

SUMMER

Open the door to Grade 4!

Reading Catch-up • Week 2

BETWEEN GRADES 3 AND 4



www.readingeggpress.com



Welcome to Week 2

Welcome to Week 2 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 Encourage your child to read the recommended books from the **Reading Eggspress library**.
- 3 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.
- 4 Enjoy the learning.

Look out for your tailored program for Week 3!



Get Ready for Grade 4

Week 2

Reading skills focus

Comprehension: Fiction

- Literal comprehension: identify the main idea and find supporting details.
- Inferential comprehension: predict actions and outcomes, and make connections.
- Critical literacy: identify literary devices, and interpret character behavior, feelings, and motivation.
- Vocabulary and usage: understand the meanings of words and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with **silent (unvoiced) letters and compound words**
- Grammar: **Nouns, pronouns**

Online

Reading Eggspress, Lesson 84

- Comprehension focus: **Point of view**
- Build comprehension skills by making predictions, interpreting character behavior, feelings, and motivation, identifying literary devices, and using context clues to understand vocabulary.
- Understand the meaning of the words: **horrible** (adjective), **attack** (verb), **aced** (colloquial verb), **jeer** (verb), **utterly** (adverb), **shove** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, Lesson 85

- Comprehension focus: **Making connections**
- Build comprehension skills by making predictions, making connections, matching words to definitions, and identifying the main idea and finding supporting textual evidence.
- Understand the meaning of the words: **decide** (verb), **grand** (adjective), **sigh** (verb), **fine** (adjective), **pass** (verb), **proudly** (adverb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, Map 17 Fiction Assessment

- Complete a 16-question comprehension quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, English Skills Lesson 3.26

- Spelling focus: **Silent letters**
- 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.

Reading Eggspress, English Skills Lesson 3.27

- Spelling focus: **Compound words**
- 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.

Worksheets

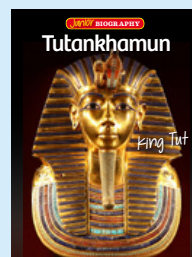
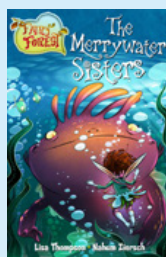
- Day 1:** Point of view
- Day 2:** Making connections
- Day 3:** Silent letters
- Day 4:** Compound words
- Day 5:** The Tiger, the Man, and the Jackal

Bonus worksheets

- Personal pronouns
- Apostrophes for ownership
- Pronoun-antecedent agreement
- Ownership for plural nouns

Additional Library Books

- The Merrywater Sisters* by Lisa Thompson
- Fright at the Museum* by K.A. Robertson
- Pedro and the Coyote* retold by Sandy Sepehri
- The Rescue* by Anita Loughrey
- Penguins* by Helen Orme
- Tutankhamun: King Tut* by Ian Rohr



Week 2 • Answers

Day 1

Yellow-Bellied Goalie
Ben unpacked the goalie gear from the bag. He pulled on the heavy chest plate, the green-colored leg pads and the bright orange foot kickers. He put on the safety helmet.
"OK, Ben, you're ready for battle," said Coach.
Battle? That's what it was all right.
Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.
He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.



- c
- d
- a
- b

The umpire blew the whistle. The game was over.
"You're a great goalie!" yelled David, patting Ben on the back.
"Benny, you're on fire," cheered another boy.
Ben held his head up high, held his chest out, and threw his hands in the air, making high fives with his team.
Ben had done it. He had gone from **yellow** (called) to big, brave goalie, and it hadn't hurt a bit.
Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.



- He is a great goalie.
- Answers will vary.
- Being a goalie wasn't so bad after all.

Day 2

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.
"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they'll make fun of me!"
Hawk heard what Owl had said, and he told the other birds. **Every bird** gave Hawk a feather, and **Hawk** passed the feathers to Owl.

Cinderella gazed sadly at the dying embers in the fireplace. Her step-sister's cruel words rang through her head.
"You can't possibly come with us to the grand ball. **Everyone will laugh at you in those miserable rags!**"
"But you can go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother!" continued the voice, "and I will give you a fine silk gown to wear."

- b, e, g, h
- Answers will vary.
Suggested answer:
a Covering: Owls are covered in feathers.
b Daytime activities: Owls like to hide in trees during the day.
c Nocturnal activities: Owls hunt at night when other birds are sleeping.
d Camouflage: Owls are covered in patterned feathers to help them blend into the environment.

