



Glorious

GRAMMAR

VOLUME 1

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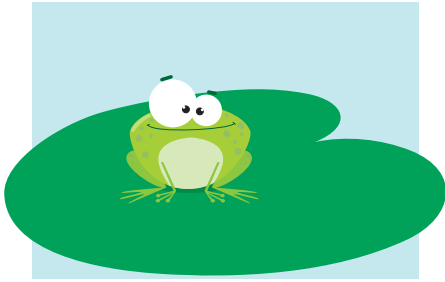
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Date: _____

Packing in Meaning with Noun Groups

A noun group is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.



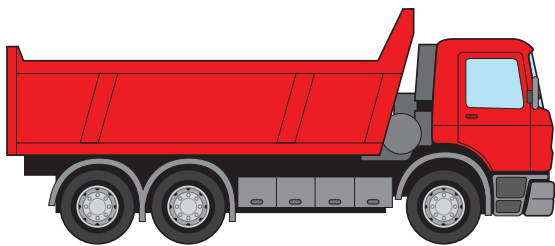
There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

1. Use adjectives (descriptors) to create a noun group by filling in the blanks in the sentences below.



The truck is on the road.

The red truck is on the road.

The _____ red truck is on the road.

The _____, _____ red truck is on the road.

2. Expand the noun (head word) in these phrases to create a noun group.

a) the _____, _____, _____ car

b) the _____, _____, _____ dog

Name: _____

Date: _____

c) the _____, _____, _____ girl

d) a _____, _____, _____ hat

e) a _____, _____, _____ giraffe

3. Choose a noun group from Question 2 and use it in a sentence.

4. Underline the noun groups in the sentences below.

a) The bright, white full moon shone in the sky.

b) A huge, fierce brown dog barked.

c) Two red spotty frogs jumped onto the lily pad.

d) The friendly, tired old man sat on the bench.

e) A large modern brick house is being built.

5. Choose three nouns (head words) from the box below. Write three sentences that each contain a noun group with your chosen nouns as the head word.

rocket	flower	teacher	town
bus	school	city	restaurant

1. _____

2. _____

3. _____

Name: _____

Date: _____

Nouns and Things

Often, the word 'thing' can make your writing dull and generic. Choosing better nouns could make your writing more specific. Below, think of three words that could match each of the following descriptions.

A mode of transport to get to school: _____

A way of getting up a tall building: _____

A type of food we like to eat: _____

An item you like to play with: _____

Utensils you can use to create art: _____

An item you could use on a body of water: _____

A way to stick two items together: _____

Something you could look after: _____

An item you could give a friend: _____

An item you could put on your body: _____

Use 10 of the words you have come up with (one from each category) and write a paragraph that includes every word.

Name: _____

Date: _____

Sorting Nouns

Cut out the nouns. Paste them into your book in columns in the correct categories (person, place, thing or animal). You may need a dictionary or a device to help you find the meaning of some of these words.

Person	Place	Thing	Animal
lemur	jerboa	city	father
airport	trainer	investigator	ranges
canyon	ottoman	wife	shuttlecock
tandoor	gorilla	judge	attorney
creek	serviette	kiwi	theatre
chameleon	genet	mountain	kiln
spatula	fireman	student	hospital
tarantula	axolotl	gazebo	gorge
glazier	sieve	veterinarian	tamandua
scorpion	abacus	plains	goggles

Name: _____

Date: _____

Common Nouns in Your House



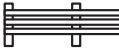
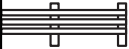















List the common nouns that are in your house from A to Z.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Name: _____

Date: _____

Common Nouns in Your House

the			barn		
		to		collect	
	was			from	walking
					
			the		in
the	farmer			eggs	
					
Start			rain		

Navigate yourself through the map to complete the sentence. Write each word as it is discovered on the line below.

Begin at 'Start'.

1. Move 2 spaces north.
2. Move 1 space east.
3. Move 3 spaces north.
4. Move 4 spaces east.
5. Move 2 spaces south.
6. Move 2 spaces west.
7. Move 3 spaces south.
8. Move 1 space west and then 6 spaces north.
9. Move 2 spaces east.
10. Move 4 spaces south.
11. Move 3 spaces north.
12. Move 2 spaces north and then 4 spaces west.
13. Move 3 spaces east.

Write the sentence below and circle the common nouns.

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Grammar with a Friend

Instructions

1. Choose a classmate to pair up with. Cut out the category cards below, one for each person. Write your partner's name at the top.
2. For each grammar convention, fill in at least one word that relates to your partner. (Note: Do not use the name of your chosen person.)
3. Once you have finished, share your information with your partner.
4. Using the Grammar Sentence Challenge sheet or your workbook, write a paragraph about your person using all of the words you have brainstormed.

Variation

This can also be done at home with a family member.



Name of Person:

Noun:

Adjective:

Verb:

Adverb:

Conjunction:

Preposition:

Pronoun:

Proper Noun:

Name of Person:

Noun:

Adjective:

Verb:

Adverb:

Conjunction:

Preposition:

Pronoun:

Proper Noun:

Name: _____

Date: _____

Use an atlas or a device to seek the following information: the country, what people live there, a city there, and an iconic landmark. Write these proper nouns in the attached boxes.

Name: _____

Date: _____

Common Noun Upgrade

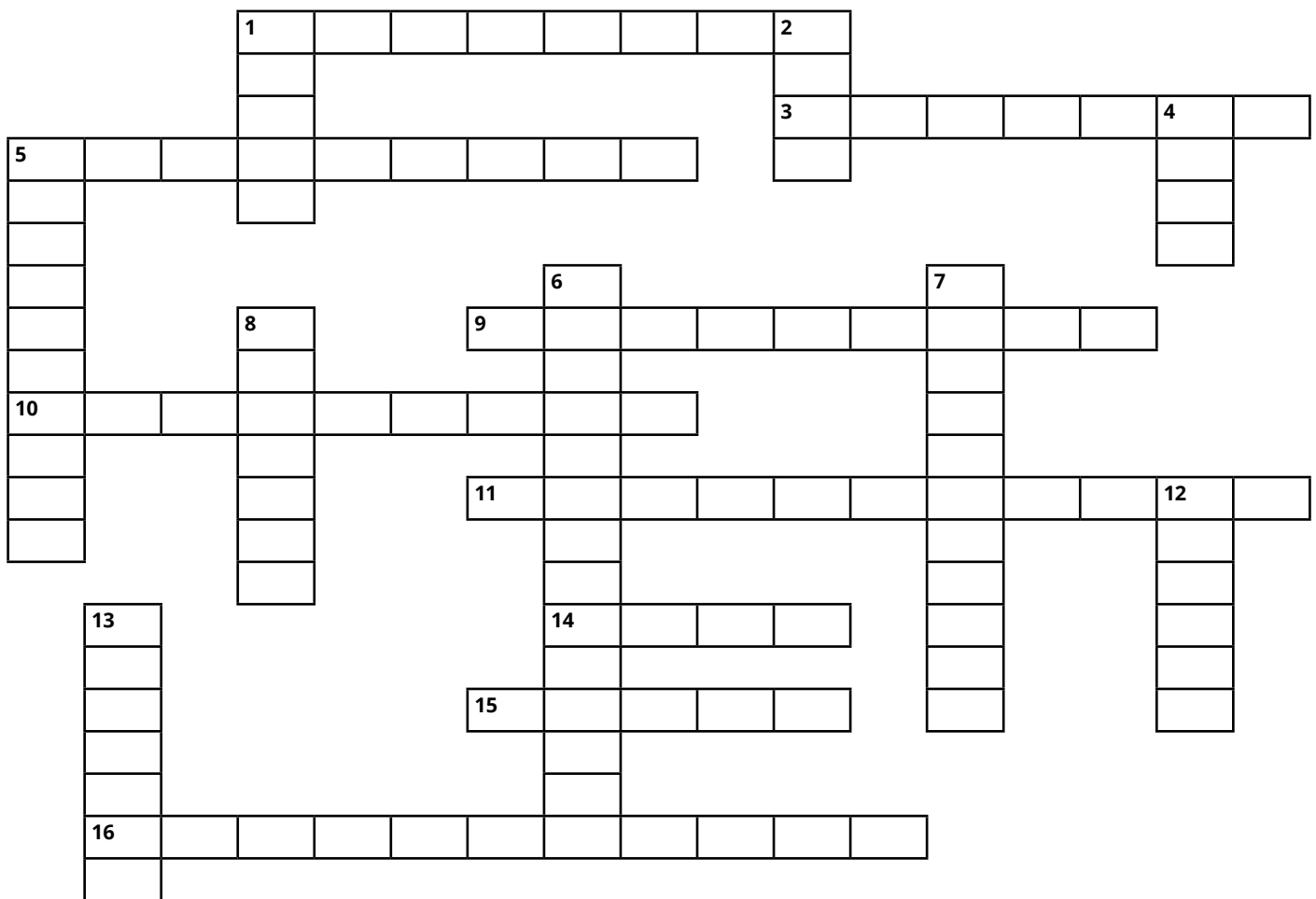
As we know, common nouns start with lowercase letters, but do common nouns ever get upgraded to proper nouns? Business names are proper nouns that often use common nouns in their titles. In this activity, think of your dream business. Use the activity to brainstorm common nouns that relate to your business, and then 'upgrade' those words to proper nouns as part of your business name. In the blank space at the bottom of the page, draw a shop front or billboard advertising your business.

