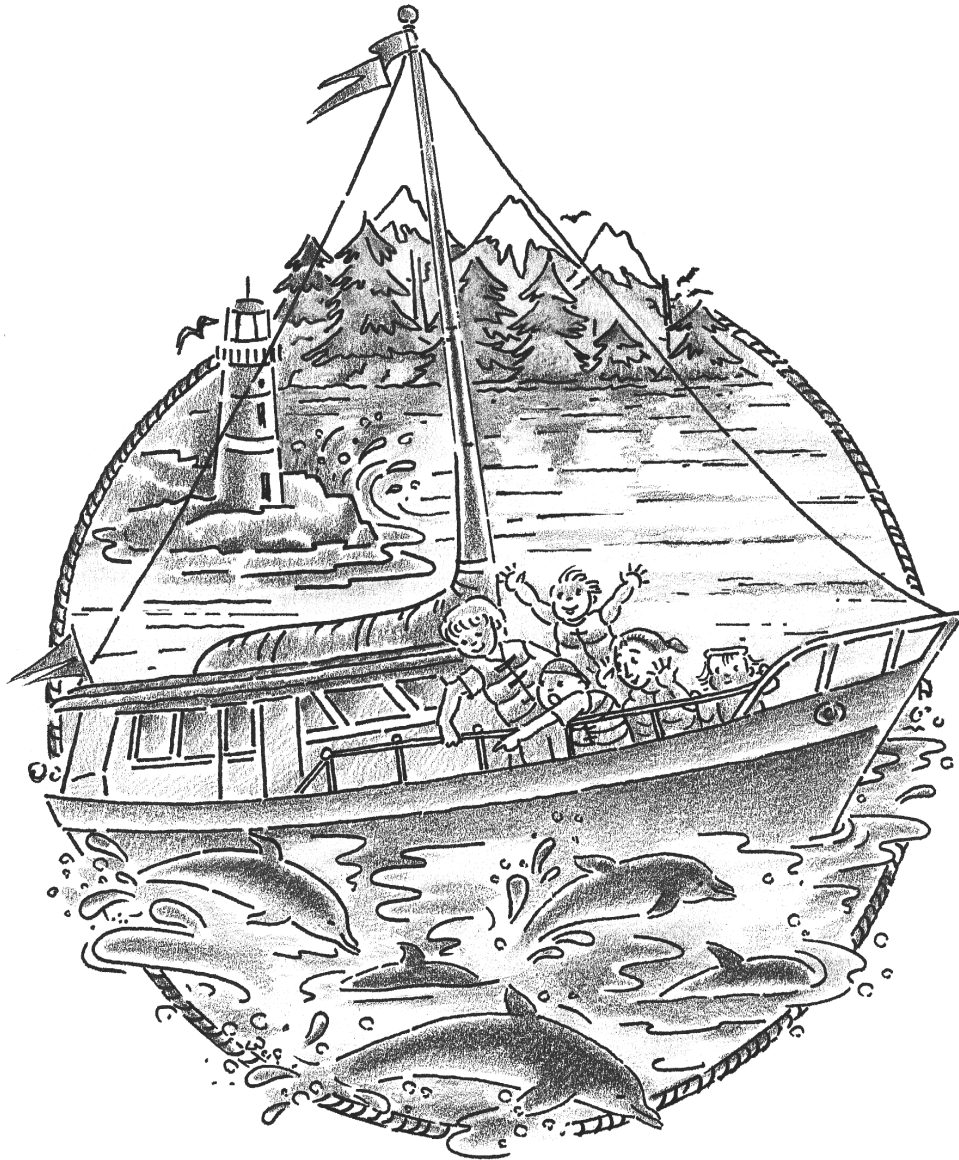


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# Student's Activity Sheets



## Ship's Log Advanced Level

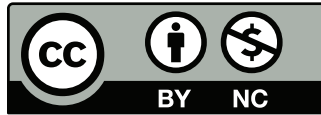
# ELA Activity Workbook Grade 2 Contents

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## Job Card #1 Guided Practice

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### Complete Sentences and Their Punctuation

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

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

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*continued*

**Job Card #1 Guided Practice continued**

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

He can go with you

Where are you

Who caught the big fish

Go to the store

I like to eat chocolate

What a great job

Your pencil is in the drawer

How much salad do you want

What is your name

Finish your work

The ocean liner pulled away from the dock

*continued*

**Job Card #1 Guided Practice continued**

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

1. sam entered a sailboat race

---

---

2. what an exciting race it was

---

---

3. did he wear his life vest

---

---

4. some of the boys didn't finish the race

---

---

5. who won the race

---

---

6. when the race was over Sam came to spend the night at my house

---

---

---





# Job Card #1 Activity Sheet

---

A. Let's review sentences and sentence fragments (parts). Look at the groups of words below. Find the complete sentences and draw a circle around each one. Then choose two of the fragments. Add words of your own to make them complete sentences. Write the two new sentences on the lines below.

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

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*continued*

**Job Card #1 Activity Sheet continued**

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

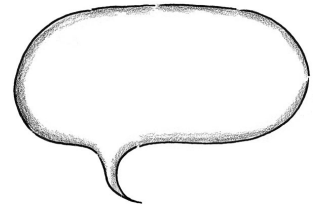
1. I will go with your father
2. When does the show begin
3. Help me
4. I like to go sailing
5. What a wonderful day
6. I would like some candy, please
7. Where is the candy
8. It's over there
9. About how far is it to the moon
10. The moon is a long way from the earth

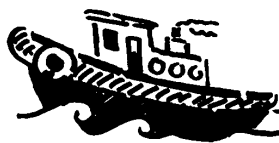
*continued*

**Job Card #1 Activity Sheet continued**

- C. Find and read a copy of the Sunday coloured comics (the black and white daily comics will also be okay). Write your own comics using your own name and characters. Be sure to write what the characters say in complete sentences and remember the capital letters and punctuation.

Put your sentences in speech bubbles if you wish.  
Colour your comics.



H.I. initials:

date:



## Job Card #2 Guided Practice

### Working with Subjects and Predicates

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

#### Predicates

moved slowly through the tunnel.

cheered.

sailed out to sea.

loves to paint.

is blue.

drove through the rain.

slept in the sunshine.

enjoyed the party.

#### Subjects

**All the children**

**The zoo animals**

**Betty**

**The large ship**

**The long train**

**The race cars**

**Dad's favourite colour**

**Everyone in the class**

*continued*

**Job Card #2 Guided Practice continued**

*continued*

**Job Card #2 Guided Practice continued**

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

**Subjects**

Adam

Our family

The water

The paintbox

The canoe

The boys

Everybody

The zoo animals

**Predicates**

**was rowed across the lake.**

**cheered for the winning team.**

**has three colours.**

**ate dinner at 6:30.**

**slept in the sunshine.**

**fixed their bikes.**

**is very cold.**

**had a cold.**



*continued*

**Job Card #2 Guided Practice continued**

*continued*



**Job Card #2 Guided Practice continued**

C. Write a complete sentence using each of the following subjects. Don't forget to add a period.

1. The bears \_\_\_\_\_

\_\_\_\_\_

2. Snoopy \_\_\_\_\_

\_\_\_\_\_

3. All the children \_\_\_\_\_

\_\_\_\_\_

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

1. \_\_\_\_\_

\_\_\_\_\_ made me laugh.

2. \_\_\_\_\_

\_\_\_\_\_ are bright red.

3. \_\_\_\_\_

\_\_\_\_\_ is ten miles away.



## Job Card #2 Activity Sheet

---

A. Read each sentence carefully, then write its subject in the **Subject** part of the chart and its predicate in the **Predicate** part of the chart.

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

Subject	Predicate

*continued*

**Job Card #2 Activity Sheet continued**

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

**Add Subjects**

\_\_\_\_\_ roared loudly.

\_\_\_\_\_ decided to leave.

\_\_\_\_\_ surprised us.

**Add Predicates**

A bright flame \_\_\_\_\_.

A giant shadow \_\_\_\_\_.

Kangaroos \_\_\_\_\_.



## Job Card #3 Guided Practice

---

### Joining Short Sentences

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

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

---

---

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

---

---

3. The milk froze. The orange juice froze.

---

---

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

---

---

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

1. He laughed loudly. I laughed quietly.

---

---

---

*continued*

**Job Card #3 Guided Practice continued**

2. Mr. Smith drove a truck. My dad drove a school bus.

---

---

---

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

---

---

---

4. Bill ate candy. Jeff chewed gum.

---

---

---

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

1. Mom went to the store. We had no milk.

---

---

---

*continued*

**Job Card #3 Guided Practice continued**

2. I took off my jacket. The sun was very warm.

---

---

---

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

---

---

---

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

---

---

---

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

1. The doorbell chimed. The doorbell woke the dog.

---

---

---

**Job Card #3 Guided Practice continued**

2. The girl laughed out loud. She was very happy.

---

---

---

3. Jack loves running. Bill would rather walk.

---

---

---

4. Roses are red. Roses smell sweet.

---

---



## Job Card #3 Activity Sheet

---

**and**

**but**

**because**

Use one of the connecting words to join each set of sentences.

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

---

---

---

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

---

---

---

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

---

---

---

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

---

---

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*continued*

**Job Card #3 Activity Sheet continued**

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

---

---

---

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

---

---

---

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

---

---

---

8. We flew to Nova Scotia. It was too far to drive.

---

---

---



## Job Card #4 Guided Practice

---

### Correcting Run-on Sentences

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

1. My sister really enjoys camping I do too.

---

---

---

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

---

---

---

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

---

---

---

4. Who is there what do you want?

---

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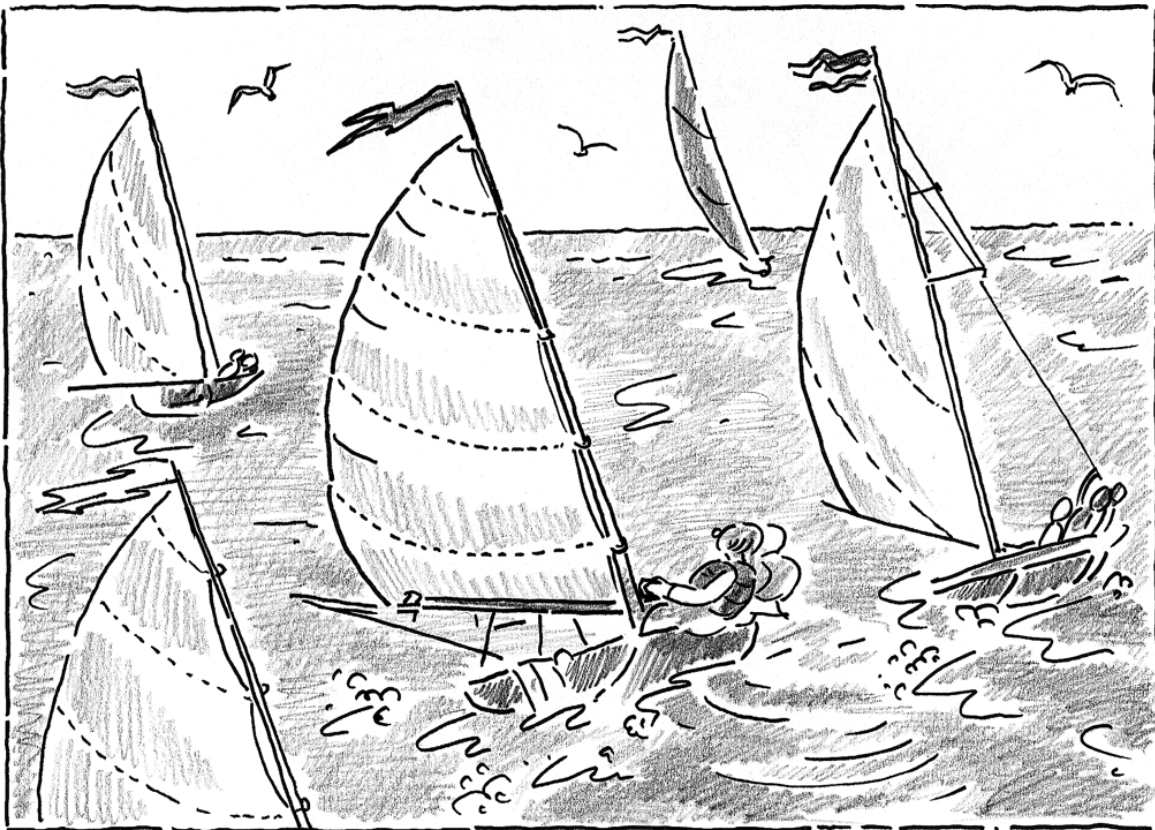
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*continued*

