relay + s = \_\_\_\_\_
- army - y + ies = \_\_\_\_\_
- pony - y + ies = \_\_\_\_\_
- play + s = \_\_\_\_\_
- city - y + ies = \_\_\_\_\_

Name \_\_\_\_\_

A. Read each set of words and listen for the long e sound. Circle all the words with the long e sound in each row.

1. street      freeze      pest      mend
2. spend      creek      when      weak
3. field      heel      shelf      cream
4. lend      green      fresh      speaks
5. bean      bent      seal      team

B. Circle the word with the inflectional ending that is spelled correctly. Write the word on the line.

1. He \_\_\_\_\_ his name and address on the line.  
copyd      copyed      copied
2. The wet laundry \_\_\_\_\_ on the clothesline.  
dries      drys      dryies
3. We are \_\_\_\_\_ than we have ever been.  
happyer      happier      happyier
4. That is the \_\_\_\_\_ sink I have ever seen!  
leakyest      leakyiest      leakiest
5. Have you \_\_\_\_\_ to the party invitation yet?  
replyed      replied      replyd

Name \_\_\_\_\_

**A. Read each sentence. Circle the word that begins with a silent letter. Write the word on the line and place an X over the silent letter.**

1. I know how to ice-skate. \_\_\_\_\_
2. I wrote my name on the paper. \_\_\_\_\_
3. I saw the mouse gnaw on the cheese. \_\_\_\_\_
4. I will knit a scarf for my mom. \_\_\_\_\_
5. A wren made a nest in the tree. \_\_\_\_\_

**B. Read each sentence. Circle the word that is the correct singular or plural possessive noun.**

1. The (dog's, dogs') bowl needs more water.
2. The (mens', men's) softball game is today.
3. This is my (friends's, friend's) bike.
4. All the (people's, peoples') work was amazing.
5. My (mom's, moms') car is in the garage.

Name \_\_\_\_\_

**A. Circle the word with a three-letter blend to complete each sentence.**

1. Please use a \_\_\_\_\_ to drink your orange juice.

cup                  straw                  glass

2. Dad \_\_\_\_\_ the car with soap and water to clean it.

washes                  soaks                  scrubs

3. We should go outside and \_\_\_\_\_ the ball around.

throw                  toss                  kick

4. Our hamster likes to \_\_\_\_\_ when he is hungry.

chatter                  squeak                  click

5. I will \_\_\_\_\_ this orange in half if you want to share it.

divide                  slice                  split

**B. Write the word that has two closed syllables. Draw a slanted line (/) between the syllables.**

1. basket                  bonus                  \_\_\_\_\_

2. sudden                  acorn                  \_\_\_\_\_

3. baby                  mitten                  \_\_\_\_\_

4. napkin                  pilot                  \_\_\_\_\_

5. major                  magnet                  \_\_\_\_\_

Name \_\_\_\_\_

**A. Circle the word with a digraph to complete each sentence. Underline the digraph in that word. Write the word on the line.**

1. I got a new \_\_\_\_\_ for my birthday.

coat      watch      bike

2. We fed the baby \_\_\_\_\_ at the farm.

chicks      ponies      cows

3. This year for the talent show, I plan to \_\_\_\_\_.

juggle      dance      sing

4. My grandpa has a huge \_\_\_\_\_ collection.

coin      shell      art

5. I got purple paint on my \_\_\_\_\_.

thumb      elbow      face

**B. An open syllable has a CV pattern and usually has a long vowel sound. Circle the word that has one or more open syllables. Then write the syllables on the lines.**

1. private      rabbit      \_\_\_\_\_      \_\_\_\_\_

2. napkin      fable      \_\_\_\_\_      \_\_\_\_\_

3. moment      minute      \_\_\_\_\_      \_\_\_\_\_

4. follow      tiger      \_\_\_\_\_      \_\_\_\_\_

Name \_\_\_\_\_

A. Read each sentence and underline the word with an *r*-controlled vowel sound. Write the word on the line and circle the vowel + *r* combination that makes the sound.

