

SUMMER

Open the door to Grade 4!

Reading Catch-up • Week 3

BETWEEN GRADES 3 AND 4



www.readingeggspress.com



Welcome to Week 3

Welcome to Week 3 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 4!



Week 3

Reading skills focus

Comprehension: Nonfiction

- Literal comprehension: find facts and information, and identify the main idea and find supporting details.
- Inferential comprehension: make predictions, make judgments, and make inferences.
- Vocabulary and usage: understand the meanings of words, identify word building, identify connections between words, and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with spelling patterns: **squ, sch, sph**
- Grammar: **Prepositions, adjectives, adjectival phrases, adverbs, and adverbial phrases**

Online

Reading Eggspress, Lesson 86

- 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: **imagine** (verb), **curse** (noun), **disturb** (verb), **relative** (noun), **mummy** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, Lesson 87

- Comprehension focus: **Making connections**
- Build comprehension skills by making predictions, making judgments, identifying connections between words, and using context clues to understand new vocabulary.
- Understand the meaning of the words: **shrub** (noun), **except** (preposition), **conifer** (noun), **vine** (noun), **nectar** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, Lesson 88

- Comprehension focus: **Cause and effect**
- Build comprehension skills by making predictions, finding facts and information, and making judgments.
- Understand the meaning of the words: **desert** (noun), **act** (verb), **insulator** (noun), **soil** (noun), **thermometer** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

Reading Eggspress, English Skills Lesson 3.28

- Spelling patterns: **squ, sch, sph**
- 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

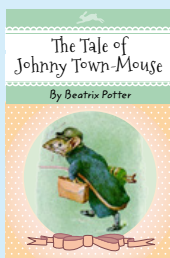
- Day 1:** Finding facts and information
- Day 2:** Making connections
- Day 3:** Cause and effect
- Day 4:** Spelling patterns: **squ, sch, sph**
- Day 5:** Prepositions; Adverbial phrases

Bonus worksheets

- Adjectives
- Adjectival phrases
- Comparative adjectives
- Comparative adverbs

Additional Library Books

- A Light in the Forest* by John Townsend
- The Tale of Johnny Town-Mouse* by Beatrix Potter
- Shaky, Breaky School Sleuth* by J.L. Anderson
- How the Toad Got His Bruises* – A traditional tale
- Big Cats* by Ian Rohr
- Are Ants Like Plants?* by Sue Heavenrich



Week 3 • Answers

Day 1

Monsters

Big things are big trouble. Enormous monsters cause chaos and destruction wherever they go. Godzilla is Japan's favorite monster. He first blasted onto Japanese movie screens in 1954 and he's still there today. Godzilla slept on the bottom of the sea until an atomic bomb forced him up to the surface. He looks like a giant Tyrannosaurus rex having a temper tantrum. He is angry because he thinks people are destroying the world.



- d
- b
- c
- a
- as a way to explain the unknown
- in every country
- Anyone who looked at her turned to stone.
- Perseus
- to find out where, or what its weak spot is

Every country has its own stories, or myths, about monsters. Monsters were a good way to explain the unknown. If people didn't know what caused an earthquake, for example, they could say a monster did it.

When Native Americans first dug up dinosaur bones, they thought they were the bones of giant lizards that lived deep in the earth. When these giants shivered, the whole earth quaked!

Many myths tell of monsters with terrible powers. Medusa had snakes instead of hair. Anyone who looked at her was turned to stone. But the hero Perseus was able to defeat her by looking at her reflection in a mirror.

Every monster has a weak spot. The trick is to find out where, or what, it is.

Day 2

Many animals feed on the nectar from flowers. As a result, the animals carry pollen from flower to flower. Many insects feed on flowers. Flowers have color and perfume to attract insects. As insects feed on the nectar, they also pick up some pollen. The pollen catches a ride to the next flower. After being pollinated, flowers make seeds. Birds, bats, and even some lizards are also attracted to flowers.



Pollination is an important part of the life cycle of plants. Insects such as bees, butterflies, and ladybugs are attracted by the bright colors and smells of certain flowers. They know that these flowers contain the sweet nectar that they need to grow and lay eggs. While sucking the nectar, some of the pollen on the flowers sticks to their legs. This pollen gets transferred to the next flower they move to. The pollen fertilizes the flower's egg cells to make seeds.