<p>Common nouns relating to your business:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Imagine you are pitching your idea to an investor. Write a little bit about your business:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Name: _____

Date: _____

Proper Nouns Crossword



Across

1. The capital of Australia.
3. A movie character who is a heroic archaeologist: _____ Jones.
5. A day of the week.
9. The author of children's books including *Matilda*, *The Twits*, and *James and the Giant Peach*.
10. A month in the year.
11. The movie in which this song is featured: 'A spoonful of sugar makes the medicine go down.'
14. The nursery rhyme about Jack and _____.
15. An enormous Australian geographical landmark located in the Northern Territory.
16. A landmark in Paris.

Down

1. The country where you find the Great Wall.
2. The largest continent in the world.
4. The name of the longest river in the world.
5. The man who started creating Disney movies.
6. Shakespeare's story of two star-crossed lovers.
7. The name of the fictional character who goes to the school Hogwarts.
8. The name of the infamous ship that sank in 1912.
12. The fictional land you enter by going through a wardrobe.
13. Name of a planet in our solar system.

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Personal Pronouns



Personal pronouns are words such as I, you, he/she, we and they. They are used to make the reader feel like we are talking to them.

1. Rewrite these sentences, adding some personal pronouns. Try to make the sentences sound more persuasive.

a) Rubbish should go in the bin.

b) School uniforms look smart.

c) Fruit and vegetables are healthy foods.

d) It is important to wear a hat and stay sun-safe.

e) Turn the TV off and go and play outside.

Name: _____

Date: _____

Personal Pronoun Scrambler

Cut out the letter tiles. Put them together to make exactly 12 personal pronouns. Paste these into your workbook.

Y	I	S	E	M	W	E	H
Y	E	H	M	U	S	R	U
E	I	E	E	O	H	E	T
M	H	T	H	H	I	T	

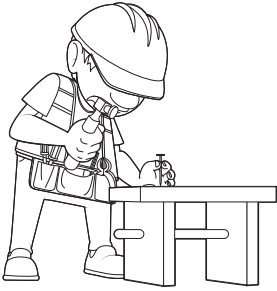
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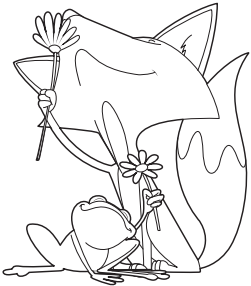
Illustration Pronoun Prompts

Look at the illustrations on the left-hand side of the page. Write an imaginative sentence that includes at least one pronoun that relates to that illustration.

1.



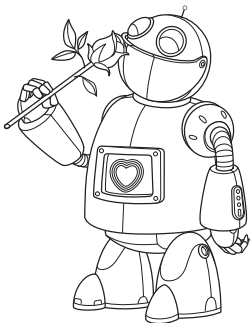
2.



3.



4.



5.



Name: _____

Date: _____

Hansel and Gretel

Once upon a time, there was a poor woodcutter with two children. The boy was called Hansel and the girl was called Gretel. When a great drought fell on the land, the woodcutter could no longer afford to feed his children. He sent Hansel and Gretel out into the forest to find some berries to eat.

After they had been walking for a while, Hansel and Gretel became lost. They wandered through the forest, wondering how they might find their way back home. They eventually came upon a candy-covered gingerbread house. They decided that candy would be tastier than berries, so they ran up to the house to steal something to eat. Hansel ate some of the roof while Gretel nibbled at the window panes. The house was simply delicious!

Suddenly, the children heard a voice from inside the house. "Nibble, nibble, gnaw! Who is nibbling at my door?"

The children answered, "It is the wind, only the wind." They continued eating. Hansel, who liked the taste of the roof, tore down a chunk of it. Gretel pushed out an entire windowpane and gobbled it up.

Suddenly, the door opened. An old woman came creeping out. Upon seeing the plump children, the old woman said, "Oh, you dear little children! Do come into my house with me." Little did Hansel and Gretel know, the old woman was only pretending to be kind. She was actually a wicked witch who had built the little house of candy to entice and capture children!

Hansel and Gretel went inside the little house with the old lady. She gave them milk, pancakes, apples, nuts and more candy. Once they had finished, they were so full that they could barely move. This was what the witch had been waiting for! She seized Hansel and locked him in a cage. Hansel screamed and screamed, but there was no one to help him.

The witch ordered Gretel to cook more food for Hansel to eat. "I need him to get nice and fat," she chuckled nastily. "When he is nice and fat, I will eat him."

Gretel began to weep bitterly. She was forced to do what the wicked witch commanded. All the best food was cooked for Hansel, but poor Gretel ate nothing but crab shells.



Name: _____

Date: _____

In time, the witch became impatient. She was ready to eat Hansel! She stoked the fire and heated the oven. The witch called to Gretel, "Check that the oven is properly heated. I want to cook my very special dinner!"

The witch intended to shut Gretel inside the oven and eat her for dinner, too. Gretel was a clever girl; she knew what the witch had in mind. Innocently, she said to the witch, "I'm not sure how to check the oven. Can you show me how?"

"Silly girl," the witch said impatiently. "It's quite simple. You just open up the door and lean in... like this!" The witch carelessly leaned into the oven. As fast as lightning, Gretel pushed her in with a forceful shove.

Gretel opened Hansel's cage and set her brother free. "Hansel, I have saved us! The horrible old witch is gone!" They danced and cheered around the house.

With nothing to fear, Hansel and Gretel explored the witch's house. The witch had wondrous treasures stashed in every drawer and cupboard. Hansel and Gretel filled their pockets and ran home excitedly to share the news with their father. Needless to say, their father never had to worry about money ever again.

Hansel, Gretel and the woodcutter lived happily ever after.

Name: _____

Date: _____

Hansel and Gretel Pronoun Hunt

After reading Hansel and Gretel, identify four characters who could be described using a pronoun. Write the characters you have found on the lines below. Next to each character's name, write the pronouns that could be used in their place.

Character

Pronoun

1. _____

2. _____

3. _____

4. _____

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Grammar with a Friend

Instructions

1. Choose a classmate to pair up with. Cut out the category cards below, one for each person. Write your partner's name at the top.
2. For each grammar convention, fill in at least one word that relates to your partner. (Note: Do not use the name of your chosen person.)
3. Once you have finished, share your information with your partner.
4. Using the Grammar Sentence Challenge sheet or your workbook, write a paragraph about your person using all of the words you have brainstormed.

Variation

This can also be done at home with a family member.



Name of Person:
Noun:
Adjective:
Verb:
Adverb:
Conjunction:
Preposition:
Pronoun:
Proper Noun:

Name of Person:
Noun:
Adjective:
Verb:
Adverb:
Conjunction:
Preposition:
Pronoun:
Proper Noun:

Name: _____

Date: _____

Identifying Descriptive Language – Nouns and Adjectives

- Common nouns are the names of people, places or things.
Underline the common nouns in blue.
- Adjectives are words used to describe nouns.
Underline the adjectives describing the common nouns in green.
- Remember, not every noun will have an adjective connected to it.

The Cat and the Whale

Many years ago, some ferocious pirates sailed the seas. One of the pirates decided to bring his adventurous cat along for the journey.

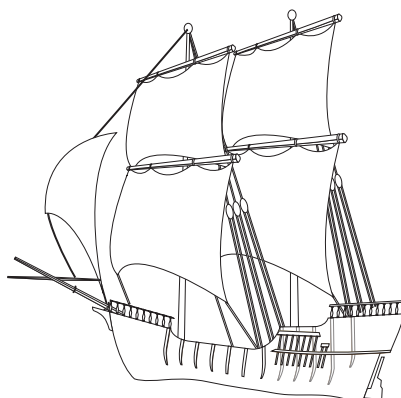
A terrible storm overturned the unlucky ship. The doomed pirates fell into the rocky ocean. The fearful cat thought that he would drown. A giant whale appeared and bravely rescued the cat.

The waterlogged cat and the heroic whale arrived at a tropical island. The cat jumped excitedly onto the golden sand. The curious whale asked the cat, “Do you know this island?” The confident cat replied, “Yes! The king of this beautiful island is my best friend, and I am a famous prince!”

The clever whale knew that this was a deserted island. He said to the cat, “You’re a famous prince? How extraordinary! Well, now you can be king!”

The confused cat answered, “But how can I be king?”

The whale laughed. “Easy! There’s no other living creature on this island. There is no one else who can be king!”