1. Today is the third day of my vacation. \_\_\_\_\_
2. At camp we will learn to row a canoe. \_\_\_\_\_
3. Will you help me serve lunch today? \_\_\_\_\_
4. It hurt to find out that the team lost again. \_\_\_\_\_
5. I plan to move the fern to a sunny window. \_\_\_\_\_

B. Read each pair of words below. Then write the contraction from the box that matches each pair.

didn't

can't

I'm

he's

isn't

we'll

1. is not \_\_\_\_\_
2. we will \_\_\_\_\_
3. can not \_\_\_\_\_
4. I am \_\_\_\_\_
5. did not \_\_\_\_\_
6. he is \_\_\_\_\_

Name \_\_\_\_\_

A. Read each sentence. Underline the word that has the /ār/ or /ôr/ vowel sound. Then circle the letters in the word that make the sound.

1. We counted five trees in the yard.
2. After walking three miles my legs became sore.
3. Ice hockey is his favorite sport.
4. I can see a shark in the distance.
5. It is better to share than it is to hoard.
6. The man uses only wood to carve the boxes.

B. The prefix *pre-* means *before*. The prefix *re-* means *again*. The prefix *un-* means *not*. Read each question. Circle the correct answer.

1. Which word means "heat before"?  
preheat                      heater                      reheat
  2. Which word means "not kind"?  
kindly                      unkind                      kindness
  3. Which word means "read again"?  
reread                      preread                      reader
  4. Which word means "not usual"?  
unusual                      usually                      reuse
  5. Which word means "pay before"?  
repay                      payment                      prepay
-



Name \_\_\_\_\_

A. Read each word in the box and listen for the /âĤr/ or /ĭr/ sound. Then write the word under the correct heading.

gear	stairs	there	career
shared	pear	bear	dear
peer	careful	pair	anywhere

*air as in chair*

\_\_\_\_\_

\_\_\_\_\_

*are as in care*

\_\_\_\_\_

\_\_\_\_\_

*ear as in wear*

\_\_\_\_\_

\_\_\_\_\_

*ear as in fear*

\_\_\_\_\_

\_\_\_\_\_

*ere as in where*

\_\_\_\_\_

\_\_\_\_\_

*eer as in cheer*

\_\_\_\_\_

\_\_\_\_\_

B. Write a word with the suffix *-y* or *-ly* on the line to match the meaning of each underlined phrase.

1. My teacher speaks in a quiet way in the library. \_\_\_\_\_

2. The day was full of rain, but we still had fun. \_\_\_\_\_

3. I walked in a sad way after we lost the game. \_\_\_\_\_

4. The baby was having a mess and dropped the food. \_\_\_\_\_

5. The bus driver drives in a slow way down my street. \_\_\_\_\_

Name \_\_\_\_\_

A. The prefix *pre-* means “before.” The prefix *dis-* means “not.” The prefix *mis-* means “bad” or “wrong.” Read each set of words and circle the word that has a prefix. Write its meaning on the line.

- |             |          |         |       |
|-------------|----------|---------|-------|
| 1. problem  | paper    | preheat | _____ |
| 2. daily    | distrust | darling | _____ |
| 3. memory   | misspell | messy   | _____ |
| 4. parting  | pencil   | preview | _____ |
| 5. mistreat | misty    | mindful | _____ |

B. Read each sentence and underline the word that has a VCe pattern in the final syllable. Write the word on the line and circle the letters that make the pattern.

- I think we will retake the photos. \_\_\_\_\_
- I had to fly in an airplane last year. \_\_\_\_\_
- When do you think our friends will arrive? \_\_\_\_\_
- They will plan a surprise party for Mom. \_\_\_\_\_
- The sunshine is pouring through the window. \_\_\_\_\_

Name \_\_\_\_\_

A. Read each word in the box. Sort the words by writing each under the correct heading.

found	clown	down	enjoy
join	toys	noise	moist
joyful	loud	pounce	prowl

*oy* as in *boy*


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*ou* as in *house*


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*oi* as in *boil*


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*ow* as in *cow*


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B. The prefixes *un-*, *dis-*, and *non-* mean “not” or “the opposite of.” Read each word pair. Circle the word that has a prefix. Write its meaning on the line.