Flowering plants are able to live in many different parts of the world. Rainforests, deserts, and cold mountains are all home to different flowering plants. Rainforests get plenty of what plants need—rain, warmth, and sunshine—so plants grow in great numbers. A huge variety of flowering plants, such as trees, vines, and other tropical plants, grow in rainforests.

Rainforests cover about 6% of the earth's surface but contain more than half of the world's plant and animal species. Rainforests have hot, humid climates. They also have a very high annual rainfall. That's why they are called rainforests! At least two-thirds of the world's plant species grow in rainforests.



- a, b, d, g, h
- Answers will vary.
Suggested answer:
a Climate: Rain forests have hot and humid conditions with lots of sunshine. They have a very high annual rainfall.
b Plants: More than two-thirds of the world's plant species grow in rain forests including, trees, vines, and other tropical plants.

Day 3

Deserts

Desert animals conserve water. They try to avoid very hot and very cold temperatures. The fur or hair of large desert animals keeps them cool. The outer layer of a camel's coat can be 86 degrees Fahrenheit hotter than its body. Some desert animals, such as the marsupial mole, burrow underground to escape extreme temperatures. It is cooler underground in hot deserts. In cold deserts, it is warmer underground.

- b
- c
- a
- d
- drilling for oil, mining, tourism, farming
- Tourists can damage desert water supplies.
- They break up the soil with their hooves, making it more likely to be eroded by wind and rain.

Deserts often contain oil and iron ore. Drilling for oil and mining can harm desert environments.

Tourists can damage desert water supplies. Vehicles damage desert soils and plants.

When farms are on the edge of a desert, they can damage the fragile desert soil.

Farm animals pound the soil with their hooves. This breaks up the soil. It is then more likely to be eroded by wind and rain.



Day 4

- Check for correct spelling of each word.
- Words with squ: squad, squat, squid, squint, square, squish, squeal, squash, squirt, squiggle, squirrel, squeeze, squelch, squeaky, squirm, squall
Words with sch: school, scheme
Words with sph: sphere, sphinx
- a squeeze b squat c squirrel d square
e school f squeaky g squint h squelch
i squad j squiggle
- a squid b square c squirrel d sphinx

- a squirt squirt b skweaky squeaky
c sqweeze squeeze d sqwish squish
e sqweal squeal f sqwash squash
g sqwad squad h sqwint squint
- Check for correct spelling of each word.
- a squabble b atmosphere c squawk
d squadron e spherical f squatter
- a hemisphere b spherical c squadron
- a squeamish b hemisphere c atmosphere d squelchy

Day 5

- a when b where c when d where e how f why
- Across: 1 after 3 at 5 before 6 across 7 in 8 under 9 to
Down: 2 through 4 than 5 beside 8 until
- a when b where c why d how e where f how
- a around the track b after midnight c with both hands
4 a up the hill b on a wall c before midnight
d over the moon e with the spoon

Bonus Worksheet 1

- a huge, big, heavy, gray, wrinkly, large, enormous, magnificent, smart
- Smiling: joyful, cheerful, happy, glad, pleased
Grimacing: furious, angry, irritated, annoyed, mad
Unsure: anxious, scared, worried, frightened, nervous
- a funny b brown/blue c rich/large
d freezing e rotten/bad f juicy

Bonus Worksheet 2

- a during the night b under an umbrella c with long hair
- a in the smart suit b on the corner c with happy endings
- a The Wonderful Wizard of Oz
b The Cat in the Hat
c Alice's Adventures in Wonderland
d The Tale of Peter Rabbit
e The Wind in the Willows
- The Secret of the Treasure Seekers
- a in the blue dress b with the wand

Bonus Worksheet 3

- a funniest b funnier c cutest d cuter
- Comparing two: more obedient, happier, more pleased, younger, cuddlier, better
Comparing more than two: scariest, weakest, angriest, most anxious, loosest, worst
a coldest b largest c straighter
d most interesting e sweeter

Bonus Worksheet 4

- a faster b farthest c less brightly
d worse e harder f soonest g highest
- a more politely b more neatly
c more frequently d less often
e more warmly f most clearly
g more healthily






3	Adverb	Comparing two	Comparing more than two
	carefully	more carefully	most carefully
	proudly	more proudly	most proudly
	gracefully	more gracefully	most gracefully
	calmly	more calmly	most calmly
	recently	more recently	most recently

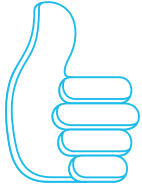


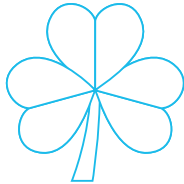

Week 3

Incentive chart for:

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

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	Lesson 86	Lesson 87	Lesson 88	Spelling 3.28	Spelling 3.28

Worksheets					
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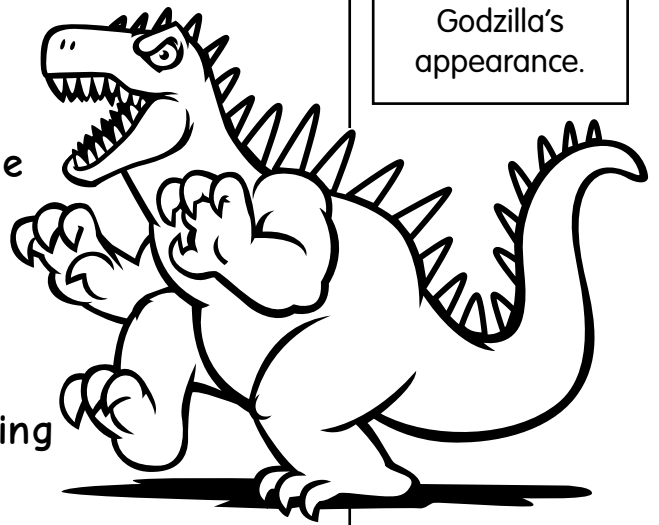
Day Done!					
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Notes/thoughts/ideas

Read the passage.

Monsters

Big things are big trouble. Enormous monsters cause chaos and destruction wherever they go. Godzilla is Japan's favorite monster. He first blasted onto Japanese movie screens in 1954 and he's still there today. Godzilla slept on the bottom of the sea until an atomic bomb forced him up to the surface. He looks like a giant *Tyrannosaurus rex* having a temper tantrum. He is angry because he thinks people are destroying the world.

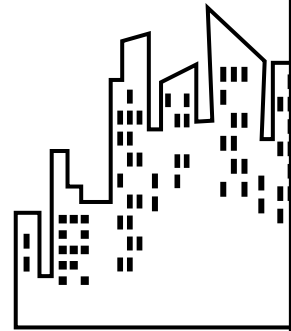


Circle the name of Japan's favorite monster.

Underline the phrase that tells us where Godzilla used to live.

Highlight the year of the first Godzilla movie.

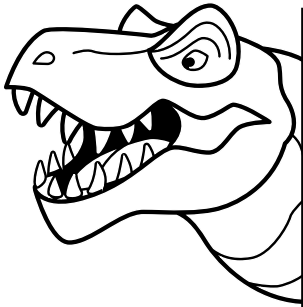
Color the words that describe Godzilla's appearance.



Circle the correct answers.

- 1 **Who** is Japan's favorite monster?
 a a giant b a dinosaur c Tyrannosaurus rex d Godzilla
- 2 **When** did Japan's favorite monster first appear on movie screens?
 a 1945 b 1954 c 1956 d 1964
- 3 **Where** did Godzilla live before he was forced into the world?
 a on an island b in a forest
 c on the bottom of the sea d in the sky
- 4 **What** does Godzilla look like?
 a a huge *Tyrannosaurus rex* b a giant
 c an angry person d a sea monster

Read the passage.



Underline the words that tell us why people tell monster stories.

Highlight what Native Americans believed dinosaur bones to be.

Circle words that describe Medusa's appearance.

Every country has its own stories, or myths, about monsters. Monsters were a good way to explain the unknown. If people didn't know what caused an earthquake, for example, they could say a monster did it.

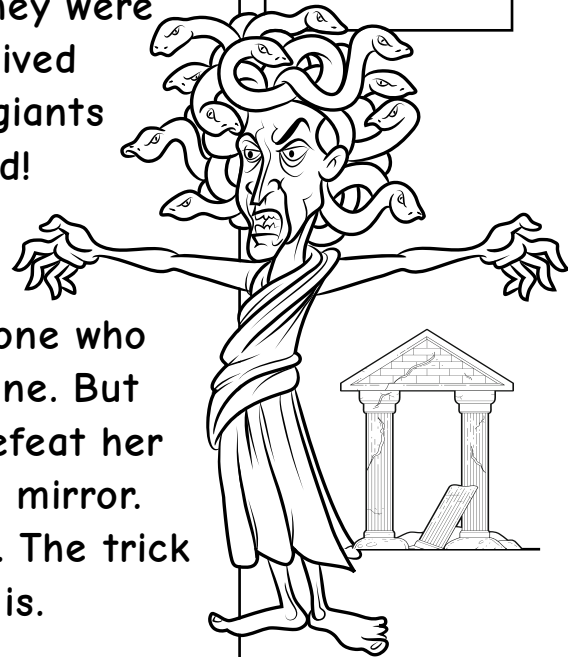
When Native Americans first dug up dinosaur bones, they thought they were the bones of giant lizards that lived deep in the earth. When these giants shivered, the whole earth quaked!