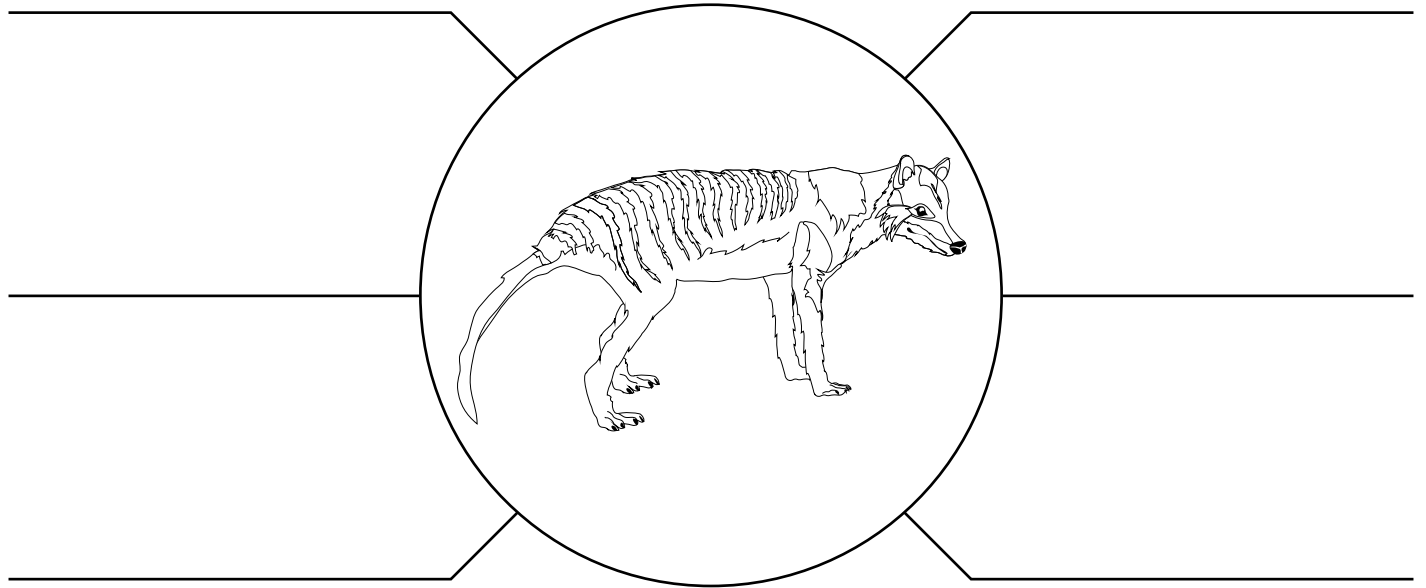


Name: _____

Date: _____

Tasmanian Tiger

An adjective is a 'describing' word. It gives more information about the noun that goes with it. Write an adjective on each line to describe a Tasmanian tiger.



Use each of the adjectives in a sentence below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name: _____

Date: _____

Colour Adjectives

Use words to describe different shades of colours. For example: red = rose.

Write three examples for each.

Red _____
Orange _____
Yellow _____
Green _____
Blue _____
Purple _____
Pink _____
Brown _____
Black _____
Grey _____
White _____

Adapt these sentences to make them more descriptive and specific.

The blue hoodie _____

The green grass _____

The yellow house _____

The purple grapes _____

The red car _____

The black rock _____

The orange shoes _____

The brown chocolate _____

The grey cat _____

Create a paragraph using at least one adjective for every colour from the list.

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Verb Past Tense

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was drinking.
10. We _____ (laugh) until we _____ (fall) down.



Name: _____

Date: _____

Verb Groups

A verb group is a combination of verbs. It contains a main verb with one or more verbs before it. Verb groups:

- create tense
- express modality by using modal verbs such as 'can', 'may', 'must', 'will' and 'shall'
- create passive voice.

Look at the examples below. The verb group has been underlined.

Rashim has gone to school.

Sarah must go to bed.

Thomas was being chased down the street.

1. Underline the verb group in the sentences below. The first one has been done for you.

- The mouse has eaten the cheese.
- The storm has damaged the trees.
- Sanad is playing tennis.
- My grandma has cooked an apple pie.
- Richard has been awarded a silver medal in the running race.

2. Write a sentence that includes each of the following verb groups.

a) had gone

b) have flown

c) will build

Name: _____

Date: _____

3. Hidden in the word maze are four sentences that each contain a verb group. Find the sentences, and draw a line to show where they are. The sentences may be found in a vertical, horizontal or diagonal line.

The	in	where	who	red	goat
hat	boy	Jane	car	house	write
The	sun	was	shining	dark	eat
A	in	writing	riding	rat	cake
him	you	a	they	his	went
flag	tree	story	ride	her	bike
apple	running	drinking	sing	who	go
The	dog	has	eaten	the	bone

Name: _____

Date: _____

My Life with Pets - Simple Tense Verbs

Read each sentence carefully, and add a verb to complete the sentence. Make sure the verb is in the correct tense and that it agrees with the subject.

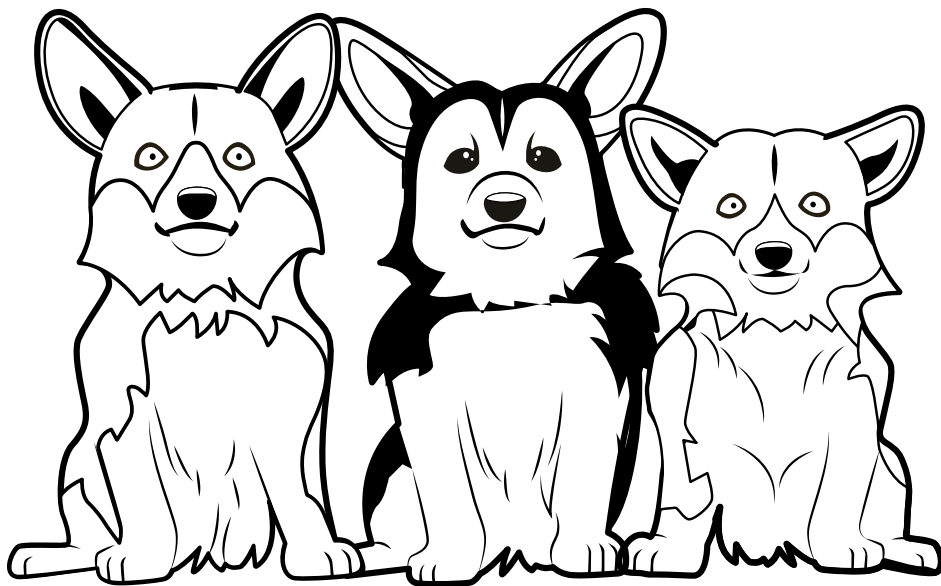
When I was in kindergarten, I really _____ school.

My classroom job was to _____ our class hamster. Ms Miles chose me because I never _____ the food pellets.

Now, I have three dogs, and I _____ them every day. I also have a cat and I have to _____ her cat litter each day. Next year, I _____ a ferret.

He will _____ in my room.

I cannot wait to _____ with my new ferret!



Advice From Dad

Read the story below and highlight all 14 of the irregular verbs.

I awoke abruptly in my new bedroom as the sun streamed in through the window. I instantly felt so nervous that my heart was pounding. The inviting smell of sizzling bacon and delicious pancakes wafted upstairs and into my bedroom.

"Hayley! Get up and come downstairs for breakfast!" my mum called from the kitchen.

I rose up from the comfort of my warm bed and trudged downstairs. As I entered the kitchen, the phone rang loudly, startling us both. I knew that it had to be my dad calling from Canada. My mum spoke to my dad for a few minutes, before handing the phone to me. I took the phone from her and held it up to my ear.

"Hi, honey," my dad said, "I heard you are nervous about starting at a new school. I won't tell you that it is going to be easy, but if you just be yourself and show people who you really are, you will find real friends there."

"Do you really think so, Dad?" I asked quietly.

"Of course! Just show them the sweet, compassionate, fun girl your mum and I know. They will love you!" Dad replied.

"Thanks, Dad," I said, as a smile formed across my face. After I ate my breakfast and drank all of my orange juice, I went back upstairs to get ready.

Later, as I walked into the school building, I remembered what my dad had said. I ran into the school, eager to begin my day. All day, I made sure to use kind words and smile at everyone. By the end of the day, I had already found my new best friend, Erica! I'm so glad I listened to my father's advice!

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Grammar with a Friend

Instructions

1. Choose a classmate to pair up with. Cut out the category cards below, one for each person. Write your partner's name at the top.
2. For each grammar convention, fill in at least one word that relates to your partner. (Note: Do not use the name of your chosen person.)
3. Once you have finished, share your information with your partner.
4. Using the Grammar Sentence Challenge sheet or your workbook, write a paragraph about your person using all of the words you have brainstormed.

Variation

This can also be done at home with a family member.



Name of Person:
Noun:
Adjective:
Verb:
Adverb:
Conjunction:
Preposition:
Pronoun:
Proper Noun:

Name of Person:
Noun:
Adjective:
Verb:
Adverb:
Conjunction:
Preposition:
Pronoun:
Proper Noun:

Name: _____

Date: _____

Identifying Descriptive Language - Verbs and Adverbs

- Verbs are doing words.
Underline the past tense action verbs and saying verbs in **red**.
- Adverbs are words used to describe verbs (when, where or how).
Underline the adverbs describing the action and saying verbs in **purple**.
- Remember, not every verb will have an adverb connected to it.

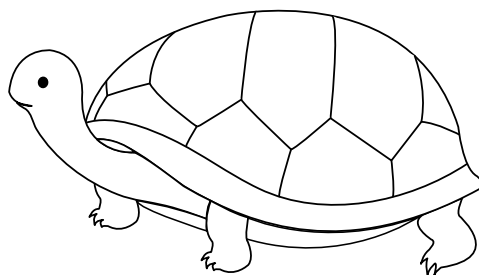
The Hare and the Tortoise

A hare and a tortoise once lived in the same village. The hare teased the tortoise for being too slow. He always complained that the tortoise took a long time to get places.