Owl was so pleased! He flew proudly to the ball. Owl was having such a wonderful time that he didn't want to give the (feather) back, so he silently flew away and hid amongst the trees in the forest.
When the party was over, the other birds looked for Owl, but they could not find him. His new feathers **helped him blend into the environment.**
Now, Owl only comes out to hunt at night, when the other birds are sleeping.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.
Most owls hunt insects, small mammals and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.
Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.



Day 3

- Check for correct spelling of each word.
- silent t: listen, fasten, castle, often, rustle, soften, nestle, bristle, thistle, glisten, Christmas, moisten
silent n: solemn
silent u: build, guide, guard, biscuit, guess, guest, guitar
- a bristle b guitar c biscuit d Christmas
- Missing letters are underlined
a nestle b moisten c listen d build
e thistle
- a biscuit b guitar c castle d thistle
- a fasen fasten b solem solemn
c gitar guitar d thisle thistle
e glisen glisten f biscit biscuit
g gide guide h rusle rustle
- Check for correct spelling of each word.
- a guilty b column c disguise
d whistle e hymn f hustle
- a wrestle b circuit c trestle

Day 4

- Check for correct spelling of each word.
- Missing letters are underlined
a teaspoon b moonlight
c toothbrush d waterfall
e baseball f sunrise/sunflower
g rainbow h afternoon
i shoelace j sunflower/sunrise

- a seafood b footprint c eyesight
d homework e fireworks f butterfly
g airport h keyhole
- a afternoon b teaspoon c butterfly
d grandson e toothbrush f seafood
- a rainbow b moonlight c earring d sunflower
- Check for correct spelling of each word.
- a wheelbarrow b lifeguard c honeycomb
d grasshopper e supermarket f newspaper
g everyone
- a thunderstorm b skateboard c grasshopper

Day 5

- b
- a
- Answers will vary. *Suggested answer:* The text says, "The man felt sorry for the tiger", so this tells us he is kind.
- c
- Answers will vary. *Suggested answer:* The tiger in the text says, "What a fool you are!", so this tells us he thinks the man is foolish.
- a
- d
- b

Bonus Worksheet 1

- | | | | | |
|---------|--------|--------|-------|-------|
| 1 a she | b he | c them | d it | e we |
| f they | g I | h me | i you | j us |
| 2 a it | b it | c her | d her | e she |
| f her | g they | | | |
| 3 a we | b I | c She | d he | e her |
| f they | g him | h them | i I | j me |

Bonus Worksheet 2

- a Coach Olson's b father's
c man's d Professor Redman's
e Captain Westlake's f swimmer's
g Aunt Nada's
- a chef's b elephant's c whale's
- a egg's b woman's c girl's d shark's
e boy's f rabbit's g pirate's

Bonus Worksheet 3

- a our b their c she d it e them
- a his b she c him d their e we
- a The spectators their b Rosie her
c The dog its d Bubbles they
e Simon his

Bonus Worksheet 4






- a children's b houses' c tourists' d acrobats'
e monkeys' f mice's g boys'
- a butterflies' b shirts' c women's
- a eggs' b dogs' c women's
d magicians' e crocodiles'

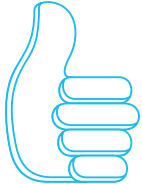

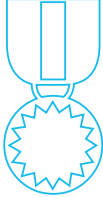
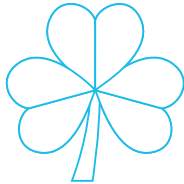

Week 2

Incentive chart for:

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

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	Lesson 84	Lesson 85	Map 17 Fiction Assessment	Spelling 3.26	Spelling 3.27

Worksheets					
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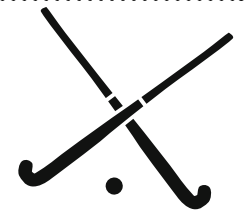
Day Done!					
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Notes/thoughts/ideas

Read the passage.

Circle the word that means the same as *scared*.

Underline Ben's thoughts.



Highlight the sentence that tells us what Ben thought of himself.

Color the word that is similar in meaning to *run away from*.

