Student’s Activity Sheets

Ship’s Log
Developing Level
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A. Read each group of words below with your Home Instructor and decide if they make a complete thought or sentence. Put N if the words do not make a sentence and put S if the words do make a sentence. Have your home instructor help you add capitals and punctuation to your sentences.

______  over the bridge  _______  I am happy today

______  tomorrow afternoon  _______  when I go home

______  if you know  _______  do you understand me

______  the flowers are blooming  _______  summer vacation

______  Ted in the pool  _______  the store is opening soon

______  if you know  _______  at the edge of the cliff

______  we will go home now  _______  Bob is coming with us

______  in the kitchen  _______  are you thirsty

continued
B. Cut out the groups of words at the bottom of the page. Paste them under the ‘who’ and ‘what’ columns to make silly sentences.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>caught the man</td>
</tr>
<tr>
<td>The man</td>
<td>has a pail on his head</td>
</tr>
<tr>
<td>The fish</td>
<td>flew into the tree</td>
</tr>
<tr>
<td>The kite</td>
<td>raced behind the boat</td>
</tr>
</tbody>
</table>

Ship’s Log — Developing Level Student Activity Sheets
Print the following words in the right order to make good sentences.

1. paper  Lisa  chains  makes

2. ice  truck  coming  cream  is  The

3. snowed  day  It  all  has

4. shirt  blue  he  new  a  has

5. pony  ride  may  you  white  the

6. ran  Allie  than  me  faster

7. slid  we  down  hill  the
Job Card #1 Activity Sheet continued

8. class listen students in the well my

9. fun Monday is school day a at

10. learn things about we many

Ship’s Log — Developing Level Student Activity Sheets
Joining Sentences

Here are some short sentences. Join each group of two sentences to make one longer sentence. Your home instructor can do the printing for you.

My bike is big. It is fast.
The toy is small. It squeaks.
The bear eats fish. The bear can swim.
The mud is cold. It is squishy.
The rose is red. It smells sweet.
The boy jumps. He runs.
Join the two smaller sentences to make a longer sentence. Print the sentence on the line under the shorter sentences.

My dog is big. He is black.

Susan’s mom makes cookies. They are yummy.

The flowers are beautiful. They are yellow.

My cat plays. She eats cat food.

The clouds are white. They are fluffy.
The clown was funny. He had big red feet.

We went on a fast ride. It was scary.
Job Card #3 Guided Practice

Nouns

A. Cut out words that are nouns and ones that are not nouns from a newspaper or magazine. Paste them under the correct columns below. Your home instructor can help you. Two examples are given for you.

When you have finished, turn the page and do the next activity.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>NOT A NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>ran</td>
</tr>
<tr>
<td>fireman</td>
<td>and</td>
</tr>
</tbody>
</table>
B. Here is some fun with nouns from the ocean. The clues are on the next page.

**Nautical Nouns**
Job Card #3 Guided Practice continued

**Across**

1. a long pole that holds up the sails. It rhymes with “fast”.
2. a large vessel to transport goods
3. catches wind to make a vessel move
4. a small vessel used for travelling on water
5. the forward part of the ship
6. a hand signal to say good bye
7. a line of things
8. something you drink

**Down**

2. a large vessel to transport goods
3. a homonym of see
4. a short up and down movement
5. the forward part of the ship
6. a hand signal to say good bye
7. a line of things
Job Card #3 Activity Sheet

Circle all the nouns in the following sentences. Nouns are the names of a person, place or thing.

The teacher asked her students to open their books.

Jane and Paul went skiing at Whistler.

The roses are beautiful in June.

Melissa read the book while on the boat.

They went to the Adams River to watch the fish spawn.

The kite would not fly because there was not enough wind, and the tail was too short.

The boy dropped his cup.

Victoria is the capital of British Columbia.
Mary and Paul went to the movie.

The ship sailed into the harbour.

The water had big waves.
Proper and Common Nouns

Underline the proper nouns with a red crayon and the common nouns with a blue crayon.

- Mary
- holiday
- party
- Prince George
- airplane
- ship
- motor
- Fraser River
- Nate
- water
- Terrace
- Betty
Common and Proper Nouns

Match the common noun with the proper noun. Your home instructor can help you read the words.