Many myths tell of monsters with terrible powers. Medusa had snakes instead of hair. Anyone who looked at her was turned to stone. But the hero Perseus was able to defeat her by looking at her reflection in a mirror. Every monster has a weak spot. The trick is to find out where, or what, it is.

Color Medusa's terrible power.

Underline the actions of Perseus.

Circle the key to defeating monsters.



- 5 **What** are monster myths used for? _____
- 6 **Which countries** have monster myths? _____
- 7 **What** was Medusa's terrible power? _____
- 8 **Who** defeated Medusa? _____
- 9 **Which** steps will help you defeat any monster? _____

Read the passages.

Many animals feed on the nectar from flowers. As a result, the animals carry pollen from flower to flower. Many insects feed on flowers. Flowers have color and perfume to attract insects. As insects feed on the nectar, they also pick up some pollen. The pollen catches a ride to the next flower. After being pollinated, flowers make seeds. Birds, bats, and even some lizards are also attracted to flowers.



Circle the word in each text that tells us what insects feed on.

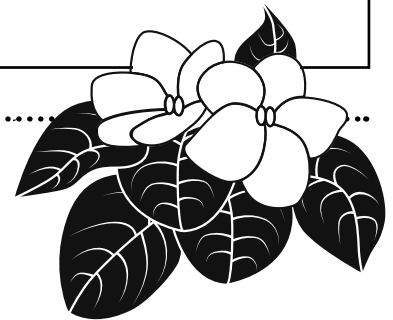
Underline the words in each text that tell us what attracts insects to certain flowers.

Highlight the word in each text that tells us what insects carry from flower to flower.

Color the words in each text that tell us what flowers produce after they have been pollinated.



Pollination is an important part of the life cycle of plants. Insects such as bees, butterflies, and ladybugs are attracted by the bright colors and smells of certain flowers. They know that these flowers contain the sweet nectar that they need to grow and lay eggs. While sucking the nectar, some of the pollen on the flowers sticks to their legs. This pollen gets transferred to the next flower they move to. The pollen fertilizes the flower's egg cells to make seeds.



Circle the correct answers.

- 1 What do both texts tell us?
 - a Many insects feed on the nectar from flowers.
 - b The bright colors and perfumes of plants help to attract insects.
 - c Insects lay their eggs in flowers.
 - d Insects play an important role in pollination.
 - e Bees and butterflies need nectar to grow and lay eggs.
 - f Some flowers grow into fruits.
 - g Insects carry pollen from flower to flower.
 - h Flowers make seeds after they have been pollinated.
 - i Birds and other animals also play a role in pollination.



Read the passage.

Flowering plants are able to live in many different parts of the world.

Rainforests, deserts, and cold mountains are all home to different flowering plants.

Rainforests get plenty of what plants need—rain, warmth, and sunshine—so plants grow in great numbers. A huge variety of flowering plants, such as trees, vines, and other tropical plants, grow in rainforests.



Underline all the words in both texts that refer to the climate in rainforests.

Highlight all the words in both texts that refer to the number of plants found in rainforests.

Rainforests cover about 6% of the earth's surface but contain more than half of the world's plant and animal species.

Rainforests have hot, humid climates. They also have a very high annual rainfall. That's why they are called rainforests!

At least two-thirds of the world's plant species grow in rainforests.



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

Rainforests

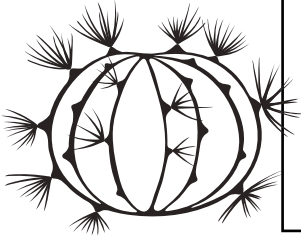
Climate: _____

Plants: _____

Read the passage.

Circle the reason large desert animals are able to stay cool.

Underline the effect a fur covering has on a large desert animal's body temperature.