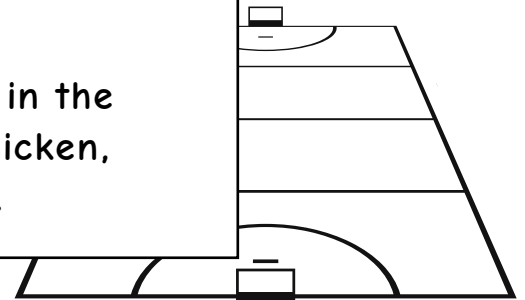
Yellow-Bellied Goalie

Ben unpacked the goalie gear from the bag. He pulled on the heavy chest plate, the green-colored leg pads, and the bright orange foot kickers. He put on the safety helmet.

"OK, Ben, you're ready for battle," said Coach. Battle? That's what it was all right.

Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.

He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.



Circle the correct answers.

- How did Ben **feel** about playing goalie? He was ...
 a excited. b angry. c scared. d happy.
- Which is the best **clue** to how Ben felt?
 a He couldn't move. b He felt like a statue.
 c He was ready for battle. d He wanted to run away.
- In Ben's **view**, what kind of goalie would he make?
 a a bad one b a good one c a brave one d a strong one
- Which phrase helps you see Ben's **view**? He said ...
 a he'd try his best. b he'd be the biggest joke in the team.

Read the passage.

Underline the sentences that show what Ben's teammates said to him.

Highlight a phrase that shows that Ben was proud of himself.

The umpire blew the whistle. The game was over.

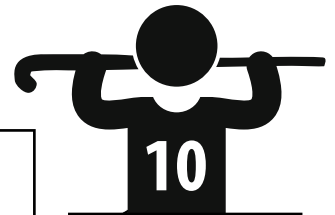
"You're a great goalie!" yelled David, patting Ben on the back.

"Benny, you're on fire," cheered another boy.

Ben held his head up high, held his chest out, and threw his hands in the air, making high fives with his team.

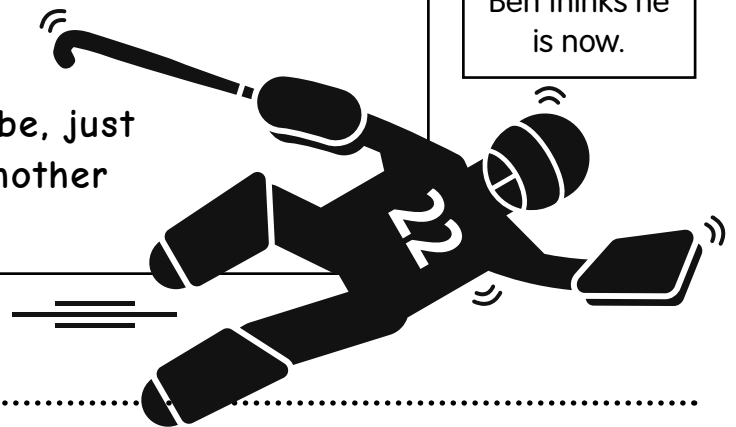
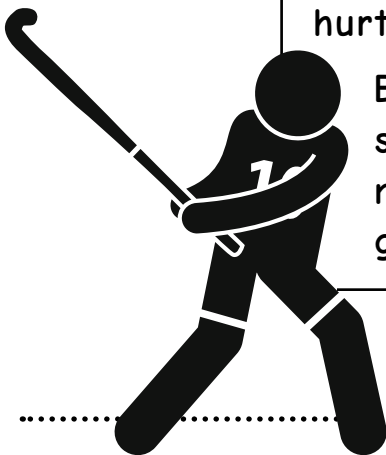
Ben had done it. He had gone from yellow-bellied to big, brave goalie, and it hadn't hurt a bit.

Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.



Circle the word that describes the kind of goalie Ben thought he was before.

Color two adjectives that describe the kind of goalie Ben thinks he is now.



5 From the **point of view** of Ben's teammates, what kind of goalie is he?

6 In your own words, explain how Ben's **opinion** of himself as a goalie has changed.

7 How does Ben **feel** about playing goalie in the future?

Read the passages.

How Owl Got His Feathers

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.

"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they'll make fun of me."

Hawk heard what Owl had said, and he told the other birds. Every bird gave Hawk a feather, and Hawk passed the feathers to Owl.

Underline the key words in each text that show why the main characters need a special outfit.

Highlight the key words in each text that show why the main characters can't go to the special event.

Color the key words in each text that show who helped the main characters.

