

SUMMER

Open the
door to
Grade 4!

Reading Catch-up • Week 1

BETWEEN GRADES 3 AND 4



www.readingeggspress.com

Welcome!



This summer catch up program provides a great way to help your child make the successful transition into 4th Grade. Using fun-filled online learning activities, combined with carefully selected activity sheets, this program will boost your child's reading and literacy skills.

Bridging the gap is simple with **Reading Eggspress** and can be done in just half an hour a day. So, let's maximize the summer and get started today!

The outline for each week will tell you the online lessons, additional reading, and worksheets to be completed.



Login and Password

Login

Password

☐ Remember me

[Can't remember my password or login](#)

[New user? Sign up](#)

Login

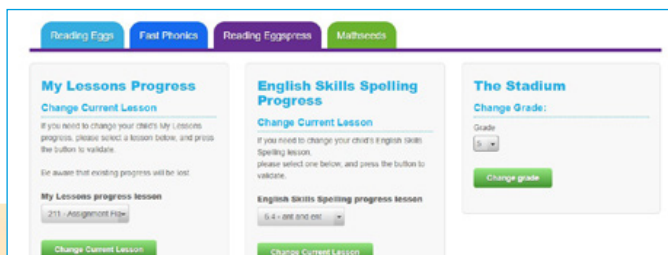
Login in with your parent email and password. If you are unable to remember either of these, please select the *I've forgotten my password or login button* and follow the steps.

To help you navigate through the site we have listed a few steps below. For more information on the program please see our *Parent User Guide*. This can be found on the Family Dashboard in Bonus Material.



If your child is not working at the correct level you can adjust it by clicking here.

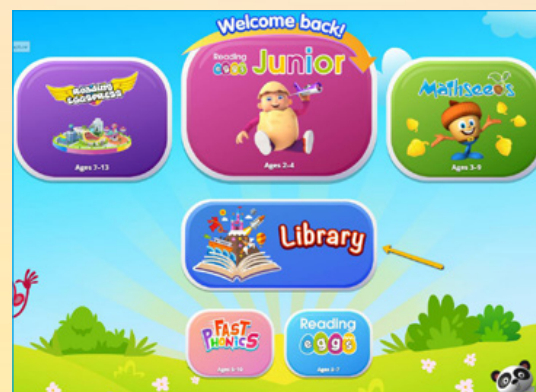
Select the program that you wish to adjust your progress for, then use the dropdown menus to adjust.



To get to the *Additional Library Books* select Library on the student navigation page.

How to find books you need

You can search for books by topic, series, author, reading age, Lexile, or book title. For example, to locate texts about machines for a Grade 3/4 reading level:



Your child is now ready to begin!



Welcome to Week 1

Welcome to Week 1 of your targeted summer literacy program! This program is for students between Grades 3 and 4 to reinforce the learning from Grade 3, prevent the summer slide, and to best prepare them for Grade 4.

The ten-week program is designed to build upon foundational comprehension skills by completing close readings of a wide range of literary and informational texts.

To practice phonics skills, broaden vocabulary, and improve writing outcomes, a spelling program has also been included.

You can access both of these online programs, as well as an extensive library of more than 2,500 e-books, with your single **Reading Eggs** subscription.



Each week you'll receive a 20 page packet. Inside you'll find an overview for that week's learning, online lessons to complete, 14 pages of student worksheets (with answers), as well as 4 bonus pages, and certificates to reward all of the hard work across the summer. With a target of just 30 minutes per day, we've packed lots in so that you can enjoy the summer.

We recommend you follow these simple steps to keep your child learning through the summer whilst still having fun.

- 1 Print the student pages for the week. Ensure your child has pencils and erasers to complete the worksheets.
- 2 Set your child up on **Reading Eggspress** at **Lesson 81** and **Spelling** at **3.25**.

To reset your child's progress go to the **Family Dashboard**.