The tortoise finally decided that enough was enough. He bravely challenged the hare to a race. The hare and the other animals laughed endlessly at the tortoise for his silly suggestion. At last, the hare agreed to the tortoise's challenge.

The tortoise and the hare excitedly prepared for the race. The starting gun exploded loudly to start the event. The hare disappeared immediately. The tortoise was so far behind that he foolishly decided to have a nap in the warm sun.

The tortoise plodded towards the finish line. He eventually passed the sleeping hare. When the hare finally woke, he could not see the tortoise. The hare thought that he was still in the lead. To his surprise, when he speedily crossed the finish line, the other animals were cheering. The tortoise had already won the race!



Name: _____

Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
--------	--------	-----------	---------	---------

- The snow fell _____ on the ground.
- The mouse ran _____ across the room.
- _____, she turned into a toad.
- The snail crawled _____.
- The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

- The class walked slowly around the museum.
- We eagerly explored the dinosaur exhibition.
- Jack looked carefully at each exhibit.
- The boys sat outside and ate their lunch quietly.
- The students ran quickly to catch the train.

Name: _____

Date: _____

f) The steam train chugged steadily along the tracks.

g) The school trip was exhausting.

3. Choose an adverb from the box to complete the sentences below.

very	so	finally	twice
------	----	---------	-------

a) Dad took a _____ long time to cook dinner.

b) The rain _____ stopped.

c) The doorbell rang _____ .

d) The movie was _____ exciting.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and other correct punctuation.

a) _____

b) _____

c) _____

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

d	f	g	j	v	a	i	q	p	h
s	s	o	f	t	l	y	u	c	a
h	j	l	k	c	z	x	i	d	p
s	l	n	o	x	v	n	c	b	p
w	m	j	k	w	e	r	k	y	i
f	b	h	j	g	l	t	l	t	l
e	s	d	h	f	e	y	y	o	y
f	i	e	r	c	l	y	r	u	q
r	n	c	x	f	e	k	m	g	e
c	a	r	e	f	u	l	l	y	j

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Spelling Sentence Challenge

From your spelling list, choose ten spelling words to put into an interesting sentence. You need to use your word as it is currently spelled. You cannot adapt it to change the tense or position of the word. For example, you cannot change the word 'worked' to 'work'. Make sure you identify your spelling word by underlining it.

This week's grammar focus: _____

In each sentence, you need to include a word that fits into the category of your grammar focus. Make sure you identify your grammar focus word by circling it. For example, if your focus is verbs, you need to include and circle a verb in every sentence.

Extension: Reduce the number of sentences you have to write by combining spelling words to make a single sentence. Make sure your sentence is well-written and edited.

1. _____ : _____

2. _____ : _____

3. _____ : _____

4. _____ : _____

Spelling Sentence Challenge - Worksheet

Name: _____

Date: _____

5. _____ : _____

6. _____ : _____

7. _____ : _____

8. _____ : _____

9. _____ : _____

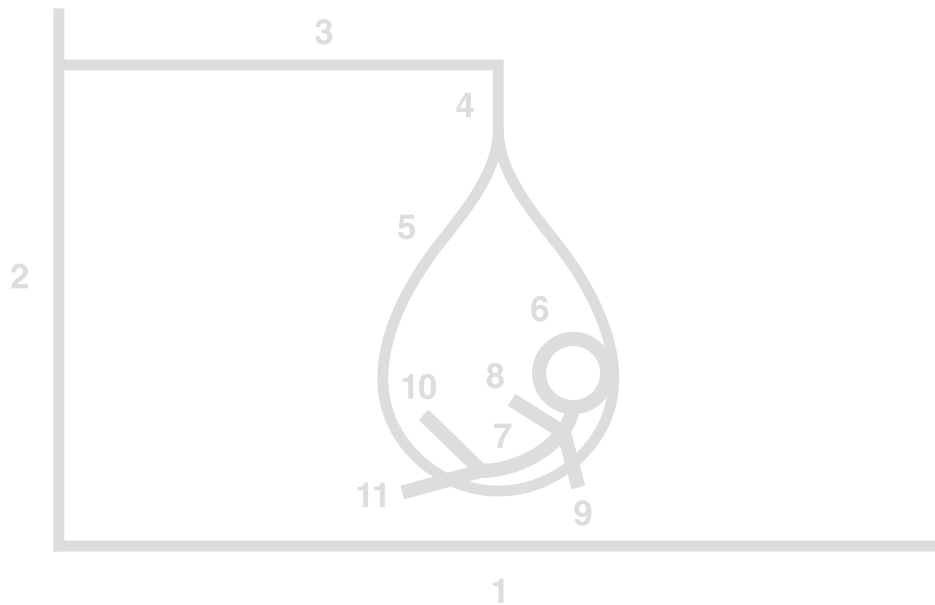
10. _____ : _____

Name: _____

Date: _____

Net Trap Game: Articles

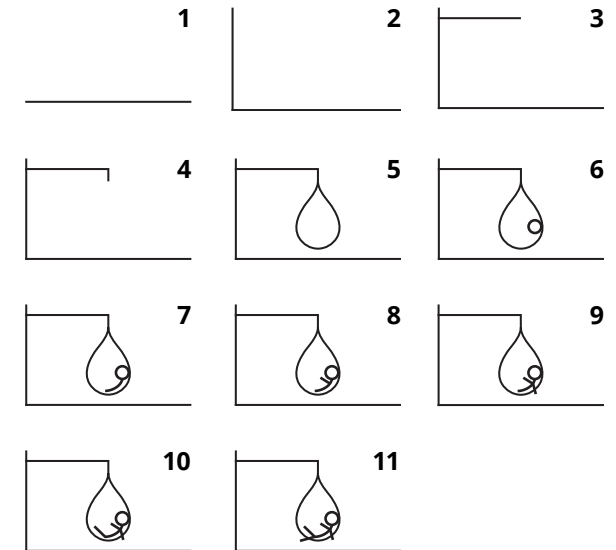
Create an article and noun combination (example: an orange) but keep it secret from your partner. Use the template below or create your own on a piece of paper or in your book. As illustrated on the right, add another piece of the diagram each time someone gets an incorrect letter. You need to guess the combination before all the letters are full and the person has been caught by the net trap.



Incorrect Letters

Example:

1. An orange
2. _____ (no gaps)
3. Diagrams to add with each incorrect guess.



Place underlines to represent the letters here:

Name: _____

Date: _____

The Three Little Pigs and Their Article Mess

There are two incorrect articles in each paragraph of this text. Locate them, cross them out, and then write the correct article above it.

THE THREE LITTLE PIGS

Once upon the time, there was a old sow with three little pigs. She could not afford to keep them, so she sent them out to seek their fortune.

The first pig met a man with an bundle of straw. He asked the man if he could have some. The man gave an little pig the straw and he built a house with it.

The second pig met a man with a bundle of wood. He asked the man if he could have some. An man gave the little pig the wood and he built an house with it.

The third pig met an man with a load of bricks. He asked the man if he could have some. The man gave the little pig the bricks and he built an house with it.

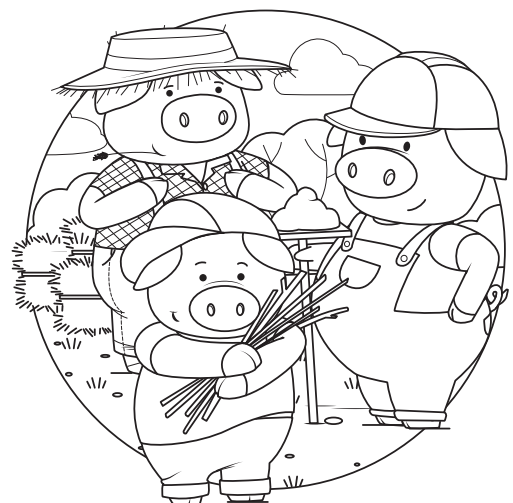
Along came an wolf. He knocked at the door of the straw house and said, "Little pig, little pig, let me come in." The first pig said, "Not by a hair of my chinny chin chin!" So the wolf huffed and puffed and blew the straw house down.

Then, he knocked on the door of the wooden house and said, "Little pig, little pig, let me come in." An second pig said, "Not by the hair of my chinny chin chin!" So the wolf huffed and puffed and blew an wooden house down.

The two scared little pigs ran to the brick house. The third pig let them in. Soon, the wolf knocked on an door. He said, "Little pigs, little pigs, let me come in." The three pigs said, "Not by the hair of our chinny chin chins!" The wolf huffed and puffed and puffed and huffed, but he could not blow an house down.

The wolf decided he would climb down the chimney. When the little pigs saw what he was about to do, they put an pot full of water onto an fire. Just as the wolf was coming down the chimney, they took off the cover of the pot.

Steam rose up the chimney. A wolf got burnt and ran away. A three little pigs lived happily ever after.

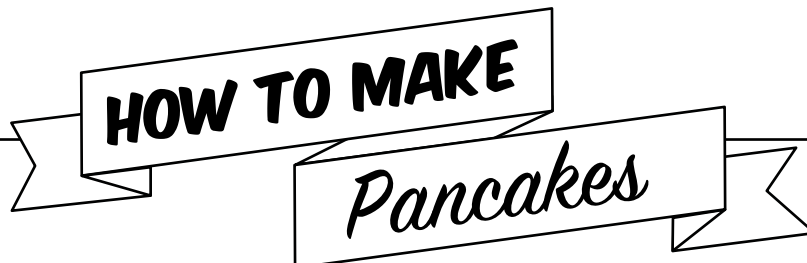


Name: _____

Date: _____

How to Make Pancakes: Article Edition

Read over the following procedure text about how to make pancakes. Fill in the gaps with the appropriate article that helps the text make more sense.