**Job Card #4 Guided Practice continued**

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

**Sailboats of many sizes were ready to begin the race a breeze was blowing their sails were up ready to catch the breeze that would speed them across the water.**



## Job Card #4 Activity Sheet

---

A. Write each run-on sentence as two complete sentences.

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

---

---

---

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

---

---

---

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

---

---

---

*continued*

**Job Card #4 Activity Sheet continued**

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

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

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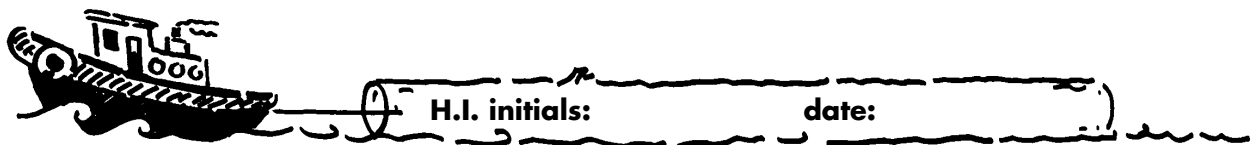
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## Job Card #5 Guided Practice

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### Using Commas

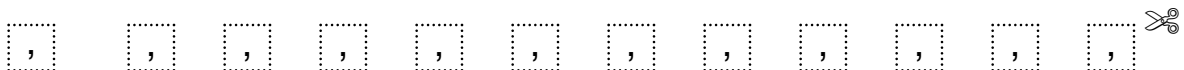
Cut out the comma boxes found near the bottom of the page. Use them to practice putting commas in the correct places. This way you can move each comma around as much as you like. If you can't remember where the commas should go, look back at the rules.

#### A. Commas in a **series**

1. We saw geese cows pigs and an old cart at the farm.
2. The sailboat had been painted red white and blue.
3. Sally invited Beth Jane Susie and Diane to her birthday party.

#### B. Commas **between a city and a province**

1. My mother lives in Halifax Nova Scotia.
2. Send the invitation to Mary in Calgary Alberta.
3. See if you can find Winnipeg Manitoba on the map of Canada.



*continued*

**Job Card #5 Guided Practice continued**

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

1. I was born on May 24 1991.
2. The party was on April 21 2002.
3. Where were you on September 15 2001?

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

Dear Grandma

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

Love

Margaret

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

1. Mother said "Put on your life vest before you get in the boat."
2. Bobby yelled "Dad where are you?"
3. Father replied "I'm in the boathouse."



## Job Card #5 Activity Sheet

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

Example: *Today is March 17, 2001.*



1. Today is \_\_\_\_\_
2. The date of my birth is \_\_\_\_\_
3. Our next holiday comes on \_\_\_\_\_

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

1. I went to the mall with Mom Dad and Betty.
2. Some kinds of boats are yachts sailboats submarines and ocean liners.
3. I love to put mustard ketchup onions and tomatoes on my hot dog.
4. Pam asked "Where did you put the car?"
5. Sue replied "I put the car in the garage."

- C. Put commas in all the correct places in the letter on the next page.

*continued*

**Job Card #5 Activity Sheet continued**

123 Charles St.

Victoria B.C.

July 14 2001

Dear Amanda

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

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

Love

Liz



H.I. initials:

date:

## Job Card #6 Guided Practice

### Using Quotation Marks

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

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

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

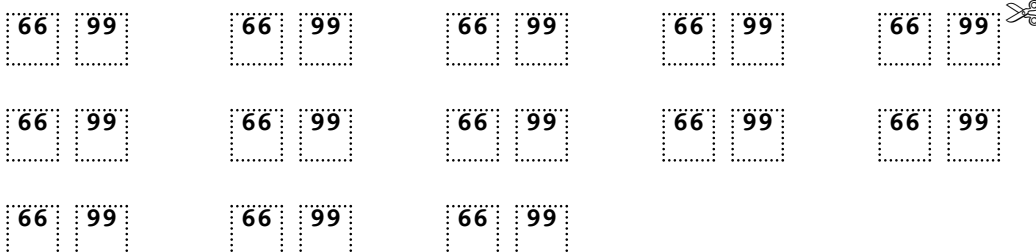
- B. Paste the quotation marks in the following conversation. Notice that every time the speaker changes, you begin a new line.

Dave said, Let's hear a riddle.

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

Dave replied, I give up.

Lori exclaimed, It has the most stripes on the outside!



*continued*

**Job Card #6 Guided Practice continued**

- C. Put in the **comma**, using a blue pencil crayon, in each sentence. Using a red crayon, put a **capital letter** on the first word of the quotation and paste **quotation marks** around the speaker's exact words.

Hint: One of the quotations already has a beginning capital letter. Do you know why?

Ken asked      what time is it?

I want chicken for dinner      said Mike.

Sara said      please give me an ice cream cone.

The boys yelled      come out and play.

Jo asked      can you ride a bicycle?

## Job Card #6 Activity Sheet

---

A. Circle the person who is speaking in each sentence. Then put quotation marks (‘ ’) around the speaker’s exact words.

1. Dale said, Dinner is ready now.
2. Aunt Nan replied, I’m coming.
3. Lee asked, Where are my books?
4. Your books are on the table, replied mom.

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

1. Roy asked are you ready to go?

---

---

2. Carol shouted angrily don’t you care?

---

---

3. My father said the turkey looks delicious.

---

---

---

*continued*

**Job Card #6 Activity Sheet continued**

4. Robin added the carrots taste good, too.

---

---

---

5. Gargle said the dentist.

---

---

6. I found your pen said Mark.

---

---

7. Kathy asked is it raining now?

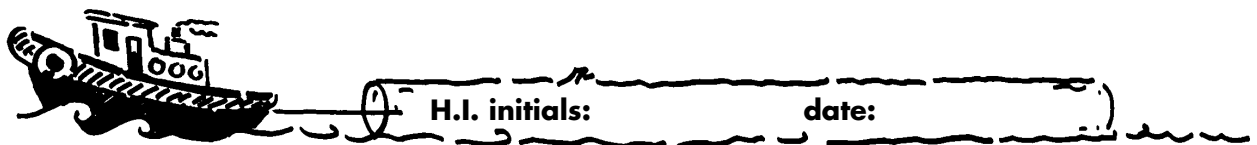
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8. I don't know the answer said Bob.

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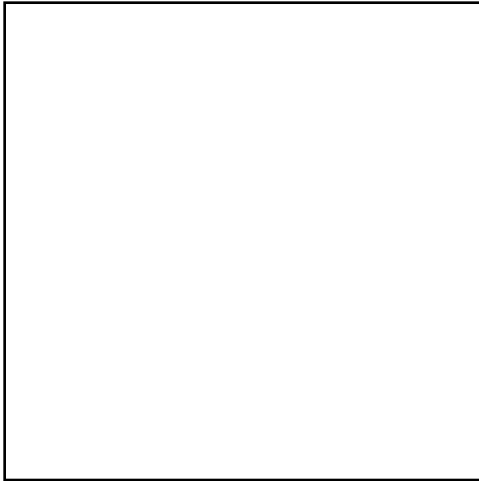
## Job Card #7 Guided Practice

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### Working with Nouns

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

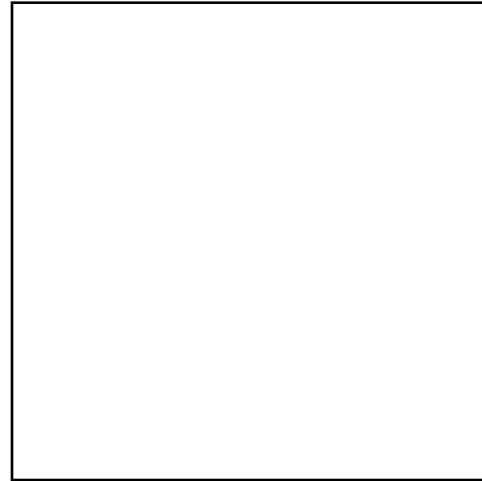
#### Nouns



apples  
slept  
teacher

dime  
quickly  
mailman

#### Not Nouns



goat  
children  
put

*continued*

**Job Card #7 Guided Practice continued**




B. Nouns are words that name a person, place, or thing. On the following chart, write each word under the correct heading.

Adam  
Dr. Jones  
Victoria  
room

attic  
farmer  
mother  
Canada

comb  
football  
museum  
student

door  
rake  
rainbow  
boat

 <b>Person</b>	 <b>Place</b>	 <b>Thing</b>

*continued*



**Job Card #7 Guided Practice continued**

C. Add **s** or **es** to each noun to make it more than one.

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

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

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

E. Complete the chart on the next page.

- The nouns on this chart change their spelling when they become plural.
- See if you can spell all the changed plural spellings. Some plurals have been added.
- If you can think of any more, write them at the bottom of the list.
- Ask your home instructor to help you. You can also find the words in your dictionary.

*continued*

**Job Card #7 Guided Practice continued**

<b>Singular</b>	<b>Plural</b>
ox	oxen
woman	
man	
child	
tooth	
foot	
person	
leaf	
half	
knife	
wife	
life	
loaf	
potato	
cactus	cacti
fungus	fungi
die	dice

## Job Card #7 Activity Sheet

---

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

pencil _____	dish _____
box _____	ball _____

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

box \_\_\_\_\_

wish \_\_\_\_\_

church \_\_\_\_\_

half \_\_\_\_\_

kiss \_\_\_\_\_

deer \_\_\_\_\_

boy \_\_\_\_\_

tooth \_\_\_\_\_

city \_\_\_\_\_

man \_\_\_\_\_

bus \_\_\_\_\_

child \_\_\_\_\_

*continued*

**Job Card #7 Activity Sheet continued**

C. Below is a drawing of a chalkboard. Write the plural of each of the following words on the board.

1. bunny

6. pony

2. foot

7. party

3. mouse

8. knife

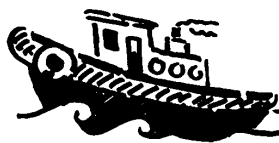
4. baby

9. candy

5. cherry

10. woman

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



H.I. initials:

date:

## Job Card #8 Guided Practice

---

# Common and Proper Nouns

### Playing with Nouns

1. *Instructions for making the noun game.*

- Cut out the cards of common nouns on the following pages.
- Add more nouns if you wish using the extra cards provided. Use index cards or pieces of flashcard if you have lots of nouns.

*Directions for playing the game.*

- This is a game for two people.
- Place the stack of cards face down.
- One player draws a card. He or she must say a proper noun for the common noun that is on the card. (For example: **car/Ford**)
- The player continues to get additional turns until he fails to give a proper noun for a common noun.
- When all the cards have been drawn, the player with the most cards wins.

2. *Directions for playing another game.*

- Draw pictures of all kinds of household items on paper or flash cards.
- Label each picture with a common noun.
- Put the labeled pictures on a bulletin board or on a large sheet of drawing paper.

*continued*

### **Job Card #8 Guided Practice continued**

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

deodorant	lipstick
cereal	toothpaste
candy bar	mouthwash
cookies	bread
gum	dishwashing liquid
soap	pop

*continued*

**Job Card #8 Guided Practice continued**

Please cut out the following boxes.