- ✎ Click on the **Adjust level** link.
 - ✎ Choose the **Reading Eggspress** tab and set the **Change Current Lesson** to **Lesson 81**. Click on **Change Current Lesson** to place your child correctly.
 - ✎ Choose the **Reading Eggspress** tab then adjust **English Skills Spelling Progress** and set to **3.25**. Click on **Change Current Lesson** to place your child correctly.
-

- 3 Encourage your child to read the recommended books from the **Reading Eggspress library**.
- 4 Once each day's work is complete, fill in the incentive chart. There is also a certificate at the end of the week to celebrate your child's achievement.
- 5 Enjoy the learning.

Look out for your tailored program for Week 2!



Get Ready for Grade 4

Week 1

Reading skills focus

Comprehension: Fiction

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

Spelling and Grammar

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

Online

Reading Eggspress, Lesson 81

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

Reading Eggspress, Lesson 82

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

Reading Eggspress, Lesson 83

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

Reading Eggspress, English Skills Lesson 3.25

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

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

Worksheets

- Day 1:** Analyzing character feelings and motivation
Day 2: Sequencing events
Day 3: Finding facts and information
Day 4: Suffixes: **ful, less**
Day 5: Action verbs; Saying, thinking, and feeling verbs

Bonus worksheets

Common and proper nouns
Plural nouns
Noun phrases
Abstract noun

Additional Library Books

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



Week 1 • Answers

Day 1

Chocolate Chuckles

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

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

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

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

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

"They're so worn," said Grandma.

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

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

Day 2

FAIRY'S WINGS

Scene 1 THE GARDEN

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

Troy: Tania! Catch! Chasing her.

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

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

Tania bounces the thistledown on the palm of her hand.

Tania: Oh, it tickles.

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

Troy: Tania, watch out!

Tania: Troy.

Troy: You broke the propeller off.

Troy attempts to fix the propeller during the following dialogue.

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

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

Day 3

Wally the Water Dragon

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

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

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

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

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

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

Day 4

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

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

Day 5

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

Bonus Worksheet 1

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

Bonus Worksheet 2

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

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

Bonus Worksheet 3

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






Bonus Worksheet 4






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

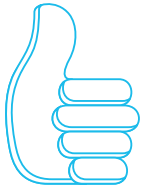




Week 1

Incentive chart for:

Color each one when you have completed each day's work.

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|--|---|---|
| Online Lesson |  Lesson 81 |  Lesson 82 |  Lesson 83 |  Spelling 3.25 |  Spelling 3.25 |

| | | | | | |
|------------|--|--|---|--|--|
| Worksheets |  |  |  |  |  |
|------------|--|--|---|--|--|

| | | | | | |
|-----------|---|---|---|---|---|
| Day Done! |  |  |  |  |  |
|-----------|---|---|---|---|---|

Notes/thoughts/ideas

Read the passage.



Circle words that give us clues about how Mom felt.

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



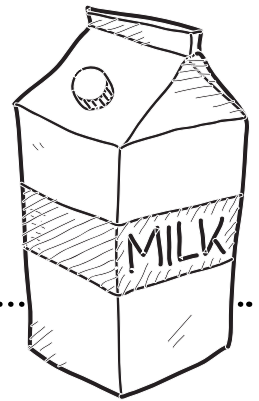
Chocolate Chuckles

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

I didn't say a word.

Luckily for me, the kitchen was full of cupcakes, cheese and crackers, bowls of chips, pizza, pickled onions, streamers, hats, and blowers. In the middle of it all was a huge ginger birthday cake with "Happy 80th Birthday" around the edge. Lucky for me because Mom couldn't see the empty milk carton I'd just been drinking from.

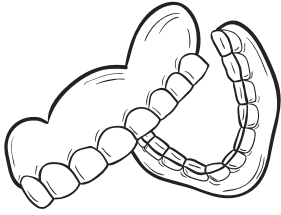
Color the sentence that shows why the narrator was pleased the kitchen was full of food.



Circle the correct answers.

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

Read the passage.



Underline
Grandpa's
dialogue.

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

Put a **box**
around
Grandma's
dialogue.