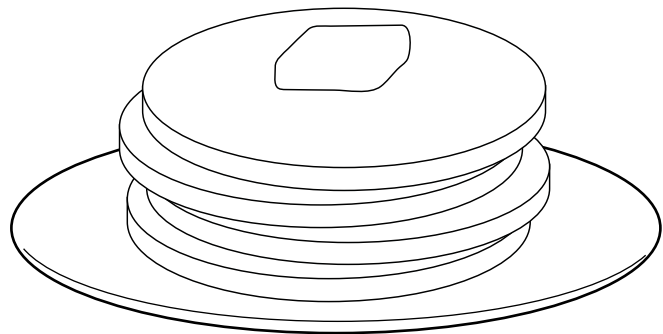


Ingredients

- 1 cup of self-raising flour
- 1 tablespoon of sugar
- 1 egg, lightly beaten
- $\frac{3}{4}$ cup of milk
- 50 g butter, melted

Equipment

- Mixing bowl
- Wooden spoon
- Sifter
- Whisk



Method

1. Wash your hands with soap and then gather all _____ ingredients.
2. Whisk _____ flour and sugar in _____ mixing bowl.
3. Mix in _____ egg.
4. Mix in _____ milk _____ little at _____ time until _____ batter is smooth and lump free.
5. Put _____ pan on medium heat.
6. Brush butter over _____ cooking surface.
7. Pour $\frac{1}{4}$ of _____ cup of _____ pancake mixture into _____ middle of _____ pan.
8. Flip _____ pancake over when large bubbles form on _____ surface.
9. Cook until lightly golden on _____ other side.
10. Repeat steps 7-10 until all of _____ pancake mixture has gone.

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Spelling Sentence Challenge

From your spelling list, choose ten spelling words to put into an interesting sentence. You need to use your word as it is currently spelled. You cannot adapt it to change the tense or position of the word. For example, you cannot change the word 'worked' to 'work'. Make sure you identify your spelling word by underlining it.

This week's grammar focus: _____

In each sentence, you need to include a word that fits into the category of your grammar focus. Make sure you identify your grammar focus word by circling it. For example, if your focus is verbs, you need to include and circle a verb in every sentence.

Extension: Reduce the number of sentences you have to write by combining spelling words to make a single sentence. Make sure your sentence is well-written and edited.

1. _____ : _____

2. _____ : _____

3. _____ : _____

4. _____ : _____

Spelling Sentence Challenge - Worksheet

Name: _____

Date: _____

5. _____ :

6. _____ :

7. _____ :

8. _____ :

9. _____ :

10. _____ :

Name: _____

Date: _____

Conjunction Vocabulary

Use the space below to join two parts of a sentence using a conjunction.

1. _____ and

2. _____ for

3. _____ but

4. _____ or

5. _____ so

6. _____ nor

7. _____ yet

8. _____ with

Name: _____

Date: _____

Imagine Conjunctions

Using the images below for inspiration, create a sentence that is divided into two parts by a conjunction.





Name: _____

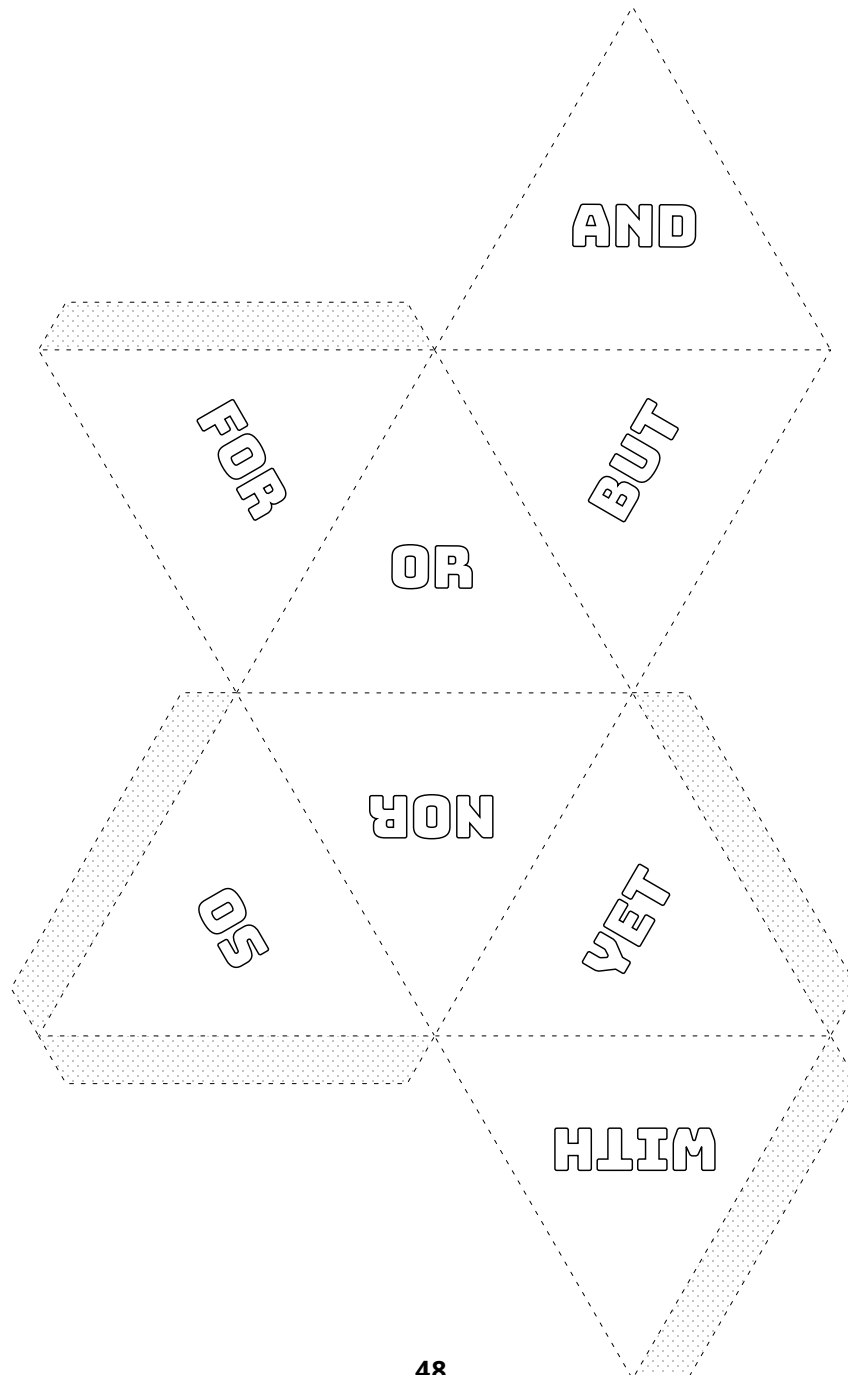
Date: _____

Coordinating Conjunctions Dice Game

Dice #1: Coordinating Conjunctions

Instructions

1. Colour, cut out and compile coordinating conjunctions dice 1.
2. Fill in 8 topics you could talk about on dice 2, then colour, cut and compile dice 2 (this could be constructed as a whole class or in pairs/groups).
3. Play with a partner. Roll both dice and compile a sentence including the coordinating conjunction and the topic the dice shows.