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>Susan</td>
</tr>
<tr>
<td>country</td>
<td>Air Canada</td>
</tr>
<tr>
<td>queen</td>
<td>United States</td>
</tr>
<tr>
<td>girl</td>
<td>Thompson River</td>
</tr>
<tr>
<td>book</td>
<td>Mark</td>
</tr>
<tr>
<td>airplane</td>
<td>Stanley Park</td>
</tr>
<tr>
<td>river</td>
<td>Queen Elizabeth</td>
</tr>
<tr>
<td>park</td>
<td>Nate the Great</td>
</tr>
</tbody>
</table>
In each circle below is a name. Read the name with your home instructor and then discuss what actions that thing can do. Print the words to form a web around the name. One example is given for you.

- horse: gallops, walks, eats, neighs
- Mark
- salmon
- trees
Read the following sentences and underline the verbs with a yellow crayon. Your home instructor can help you read the words.

Dylan read the story smoothly.
She tripped on the rock.
The dog runs down the beach.
The rabbit hopped across the field.
Ted typed his paragraph on the computer.
Mr. Smith drives his van to our place.
The horse trotted around the ring.
The music boomed across the hall.
Tom pulls his wagon around the yard.
A snake slithers in the grass.
Mary walks across the street.
The eagle caught a salmon.
Bill dove into the water.
Ellen dresses herself for school.
Verb Helpers

(Note: there was no Guided Practice or Activity Sheet for Job Card #4a)

Read the sentences with your home instructor. Complete each one. An example is given for you.

Today I \textbf{am} building a boat.

Yesterday I \textbf{was} building a boat.

Today I am \underline{----------}.

Yesterday I was \underline{----------}.

Today John is \underline{----------}.

Yesterday John was \underline{----------}.
Today the boys and girls are

Yesterday the boys and girls were

Today Mary and John are

Yesterday Mary and John were
Verb Helpers

Read the following sentences. Use one of the following helpers in each sentence. Your home instructor can help you read the words.

<table>
<thead>
<tr>
<th>is</th>
<th>am</th>
<th>was</th>
<th>were</th>
<th>are</th>
</tr>
</thead>
</table>

1. Today mother ______________________ baking.

2. Yesterday the children ______________________ playing with the ball.

3. Today the children ______________________ riding bikes.

4. Today I ______________________ going to play with my friend.

5. Yesterday I ______________________ playing with my friend.

6. Yesterday they ______________________ swimming.

7. Today he ______________________ biking.
Job Card #5 Guided Practice

Writing Paragraphs

1. Have your child pick a subject. It can be a person, a place, a favorite food, a favorite animal or pet, or some other thing.

2. Now have your child list ideas about the subject. For example: what does it look like?, how does it sound or smell?, what does it do? These can be written in a web format, or as notes.

3. Have your child write the topic or beginning sentence.

4. Now have him or her tell about the subject. (1 to 3 sentences.)

5. End with an interesting idea.

6. When the paragraph has been completed, have your child read it back to you.

7. The two of you can check the sentences for punctuation, capital letters and spelling.

This activity can be done as many times as it takes for your child to feel comfortable writing a simple paragraph.

Celebrate your success!!
A. Read the following sentences.

Underline the letters that should have capital letters.

Rewrite the sentences in the correct form.

Put in the proper punctuation marks at the end of the sentences.

Examples:

**Did Jane go to Nanaimo with you?**

**Look at Roy’s wonderful picture!**

Do the first two sentences with your home instructor. Complete the last six on your own.

1. **Monday is the first day of the week**

2. **I like an early lunch**
3. this is lovely

4. do you like school

5. jane, watch out for that ball

6. a polar bear hunts for food

7. michael and i like to walk in the woods

8. have you seen my glasses
B. To review writing a good sentence using proper capitals and punctuation, print three sentences of your own, following the directions.

Print a sentence using the name of your favorite city.

____________________________________________________________________________________

____________________________________________________________________________________

Print a sentence telling about your favorite book.

____________________________________________________________________________________

____________________________________________________________________________________

Print a sentence using the names of two of your friends.

____________________________________________________________________________________

____________________________________________________________________________________
Print the abbreviations (short forms) for the following words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Mr.</td>
</tr>
<tr>
<td>Monday</td>
<td>Dr.</td>
</tr>
<tr>
<td>February</td>
<td>Sat.</td>
</tr>
<tr>
<td>Friday</td>
<td>Sept.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Dec.</td>
</tr>
</tbody>
</table>

H.I. initials: [ ] Date: [ ]
Add commas in the appropriate places.