"I'm not going to do it, Mabel,"
Grandpa was saying. He looked really
grumpy and he was shaking his head.
"My teeth are staying in my head until
I die." He waggled them with
his tongue. They were the
most disgusting pair of false
teeth you've ever seen.
"They're so worn," said
Grandma.
"It would be much easier
to chew with new ones,"
said Mom.



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

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

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

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

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

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

Read the passage.



Underline the first action that happens in the play.

Circle the scene number.

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

Color Troy's final action.



FAIRY'S WINGS

Scene 1 THE GARDEN

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

Troy: Tania! Catch! *Chasing her.*

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

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



Circle the correct answer for each question.

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



Read the passage.

Underline Tania's first action.

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

Color the words that show when Tania breaks the propeller.

Tania bounces the thistledown on the palm of her hand.

Tania: Oh, it tickles.

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

Troy: Tania, watch out!

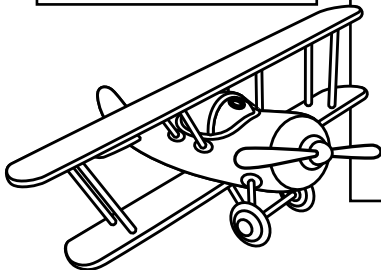
Tania: Troy.

Troy: You broke the propeller off.

Troy attempts to fix the propeller during the following dialogue.

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

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



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

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

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

7 Complete the following sentence:

Tania breaks the propeller on Troy's plane **after** _____

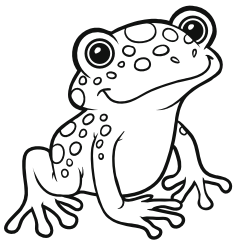
and **before** _____

Read the passage.

Underline the phrase that tells us where the frogs lived.

Circle what frogs' eggs become when they hatch.

Highlight the sound frogs make.

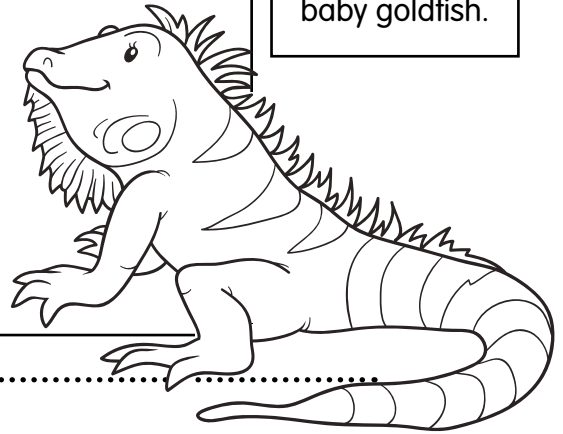


Wally the Water Dragon

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

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

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



Color when the frogs croaked especially loudly.

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

Circle the correct answers.

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

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

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

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

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

| | | | |
|----------------------|----------------|-----------------|------------|
| a the adult goldfish | b the narrator | c the big frogs | d the baby |
|----------------------|----------------|-----------------|------------|



Read the passage.

Color the possums' nighttime behavior.

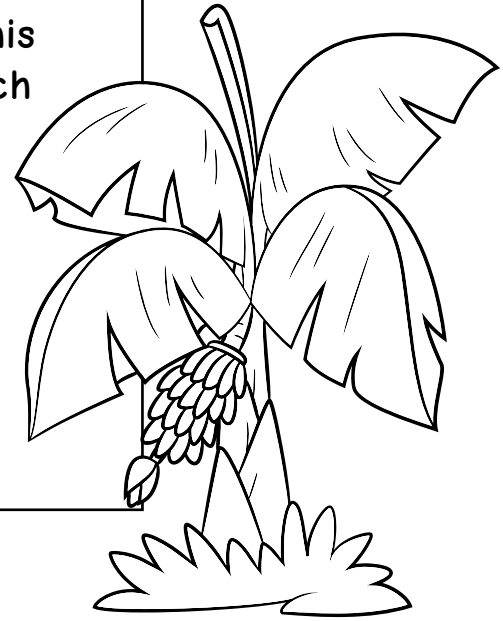
Highlight when the lizard appears.

Underline the lizard's home.