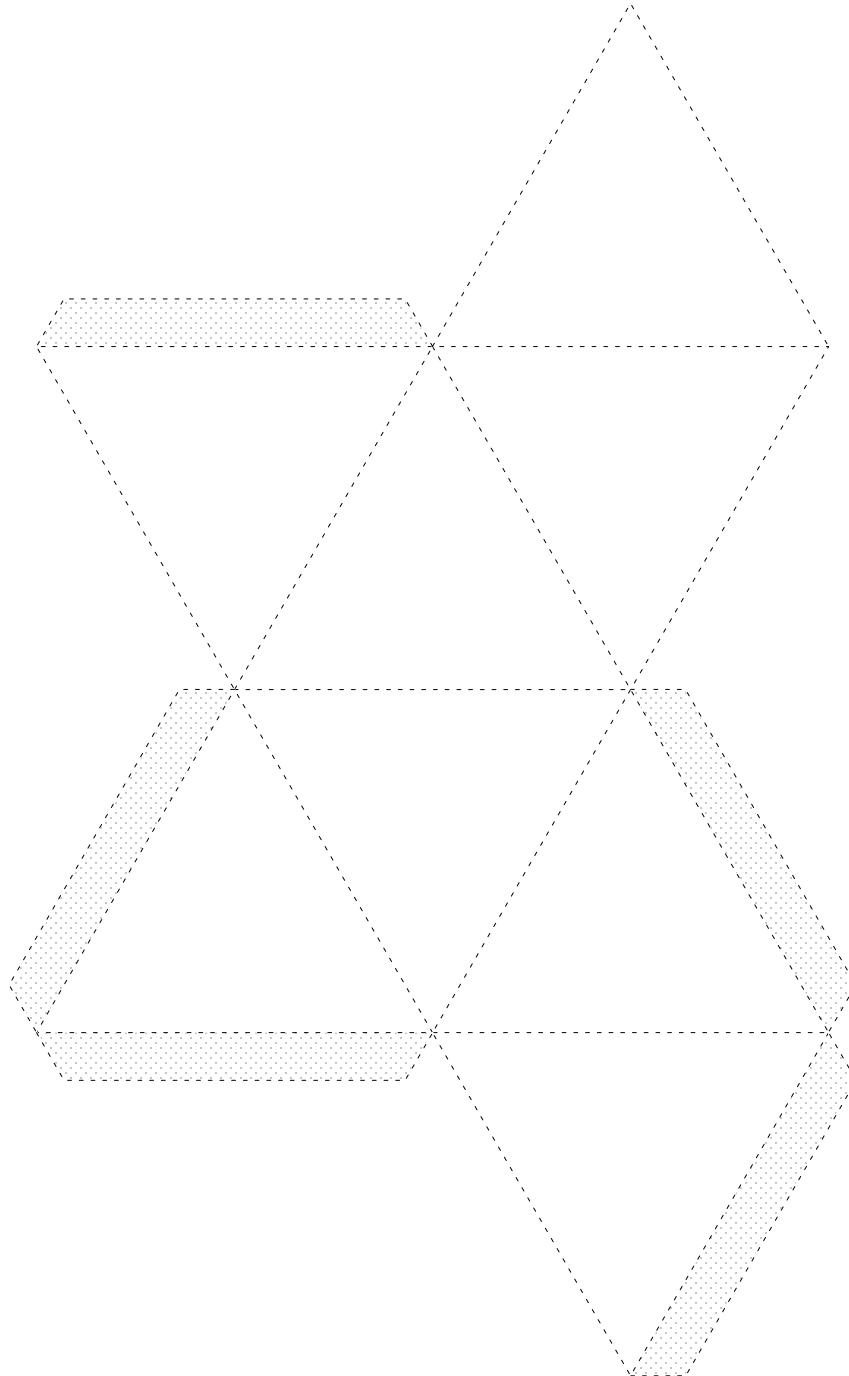


Name: _____

Date: _____

Coordinating Conjunctions Dice Game

Dice #2: Negotiated Topics



Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective

Name: _____

Date: _____

Grammar with a Friend

Instructions

1. Choose a classmate to pair up with. Cut out the category cards below, one for each person. Write your partner's name at the top.
2. For each grammar convention, fill in at least one word that relates to your partner. (Note: Do not use the name of your chosen person.)
3. Once you have finished, share your information with your partner.
4. Using the Grammar Sentence Challenge sheet or your workbook, write a paragraph about your person using all of the words you have brainstormed.

Variation

This can also be done at home with a family member.



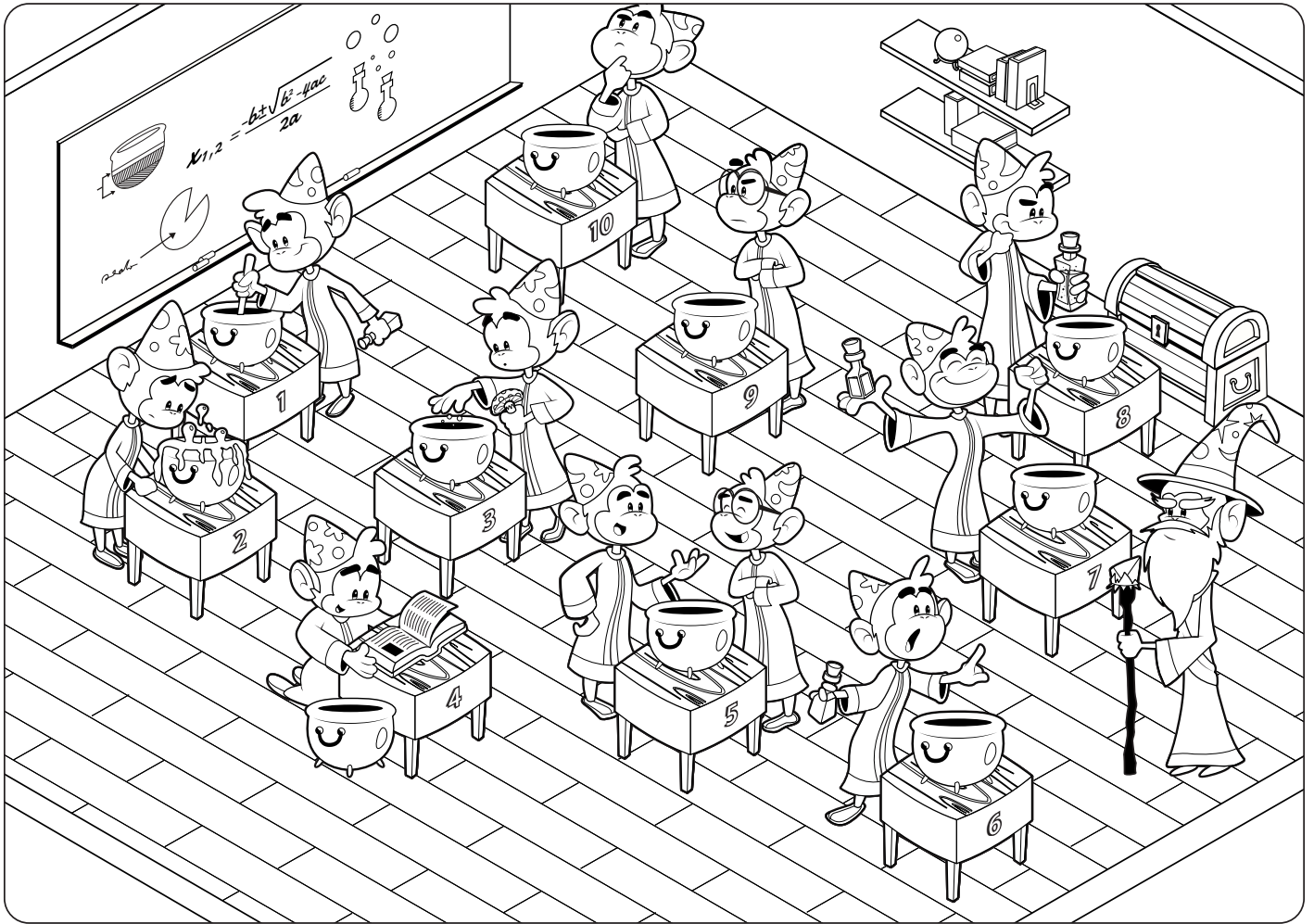
Name of Person:
Noun:
Adjective:
Verb:
Adverb:
Conjunction:
Preposition:
Pronoun:
Proper Noun:

Name of Person:
Noun:
Adjective:
Verb:
Adverb:
Conjunction:
Preposition:
Pronoun:
Proper Noun:

Name: _____

Date: _____

Preposition Monkey Business



Look at the illustration. On the lines below, write five different preposition scenarios you can describe in this picture.

Example: The cauldron is sitting **on** the table.