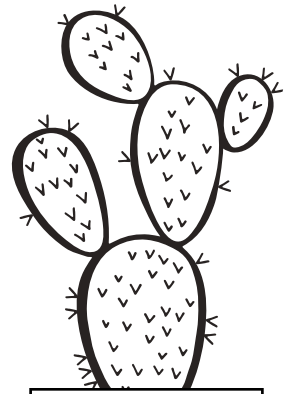


Deserts

Desert animals conserve water. They try to avoid very hot and very cold temperatures.

The fur or hair of large desert animals keeps them cool. The outer layer of a camel's coat can be 86 degrees Fahrenheit hotter than its body.

Some desert animals, such as the marsupial mole, burrow underground to escape extreme temperatures. It is cooler underground in hot deserts. In cold deserts, it is warmer underground.

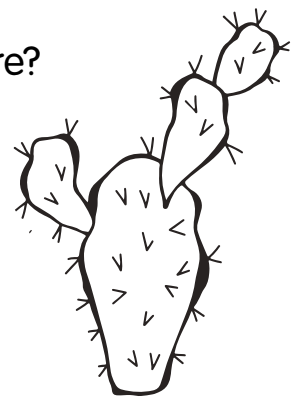


Highlight what the marsupial mole does to stay cool.

Color the key word that tells why animals in cold deserts might burrow underground.

Circle the correct answers.

- 1 What **causes** large desert animals to stay cool?
 - a their skin
 - b their fur
 - c their tails
 - d river breezes
- 2 How does a desert animal's hair or fur **affect** its body temperature?
 - a It keeps it warm.
 - b It causes it to overheat.
 - c It keeps it cool.
 - d It causes it to freeze.
- 3 **Why** is the marsupial mole able to stay cool in the desert?
 - a It burrows underground.
 - b It lies in the shade.
 - c It drinks lots of water.
 - d It sprays water on itself.
- 4 What **effect** does burrowing underground have on the marsupial mole? It enables it to ...
 - a stay warm.
 - b find water.
 - c find food.
 - d stay cool.



Read the passage.

Put a **box** around the key word that tells us what drilling and mining do to desert environments.

Circle the word that tells us who causes damage to desert water supplies.

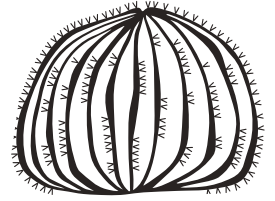
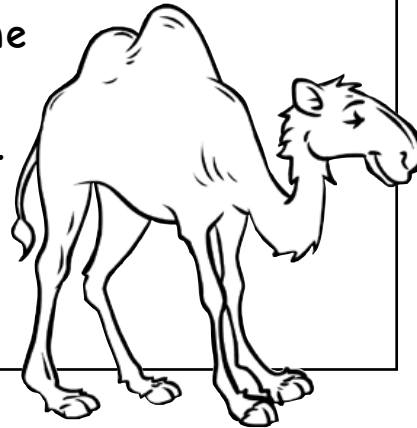
Color the words that show how farm animals damage desert environments.

Deserts often contain oil and iron ore. Drilling for oil and mining can harm desert environments.

Tourists can damage desert water supplies. Vehicles damage desert soils and plants.

When farms are on the edge of a desert, they can damage the fragile desert soil.

Farm animals pound the soil with their hooves. This breaks up the soil. It is then more likely to be eroded by wind and rain.



Highlight the effect vehicles have on desert environments.

Color the effect farms have on desert environments.

Underline what happens when farm animals break up desert soil.

5 What human activities **cause** damage to desert soils?

6 What **effect** do tourists have on deserts?

7 Explain how farm animals **cause** damage to desert soils.

Spelling patterns: *squ*, *sch*, *sph*

List 1 Write the word.

- squad _____
- squat _____
- squid _____
- squint _____
- school _____
- sphere _____
- square _____
- squish _____
- squeal _____
- squash _____
- squirt _____
- squiggle _____
- sphinx _____
- scheme _____
- squirrel _____
- squeeze _____
- squelch _____
- squeaky _____
- squirm _____
- squall _____

2 Sort the words.

Words with *squ*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Words with *sch*

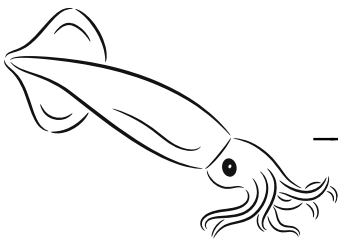
_____	_____
_____	_____

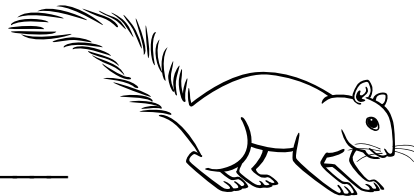
Words with *sph*

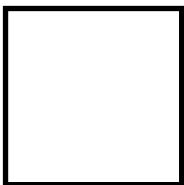
3 Unscramble these words.