**car**



**boy**



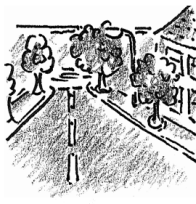
**mother**



**city**



**province**



**street**



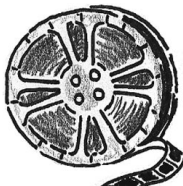
**teacher**



**school**



**river**



**movie**



**friend**



**cat**



**song**




**mountain**



**ocean**



**ship**

continued 

**Job Card #8 Guided Practice continued**

*continued*



**Job Card #8 Guided Practice continued**

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



**book**



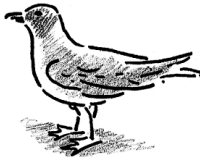
**pirate**



**TV show**



**girl**



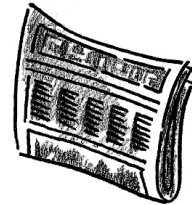
**bird**




**tree**



**country**



**newspaper**

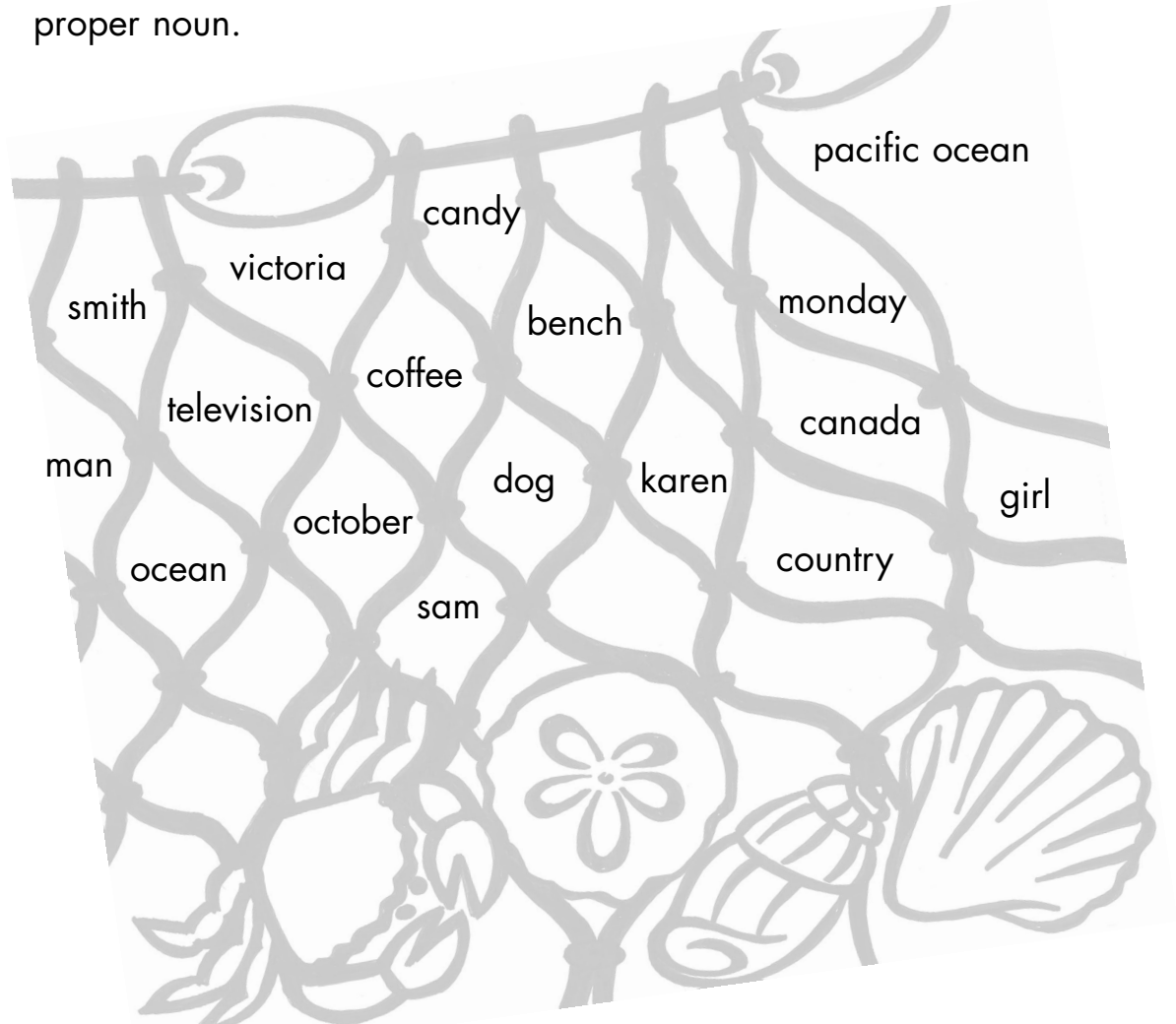
continued 

**Job Card #8 Guided Practice continued**

*continued*

**Job Card #8 Guided Practice continued**

- A. These nouns have gotten all mixed up. Sort them out and write each one in the correct box. Remember to put a capital letter on each proper noun.



**Proper Nouns**

**Common Nouns**

*continued*

**Job Card #8 Guided Practice continued**

B. Rewrite these sentences using capital letters where they are needed.

1. margaret went to see the doctor on Tuesday.

---

---

---

2. in october tom visited uncle fred.

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---

---

## Job Card #8 Activity Sheet

- A. Look at the list of nouns. If it is a common noun, write it in the cloud called **common nouns**. If it is a proper noun, be sure to put in the capital letters as you write it in the cloud called **proper nouns**.

river      donald

lion's gate bridge

building      alligator

niagara falls

man      dog

ottawa      school      park

douglas street

**Common Nouns**

**Proper Nouns**

*continued*

**Job Card #8 Activity Sheet continued**

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

1. \_\_\_\_\_ is a busy month.
2. \_\_\_\_\_ is a beautiful city.
3. \_\_\_\_\_ wrote me a letter.
4. \_\_\_\_\_ is a place I want to visit.
5. \_\_\_\_\_ is not far from here.
6. \_\_\_\_\_ is the name of our country.
7. Canada's capital city is \_\_\_\_\_.
8. I saw \_\_\_\_\_ on television.



## Job Card #9 Guided Practice

### Possessive Nouns

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

Box 1		
boy	tree	city
sun	book	friend
dog	man	rabbit

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

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boy's hat

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*continued*

**Job Card #9 Guided Practice continued**

- B. Rewrite the phrases below using an **'s**. Remember if the word ends in **s**, just add an **apostrophe**.

Example: food belonging to a dog      dog's food

pencil belonging to Mrs. Watts      \_\_\_\_\_

desk belonging to Jim      \_\_\_\_\_

book belonging to Judy      \_\_\_\_\_

television belonging to Janet      \_\_\_\_\_

books belonging to the students      \_\_\_\_\_

swings belonging to the children      \_\_\_\_\_

cars belonging to the men      \_\_\_\_\_

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

the doll dress      \_\_\_\_\_

Adam ball      \_\_\_\_\_

the pan handle      \_\_\_\_\_

that man car      \_\_\_\_\_



## Job Card #9 Activity Sheet

---

- A. Change the **dark coloured noun** in each sentence to show possession by adding an **apostrophe ( ' )** or **apostrophe s ( 's )**. Write each possessive noun on the line.

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

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

Example: the birthday of the twins      the twins' birthday

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

*continued*

**Job Card #9 Activity Sheet continued**

6. the tents of the campers \_\_\_\_\_
7. the wool of the sheep \_\_\_\_\_
8. the parents of the children \_\_\_\_\_

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

1. The barking dogs frightened Bobs cat.

---

---

2. The bad boys hid Kathys jacket.

---

---

3. Bills rowboat has a big hole.

---

---

4. My brothers boat has beautiful white sails.

---

---

---

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

---

---

---



## Job Card #10 Guided Practice

### Compound Words

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

over

moon

cup

mail

fire

air

news

sun

snow

him

rail

for

side

back

light

light

shine

paper

road

ball

self

man

ever

walk

house

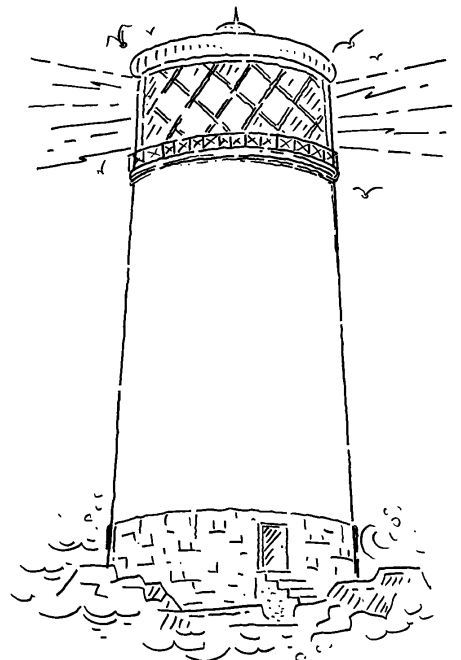
cake

head

place

plane

bone



*continued*

**Job Card #10 Guided Practice continued**

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

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C. Compound Riddles

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

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

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

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

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

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*continued*

**Job Card #10 Guided Practice continued**

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

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6. What ball do you make with snow?

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

---

---

8. What bug hops in the grass?

---

---



## Job Card #10 Activity Sheet

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- A. Add the words from the **Word Box** to make compound words in the sentences below.

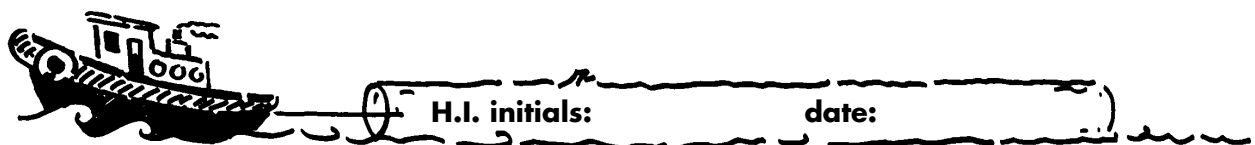
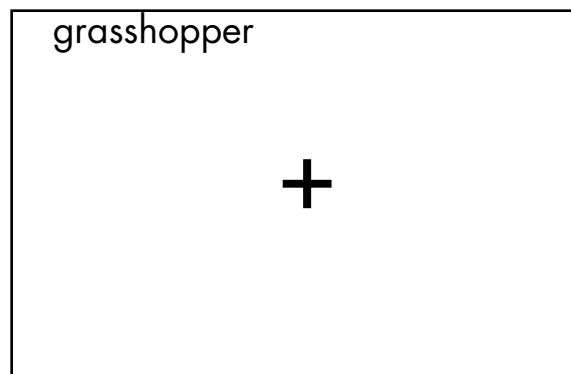
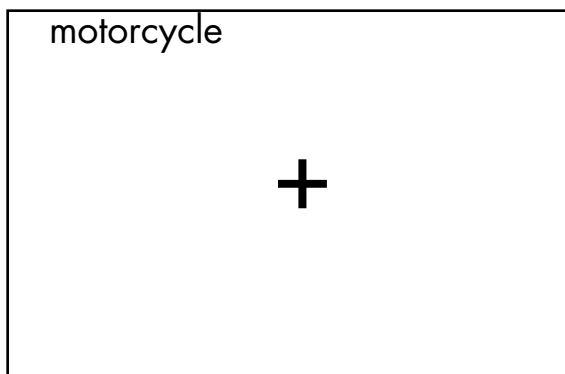
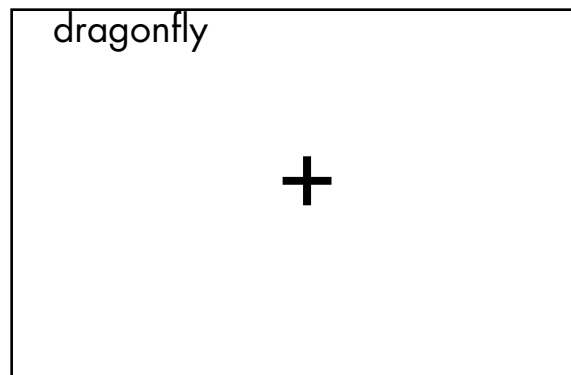
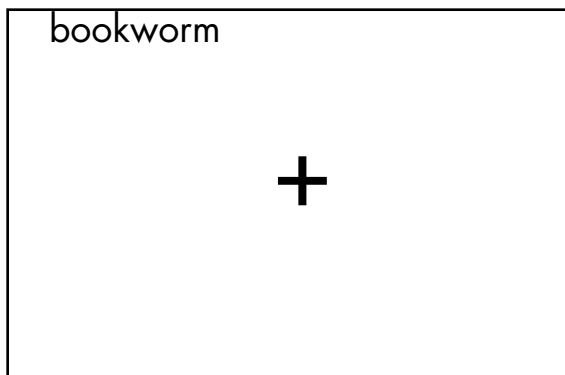
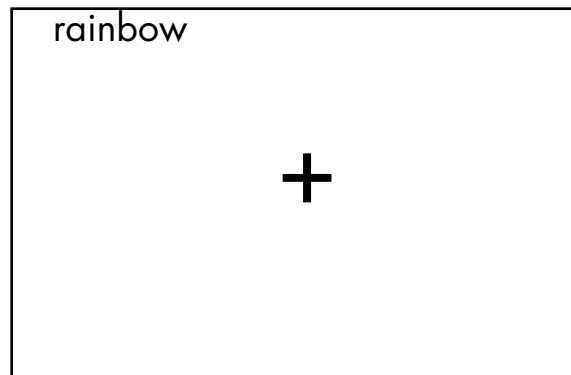
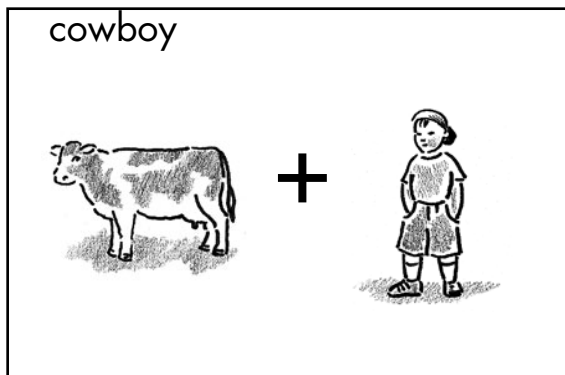
lock	berry	cycle
hole		cakes
plane	shine	man
room		house