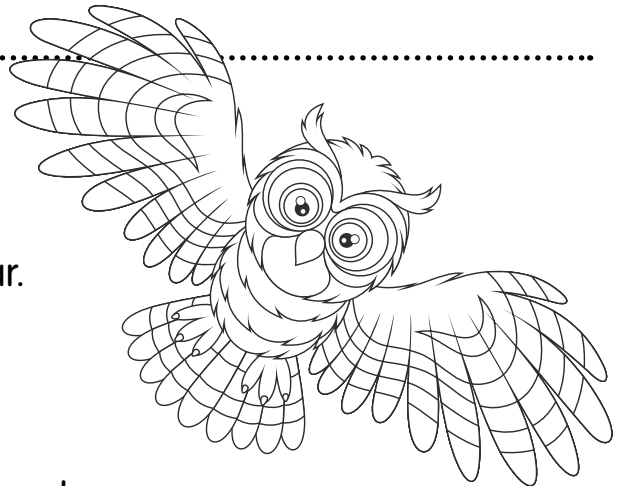
Cinderella gazed sadly at the dying embers in the fireplace. Her stepsister's cruel words rang through her head.

"You can't possibly come with us to the grand ball. Everyone will laugh at you in those miserable rags!"

"But you *can* go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother," continued the voice, "and I will give you a fine silk gown to wear."

Circle the correct answers.

- 1 What are the connections between the texts?
 - a The main characters have only rags to wear.
 - b The main characters want to go to a ball.
 - c The main characters are birds.
 - d The main characters are given fine silk gowns to wear.
 - e The main characters don't have suitable outfits to wear to a ball.
 - f The main characters are sitting in front of a fireplace.
 - g Kind strangers help the main characters.
 - h The main characters are afraid that people will make fun of them.



Read the passages.

Owl was so pleased! He flew proudly to the ball.

Owl was having such a wonderful time that he didn't want to give the feathers back, so he silently flew away and hid amongst the trees in the forest.

When the party was over, the other birds looked for Owl, but they could not find him. His new feathers helped him blend into the environment.

Now, Owl only comes out to hunt at night, when the other birds are sleeping.



Circle the word in each text that shows what owls are covered in.

Underline the words in each text that tell us what owls do during the day.

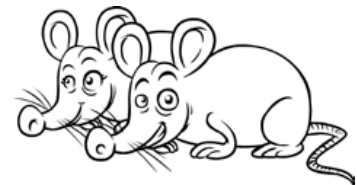
Highlight the words in each text that show how an owl's feathers help to protect it.

Color the words in each text that tell us what owls do at night.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.

Most owls hunt insects, small mammals, and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.

Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.



2 Use the information in the texts to write a short report about owls. Use the headings provided.

Owls

Covering: _____

Daytime activities: _____

Nocturnal activities: _____

Camouflage: _____

Silent letters

List 1 Write the word.

- listen _____
- fasten _____
- castle _____
- often _____
- build _____
- guide _____
- rustle _____
- soften _____
- nestle _____
- guard _____
- biscuit _____
- bristle _____
- thistle _____
- glisten _____
- Christmas _____
- guess _____
- moisten _____
- guest _____
- autumn _____
- guitar _____

2 Sort the words.

Silent <i>t</i>	Silent <i>n</i>	Silent <i>u</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Chunks. Rearrange the sections to make a list word.

- st bri le _____
- ar gu it _____
- it bis cu _____
- mas Ch st ri _____
- le st ne _____

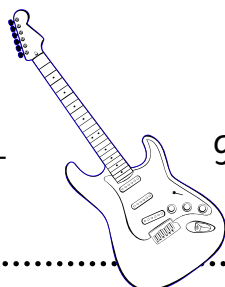
4 Which silent letter is missing?

- nes___le lis___en this___le g___ard bris___le
- mois___en b___ild cas___le g___ide rus___le

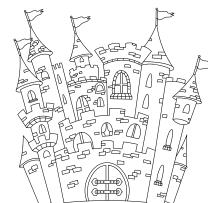
5 Name.



t _____



g _____



c _____

Silent letters

6 **Underline the spelling mistake.** Write the word correctly.

I always make sure I fasen my seatbelt.

Leaves turn brown in autum.

I can play three chords on the gitar.

I pricked my finger on a thisle.

Bright sunshine on the river makes it glissen.

I gave Fido yet another dog biscit.

In Paris we needed a gide to show us the sights.