- |               |          |       |
|---------------|----------|-------|
| 1. disagree   | dishes   | _____ |
| 2. uncle      | unknown  | _____ |
| 3. nonfiction | notebook | _____ |
| 4. understand | unhappy  | _____ |
| 5. daily      | distrust | _____ |

Name \_\_\_\_\_

A. Read each word in the box. Sort the words by writing each under the correct heading.

true	booth	look	glue
shook	tube	grew	should
would	spoon	flew	tune

*oo as in moon*

\_\_\_\_\_  
\_\_\_\_\_

*ew as in chew*

\_\_\_\_\_  
\_\_\_\_\_

*u\_e as in rude*

\_\_\_\_\_  
\_\_\_\_\_

*ue as in due*

\_\_\_\_\_  
\_\_\_\_\_

*oo as in book*

\_\_\_\_\_  
\_\_\_\_\_

*ou as in could*

\_\_\_\_\_  
\_\_\_\_\_

B. Related words have a common root or base word. Read each set of words. Circle the related words.

- |              |          |            |
|--------------|----------|------------|
| 1. metal     | metallic | melted     |
| 2. company   | counting | companion  |
| 3. able      | action   | actor      |
| 4. telephone | totally  | television |
| 5. reality   | real     | railroad   |

Name \_\_\_\_\_

A. Read each sentence below. Circle the word that has the correct plural spelling.

1. Last summer my family visited five (states, stateses).
2. How many (lunchs, lunches) should we make for the field trip?
3. After the forest fire, the trees were reduced to (ashes, ashs).
4. We need several (trays, trayes) to clear the tables.
5. People were surprised that the (twines, twins) looked so different.
6. My puppy grew two more (inchs, inches) since his last vet visit.

B. Read each word in bold. Circle the letter that shows the word correctly divided into syllables. Then underline each vowel team in the correctly divided word.

- |                    |                |                   |
|--------------------|----------------|-------------------|
| 1. <b>teacher</b>  | a. teach / er  | b. te / acher     |
| 2. <b>explain</b>  | a. expl / ain  | b. ex / plain     |
| 3. <b>railroad</b> | a. rail / road | b. ra / il / road |
| 4. <b>reaches</b>  | a. re / aches  | b. reach / es     |
| 5. <b>seeing</b>   | a. see / ing   | b. se / eing      |

Name \_\_\_\_\_

A. Read each word in the box and listen for the vowel sound. Then write each word under the correct heading.

chalk	halt	small	crawl
thought	stalk	brought	lawn
caused	malt	halls	paused

*aw* as in *straw*

\_\_\_\_\_

\_\_\_\_\_

*alt* as in *salt*

\_\_\_\_\_

\_\_\_\_\_

*all* as in *ball*

\_\_\_\_\_

\_\_\_\_\_

*au* as in *haul*

\_\_\_\_\_

\_\_\_\_\_

*alk* as in *walk*

\_\_\_\_\_

\_\_\_\_\_

*ough* as in *bought*

\_\_\_\_\_

\_\_\_\_\_

B. Read each sentence and underline the word with the root *graph* or *aud*. Then write the word on the line and circle the root.

- The president's autograph is very valuable. \_\_\_\_\_
- The audience clapped after the great performance. \_\_\_\_\_
- I read a biography about a famous astronaut. \_\_\_\_\_
- She had a great audition and won the lead role. \_\_\_\_\_
- I read a graphic novel about a family from outer space. \_\_\_\_\_

Name \_\_\_\_\_

**A. Circle the correct homophone to complete each sentence. Write the word on the line.**

- I think \_\_\_\_\_ report was very interesting.  
your                      you're
- We slowly \_\_\_\_\_ the canoe down the river.  
road                      rowed
- Do you think \_\_\_\_\_ going to be here on time?  
their                      they're
- I found the missing \_\_\_\_\_ of the jigsaw puzzle.  
piece                      peace
- I plan to buy the game once it goes on \_\_\_\_\_  
sail                      sale

**B. Read the words in each row. Underline the word that has an *r*-controlled vowel syllable. Then circle the two letters that make the *r*-controlled vowel sound.**

- |            |           |          |
|------------|-----------|----------|
| 1. people  | really    | person   |
| 2. sharpen | slowing   | safety   |
| 3. willow  | working   | waiting  |
| 4. horses  | homemade  | hopeful  |
| 5. sudden  | sprouting | surprise |

Name \_\_\_\_\_

A. Read each sentence. Underline the word with the soft *c* or soft *g* sound.

1. I learned to ice skate last winter.
2. We saw giant trees in the redwood forest.
3. Mom bought celery for the salad.
4. It was fun to sing on stage last night.
5. He drew a perfect circle on his paper.