**Commas used in a series:**

We could see pink purple yellow and white flowers.

Ted saw ducks horses geese cows and chickens at the farm.

We had chicken potatoes carrots and a salad for dinner.

**Between the day and year:**

We went away on March 26 2002.

He was born on July 26 1996.

The ship sank on November 24 1879.

**Between a city and a province:**

They went to Kelowna B. C.

Elizabeth comes from Toronto Ontario.

Tom will move to Calgary Alberta to find work.
Read the following letter. Add commas where they are needed. Your home instructor can help you read the letter.

November 26 2002

Dear Susan

Thank you for your last letter. It is good to hear you are enjoying school.

Yesterday I went skiing, hiking and swimming! It was a lot of fun. On February 23 2003 I will be flying to Banff Alberta to do some more skiing. Jenny will be coming with me on this trip. We will rent a car and drive back so we can stop to ski in Vernon, Kelowna and Penticton. We should be back by March 15 2003.

I hope you will be able to do some skiing this winter. It is good exercise!

Love

Janet
# Job Card #8 Activity Sheet

## Adding “ing” and “ed”

Add “ing” and “ed” to each of the following words.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>ed</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>climb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>last</td>
<td></td>
<td></td>
</tr>
<tr>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rub</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ship’s Log — Developing Level Student Activity Sheets
**Job Card #9 Guided Practice**

**Plural Forms**

Look at the singular and plural forms for each word. Draw a picture to represent each.

<table>
<thead>
<tr>
<th>boat</th>
<th>boats</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>fishes</td>
</tr>
<tr>
<td>puppy</td>
<td>puppies</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
</tbody>
</table>
Job Card #9 Activity Sheet

Give the plural form for each of the following words. Remember, some words change completely.

match
body
copy
spot
horn
ax
dish
name
wolf
dress
foot

H.I. initials: date:
Job Card #10 Guided Practice

Showing Ownership

Match nouns from BOX 1 with nouns from BOX 2 to show \textit{belongs to} or ownership. Make as many phrases as possible by using words more than once.

Dylan’s hat

\begin{tabular}{|c|c|c|}
\hline
BOX 1 & BOX 2 \\
\hline
boy & hat \\
flower & hair \\
cup & toy \\
\hline
girl & handle \\
\hline
dog & dress \\
computer & case \\
\hline
Faith & door \\
\hline
dylan & shirt \\
\hline
\end{tabular}
Find the phrase that shows ownership. Print the shorter way below each sentence. The first one is done for you.

The pencil that belongs to Beth is green.

Beth’s pencil

The book that belongs to the boy looks interesting.

The shirt that belongs to Mark is dirty.

Can you see the hat that belongs to Ted?

continued
Job Card #10 Activity Sheet continued

Where is the toy that belongs to the baby?

________________________________________

________________________________________

The anchor that belongs to the boat is big.

________________________________________

________________________________________
Job Card #11 Activity Sheet

Read the directions with your child and give help if necessary.

Give the pronouns that could be used to replace the nouns in the left hand column.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gordon</td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td></td>
</tr>
<tr>
<td>uncle</td>
<td></td>
</tr>
<tr>
<td>truck</td>
<td></td>
</tr>
<tr>
<td>Kim and Fred</td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td></td>
</tr>
<tr>
<td>Bob and I</td>
<td></td>
</tr>
</tbody>
</table>

Example:
Bob and Bill  they

H.I. initials: date:
Job Card #12 Activity Sheet

Print either a or an in the blank spaces. The first one is done for you.

We will play ______a____ game now.

This is __________ interesting book.

I know how to write __________ letter now.

That was __________ very good idea.

__________

__________ octopus has many arms.

When will I get __________ new bike?

__________

He is __________ strong person!

__________

It is raining, so we will need __________ umbrella.

__________

She looked in __________ book for the information.

__________

The boy put his papers into __________ wagon.

__________

We will visit __________ zoo to see __________ elephant.

continued
Job Card #12 Activity Sheet continued

This has been ------------ cold winter.

We will take ------------ apple with us.