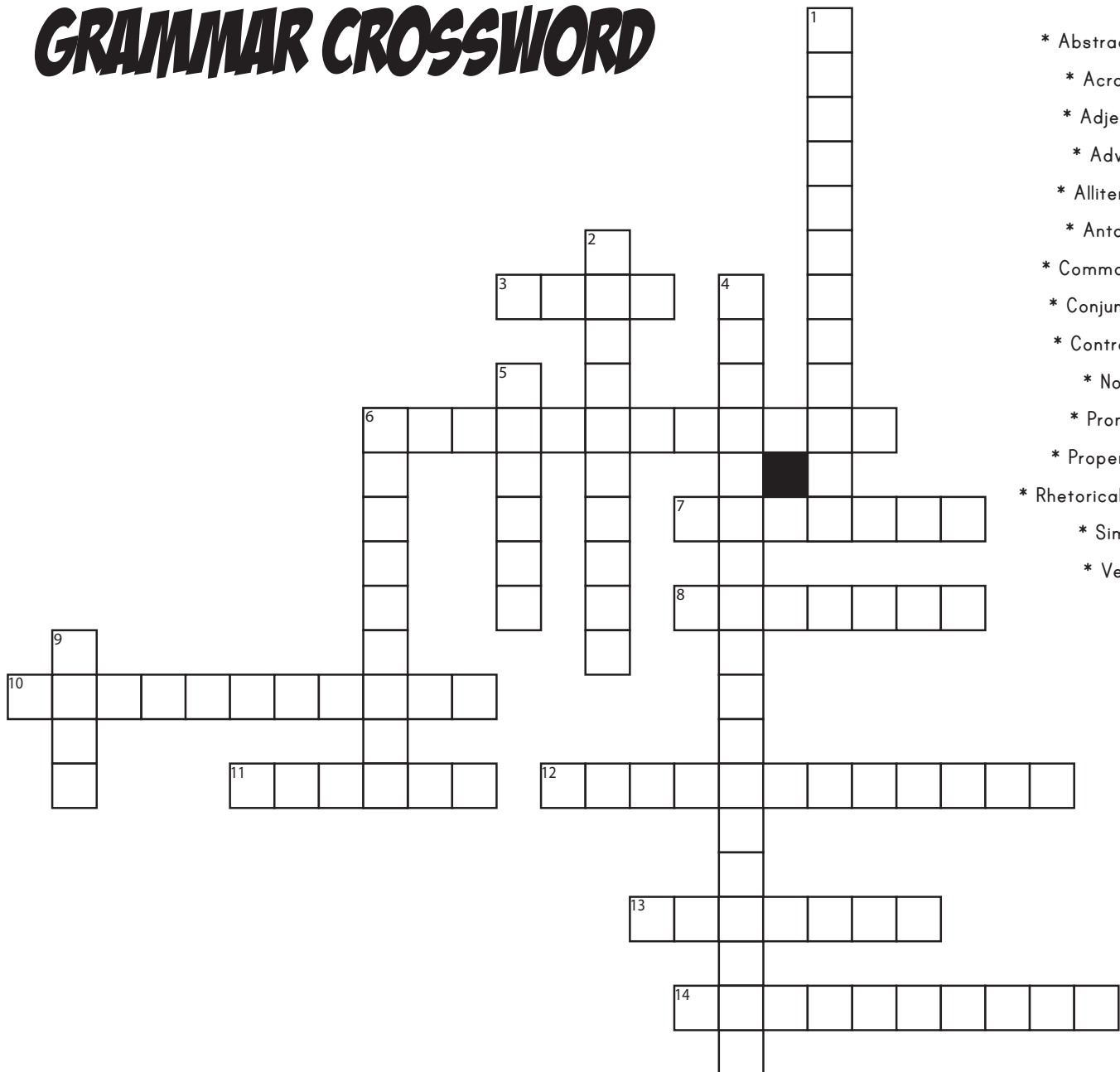
1. _____

2. _____

3. _____

4. _____

GRAMMAR CROSSWORD



- * Abstract Noun
- * Acronym
- * Adjective
- * Adverb
- * Alliteration
- * Antonym
- * Common Noun
- * Conjunctions
- * Contraction
- * Noun
- * Pronoun
- * Proper Noun
- * Rhetorical Question
- * Simile
- * Verb

ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

DOWN CLUES

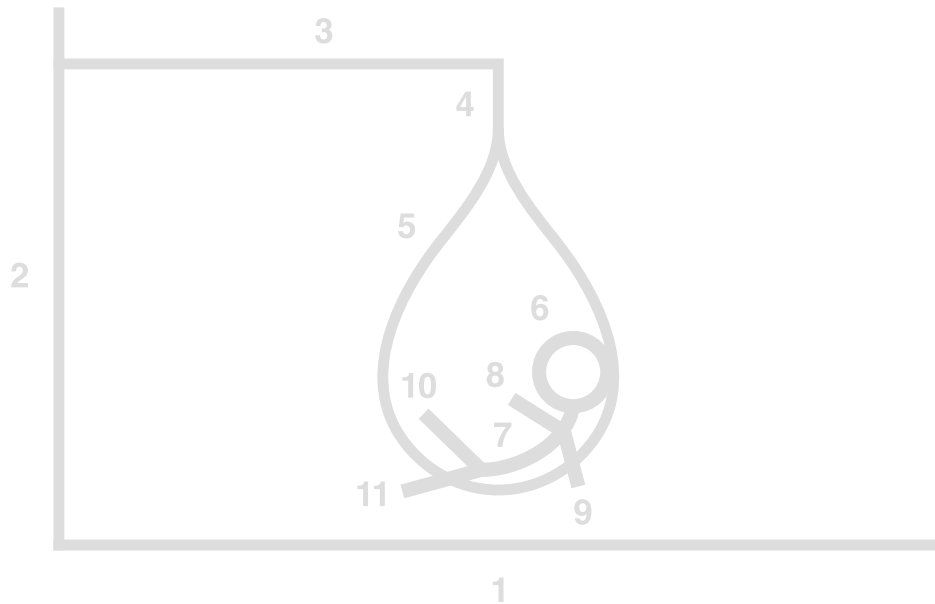
1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

Name: _____

Date: _____

Net Trap Game: Plotting Prepositions

Create a sentence that includes a preposition. Write the sentence, but leave the preposition blank. Your partner then needs to use the clues in the sentence to figure out the hidden preposition. Use the template below, or create your own on a piece of paper or in your book. As illustrated on the right, add another piece of the diagram each time someone gets an incorrect letter. You need to guess the combination before all the letters are full and the person has been caught by the net trap.

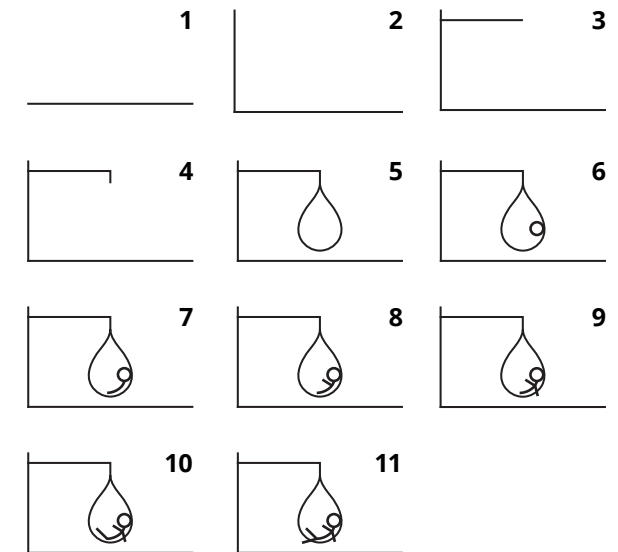


Incorrect Letters

Place underlines to represent the letters here:

Example:

- Underneath
- He looked _____ the car to see if the oil was leaking.
- Diagrams to add with each incorrect guess.



Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

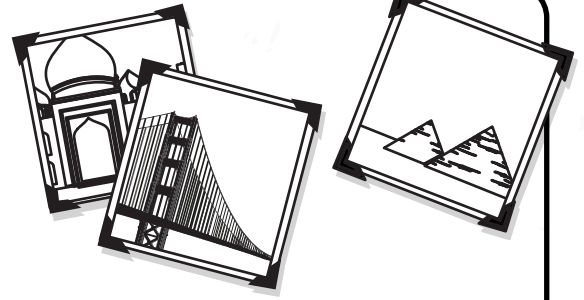
Preposition

Adverb

Conjunction

Colour Adjective

Diary Plan



Trip Related Grammar

Noun: _____

Pronoun: _____

Proper Noun: _____

Verb: _____

Adverb: _____

Preposition: _____

Conjunction: _____

Colour Adjective: _____

3 Wow Words: _____

Five Highlights of the Day

1

2

3

4

5

Something New

A Challenge

Name: _____

Date: _____

Spelling Sentence Challenge

From your spelling list, choose ten spelling words to put into an interesting sentence. You need to use your word as it is currently spelled. You cannot adapt it to change the tense or position of the word. For example, you cannot change the word 'worked' to 'work'. Make sure you identify your spelling word by underlining it.

This week's grammar focus: _____

In each sentence, you need to include a word that fits into the category of your grammar focus. Make sure you identify your grammar focus word by circling it. For example, if your focus is verbs, you need to include and circle a verb in every sentence.

Extension: Reduce the number of sentences you have to write by combining spelling words to make a single sentence. Make sure your sentence is well-written and edited.