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

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

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



6 Where does the lizard live?

7 When does the lizard come out of its home?

8 How does the lizard catch insects?

9 What do the possums do at night?

10 Where are the banana palms?

Suffixes: ful and less

List 1 Write the word.

painful _____

endless _____

helpful _____

restless _____

useful _____

homeless _____

thankful _____

careless _____

hopeful _____

harmless _____

beautiful _____

thoughtful _____

blameless _____

forgetful _____

truthful _____

fearless _____

powerful _____

awful _____

tasteless _____

skilful _____

2 Sort the words.

ful
less

3 Meaning. Which list word means?

not able to relax _____

having or using force _____

causing pain _____

very bad or terrible _____

4 Underline the spelling mistake. Write the word correctly.

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

The Internet is a usefull tool for researching assignments.

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

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

Henry is a truthfull person, who never lies.

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

The leftover food had an awfull smell.

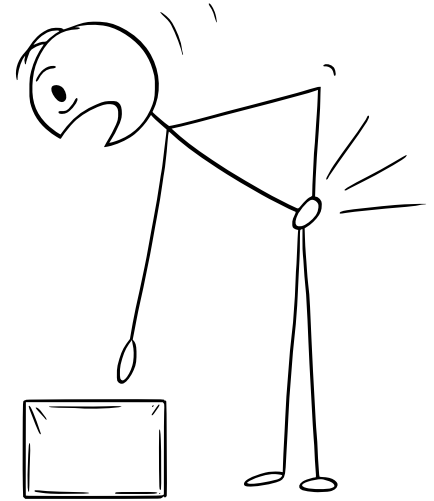
He is a very skilfull player.

Mrs. Potts planted some beautifull roses in her garden.

Suffixes: ful and less

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

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



Challenge words

6 Write the word.

goalless _____
worthless _____
sorrowful _____
delightful _____
weightless _____
wonderful _____
successful _____
doubtful _____
respectful _____
pointless _____

7 Hidden words. Find the challenge word.

lodelightfuliohc _____
fulpointlessshgbeu _____
hsirngoallessssuje _____
asidynweightlessahout _____
cksycworthlessuioet _____
aisudgsuccessfulaoh _____

8 Word clues. Which challenge word matches?

very sad _____
being polite _____
doing well _____
excellent or amazing _____
not likely or probable _____
without meaning _____

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

Emma was always considerate of her parents' wishes.

He was a prosperous businessman who worked very hard.

The game ended in a no-score draw.

Chen was uncertain she would enjoy herself.

The whole thing seems meaningless.

Action verbs

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



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

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



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

2 Fill in the verbs.

escapes crumples pays wags
brushes puts squawk

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

3 Match the verbs.

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

4 Choose the correct verb.

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



Saying, thinking, and feeling verbs

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



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

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

wants
think
knows
answered
asked
enjoyed
yelled

2 Sort the words.

thought wished replied guessed loved
announced shouted hated remembered

Saying verbs

Thinking verbs

Feeling verbs

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

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

Common and proper nouns



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

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

| | | | |
|----------|-----|----------|---------|
| dog | bee | cat | |
| Africa | egg | wolf | Miranda |
| Thursday | hen | December | |

2 Sort the words.

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



| | |
|---|--|
| <p>General people</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Specific people</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>General places</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Specific places</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Plural nouns

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



1 Color the noun that correctly completes each sentence.

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



2 Complete the table.

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

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

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

Noun phrases

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

1 Complete these noun phrases with words from the box.

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

on and
of an
several



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

- a orange _____
- b balloons _____
- c box _____
- d glass _____
- e clown _____

big a juicy

pink several blue and

candy delicious a of big

ice a fruit cold juice of

nose funny the red with the

3 Find the noun around which each phrase is built.

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

Abstract nouns

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



1 Circle the abstract noun in each pair.

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

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

sweetness softness sourness hardness

- a the _____ of fur
- b the _____ of a rock
- c the _____ of honey
- d the _____ of a lemon

3 Find the matching pairs.

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

4 Change the word in bold to a noun.

If someone is:

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





You star!



**Now let's move
on to Week 2!**



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