

Read the silly question and answer. Listen for the sound the letters in **bold type** stand for.

Q: Why did **three** **queens** **squeeze** the **shrimp**?

A: Because the fourth **queen** wasn't there.

The letters in **bold type** are letter combinations. The letters *thr* stand for the sound you hear at the beginning of *three*. The letters *qu* stand for the sound you hear at the beginning of *queens*. The letters *squ* stand for the sound you hear at the beginning of *squeeze*. The letters *shr* stand for the sound you hear at the beginning of *shrimp*. This card will give you practice with words that begin with *thr*, *qu*, *squ*, and *shr*.

Read the story below. Some words are missing their beginning letters. Number your paper from 1 to 6. Decide if the missing letters are *thr*, *qu*, *squ*, or *shr*. Write the entire word next to the correct number on your paper.

I heard the ① **__irrel** chatter with excitement. It made a ② **__ill** sound. Then it became ③ **__iet**. I ④ **__inted** my eyes to see what was going on. Suddenly the squirrel ⑤ **__ew** something at me! Was it a nut? No. It was a ring. I had lost it ⑥ **__ee** days ago!

Look at the sentences below. In each sentence there is a word in **bold type**. Each word is missing its beginning letters. Each word should begin with *thr*, *qu*, *squ*, or *shr*. Number your paper from 7 to 12. Decide which letter combination belongs at the beginning of each word. Write the entire word next to the correct number on your paper.

- ⑦ Please **__eeze** the oranges for juice.
- ⑧ Don't **__it** before you start!
- ⑨ A figure with four equal sides is a **__are**.
- ⑩ Did you ever have a frog stuck in your **__oat**?
- ⑪ A **__imp** is a tiny sea animal.
- ⑫ A **__ilt** makes a good cover for a bed.

Read the following sentence. Write the number 13 on your paper. Write the three-letter combination that is repeated several times.

- ⑬ Theophilus Thistle thrust three thousand threads through three thousand thistles.

Mr. Jackson has an unusual **job**. He drives a **horse** and **carriage** through the **park**. Mr. Jackson has an old **teakettle** in his **carriage**. He gives a **cup** of cinnamon **tea** to every **passenger**.

Any word that names a person, place, or thing is a noun. All of the words in **bold type** above are nouns. They are called singular nouns because they name one person, place, or thing. *Singular* means “one.”

Plural means “more than one.” An *s* is added to most nouns to make them plural. For example, to make the word *job* plural, you add the letter *s*: *jobs*. Here are some more examples:

horse—horses carriage—carriages park—parks

Sometimes, however, you can't add just an *s* to make a singular noun plural. Look at the words below. See if you can figure out the rule that explains how the plural of these nouns is formed.

ax—axes ash—ashes leash—leashes
box—boxes guess—guesses pinch—pinches

Which of the following rules explains how to form the plural of nouns like those listed above?

A. If a singular noun ends in *x*, *s*, *sh*, or *ch*, just add one *s* to the noun to make it plural.

B. If a singular noun ends in *x*, *s*, *sh*, or *ch*, add the letters *es* to make it plural.

C. If a singular noun ends in *x*, *s*, *sh*, or *ch*, you can't make it plural.

If you chose answer B, you're correct. If a noun ends in *x*, *s*, *sh*, or *ch*, add *-es* to the noun to make it plural.

Many nouns end in the letter *y*. Look at the words below. How were these nouns made plural?

story—stories buggy—buggies canary—canaries

If a singular noun ends in a consonant and *y*, drop the *y* and add *-ies* to form the plural. This card will give you practice in forming plural nouns by adding *-s*, *-es*, or *-ies*.

Look at the singular nouns below. Number your paper from 1 to 12. Write the plural form of each noun next to the correct number of your paper.

- | | |
|----------|---------------|
| 1 fox | 7 sash |
| 2 recess | 8 class |
| 3 polish | 9 mailbox |
| 4 porch | 10 pony |
| 5 cup | 11 hutch |
| 6 ranch | 12 dictionary |

Some words are spelled alike but have different pronunciations and meanings. These types of words are called homographs. Look at the words in **bold type** in the sentences below.

- A. I want to **live** where it is warm.
- B. We went to a **live** concert last Friday.