She gave us ------------ cup of tea.
Job Card #13 Guided Practice

Homonyms

In each sentence below underline the word that fits.

I walked down the (road, rode).

The (meet, meat) was very tender.

We should not eat (two, too, to) much candy.

The (blue, blew) crayon is broken.

I (no, know) how to read.

He can (see, sea) my house from over (their, there, they’re).

(Your, You’re) working very well.
### Job Card #13 Activity Sheet

A. With a ruler, draw a line to match a word in the left hand column with its homonym in the right hand column.

<table>
<thead>
<tr>
<th>Left Hand Column</th>
<th>Right Hand Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>pail</td>
<td>would</td>
</tr>
<tr>
<td>creek</td>
<td>right</td>
</tr>
<tr>
<td>know</td>
<td>tale</td>
</tr>
<tr>
<td>write</td>
<td>pale</td>
</tr>
<tr>
<td>sea</td>
<td>knight</td>
</tr>
<tr>
<td>wrap</td>
<td>maid</td>
</tr>
<tr>
<td>night</td>
<td>creak</td>
</tr>
<tr>
<td>your</td>
<td>no</td>
</tr>
<tr>
<td>new</td>
<td>see</td>
</tr>
<tr>
<td>tail</td>
<td>you’re</td>
</tr>
<tr>
<td>wood</td>
<td>rap</td>
</tr>
<tr>
<td>made</td>
<td>knew</td>
</tr>
</tbody>
</table>
B. Write a homonym for each word. Some may be challenging. See what you can do!!

<table>
<thead>
<tr>
<th>Word</th>
<th>Homonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>dear</td>
<td>aunt</td>
</tr>
<tr>
<td>bee</td>
<td>here</td>
</tr>
<tr>
<td>our</td>
<td>two</td>
</tr>
<tr>
<td>there</td>
<td>flour</td>
</tr>
<tr>
<td>ate</td>
<td>eye</td>
</tr>
<tr>
<td>four</td>
<td>meat</td>
</tr>
<tr>
<td>one</td>
<td>wood</td>
</tr>
</tbody>
</table>

H.I. initials: date:
Constructions

With a ruler draw a line to match the words in the left hand column with its contraction in the right hand column.

did not  can’t
I will  I’m
is not  you’re
I am  didn’t
does not  isn’t
he will  I’ll
let us  it’s
has not  you’ve
can not  he’ll
I have  couldn’t
it is  doesn’t
could not  let’s
you have  hasn’t
you are  I’ve
Rewrite each sentence below. Replace the words in dark type with the correct contraction.

They did not go on the trip.

It is fun to go swimming.

We have a very big dog.

I am going shopping.

Tom could not ride his bike.

You have given us a good idea.
Job Card #14 Activity Sheet continued

**She is** going to sing for us today.

---

**You will** not go with us this time.

---
Job Card #15 Guided Practice

Compound Words

Cut out the boxes and use the words to play games such as Memory, Fish, Snap or any other game you know.

rowboat  rainbow  bathtub  starfish
lighthouse  strawberry  blackboard  toothbrush
horseshoe  goldfish

continued
Compound Words

Please cut out the following boxes.

rowboat  rainbow  bathtub  starfish

lighthouse  strawberry  blackboard  toothbrush

horseshoe  goldfish
Job Card #15 Activity Sheet

Solve the following puzzles by printing the correct compound words.

• A box into which toys go.

• A plane that flies in the air.

• A boat that has a motor.

• A ship that goes into space.

• A yard around a barn.

• The room where your bed is.

• A light that will flash.

• A case that will hold books.

• The print your finger makes.

• A house where a dog lives.

H.I. initials: date:
Job Card #16 Activity Sheet

Write your letter. Use the extra page if you want to send you letter to the person.

__________________________
Heading (date)

__________________________
Greeting

__________________________
Body

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Closing

__________________________
Signature

continued
Job Card #16 Activity Sheet continued

A copy of my envelope.

____________________  ____________________
____________________  ____________________
____________________  ____________________
____________________  ____________________

____________________________________
____________________________________
____________________________________
____________________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Job Card #16a Activity Sheet

Attach the invitation to this page.
A. Print the words in each column in alphabetical order.