1. There is lots of sun \_\_\_\_\_ in the summer.
2. We flew on an air \_\_\_\_\_ to Calgary.
3. She has a television in her bed \_\_\_\_\_.
4. My mother grows plants in a green \_\_\_\_\_.
5. The police \_\_\_\_\_ rode a motor \_\_\_\_\_.
6. Mom made a black \_\_\_\_\_ pie.
7. On Sunday we have pan \_\_\_\_\_ and bacon for breakfast.
8. To unlock the door, put the key in the key \_\_\_\_\_.

*continued*

**Job Card #10 Activity Sheet continued**

B. Draw the two parts of the compound words.



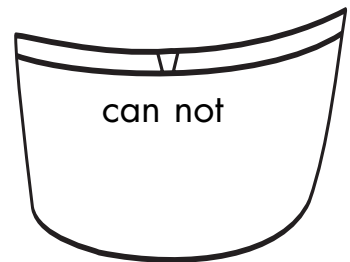
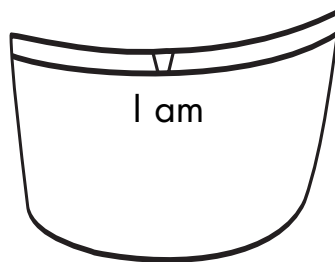
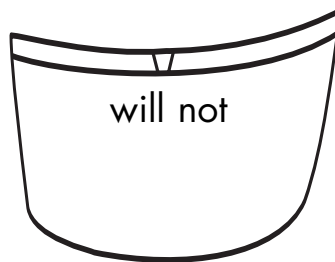
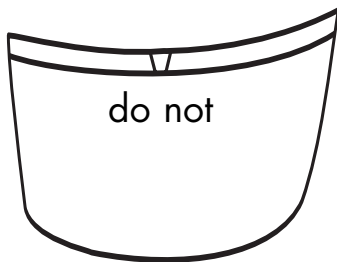
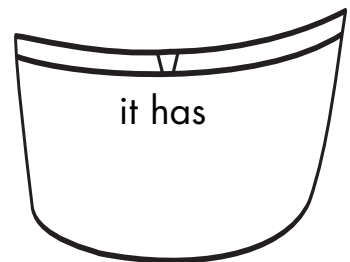
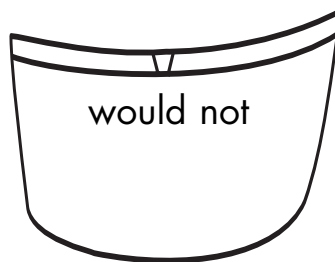
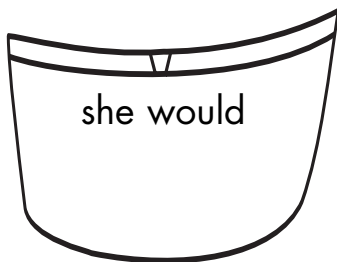
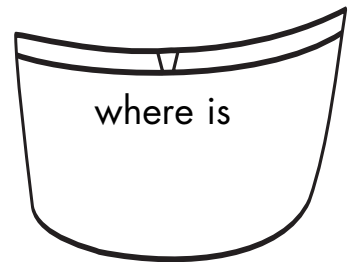
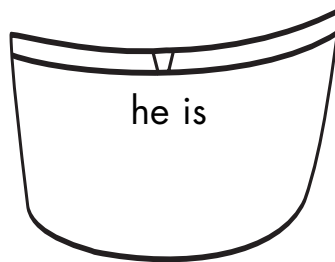
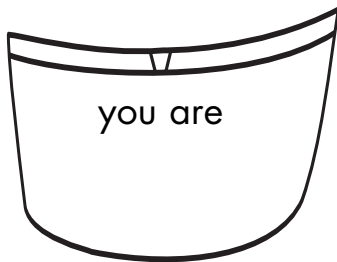


## Job Card #11 Guided Practice

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### Contraction Practice

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



*continued*

**Job Card #11 Guided Practice continued**

- B. Choose two contractions from part A. Write each one in a complete sentence. Be sure to begin each sentence with a capital letter and end with a punctuation mark.

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

**you're**

**they'll**

**it's**

**they're**

**weren't**

**he's**

**won't**

**can't**

**I'm**

**she'll**

**aren't**

**I'd**

**she will**

**can not**

**I am**

**will not**

**they will**

**were not**

**I would**

**are not**

**they are**

**he is**

**it is**

**you are**

*continued*

**Job Card #11 Guided Practice continued**

D. Look at the two words after each number. Circle the correct contraction from the list of choices you are given.

1. does not

*doesn't*

*dos'not*

*doesn't*

5. will not

*willn't*

*weren't*

*won't*

2. can not

*cann't*

*can't*

*can'ot*

6. that is

*that's*

*thatis*

*thats'*

3. he will

*he'll*

*he'ill*

*hewill*

7. she is

*shes*

*she's*

*sheis*

4. are not

*arent*

*ar'not*

*aren't*

8. you would

*youw'ld*

*youw'd*

*you'd*



# Job Card #11 Activity Sheet

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- A. Draw a line to match the words in List 1 with the correct words in List 2.

## List 1

I will

you have

she is

we are

they are

## List 2

they're

she's

I'll

we're

you've

- B. Write the correct contraction in each box.

cannot

was not

do not

you have

he is

will not

I am

would not

she will

I would

*continued*

**Job Card #11 Activity Sheet continued**

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

1. Bob **is not** in the car.

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2. Adam **can not** go to the show.

---

---

3. The boys **were not** playing outside.

---

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4. **It is** too cold to wear shorts.

---

---

5. **They have** all gone without us.

---

---

6. **What is** the difference between cats and dogs?

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*continued*

**Job Card #11 Activity Sheet continued**

7. **She will** sing a song.

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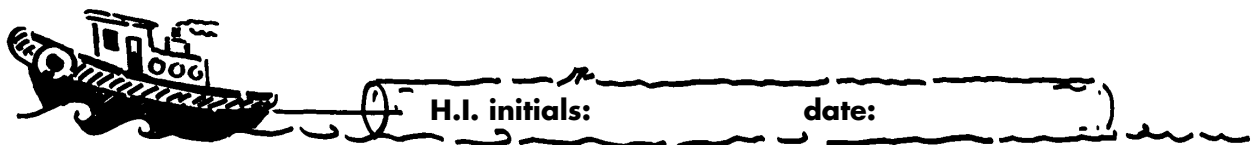
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8. **I would** fall down if I tried to roller blade.

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## Job Card #12 Guided Practice

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### Working with Action Verbs

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

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

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

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

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

*continued*

**Job Card #12 Guided Practice continued**

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

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

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

<b>Present</b>	<b>Past</b>
walk	walked
jump	
smile	
cry	
sit	
rub	

*continued*

**Job Card #12 Guided Practice continued**

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

<b>Present</b>	<b>Past</b>
cook	cooked
	turned
	hurried
	stopped
	closed
	slept

*continued*

**Job Card #12 Guided Practice continued****G. Verb Number Agreement**

Read the words in the chart.

<b>Singular Subjects (one)</b>	<b>Singular verbs (one)</b>
boy	rides
truck	passes
Jane	works

<b>Plural Subjects (more than one)</b>	<b>Plural Verbs (more than one)</b>
boys	ride
trucks	pass
Jane and Sara	work

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

1. They \_\_\_\_\_ popcorn.                      eat                      eats
2. Susan \_\_\_\_\_ to the music.                      dance                      dances
3. Dad \_\_\_\_\_ the wall.                      paint                      paints
4. The children \_\_\_\_\_ a picture.                      colour                      colours
5. Angry dogs \_\_\_\_\_ at the cat.                      bark                      barks
6. The glass \_\_\_\_\_ easily.                      break                      breaks
7. She \_\_\_\_\_ the circus.                      watch                      watches
8. The clowns \_\_\_\_\_ me laugh.                      make                      makes

## Job Card #12 Activity Sheet

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- A. Verbs tell about something being done—to *talk*, *walk*, *sleep*, *jump*, or *run*. These are called action verbs. Write as many action verbs as you can next to each alphabet letter.

c     call \_\_\_\_\_

d     \_\_\_\_\_

f     \_\_\_\_\_

h     \_\_\_\_\_

m     made \_\_\_\_\_

p     \_\_\_\_\_

r     \_\_\_\_\_

t     \_\_\_\_\_

- B. Circle the action verb in each sentence.

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

*continued*

**Job Card #12 Activity Sheet continued**

8. The men built a new house.
9. Mother kisses us good night.
10. The teacher drives to school each day.

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

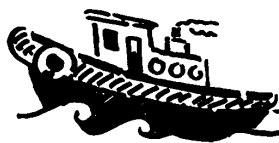
<b>Present</b>	<b>Past</b>
hope	
live	
	rolled
pick	
	howled
	opened
fold	

*continued*

**Job Card #12 Activity Sheet continued**

D. Choose the correct verb to go with each subject and complete the sentence.

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



H.I. initials:

date:





## Job Card #13 Guided Practice

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### Other Kinds of Verbs

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

<b>was</b>	<b>are</b>	<b>were</b>	<b>am</b>	<b>is</b>
------------	------------	-------------	-----------	-----------

1. Michael \_\_\_\_\_ ten years old.
  2. All the dogs \_\_\_\_\_ here now.
  3. I \_\_\_\_\_ at home.
  4. Alex \_\_\_\_\_ at the pool yesterday.
  5. The children \_\_\_\_\_ at school.
- B. Write a 'having' word from the box in each sentence.

<b>has</b>	<b>have</b>	<b>had</b>
------------	-------------	------------

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

*continued*

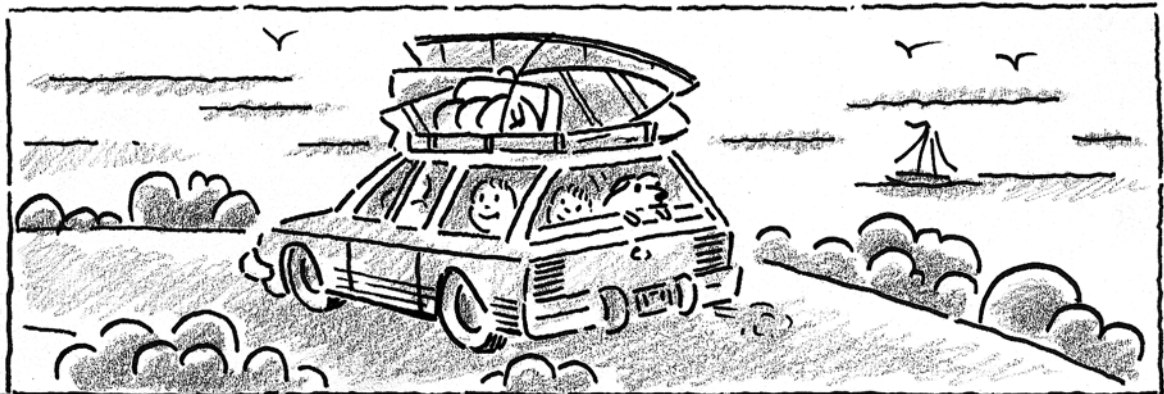
**Job Card #13 Guided Practice continued**

C. Circle the 'helping' verbs and underline the action verbs in each sentence.

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

## Job Card #13 Activity Sheet

A. Write a 'being' verb in each empty box in the story.



**am**

**is**

**are**

**was**

**were**

My family and I  ready to begin our vacation.