B. Read each sentence. Write the correct form of the word shown below each line. Use *-er* or *-est* to complete the sentence.

1. Oak Park is \_\_\_\_\_ than Blue Lake Park.

big

2. Mr. Landon's house is the \_\_\_\_\_ house in our entire town.

old

3. January is always our \_\_\_\_\_ month.

cold

4. Who is \_\_\_\_\_, you or your sister?

young

5. I think this apple is \_\_\_\_\_ than the one I ate yesterday.

sweet



Name \_\_\_\_\_

A. Make a compound word by adding a word part from the word box to the underlined word in each sentence. Write the word parts and compound word on the lines.

paper

walks

basket

day

bare

1. It's fun to take off our shoes and go foot at the beach.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. Where can I buy today's news?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. His dad will be the new ball coach.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. I earn extra money by shoveling snow from the side.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. Let's find the lost dog while we still have plenty of light.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

B. Circle the word in each pair that has a consonant + *le*, *el*, *al*, or *il* final syllable. Write the word with a slash to divide the syllables.

1. pencil                      weekly                      \_\_\_\_\_

2. bowl                         final                             \_\_\_\_\_

3. bugle                        glass                            \_\_\_\_\_

4. angel                        lately                            \_\_\_\_\_

Name \_\_\_\_\_

A. Add the ending *-s*, *-ed*, or *-ing* to each word. Write the new word on the line.

1. name + ing = \_\_\_\_\_

2. hope + ed = \_\_\_\_\_

3. dance + s = \_\_\_\_\_

4. drop + ing = \_\_\_\_\_

5. wrap + ed = \_\_\_\_\_

B. Match a word in the box to each correct meaning below. Write the word on the line. Not all words will be used.

helpful	usable	useful	meaningful
painful	colorless	cheerful	colorful
meaningless	careful	painless	useless

1. full of cheer \_\_\_\_\_

2. can be used \_\_\_\_\_

3. without meaning \_\_\_\_\_

4. full of color \_\_\_\_\_

5. without pain \_\_\_\_\_

Name \_\_\_\_\_

**A. When a syllable ends in a consonant, it is called a closed syllable. Circle the words that have two closed syllables. Then write the syllables on the lines.**

- |           |         |       |       |
|-----------|---------|-------|-------|
| 1. basket | refill  | _____ | _____ |
| 2. lesson | robot   | _____ | _____ |
| 3. tiny   | problem | _____ | _____ |
| 4. diner  | napkin  | _____ | _____ |
| 5. rabbit | army    | _____ | _____ |
| 6. tiger  | number  | _____ | _____ |

**B. Related words have a common root or base word. Read each set of words. Circle the related words.**

- |            |           |             |
|------------|-----------|-------------|
| 1. pedal   | scouting  | pedestrian  |
| 2. geology | geography | graceful    |
| 3. matter  | magnify   | magnificent |
| 4. bicycle | tricycle  | automobile  |
| 5. remain  | renumber  | numeral     |

Name \_\_\_\_\_

A. Add the endings to each word. Write the new word on the line. Pay attention to possible spelling changes.

1. try + ing = \_\_\_\_\_

2. dry + ed = \_\_\_\_\_

3. hurry + s = \_\_\_\_\_

4. play + ing = \_\_\_\_\_

5. study + ed = \_\_\_\_\_

B. Match a word in the box to each meaning below. Write the word on the line. Not all words will be used.

liveliness	respectful	delightful	respectless
colorless	happiness	colorful	soundless

1. without color \_\_\_\_\_

2. state of being happy \_\_\_\_\_

3. full of delight \_\_\_\_\_

4. without sound \_\_\_\_\_

5. state of being lively \_\_\_\_\_

6. full of respect \_\_\_\_\_

Name \_\_\_\_\_

A. Read the words in each row. Circle the word in the row that has one or more open syllables. Then write the circled word's syllables on the lines.