1. _____ : _____

2. _____ : _____

3. _____ : _____

4. _____ : _____

Spelling Sentence Challenge - Worksheet

Name: _____

Date: _____

5. _____ : _____

6. _____ : _____

7. _____ : _____

8. _____ : _____

9. _____ : _____

10. _____ : _____

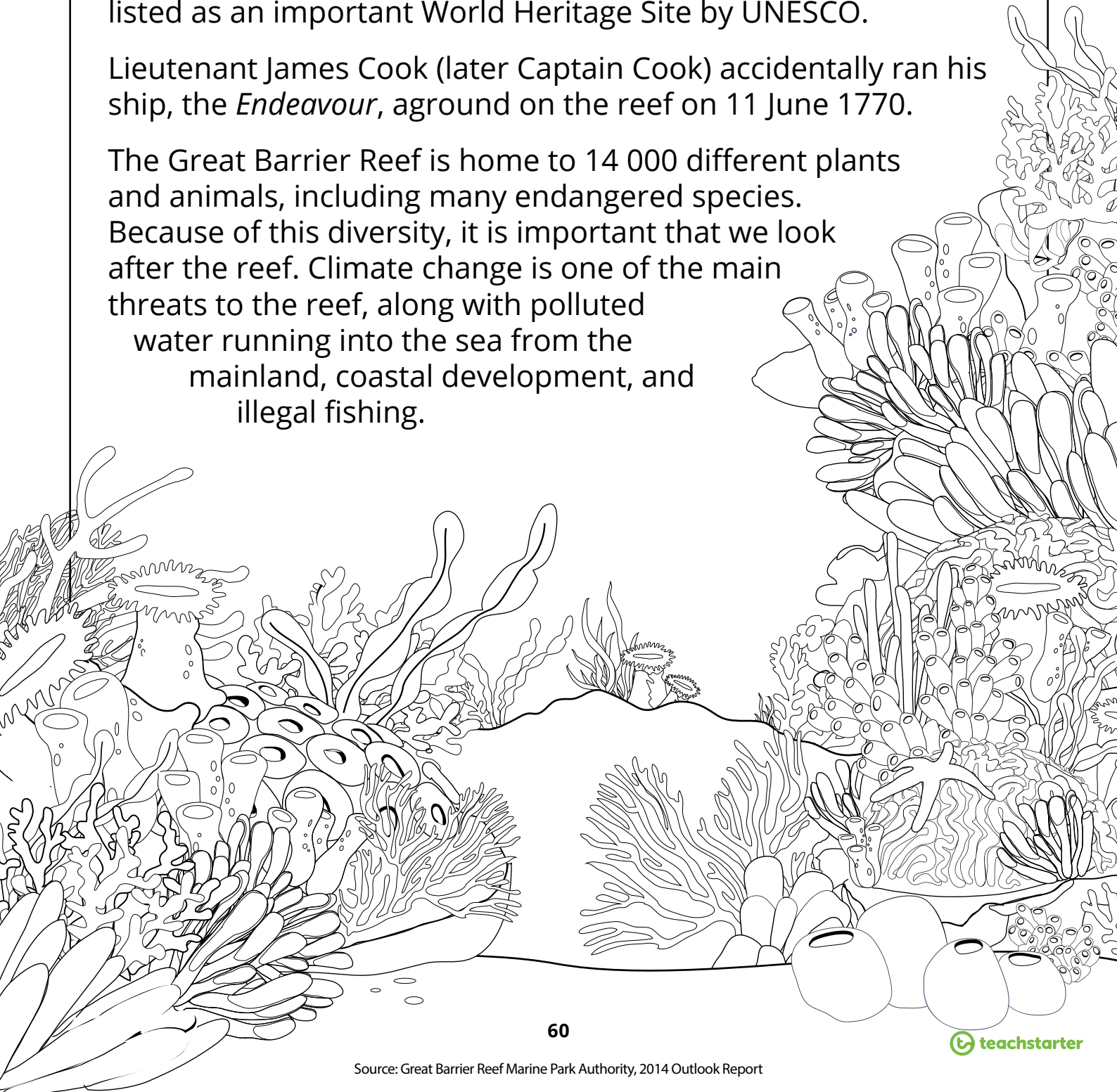
The Great Barrier Reef

The Great Barrier Reef is the world's largest coral reef. It is close to the coast of Queensland, Australia. It is made up of nearly 3000 coral reefs and more than 600 islands and stretches over 2600 km long. It is so big it can be seen from space!

The Great Barrier Reef is the largest structure made by living things. Because of its environmental significance, it has been listed as an important World Heritage Site by UNESCO.

Lieutenant James Cook (later Captain Cook) accidentally ran his ship, the *Endeavour*, aground on the reef on 11 June 1770.

The Great Barrier Reef is home to 14 000 different plants and animals, including many endangered species. Because of this diversity, it is important that we look after the reef. Climate change is one of the main threats to the reef, along with polluted water running into the sea from the mainland, coastal development, and illegal fishing.



Name: _____

Date: _____

The Great Barrier Reef

1. How long is the Great Barrier Reef?

2. How many different plants and animals live there?

3. When did the *Endeavour* run aground on the Great Barrier Reef?

4. What are the main threats to the Great Barrier Reef?

5. Why do you think we should protect the Great Barrier Reef?

6. Why do you think climate change would be bad for the Great Barrier Reef?

Name: _____

Date: _____

Research Skills - Note Taking

Read each paragraph from the text about the Great Barrier Reef.

- Highlight the key information in each paragraph.

Hint: Look for key words that inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot-point notes should be a few words only, not full sentences.

The Great Barrier Reef is the world's largest coral reef. It is close to the coast of Queensland, Australia. It is made up of nearly 3000 coral reefs and more than 600 islands and stretches over 2600 km long. It is so big it can be seen from space!

-
-
-
-

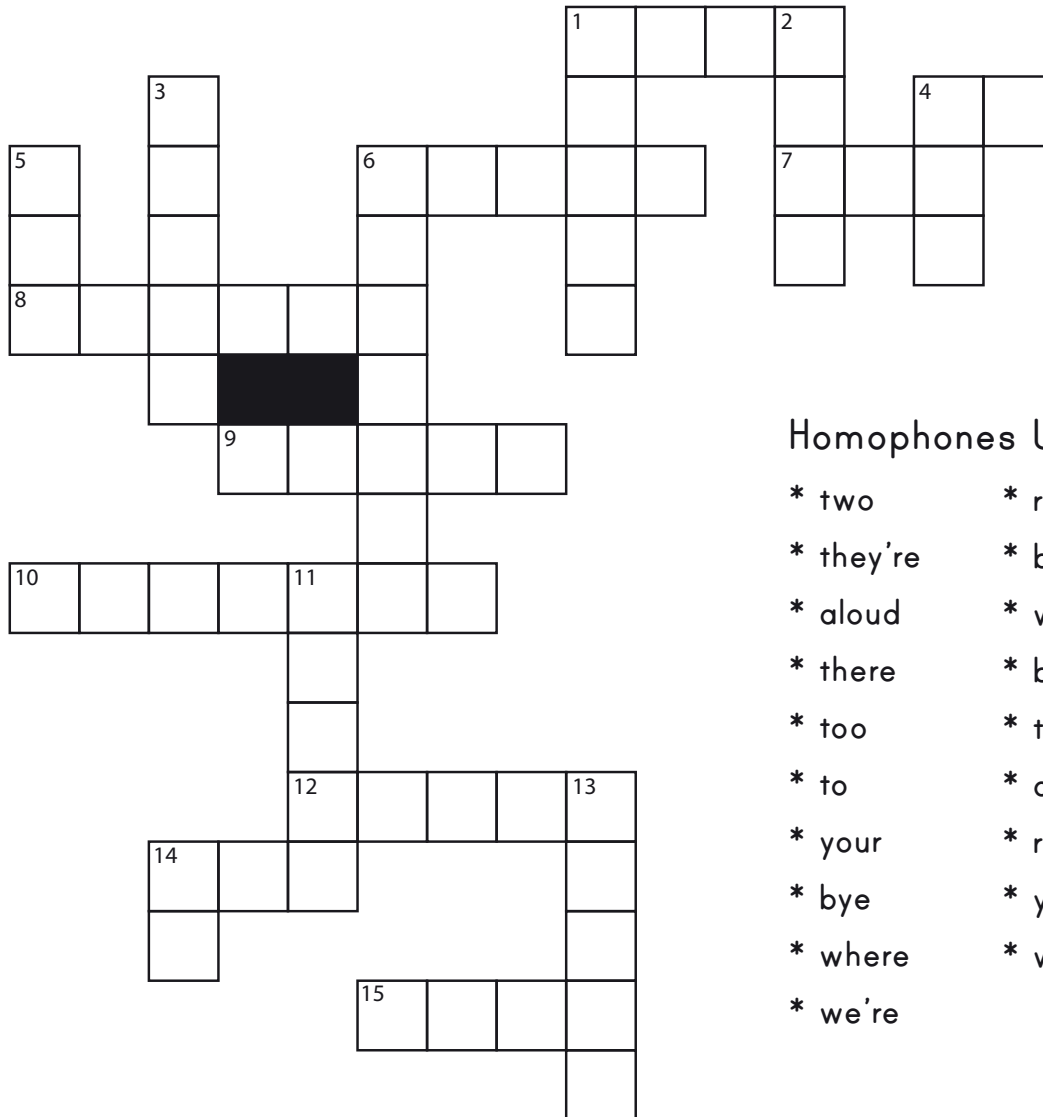
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-
-
-
-

The Great Barrier Reef is home to 14 000 different plants and animals, including many endangered species. Because of this diversity, it is important that we look after the reef. Climate change is one of the main threats to the reef, along with polluted water running into the sea from the mainland, coastal development, and illegal fishing.

-
-
-
-

HOMOPHONES CROSSWORD



Homophones Used

- | | |
|-----------|-----------|
| * two | * right |
| * they're | * buy |
| * aloud | * write |
| * there | * by |
| * too | * their |
| * to | * allowed |
| * your | * rite |
| * bye | * you're |
| * where | * wear |
| * we're | |

ACROSS CLUES

1. You need to _____ a hat when you are out in the sun. (4)
4. I'm coming _____ your party on the weekend. (2)
6. The parents were very proud of _____ daughter on her graduation. (5)
7. The _____ boys made a great duo. (3)
8. _____ going to be very happy with your science mark. (6)
9. "_____ going out to lunch," said the girl excitedly. (5)
10. We weren't _____ to go out and play until we had cleaned our rooms. (7)
12. You go to the end of the street and then turn _____. (5)
14. It was hard to say _____ to such a good friend for so long. (3)
15. Let's have a sleepover at _____ house. (4)

DOWN CLUES

1. I'm going to _____ a novel when I finish school. (5)
2. Starting school is a _____ of passage. (4)
3. I was surprised when the teacher asked me to read my work _____ to the class. (5)
4. The weatherman said it would be _____ dangerous to go out in the storm. (3)
5. I still need to _____ you a birthday present. (3)
6. _____ going to dinner at their grandparents' house. (7)
11. I don't know _____ I'm going. (5)
13. _____ are so many places to go shopping in my suburb. (5)
14. My favourite book is written _____ an American author. (2)

Name: _____

Date: _____

Grammar Sentence Challenge

With your class, think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour Adjective