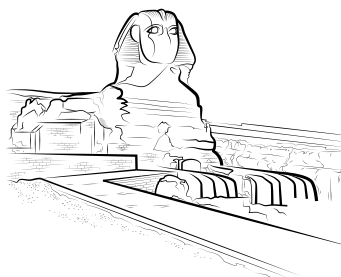
- | | |
|----------------|----------------|
| eezqus _____ | suatq _____ |
| rrelqusi _____ | qusare _____ |
| oolchs _____ | queaksy _____ |
| unitsq _____ | elchqus _____ |
| qusad _____ | gugliqse _____ |

4 Name.









Spelling patterns: squ, sch, sph

5 Underline the spelling mistake. Write the word correctly.

Please squert plenty of detergent into the sink.

When I blew the whistle, it made a skweaky sound.

I had to sqweeze the ketchup out of the bottle.

I tried to sqwish the annoying mosquito.

The girl's piercing sqweal hurt everyone's ears.

I tried to sqwash as many clothes as possible into my suitcase.

A sqwad of police officers arrived quickly at the scene.

The sun's light was so bright it made me sqwint.

Our skewl is getting a new library and a new hall.

My favorite 3D object is a sfhere.

Challenge words

6 Write the word.

squawk _____

scholar _____

squabble _____

squadron _____

squeamish _____

squatter _____

sqwelchy _____

spherical _____

atmosphere _____

hemisphere _____

7 Hidden words. Find the challenge word.

ncassquabbleioyd _____

msloatmospherejshu _____

sdfgsquawkcasoh _____

aloesquadronobsaj _____

asdhusphericaldfgua _____

uianlsquatteroiadh _____

8 Complete the sentence.

Canada is in the northern _____.

The ball was _____ in shape.

The _____ of fighter jets took off.

9 Word clues. Which challenge word matches?

made sick by unpleasant sights _____

a half of a sphere _____

the gases surrounding a planet _____

describes a squishing or sucking sound _____

a person who studies _____

to quarrel over unimportant matters _____

Prepositions

Prepositions show the relationship between nouns or pronouns and other words in a sentence. They tell **when, where, how, or why**; e.g., I will meet you **at** midday. The milk is **in** the fridge. They traveled **by** bus. She did it **for** them.




1 Does the underlined preposition show WHEN, WHERE, HOW, or WHY?

- a I woke up before sunrise.
- b I have just come from the shops.
- c We should be home by six o'clock.
- d I immediately took him to the doctor.
- e She ate her food with a knife and fork.
- f I made the card for her.

2 Complete the crossword puzzle.

		1		2			
3	4			5			
	6						
7							
		8					
		9					



Across:

- 1 Six comes _____ five.
- 3 I will meet you _____ the movies.
- 5 Five comes _____ six.
- 6 He walked _____ the road.
- 7 The milk is _____ the fridge.
- 8 They are sitting _____ an umbrella.
- 9 I am going _____ school.

Down:

- 2 I saw him _____ the window.
- 4 Your dog is bigger _____ mine.
- 5 I sat _____ her on the bus.
- 8 I waited _____ the end.

Adverbial phrases

A **phrase** is a part of a sentence that has more than one word. An **adverbial phrase** does the work of an **adverb**; e.g., He dropped his sock **on the floor**.



1 Does the underlined phrase tell WHERE, WHEN, HOW, or WHY?

- a The campers woke up before sunrise. _____
- b They arrived at the campsite yesterday. _____
- c The match was canceled because of the rain. _____
- d She read the instructions in a clear voice. _____
- e They are planting more trees in the park. _____
- f They traveled to the match by bus and train. _____

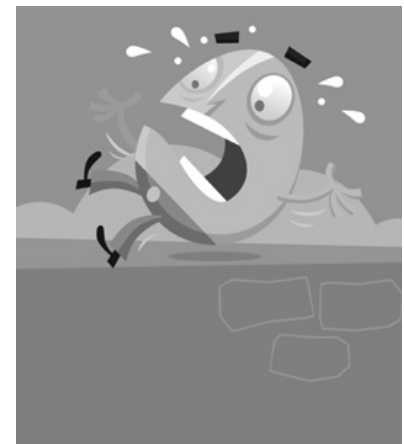
2 Fill in the adverbial phrases.

with both hands after midnight around the track

- a The athletes are running _____.
- b We arrived home _____.
- c He was banging on the door _____.