The leaves rusle when the wind blows.

I have to lisen to my Dad's favorite music.

I tried to gess the number she was thinking of.

Challenge words

7 **Write the word.**

- whistle _____
- wrestle _____
- hustle _____
- column _____
- trestle _____
- disguise _____
- guilty _____
- circuit _____
- hymn _____
- guild _____

8 **Word clues.** Which challenge word matches?

responsible for doing something wrong

a structure that looks like a post

to hide someone's appearance

to make a shrill sound with your mouth

a song of praise

to move or work swiftly

9 **Complete the sentences.**

My little brothers would w_____ all day if they were allowed.

The doctor visited every patient on her c_____ of the town.

The t_____ is the framework that holds up the bridge.

The screenwriters' g_____ met monthly to make sure their rights were protected.

Compound words

List 1 Write the word.

- teaspoon _____
- seafood _____
- sunrise _____
- toothbrush _____
- baseball _____
- rainbow _____
- footprint _____
- moonlight _____
- eyesight _____
- homework _____
- shoelace _____
- earring _____
- grandmother _____
- fireworks _____
- waterfall _____
- butterfly _____
- sunflower _____
- airport _____
- keyhole _____
- afternoon _____

2 Fill in the missing part.

- tea _____
- moon _____
- tooth _____
- _____ fall
- _____ ball
- sun _____
- _____ bow
- _____ noon
- shoe _____
- sun _____



3 Unscramble these words.

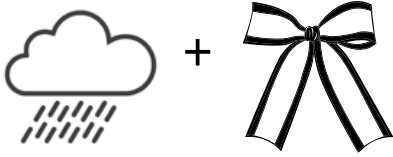
- fsodeoa _____
- oprnoftit _____
- yseighte _____
- eworhmko _____
- wfirorkse _____
- uttrefylb _____
- irpatro _____
- hyelkoe _____

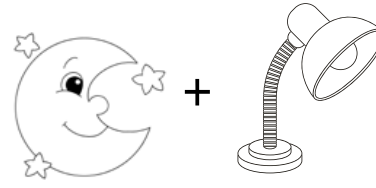
4 Put the correct words together.

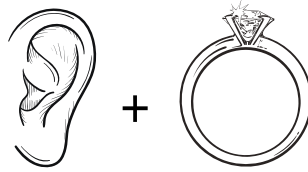
- I like to go jogging in the afterwhere.
- The recipe said to add a teaprint of sugar to the batter.
- I watched a butterlight fly over the garden.
- My grandstorm always makes the best lasagne.
- How can I clean my teeth if I can't find my toothspoon?
- We had fish-and-chips at a seaflower restaurant.
- I wear glasses because my earsight is not very good.
- We watched the fireboard explode in the sky.
- Mom says if I don't finish my homeball, I can't watch TV.

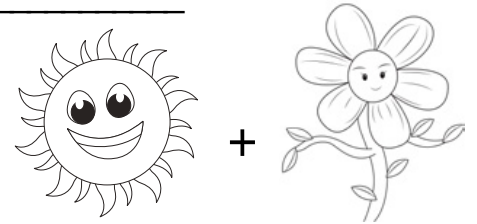
Compound words

5 Write the compound word that these pictures make.









Challenge words

6 Write the word.

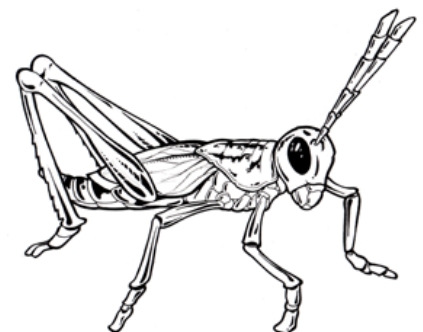
- everyone _____
- somewhere _____
- newspaper _____
- grasshopper _____
- thunderstorm _____
- skateboard _____
- lifeguard _____
- wheelbarrow _____
- supermarket _____
- honeycomb _____

7 Word clues. Which challenge word matches?

- a small cart _____
- person watching over you while you swim _____
- something made by bees _____
- an insect with wings _____
- a large store _____
- a publication filled with articles and advertisements _____
- all of us _____

8 Hidden words. Find the the challenge word hidden in these letters.

- olehthunderstormhsauo _____
- yeuskateboardouash _____
- sduhysomewhereoihs _____
- asugeveryoneouiha _____
- asidhhoneycombkjgho _____
- kjsgghrasshopperoihad _____



The Tiger, the Man, and the Jackal

Read the passage and then use the comprehension skills you have learned to answer the questions.