- |            |         |       |       |
|------------|---------|-------|-------|
| 1. giant   | silver  | _____ | _____ |
| 2. parking | paper   | _____ | _____ |
| 3. legal   | flutter | _____ | _____ |
| 4. pillow  | notice  | _____ | _____ |
| 5. photo   | curtain | _____ | _____ |
| 6. pencil  | polar   | _____ | _____ |

B. Read the words in the box below. Match each word to the correct meaning by writing the word on the line.

usable

remake

carefully

unwilling

cheerful

respectful

- |                     |       |
|---------------------|-------|
| 1. not willing      | _____ |
| 2. to make again    | _____ |
| 3. able to be used  | _____ |
| 4. in a careful way | _____ |
| 5. full of cheer    | _____ |
| 6. full of respect  | _____ |

Name \_\_\_\_\_

**A. Read each sentence. Underline the word that has a prefix. Write the meaning of the word on the line.**

1. My model ship fell off the table, and now I have to rebuild it.

\_\_\_\_\_

2. Of all the vegetables on the table, I dislike peas the most.

\_\_\_\_\_

3. Before my sister started kindergarten, she went to preschool.

\_\_\_\_\_

4. When I fell into the mud puddle, I knew I was having an unlucky day.

\_\_\_\_\_

5. I lost my copy of the story, so I need to reprint it before class.

\_\_\_\_\_

**B. Related words have a common root or base word. Read each set of words. Circle the words that have a common root or base word.**

1. alike                      unlike                      click

2. precook                      pretty                      cooking

3. halfway                      unhappy                      happily

4. review                      viewing                      voting

5. unlucky                      cluck                      luckily

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Name \_\_\_\_\_

**A. Read each pair of words. Underline the word that has a final consonant + *-le*, *-el*, or *-al* syllable. Then circle the final syllable. Write the word on the line.**

1. able                  below                  \_\_\_\_\_

2. glowing              eagle                  \_\_\_\_\_

3. purple                planning              \_\_\_\_\_

4. valley                squirrel              \_\_\_\_\_

5. metal                 melted                \_\_\_\_\_

**B. Add the suffix to each base word. Write the word on the line. Pay attention to spelling changes.**

1. use + able = \_\_\_\_\_

2. fury + ous = \_\_\_\_\_

3. ice + y = \_\_\_\_\_

4. wash + able = \_\_\_\_\_

5. poison + ous = \_\_\_\_\_

Name \_\_\_\_\_

A. Read each sentence. Underline the word with an *r*-controlled vowel syllable. Write the word on the line. Then circle the *r*-controlled vowel syllable.

1. She put the canned fruit in the cool cellar. \_\_\_\_\_
2. The author read from his new book. \_\_\_\_\_
3. I hope to go to the skating rink later. \_\_\_\_\_
4. My dad is helping his friend restore an old truck. \_\_\_\_\_
5. The circus was in town last week. \_\_\_\_\_

B. Read the words with the Latin suffixes *-able* and *-ment* in the box. Match a word from the box to each meaning below. Write the word on the line. Not all words will be used.

movement	usable	excitement	argument
adorable	enjoyable	agreeable	encouragement

1. an act of arguing \_\_\_\_\_
2. able to be used \_\_\_\_\_
3. an act of moving \_\_\_\_\_
4. able to be adored \_\_\_\_\_
5. an act of encouraging \_\_\_\_\_
6. able to be enjoyed \_\_\_\_\_



Name \_\_\_\_\_

A. Read the words with the suffixes *-less*, *-ful*, and *-ly* in the word box. Match each word to the correct meaning below. Write the word on the line. Not all words will be used.

wisely	hopeful	finally	careless
endless	adorable	argument	pitiful

- full of pity \_\_\_\_\_
- in a final way \_\_\_\_\_
- without care \_\_\_\_\_
- in a wise way \_\_\_\_\_
- without end \_\_\_\_\_
- full of hope \_\_\_\_\_

B. Read each sentence below. Choose the correct word from the word box to complete each sentence. Write the word on the line. Not all the words will be used. Use a dictionary to check your answers.

thorough	your	scissors	through
sissors	journey	you're	weather
gourney	perswade	persuade	minute

- Mom found \_\_\_\_\_ coat under the bed.
- We will need \_\_\_\_\_ for this art project.
- We did a \_\_\_\_\_ job cleaning the kitchen.
- The speaker told us about her exciting \_\_\_\_\_ to India.
- An advertisement tries to \_\_\_\_\_ you to buy something.
- The clock ticked down to the final \_\_\_\_\_ of the game.