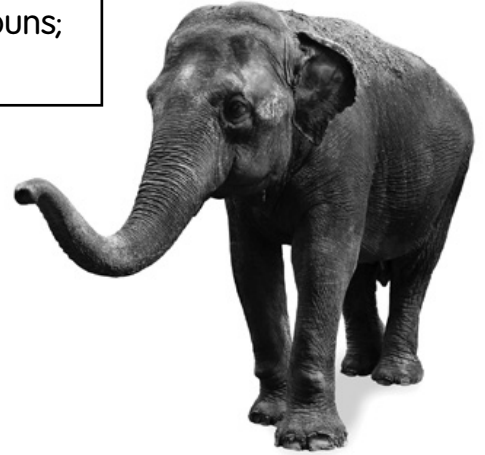
3 Underline the adverbial phrases in these sentences.

- a Jack and Jill went up the hill.
- b Humpty Dumpty sat on a wall.
- c Cinderella had to be home before midnight.
- d The cow jumped over the moon.
- e The dish ran away with the spoon.



Adjectives

Adjectives give information about nouns or pronouns; e.g., the **blue** bicycle.

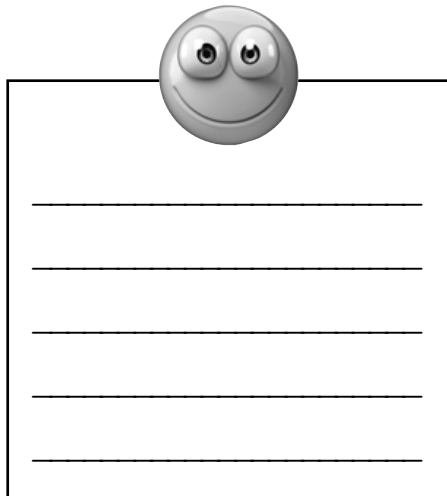
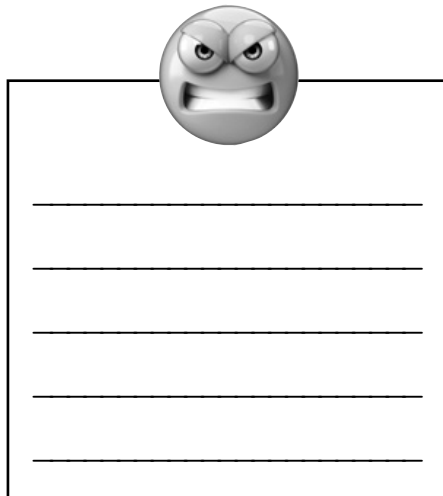
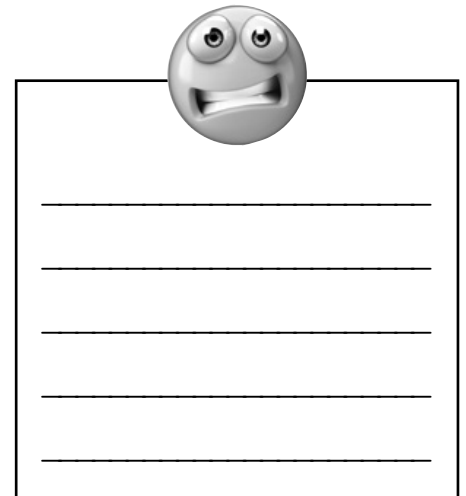


1 Circle the adjectives that can describe the elephant.

- | | | | |
|--------|-------|---------|-------------|
| huge | small | gray | enormous |
| little | big | wrinkly | magnificent |
| tiny | heavy | large | smart |

2 Sort the adjectives.

- | | | | | |
|---------|---------|----------|------------|-----------|
| joyful | scared | furious | angry | happy |
| anxious | pleased | mad | frightened | irritated |
| glad | worried | cheerful | nervous | annoyed |

3 Complete the sentences with adjectives from the box.

- a The children laughed at the _____ clown.
- b Melissa has _____ hair and _____ eyes.
- c The _____ man lives in a _____ house.
- d The water turned to ice in the _____ weather.
- e The _____ egg has a _____ smell.
- f We enjoyed eating the _____ oranges.

brown juicy
 large funny
 blue bad
 rich rotten
 freezing

Adjectival phrases

A **phrase** is a part of a sentence that has more than one word. An **adjectival phrase** does the work of an adjective; e.g., The girl **in the white hat**.