The van  full of gas and our bags

in the back.

"I  so excited," exclaimed my sister.

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

My mother  always sure we would forget  
something so she was checking her list as she locked the front door.

*continued*

**Job Card #13 Activity Sheet continued**

My dad smiled and said, "  you sure we have our bathing suits packed?"

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

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

**have**

---

---

**has**

---

---

**had**

---

---

C. Helping and Action Verbs

- Find the helping and action verbs in the following sentences.
- Use the list of helping verbs to help you.

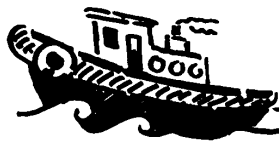
<b>am</b>	<b>is</b>	<b>are</b>	<b>was</b>	<b>were</b>	<b>has</b>	<b>have</b>	<b>had</b>
-----------	-----------	------------	------------	-------------	------------	-------------	------------

*continued*

**Job Card #13 Activity Sheet continued**

1. Elephants are eating hay.
  2. Jack had taken the bus to school.
  3. Dad has driven the car to work.
  4. I have seen Niagara Falls.
  5. Adam is going to a birthday party.
  6. I am feeling happy.
  7. The cats were playing with a ball.
  8. Our hockey team was winning the game.
- Fill in the following chart by writing the helping and action verbs from the sentences in the correct columns.

	<b>Helping Verbs</b>	<b>Action Verbs</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



H.I. initials:

date:



## Job Card #14 Guided Practice

### Choosing 'A' or 'An'

- A. Review the letters of the alphabet with your home instructor. Now name the vowels. They are: **a**, **e**, **i**, **o**, **u**. Cut out the boxes containing **a** or **an** and paste them in the correct places. Remember **an** goes in front of words beginning with vowels.

\_\_\_\_\_ pencil

\_\_\_\_\_ mouse

\_\_\_\_\_ eagle

\_\_\_\_\_ olive

\_\_\_\_\_ dill pickle

\_\_\_\_\_ uncle

\_\_\_\_\_ mother

\_\_\_\_\_ apple

**a**

**an**

**a**

**an**



**an**

**a**

**an**

**a**

*continued*

**Job Card #14 Guided Practice continued**

B. Write sentences using each of the following word groups.

a movie

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an elephant

---

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an orange

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an umbrella

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## Job Card #14 Activity Sheet

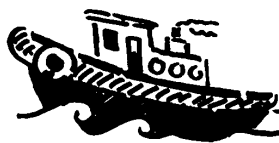
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A. Write **a** or **an** correctly in each sentence.

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

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

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



H.I. initials:

date:



## Job Card #15 Guided Practice

### Learning to Use Pronouns

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

<b>I</b>	<b>she</b>	<b>he</b>	<b>we</b>	<b>you</b>	<b>him</b>
<b>it</b>	<b>they</b>	<b>her</b>	<b>us</b>	<b>them</b>	

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

- Joan saw the **dog** run across the street.
- My **mom** put the groceries in the van.
- Give a pencil to **Adam**.
- Jo and Ben** rode their in-line skates to school.
- Snowy **mountains** are a good place to ski.
- Please pass the **carrots**.
- Mrs. Scott** moved to New Zealand.
- Dad** invited **Susan** to dinner tonight.



*continued*

**Job Card #15 Guided Practice continued**

A. Fill in the blanks in these sentences with **he**, **she**, **her**, **him**, **it**, **they**, or **them**. Draw an arrow from the pronoun to the noun it replaces.

1. My cat scratches on the door when \_\_\_\_\_ wants to come in.
2. My aunt left \_\_\_\_\_ purse at the store.
3. Pick up the toys and put \_\_\_\_\_ in the toy box.
4. When Tom found a strange box \_\_\_\_\_ tried to open it.
5. Mary found a loonie when \_\_\_\_\_ was walking down the street.
6. The children wear life vests when \_\_\_\_\_ go out in a boat.
7. Dad jumped when the dog barked at \_\_\_\_\_.

# Job Card #15 Activity Sheet

## Reminder

Pronouns are words that stand for singular (one) or plural (more than one) nouns.

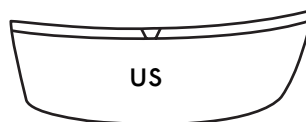
Pronouns used to talk about yourself are: **I, me, we, us**

Pronoun used to talk to a person or people is: **you**

Pronouns used to talk about other persons or things are: **he, him, it, she, her, they, them**

- A. Find the pronoun in each sentence. Write it in the rowboat at the end of the sentence.

Example: Dad gave us some money.



1. We went fishing yesterday.



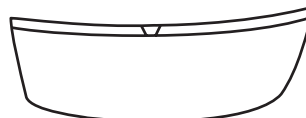
2. Do you like to eat fish and chips?



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



4. Is mother going to the movies with us?



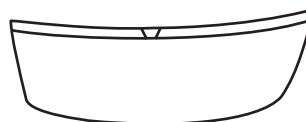
5. Judy gave me a present.



6. I bought a new game.



7. Do you like to play computer games?



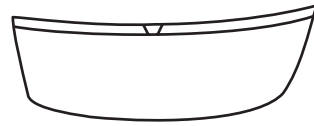
8. They watched the Dragon Boat races in the bay.



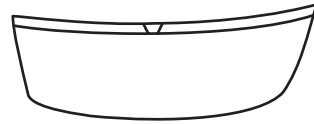
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**Job Card #15 Activity Sheet continued**

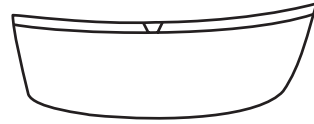
9. He may go to his friend's house tonight.



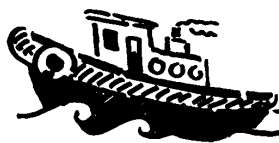
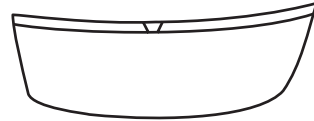
10. It is always fun to play baseball.



11. Her mother bought Sally a new bathing suit.



12. Dad gave them some candy.



H.I. initials:

date:

## Job Card #16 Guided Practice

### Using Possessive Pronouns

#### Reminder

These are useful possessive pronouns.

**her his its our my their your**

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

1. That is my favourite toy!
2. Paul needs to do his chores before he goes out.
3. Start the engine in our boat.
4. The puppy hid its bone in the garden.
5. The guests enjoyed their dinner when Uncle Jim fixed his famous hamburgers on the barbecue.
6. The baby floated her rubber boat in the bathtub water.

B. Now, you write some sentences of your own. Use each of these pronouns—**my**, **their**, **our**.

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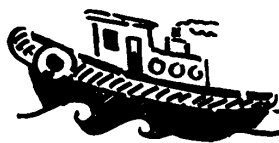




## Job Card #16 Activity Sheet

Find and circle the possessive pronouns in each of the following sentences.

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



H.I. initials:

date:



## Job Card #17 Guided Practice

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### Describing Words—Adjectives

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

Example: Bill rode a blue (bike) to school.



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

*continued*

**Job Card #17 Guided Practice continued**

10. As the afternoon sun began to set, the tired, happy children headed for home.

B. Write an adjective for each noun.

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

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

*continued*

## Job Card #17 Guided Practice continued

### D. Describing Words—Adverbs

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

Example:

**jump**

**quietly**

Your child tries to jump quietly.



#### Verbs

run  
fall  
leap  
cry  
laugh  
jump  
stamp  
sing

#### Adverbs

happily  
angrily  
quickly  
loudly  
fast  
noisily  
slowly  
down

Add any other verbs and adverbs you or your child may enjoy acting out.

*continued*

**Job Card #17 Guided Practice continued**

E. Circle the verbs in each sentence. Underline the adverbs, then write **how**, **where**, or **when** to show the way in which the adverb is used.

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

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

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## Job Card #17 Activity Sheet

A. Match each noun with an adjective and draw a picture in each of the boxes. Write the adjective and noun under each picture.

**Nouns**

- monkey
- ring
- shoes
- feet
- clown
- diamond
- hairy

**Adjectives**

- red
- sad
- mischievous
- large
- laughing
- floppy
- snow
- muddy
- tiny

Below the words are several empty boxes for drawing and writing:

- Two large empty boxes on the left side.
- One large empty box in the center.
- Two large empty boxes on the right side.

*continued*

**Job Card #17 Activity Sheet continued**

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

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

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

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3. The children ate ice cream cones.

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4. The monkeys swing from the trees.

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*continued*



**Job Card #17 Activity Sheet continued**

C. Match the verbs with an adverb and write them together in the boats.

**Verbs**

shout

sing

run

eat

snore

jump

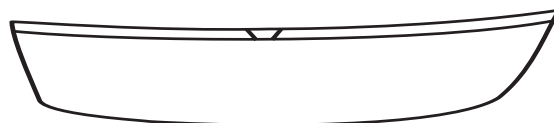
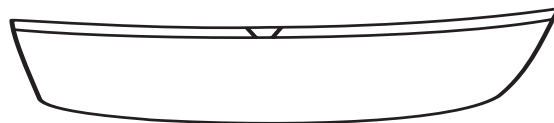
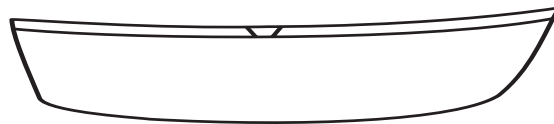
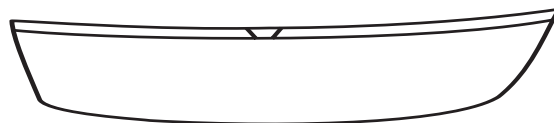
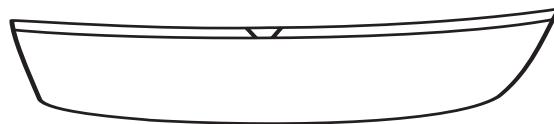
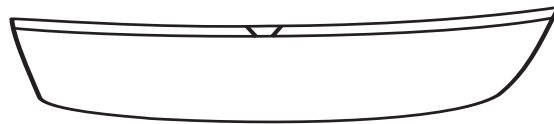
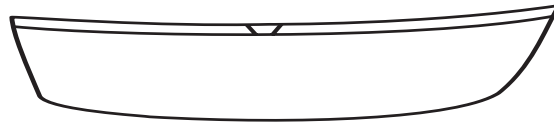
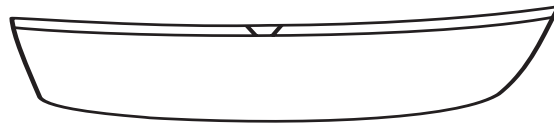
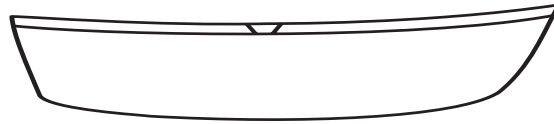
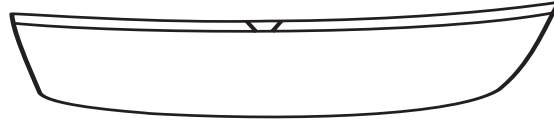
play

dance

growl

throw

peek



**Adverbs**

angrily

politely

sweetly

loudly

rudely

home

beautifully

happily

up

quickly

noisily

shyly

*continued*

### Job Card #17 Activity Sheet continued

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

## Job Card #18 Guided Practice

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### Playing with Similes

A. Complete these similes.

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

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

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C. Complete these similes.