In sentence A, *live* means “reside” or “inhabit a dwelling.” In this use, it rhymes with *give*. In sentence B, *live* means “happening in real time,” and it rhymes with *hive*. In these sentences, the word *live* is a homograph. With homophones, you need to use the sentence context to help you determine the correct pronunciation and meaning. This card will give you practice with homographs.

Look at each of the following sentences. Each sentence contains a homograph in **bold type**. Read a sentence and then choose the word from the box that rhymes with the homograph. Number your paper from 1 to 4. Write the word next to the correct number on your paper.

glass	cow	case	no
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- 1 Remember, you need to **bow** when you meet the king.
- 2 The gift was wrapped and decorated with a **bow**.
- 3 I’m going **bass** fishing this afternoon.
- 4 My oldest brother plays the **bass** guitar in a band.

Below are sentences that contain homographs in **bold type**. Read each sentence and then read the two definitions beneath it. Choose which definition matches the homograph in the sentence. Number your paper from 5 to 8. Next to the number on your paper, write the letter that goes with the correct definition for the homograph.

- 5 Please make sure you double check the **contents** of the box before you mail it.
 - a. all things inside
 - b. satisfied
- 6 After sleeping in on Saturday, I felt **content**.
 - a. all things inside
 - b. satisfied
- 7 Will you please **close** the window?
 - a. near
 - b. shut
- 8 The restaurant is **close** to the museum.
 - a. near
 - b. shut

Look at the words in **bold type** below. They are called markers. Can you tell why?

This is **rather** hot.
Mine is **somewhat** overdone.
This is **really** great.
You're **quite** right.
You're acting **very** strangely.
It's getting **pretty** late.

Markers are clue words. The words in **bold type** are markers for adverbs and adjectives. When you see a marker, you will know that the next word will be an adverb or adjective. The marker tells more about the word that follows. This card will give you practice with adverb and adjective markers.

Look at the following list of markers. Next to each marker are three words. Two of the words are adjectives or adverbs. One is not. Number your paper from 1 to 6. Next to the correct number, write the word that does not belong with the marker.

- | | | | | |
|---|-----------------|--------|-------|--------|
| 1 | really | nicely | great | person |
| 2 | somewhat | cool | food | often |
| 3 | rather | late | sharp | pencil |
| 4 | quite | drink | happy | easily |
| 5 | very | soon | found | simple |
| 6 | pretty | hard | well | jumped |

The adjectives and adverbs below are in **bold type**. Number your paper from 7 to 13. If the word before the adjective or adverb is a marker, write *Yes*. If it is not a marker, write *No*.

- 7 That is a pretty **strange** poem you wrote.
- 8 I think it turned out quite **well**.
- 9 Haven't I heard it **somewhere** before?
- 10 Please do not be **mean**.
- 11 I think it has rather **silly** words.
- 12 You are making me very **angry**!
- 13 I think I have read your poem somewhere **before**.

Words in the dictionary appear in alphabetical order. Finding a word is easy when you look at the dictionary's guide words. *Guide words* are the words printed at the top of each page in a dictionary. Look at the guide words below. The word on the left side names the first word printed on the page. The word on the right side names the last word printed on the page. This card will give you practice with finding words in the dictionary.

ceiling	claw	pen	plate	team	tiger
xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
44		92		156	

Each list of the following words would appear on one of the dictionary pages above. Match each list with its page. Number your paper from 1 to 3. Write the correct page number beside each number on your paper.

1

tease
telegraph
terrible
thankful
third
ticket

2

people
perfect
person
phone
piano
plan

3

central
chicken
chin
chop
cider
class

Look at the dictionary pages again. Then look at the words below. Some of them would appear on one of the pages. Some would not. Number your paper from 4 to 27. If the word would be on one of the pages, write the page number next to the number on your paper. If the word would not be on one of those pages, write *No*.

- | | | |
|--------------------|-------------------|------------------|
| 4 celebrate | 12 road | 20 this |
| 5 temper | 13 pioneer | 21 pencil |
| 6 window | 14 test | 22 great |
| 7 perhaps | 15 choke | 23 lion |
| 8 child | 16 battle | 24 teeth |
| 9 drive | 17 thick | 25 money |
| 10 even | 18 flag | 26 cheese |
| 11 city | 19 pet | 27 picnic |