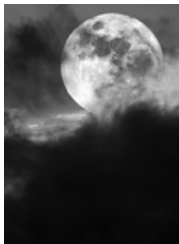


1 Match the phrase to the picture.

with long hair

under an umbrella

during the night



a



b



c

2 Fill in the phrases.

in the smart suit

with happy endings

on the corner

a The man _____ is my uncle.

b The shop _____ sells toys.

c Stories _____ are my favorites.

3 Match the beginnings and endings.

a The Wonderful Wizard of Peter Rabbit

b The Cat of Oz

c Alice's Adventures in the Willows

d The Tale in the Hat

e The Wind in Wonderland

4 Underline the adjectival phrase.



5 Underline the adjectival phrases in these sentences.

a The girl in the blue dress is Cinderella.

b The lady with the wand is her fairy godmother.

Comparative adjectives

Adjectives can be used to **compare** two or more people or things with each other. They end in **er** or **est**, or they have **more** or **most** in front of them; e.g., taller, tallest, **more** comfortable, **most** comfortable.



1 Fill in the words.

cutest cuter funnier funniest

- a All three chimps are funny, but the little one is the _____.
- b The clown with the red nose is _____ than the one wearing the purple hat.
- c All of the kittens are cute, but the black one is the _____.
- d This little kitten is much _____ than that one.

2 Sort the words.

Comparing two

more obedient
 scariest weakest
 angriest happier
 most anxious
 more pleased
 loosest younger
 cuddlier worst
 better

Comparing more than two

3 Circle the adjectives that compare.

- a Of all the seasons, winter is the coldest.
- b The elephant is the largest animal on land.
- c We traveled on the straighter of the two roads.
- d That is the most interesting book I have ever read.
- e These oranges are sweeter than the ones we bought last week.



Comparative adverbs

Adverbs can compare **how** or **when** something happens or is done; e.g., The Smiths arrived **earlier** than the Delgados. Sometimes the **comparison** is shown by placing **more**, **most**, **less**, or **least** before the **adverb**; e.g., She sang **most beautifully** of all.



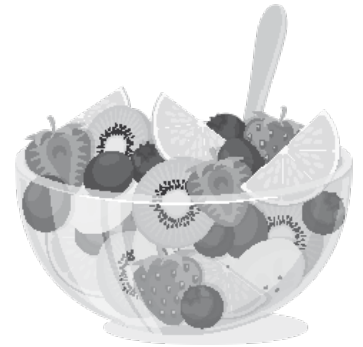
1 Circle the adverb that correctly completes each sentence.

- a Felix can run (fast, faster, fastest) than Jasper.
- b Of the three girls, Ellie threw her ball the (far, farther, farthest).
- c Some stars sparkle (brightly, less brightly, least brightly) than others.
- d I am feeling (bad, worse, worst) than I did this morning.
- e Ruby works (hard, harder, hardest) than her brother.
- f The (soon, sooner, soonest) they can get here is 12 o'clock.
- g Cameron jumped (high, higher, highest) of all the competitors.



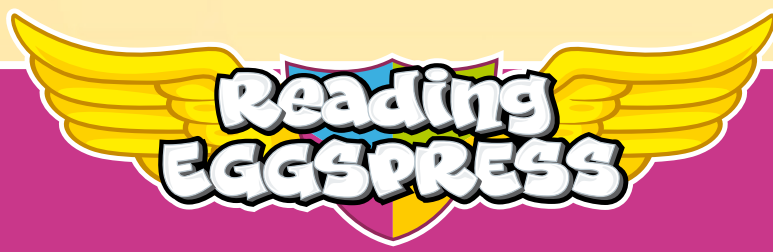
2 Color the adverb in each sentence.

- a He greeted me more politely the second time.
- b She writes more neatly than her sister.
- c The buses run more frequently than the trains.
- d I see her less often than I used to.
- e The girls are more warmly dressed than the boys.
- f Of all the students, Fran speaks the most clearly.
- g The doctor told me to eat more healthily.



3 Complete the table.

Adverb	Comparing two	Comparing more than two
carefully	more carefully	most carefully
	more proudly	
		most gracefully
calmly		
	more recently	



HOORAY!



**You have completed
Week 3!**



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