1. My dog is as \_\_\_\_\_ as \_\_\_\_\_.
2. Ice is as \_\_\_\_\_ as \_\_\_\_\_.

*continued*

**Job Card #18 Guided Practice continued**

3. The clouds are as \_\_\_\_\_ as \_\_\_\_\_.

4. The little girl is as \_\_\_\_\_ as \_\_\_\_\_.

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

1. The boy ran like \_\_\_\_\_.

2. The moon looks like \_\_\_\_\_.

3. The fog looked like \_\_\_\_\_.

4. The sailboat looked like \_\_\_\_\_.

E. Make some word pictures using your own ideas.

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## Job Card #18 Activity Sheet

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

Example: What the wind sounded like.

The wind sounded like a child crying.



1. What the tree looked like.

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2. What the snow looked like.

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3. What your kitten looks like.

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*continued*

**Job Card #18 Activity Sheet continued**

4. What your dog's fur feels like.

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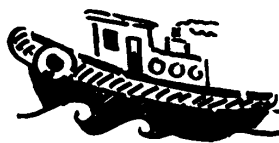
B. Now finish these similes. Think up words that paint great word pictures.

1. as wise as \_\_\_\_\_

2. as happy as \_\_\_\_\_

3. as easy as \_\_\_\_\_

4. as mad as \_\_\_\_\_



H.I. initials:

date:

## Job Card #19 Guided Practice

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### Learning about Synonyms

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

angry

little

said

joyful

tired

replied

strong

silent

happy

cross

quiet

weary

sad

baby

infant

grateful

thankful

unhappy

tiny

powerful

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

1. laugh \_\_\_\_\_

5. plump \_\_\_\_\_

2. fly \_\_\_\_\_

6. big \_\_\_\_\_

3. thin \_\_\_\_\_

7. like \_\_\_\_\_

4. neat \_\_\_\_\_

8. cold \_\_\_\_\_

*continued*

**Job Card #19 Guided Practice continued**

C. Circle the synonyms in each row.

- |           |         |        |          |
|-----------|---------|--------|----------|
| 1. tired  | busy    | sleepy | happy    |
| 2. hit    | play    | nibble | chew     |
| 3. laugh  | weep    | cry    | sneeze   |
| 4. funny  | angry   | stand  | mad      |
| 5. smart  | funny   | clever | trip     |
| 6. happy  | joyful  | angry  | sad      |
| 7. neat   | wealthy | rich   | plain    |
| 8. strong | big     | quiet  | powerful |
| 9. dirty  | cool    | sour   | tart     |
| 10. huge  | pretty  | ugly   | enormous |

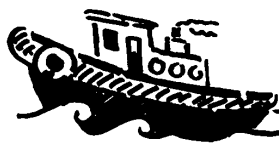


## Job Card #19 Activity Sheet

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Circle the word that doesn't belong in each group. You can look in your dictionary for help.

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



H.I. initials:

date:



## Job Card #20 Guided Practice

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### Learning about Antonyms

A. Draw a line to connect the antonyms.

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

B. Complete each sentence with an antonym.

1. Sugar is sweet but limes are \_\_\_\_\_.
2. A rock is hard but a flower is \_\_\_\_\_.
3. Never tell a lie, always tell the \_\_\_\_\_.
4. The sun rises in the east and sets in the \_\_\_\_\_.

*continued*

**Job Card #20 Guided Practice continued**

5. Ice is cold but fire is \_\_\_\_\_.
6. Her hands are dirty but her face is \_\_\_\_\_.
7. You see the sun during the day and the moon at \_\_\_\_\_.
8. The ugly duckling became a \_\_\_\_\_ swan.
9. Let's work now and play \_\_\_\_\_.
10. Bill's room is neat but Tom's is \_\_\_\_\_.

## Job Card #20 Activity Sheet

- A. Now that you know all about antonyms, try this exercise. In each sentence, fill in the blanks with an antonym that rhymes with the **bolded** word.

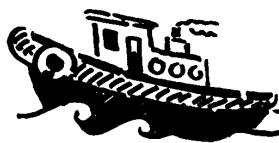
Example: Young is to **old** as hot is to  
cold.



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

- B. Circle the antonyms in each row.

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



H.I. initials:

date:



# Learning about Homonyms

1. The man walked \_\_\_\_\_ the gate.  
threw                      through

2. I can hear here someone laughing.

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

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

5. Do you \_\_\_\_\_ the ship sailing on the  
                sea                 see

high \_\_\_\_\_ ?  
                seas                 seize

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

7. The \_\_\_\_\_ girls went \_\_\_\_\_ buy some fruit.  
to    too    two                      to    too    two

8. The children play with \_\_\_\_\_ model  
boats while \_\_\_\_\_ at the park.





## Job Card #21 Activity Sheet

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- A. Read the following silly paragraph carefully. Cross out any homonym that is used incorrectly and replace it with the correct homonym. (If you look carefully you will find 18 errors.)

Late won knight, a young buoy road his bike too the store. "Your

two late too by a candy bar," said the owner. "Aye knew ewe wood

come sew I saved you sum popcorn." The happy buoy road off into

the son set.

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

**two - to - too**

Mom has \_\_\_\_\_ new dresses.

She went \_\_\_\_\_ the store.

John went \_\_\_\_\_ the store \_\_\_\_\_.



*continued*

**one – won**

The largest sailboat \_\_\_\_\_ the race.

\_\_\_\_\_ of the smaller boats came second.



**son – sun**

The \_\_\_\_\_ is shining in my eyes.

His \_\_\_\_\_ likes to play baseball.



**pear – pair – pare**

I ate a delicious \_\_\_\_\_ at lunch.

Do you have a \_\_\_\_\_ of winter gloves?

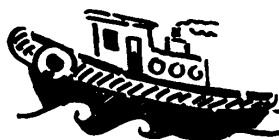
If you \_\_\_\_\_ the potatoes, you will be helping your mom.



**red – read**

Last night I \_\_\_\_\_ a good book.

On the cover was an illustration of the \_\_\_\_\_ planet.



H.I. initials:

date:

## Job Card #22 Guided Practice

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### Understanding Abbreviations

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

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

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

1254 Fortune **Avenue**

Victoria, **British Columbia**

V9S 3F3

**August** 14, 2001

Dear Mom,

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

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

Love you,  
Adam

**Post Script:** I caught a big salmon.



## Job Card #22 Activity Sheet

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A. Write the abbreviations for the following words.

kilogram      \_\_\_\_\_      centimetre      \_\_\_\_\_

December      \_\_\_\_\_      April      \_\_\_\_\_

Alberta      \_\_\_\_\_      Nova Scotia      \_\_\_\_\_

Mister      \_\_\_\_\_      Prime Minister      \_\_\_\_\_

Post Office      \_\_\_\_\_      Drive      \_\_\_\_\_

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

Please come to lunch on **Monday, March** 23. Meet me at the restaurant on the corner of Douglas **Street** and Mayfair **Avenue**.

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*continued*

**Job Card #22 Activity Sheet continued**

**Mister** Black owns a house on 567 Manning **Road** in Victoria,  
**British Columbia**. His son, **Doctor** John Black lives with him.

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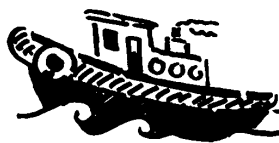
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H.I. initials:

date:

## Job Card #23 Activity Sheet

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Test yourself. Write **yes** after each sentence that tells something you should do when you are writing a friendly letter and **no** after each incorrect sentence.

Every letter has three main parts. \_\_\_\_\_

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

The date should be part of the heading. \_\_\_\_\_

The date goes first in the heading. \_\_\_\_\_

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

A comma is used at the end of the greeting. \_\_\_\_\_

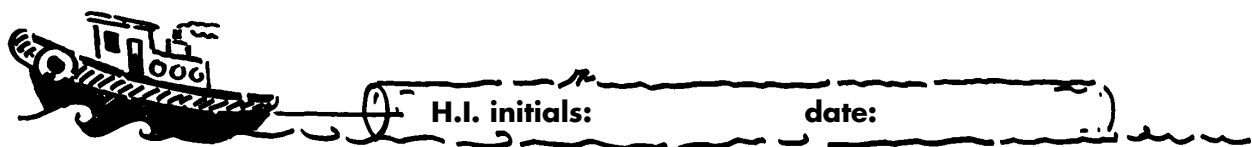
The signature is the name of the person who wrote the letter. \_\_\_\_\_

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

Your postal code should be included in the heading. \_\_\_\_\_

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

Your signature is the last part of a letter. \_\_\_\_\_







## Job Card #24 Activity Sheet

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

If you wish you can cut out the postcard form and illustrate the other side. Send the postcard to your teacher.

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## Job Card #25 Guided Practice

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### Making New Words with Prefixes

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

**Root Word**

able

**Prefix**

un

New Word

\_\_\_\_\_

Sentence

\_\_\_\_\_

\_\_\_\_\_

**Root Word**

use

**Prefix**

re

New Word

\_\_\_\_\_

Sentence

\_\_\_\_\_

\_\_\_\_\_

**Root Word**

active

**Prefix**

in

New Word

\_\_\_\_\_

Sentence

\_\_\_\_\_

\_\_\_\_\_

**Root Word**

pay

**Prefix**

pre

New Word

\_\_\_\_\_

Sentence

\_\_\_\_\_

\_\_\_\_\_

*continued*

**Job Card #25 Guided Practice continued**

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

**preview**

Root word: \_\_\_\_\_ Prefix: \_\_\_\_\_

**unfair**

Root word: \_\_\_\_\_ Prefix: \_\_\_\_\_

**disagree**

Root word: \_\_\_\_\_ Prefix: \_\_\_\_\_

**replay**

Root word: \_\_\_\_\_ Prefix: \_\_\_\_\_

1.

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2.

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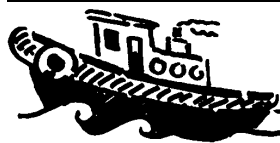
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## Job Card #25 Activity Sheet

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

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

un	re	in
pre	dis	tri



**H.I. initials:**

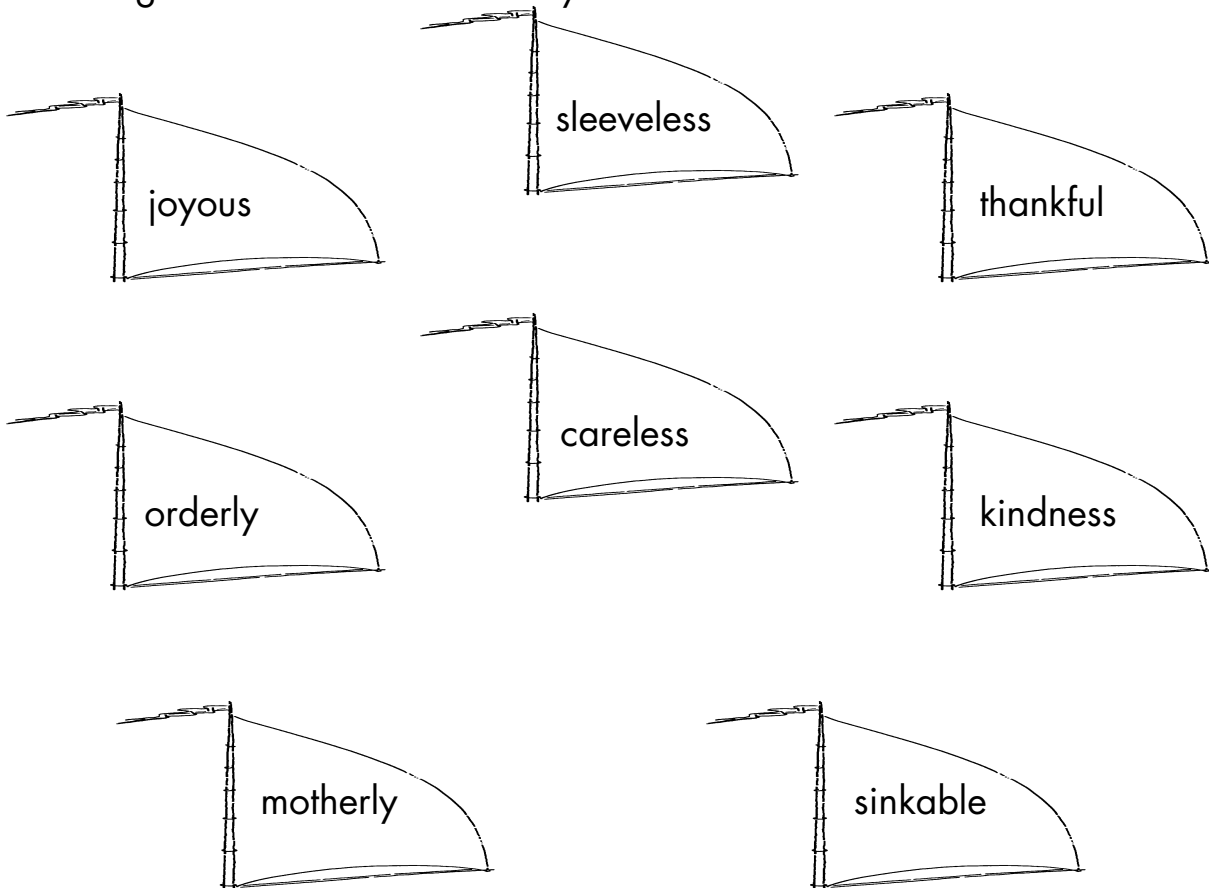
**date:**



## Job Card #26 Guided Practice

### Making New Words with Suffixes

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



- |                    |       |                      |       |
|--------------------|-------|----------------------|-------|
| 1. full of thanks  | _____ | 5. full of joy       | _____ |
| 2. without care    | _____ | 6. can sink          | _____ |
| 3. like a mother   | _____ | 7. being kind        | _____ |
| 4. without sleeves | _____ | 8. in an ordered way | _____ |