<table>
<thead>
<tr>
<th>run</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>cake</td>
</tr>
<tr>
<td>first</td>
<td>wheel</td>
</tr>
<tr>
<td>basket</td>
<td>goat</td>
</tr>
<tr>
<td>math</td>
<td>zoo</td>
</tr>
<tr>
<td>vase</td>
<td>tiger</td>
</tr>
</tbody>
</table>

continued
B. Print the following words in alphabetical order. Use the numbered lines to make your list.

- bubble
- folder
- animal
- home
- visit
- dish
- egg
- red
- jam
- sea
- white
- grain

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________

7. __________________________________________
8. __________________________________________
9. __________________________________________
10. __________________________________________
11. __________________________________________
12. __________________________________________

Ship’s Log — Developing Level Student Activity Sheets
In the first column, print the number vowels you **hear** (clap these out). In the second column, print the number of **syllables** that are in the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowels you hear</th>
<th>Number of syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>unless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wonderful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>butterflies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>come</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enclose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Adjectives

Print two or more adjectives to describe the following words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Adjective 1</th>
<th>Adjective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bird</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bravo—you have done it!!
Circle the adjectives and draw an arrow to show which word each adjective describes. The first one is done for you.

The brown bear ate the delicious berries.

The blue curtains blew in the gentle breeze.

Pete wore his new blue shirt.

That green tree has beautiful cones.

Mary drives a big red car.

Tom listened to the loud band.

The yellow paper is good for letter writing.
Adverbs

Today you will make a flipbook.

Cut along the horizontal lines. Staple the two blank strips under the strip with words in it. Have your child use *ly* words to describe the actions.

<table>
<thead>
<tr>
<th>I work</th>
<th>Jim played</th>
<th>The dog walked</th>
<th>She listened</th>
</tr>
</thead>
</table>

Yeah! You did it!!
Circle each adverb with a crayon and draw an arrow to the verb it describes. The first one is done for you.

The bird sang **softly**.

Ted rode his bike slowly.

Mary ran quickly to catch the bus.

The band played loudly.

She listened carefully to the instructions.

He stood quietly to watch the bird.

The bird flew swiftly to its nest.
Prefixes and Suffixes

Make prefix cards for un, re and in.

Make suffix cards for ly, ful, and less.

The home instructor says a root word. Your child then holds up an appropriate prefix card to complete the word and reads the whole word.

When you are ready, do the same with root words and suffix cards.

<table>
<thead>
<tr>
<th>Suggested root words for Prefixes.</th>
<th>Suggested root words for Suffixes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>done</td>
</tr>
<tr>
<td>complete</td>
<td>correct</td>
</tr>
<tr>
<td>happy</td>
<td>make</td>
</tr>
<tr>
<td>tell</td>
<td>visible</td>
</tr>
<tr>
<td>wind</td>
<td>fill</td>
</tr>
<tr>
<td>build</td>
<td>sure</td>
</tr>
<tr>
<td>fair</td>
<td>active</td>
</tr>
<tr>
<td>care</td>
<td>tooth</td>
</tr>
<tr>
<td>wire</td>
<td>neat</td>
</tr>
<tr>
<td>slow</td>
<td>rest</td>
</tr>
<tr>
<td>real</td>
<td>help</td>
</tr>
<tr>
<td>home</td>
<td>quick</td>
</tr>
<tr>
<td>correct</td>
<td>nice</td>
</tr>
<tr>
<td>joy</td>
<td>hair</td>
</tr>
</tbody>
</table>
Prefixes and Suffixes

Complete the story. Fill in the blanks with the appropriate prefixes or suffixes from the following list.

un in re less ly ful

Merri__________, brave__________ across the sea

Went Sam, Lisa and Max, all three.

Let’s pack our lunch; sandwich, fruit and drink

It’s__________side the box, we’re ready, I think.

__________

continued
It’s a beauti−−−−−−−− day, not a cloud in the sky,  

The flag flutters wild−−−−−− as gulls fly by.  

We’re ready to go, please −−−−−− tie our line,  

Over end−−−−−− waves, I like it fine. 

We share our lunch as we roll with the breeze,  
Stay steady, be care−−−−−−, no spills please.  

Time to −−−−−−−− turn to the safety of shore,  
The help−−−−−− beacon guides us once more.  
Merri−−−−−− , brave−−−−− across the sea  
Went Sam, Lisa and Max, all three.
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