A tiger once got caught in a cage. He asked a man passing by to free him. At first the man refused, worried the tiger would devour him. The tiger promised that he would do no such thing. The man felt sorry for the tiger and set him free. Immediately the tiger pounced on the man.



“What a fool you are!” said the tiger. “You will make a fine meal!”

The man pleaded for his life, reminding the tiger of his promise.

“Very well,” said the tiger. “If you can find someone who thinks I’m being unfair, I’ll spare you.”

The man told his story to a tree, a road and a water buffalo. Not one of them thought the tiger was being unfair.

The man was beginning to give up hope when he met a jackal. The man told the jackal his story.

“I don’t understand,” said the jackal. “I need to see where this happened.”

The man took the jackal to the place where the tiger waited. The savage creature was sharpening his claws, eager to start his meal. The tiger agreed that the man could tell his story one more time.

The jackal pretended that he didn’t understand a word the man was saying. Eventually the tiger lost his patience.

“Look here, you silly jackal! This is how it happened! I was in the cage...” explained the tiger as he stepped inside the cage.

Immediately the crafty jackal closed the door. Once again the tiger was trapped, but this time, the man knew better than to free him.

The Tiger, the Man, and the Jackal

- 1** Why did the man free the tiger? **LITERAL**
- a** The tiger promised to reward the man. **b** The man felt sorry for the tiger.
c The tiger was badly injured. **d** The man was not afraid of tigers.

- 2** Which words best describe the man? **CRITICAL**
- a** kind and trusting **b** kind and proud
c kind and clever **d** kind and fast

- 3** Give a text clue to support your answer to question 2. **CRITICAL**
-
-

- 4** What was the tiger’s opinion of the man? The tiger thought the man was ... **INFERENTIAL**
- a** brave. **b** clumsy. **c** foolish. **d** kind.

- 5** Give a text clue to support your answer to question 4. **CRITICAL**
-
-

- 6** Which word best describes the tiger? **INFERENTIAL**
- a** untrustworthy **b** trustworthy **c** fair **d** patient

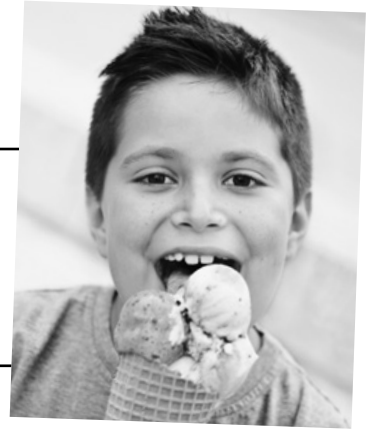
- 7** How did the jackal help the man? **CRITICAL**
- a** by defeating the tiger in a fight **b** by frightening the tiger
c by chasing the tiger away **d** by tricking the tiger

- 8** What is the main message of this story? **LITERAL**
- a** Do not trust a jackal.
b Kindness is not always rewarded.
c Tigers are savage animals.
d Stay away from cages.



Personal pronouns

A pronoun is a word that stands in place of a noun. Using pronouns means you don't have to keep repeating nouns. Use **personal pronouns** in place of the people or things; e.g., **Matt** is eating an ice cream. **He** is eating an ice cream.



1 Circle the personal pronoun in each shape.

- a Myra she
- b he Benji
- c children them
- d it bird
- e players we
- f parents they
- g Max I
- h Tina me
- i you William
- j us dancers

2 Replace the underlined words with pronouns.

Sarah dropped her pen on the floor. Ruby picked the pen **a** _____ up and gave the pen **b** _____ back to Sarah **c** _____. Sarah thanked Ruby. Sarah asked Ruby **d** _____ if Ruby **e** _____ would like to sit next to Sarah **f** _____. Now Sarah and Ruby **g** _____ are best friends!

3 Correct the word that is wrong.

- a Last week us went to Denver. _____
- b Me put the books back on the shelf. _____
- c Her went running early this morning. _____
- d Last night him went to bed early. _____
- e I gave she some of my lunch. _____
- f Yesterday them finished their tasks. _____
- g I told he to do his trumpet practice. _____
- h I saw they at the beach. _____
- i Rhys and me are going to the movies. _____
- j He helped I cut out the pictures. _____



Apostrophes for ownership

To make a singular noun show ownership, add an **apostrophe (')** plus **s**; e.g., The man's keys are on the table.