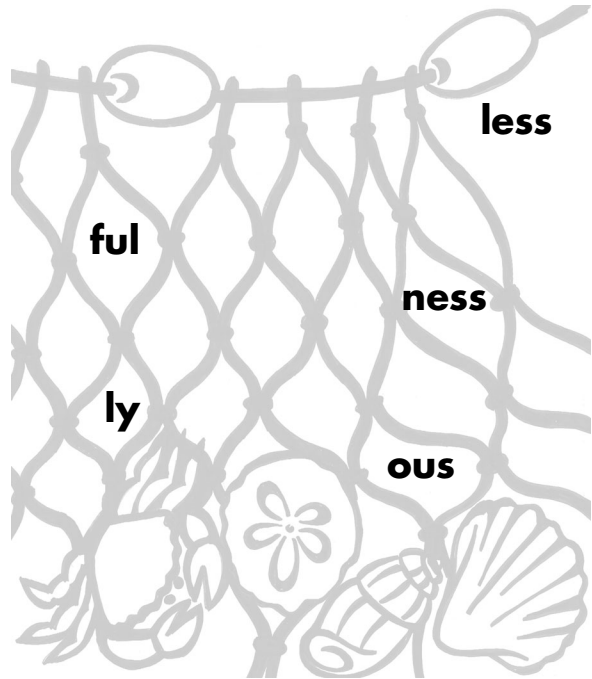




## Job Card #26 Activity Sheet

A. Add a suffix to make a new word.

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



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

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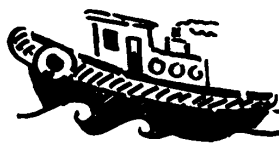
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H.I. initials:

date:



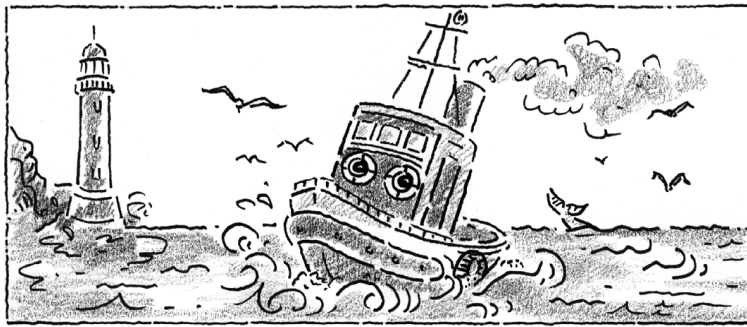
## Job Card #27 Guided Practice

### Building Paragraphs

Can you arrange this scrambled paragraph in the correct order?

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

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



Tessie was worried that her engine wasn't strong enough to battle the storm.

Finally Tessie reached the mouth of the inlet.

Tessie Tugboat set off one sunny morning, on her way to deliver food supplies to a logging camp up an inlet surrounded by mountains.

All the loggers cheered when Tessie tied up safely at the wharf.

As she was crossing the straits, a surprise storm blew up.

The waves settled down and Tessie was able to reach the logging camp.

She struggled and struggled against the high waves crashing over her bow.

The wind blew, rain began to pour down, and the waves rose higher and higher.

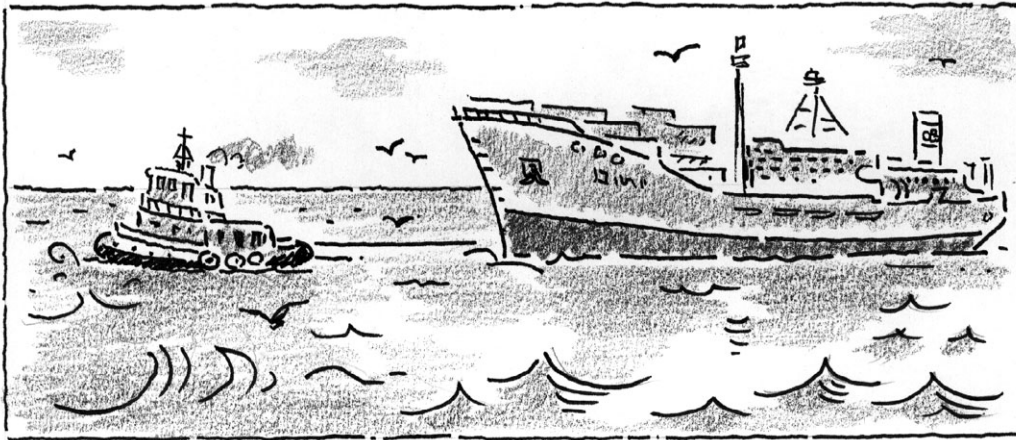
*continued*



## Job Card #27 Activity Sheet

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

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



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

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

Harbour pilots have very important work to do.

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

*continued*

**Job Card #27 Activity Sheet continued**

*continued*

**Job Card #27 Activity Sheet continued**

Scrambled Paragraph

Paste the sentence strips on this page.

*continued*

**Job Card #27 Activity Sheet continued**

*continued*



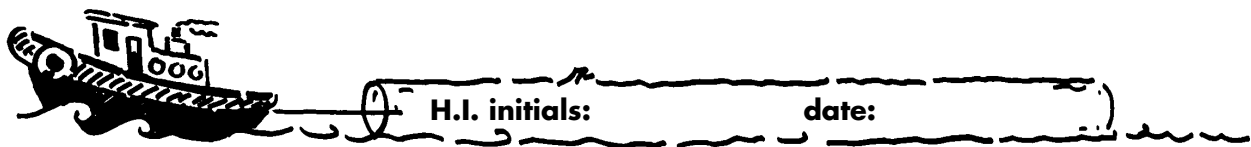
### Job Card #27 Activity Sheet continued

B. Complete the following paragraph.

- Be sure each sentence you add gives more information about the topic sentence.
- Your ending sentence should sum it all up and be interesting. (Ask your home instructor to help you brainstorm for ideas if you can't think of many by yourself.)

I would make a fantastic Prime Minister.

(Give reasons why you would make a fantastic Prime Minister.)





## Job Card #28 Guided Practice

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### Using Alphabetical Order and a Dictionary

A. This is the first half of the alphabet:

**a b c d e f g h i j k l m**

Write the correct answer on each line.

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

B. This is the second half of the alphabet:

**n o p q r s t u v w x y z**

Write the correct answer on each line.

1. Which letter comes before r? \_\_\_\_\_
2. Which letter comes after w? \_\_\_\_\_
3. Which letter comes before z? \_\_\_\_\_
4. Which letter comes after s? \_\_\_\_\_
5. Which letter comes before p? \_\_\_\_\_

*continued*

**Job Card #28 Guided Practice continued**

C. In each group of letters, circle the one that comes first in the alphabet.

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

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

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

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

_____ swing	_____ shirt	_____ purple
_____ ball	_____ pants	_____ brown
_____ paddle	_____ jacket	_____ yellow
_____ nail	_____ sing	_____ can
_____ hammer	_____ hum	_____ bottle
_____ thumb	_____ cry	_____ envelope
_____ pencil	_____ cat	_____ truck
_____ eraser	_____ guinea pig	_____ van
_____ ruler	_____ puppy	_____ car

*continued*

**Job Card #28 Guided Practice continued**

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

_____ oat	_____ which	_____ church
_____ orange	_____ window	_____ crayon
_____ ostrich	_____ wander	_____ cat
_____ sprite	_____ pair	_____ though
_____ swim	_____ plain	_____ tough
_____ stop	_____ pocket	_____ train

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

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

p	i	l	l	o	w				
p	i	e							
p	i	n	k						
p	i	g	l	e	t				

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*continued*

**Job Card #28 Guided Practice continued**

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

c	r	a	y	o	n				
c	r	e	a	m					
c	r	o	s	s					
c	r	i	b						

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

t	o	o	t	h					
t	o	o	k						
t	o	o	t						
t	o	o	l						

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*continued*

**Job Card #28 Guided Practice continued**

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

b	u	t	t	e	r	f	l	y	
b	u	t	t	e	r	m	i	l	k
b	u	t	t	e	r				
b	u	t	t	e	r	c	u	p	

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**H. Using your dictionary**

- To what part of the dictionary would you turn, to find a word beginning with **a**? In what part would you find a word beginning with **t**? In what part of the dictionary would you find the word **monkey**?
- You can divide a dictionary into four parts. When you do, the first part will have the words beginning with **a** to **d**. The second part will have words beginning with **e** to **m**. the third part will have words beginning with **n** to **r** and the fourth part with have words beginning with **w** to **z**.
- Try this **dictionary game**. In the game you try to open your dictionary at a special letter. You can have three tries to find each letter. If you find the letter on one of your three tries, give yourself a point. First decide which part the letter is in, and where it comes in that part. For example the letter **f** is near the beginning of the second part. Your home instructor will enjoy playing this game also. Take turns trying to find these letters.

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

**Job Card #28 Guided Practice continued**

Now try finding these letters.

**d v r c n k o f q a i w**

Who earned the most points in this game?

- **Guide words** are found at the top of every dictionary page and they are printed in darker type so you can see them easily.
- The guide word on the **left** side is the **first** word on the page.
- The guide word on the **right** side is the **last** word on the page.

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

Guide Words

1. sailboat	_____	_____
2. ocean	_____	_____
3. tugboat	_____	_____
4. wharf	_____	_____
5. canoe	_____	_____
6. marina	_____	_____
7. yacht	_____	_____
8. paddle	_____	_____

*continued*



**Job Card #28 Guided Practice continued**

Jack wanted to look up the word **kayak**. He opened his dictionary to a page with these guide words: **kite – knife**. Would he find **kayak** on this page?

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

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

thick      taste      teeth      tease      textbook      team

ten      their      taxi      terrible      teapot      that

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

marlin      marmalade      Mars      marsh      marry

marketplace      marmoset      marking      mark up      marmot

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

A dictionary will tell you what each entry word means.

*continued*

**Job Card #28 Guided Practice continued**

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

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

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

---

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

---

---

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

---

---

4. You need **oars** to paddle a rowboat.

---

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*continued*

**Job Card #28 Guided Practice continued**

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

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

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

---

---

---

3. Where do **peanuts** grow?

---

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

---

---

---

5. Draw a **sea horse**.



## Job Card #28 Activity Sheet

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

1. fences climb can Carl

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2. Frank striped my pink truck Craig drove home in

---

---

3. helped prepare mother Bob his supper

---

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4. trees climbs well very Ann large

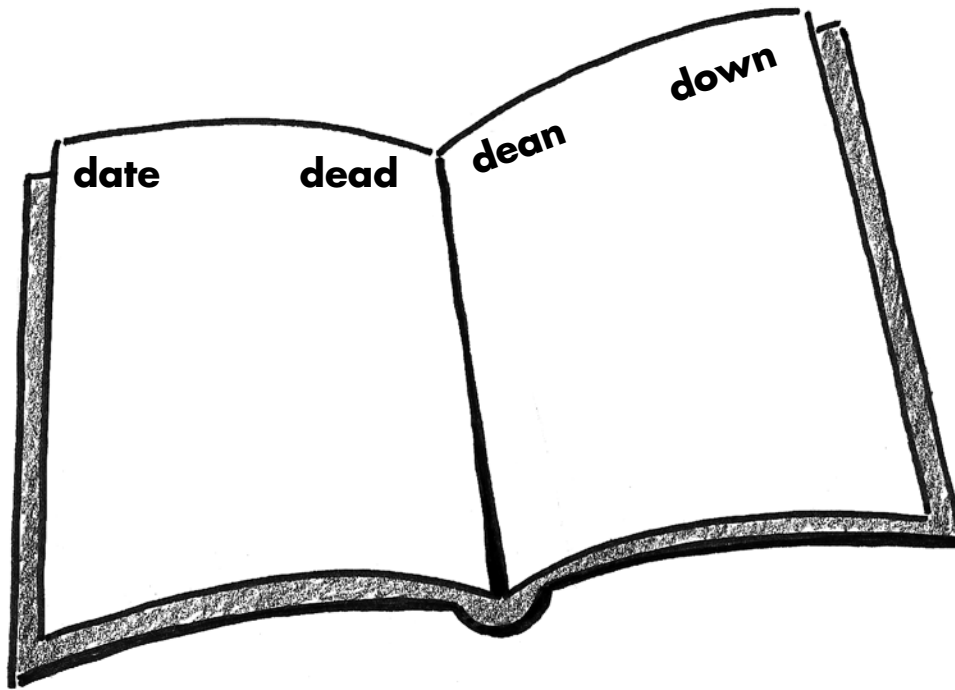
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*continued*

**Job Card #28 Activity Sheet continued**

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



deal

daze

data

dead

daunt

decade

deacon

dark

dart

deer

disarm

daub

decal

dip

declare

defect

deceive

decent

degree

drew

*continued*

**Job Card #28 Activity Sheet continued**

- C. Use the guide words to help you choose the words that belong on each page. Write the words on the lines under the correct guide words.

Gremlin	lime	lip	horse
Mask	hat	grain	light
Litre	most	lost	girl
Love	home	hound	matter
Man	giraffe	master	gas

**ghost**   **house**

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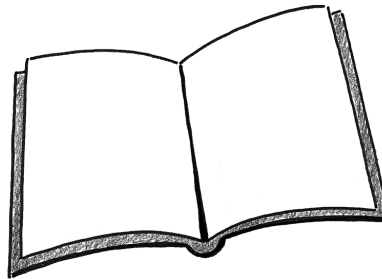
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**limb**   **mat**

---

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---

What words would not be found on either page?

Hint: There are four words.

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*continued*

**Job Card #28 Activity Sheet continued**

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

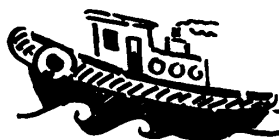
\_\_\_\_\_ 1. Our house is so clean it is in **disrepair**.

\_\_\_\_\_ 2. A pea is an example of a **legume**.

\_\_\_\_\_ 3. Mary used a **nosegay** to keep her nose warm.

\_\_\_\_\_ 4. Please fix the **leek** in the kitchen sink.

\_\_\_\_\_ 5. Rice is grown in a field called a **paddy**.



H.I. initials:

date:



## Job Card #29 Guided Practice

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### Learning about Syllables

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

ship (1)

sum-mer (2)

car-pet (2)

o-cean (2)

teach-er (2)

milk (1)

sis-ter (2)

ze-bra (2)

tel-e-vi-sion (4)

car-rot (2)

lem-on-ade (3)

horse (1)

su-per-mar-ket (4)

dog (1)

row-boat (2)

pup-py (2)

di-no-saur (3)

cat (1)

py-ja-mas (3)

kit-ten (2)

gum (1)

base-ball (2)

pump-kin (2)

fath-er (2)

*continued*

## Job Card #29 Guided Practice continued

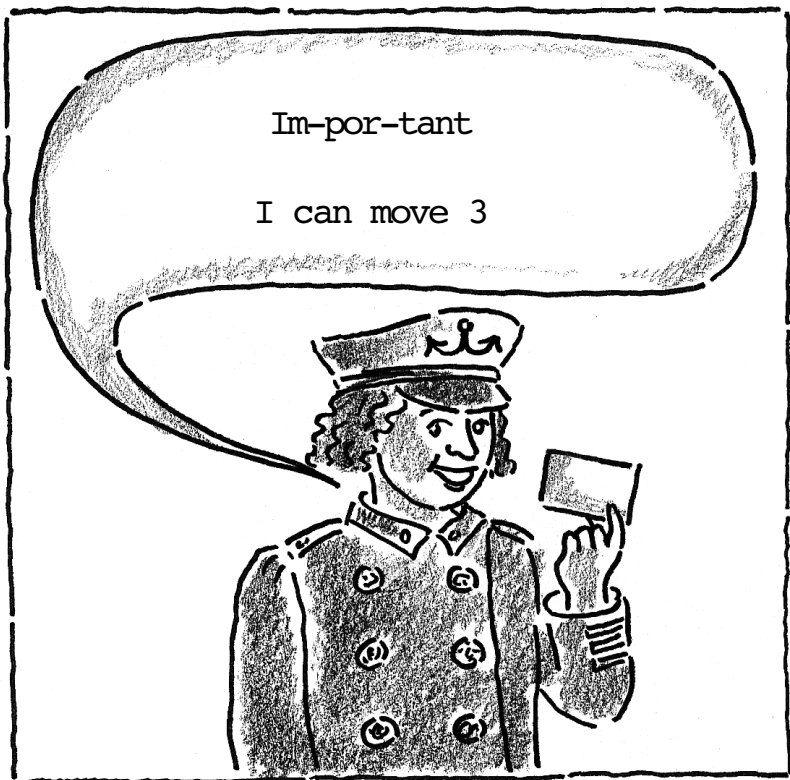
### B. Play a syllable game

What you need:

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

What to do:

1. Place the deck of word cards face down in a pile.
2. In turn each player draws a card from the pile and moves her or his marker one space forward for each syllable in the word.
3. The player must show his or her card. If the answer is not correct, the player must move back two spaces.
4. The first player to reach Syllable Island is the winner.



*continued*

**Job Card #29 Guided Practice continued**



**Monday**



**pencil**



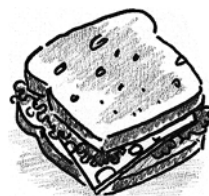
**classroom**



**graceful**



**alligator**



**sandwich**



**important**



**sad**



**sailboat**



*continued*

**Job Card #29 Guided Practice continued**

*continued*

**Job Card #29 Guided Practice continued**



**elephant**



**mother**



**whale**



**glad**



**lighthouse**



**hippopotamus**



**brother**



**dolphin**



**flower**



*continued*

**Job Card #29 Guided Practice continued**

*continued*

**Job Card #29 Guided Practice continued**



**wharf**



**hospital**



**lettuce**



**salmon**



**puzzle**



**engine**



**question**



**work**



**August**



*continued*

**Job Card #29 Guided Practice continued**

*continued*



**Job Card #29 Guided Practice continued**



**clowns**



**wild**



**tickets**



**September**



**ladder**



**country**



**picnic**



**shoe**



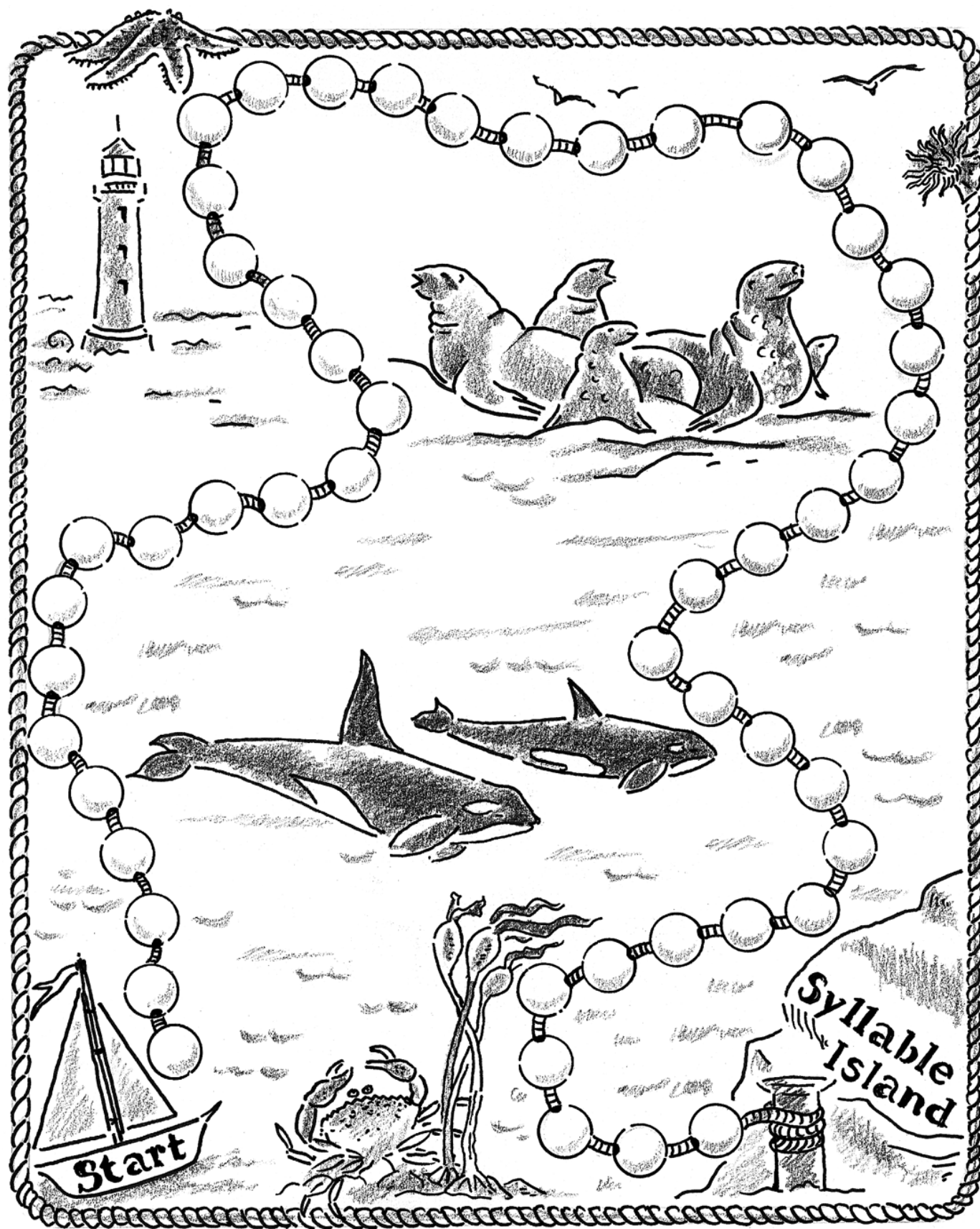
**table**



*continued*

**Job Card #29 Guided Practice continued**

*continued*





# Job Card #29 Activity Sheet

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

new                      beautiful                      little                      purple

eight                      folder                      zebra                      Saturday

lemonade                      prize                      head                      hundred

important                      yellow                      desk                      boy

cloudy                      animals                      simple                      happily                      sour

One syllable words	Two syllable words	Three syllable words
new		

*continued*

**Job Card #29 Activity Sheet continued**

- B. Draw a line through each word to show where you would break it at the end of a line. (Remember you don't break one syllable words.)

Example: sail/boat

bumpy

baseball

correct

children

picture

lettuce

bread

balloon

puppy

little

footprints

pencil





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