1 Circle the word that shows ownership.

- a I am in Coach Olson's team.
- b My father's tie is gray and blue.
- c The man's name is Mr. Brown.
- d That is Professor Redman's house.
- e These are Captain Westlake's orders.
- f The swimmer's trunks are in his locker.
- g Everyone admires Aunt Nada's necklace.



A fox's coat is reddish brown.

2 Fill in the missing words.



- a a chef's tall hat b an _____ trunk c a _____ blowhole

3 Fill in the words.

- a The yolk that belongs to the egg is the _____ yolk.
- b The scarf that belongs to the woman is the _____ scarf.
- c The book that belongs to the girl is the _____ book.
- d The tooth that belongs to the shark is the _____ tooth.
- e The whistle that belongs to the boy is the _____ whistle.
- f The warren that belongs to the rabbit is the _____ warren.
- g The treasure that belongs to the pirate is the _____ treasure.

Pronoun-antecedent agreement

Pronouns stand in place of nouns. They save us repeating nouns; e.g., **Jack** put on **Jack's** hat. **Jack** put on **his** hat. Pronouns must agree with the nouns they refer to (the antecedent).



1 Complete each sentence with the correct pronoun.

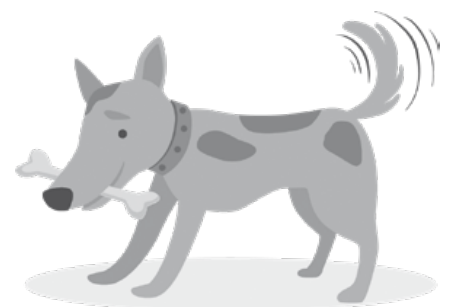
- a Cindy and I have completed _____ tasks. us our
- b The children are putting on _____ hats. their they
- c I asked the girl if _____ knew the answer. her she
- d When I stuck the pin into the balloon, _____ burst. my it
- e I called to my friends when I saw _____ in the park. them they

2 Replace the nouns in parentheses with pronouns.

- a Tim let me play with (Tim's) _____ puppy.
- b Mom made Gina promise that (Gina) _____ would do her violin practice.
- c I told Dad that I would help (Dad) _____ tidy the garage.
- d The patients have put (the patients') _____ trust in the doctor.
- e My friend and I said that (my friend and I) _____ would wash the dishes.

3 In each sentence, underline the pronoun and circle the noun it refers to.

- a The spectators cheered loudly when their favorite player ran onto the field.
- b Rosie asked Ben to help her carry the equipment.
- c The dog buried its bone in one of the flower beds.
- d Bubbles burst when they fly too high.
- e Simon blinked when the light shone in his eyes.



Ownership for plural nouns

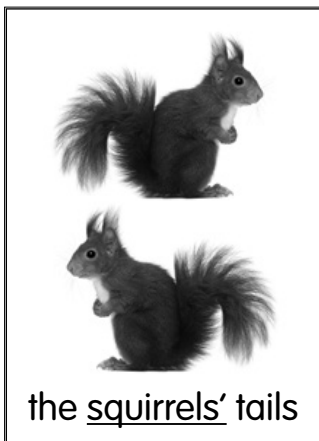
To make a **plural noun** show ownership, add an **apostrophe (')** plus **s**. If the plural noun already **ends in s**, just **add an apostrophe (')**; e.g., the children's playground; both girls' dresses.



1 Circle and write the word that shows ownership.

- a I found the book in the children's section.
- b The houses' roofs were red, black, and green.
- c They loaded the tourists' bags onto the bus.
- d The acrobats' costumes sparkled under the lights.
- e The monkeys' long tails help them swing from trees.
- f The mice's squeaks were coming from the cupboard.
- g She found the boys' blazers at the back of the classroom.

2 Fill in the words.



a the _____ wings b the _____ collars

3 Fill in the words.

- a The yolks that belong to the eggs are the _____ yolks.
- b The kennels that belong to the dogs are the _____ kennels.
- c The scarves that belong to the women are the _____ scarves.
- d The tricks that belong to the magicians are the _____ tricks.
- e The teeth that belong to the crocodiles are the _____ teeth.



Wee Hee!



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Week 3?



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