

Exercise 1 • Listening for Sounds in Words

- ▶ Listen to each word.
- ▶ Write the letters for the initial blend you hear.
- ▶ Circle the w blends.

1.

--	--	--

2.

--	--	--

3.

--	--	--

4.

--	--	--

5.

--	--	--

6.

--	--	--

7.

--	--	--

8.

--	--	--

9.

--	--	--

10.

--	--	--

Unit 11 • Lesson 3

Exercise 2 • Find It: Essential Words

- ▶ Find the Unit 11 **Essential Words** in these sentences.
- ▶ Underline them. There may be more than one in a sentence.

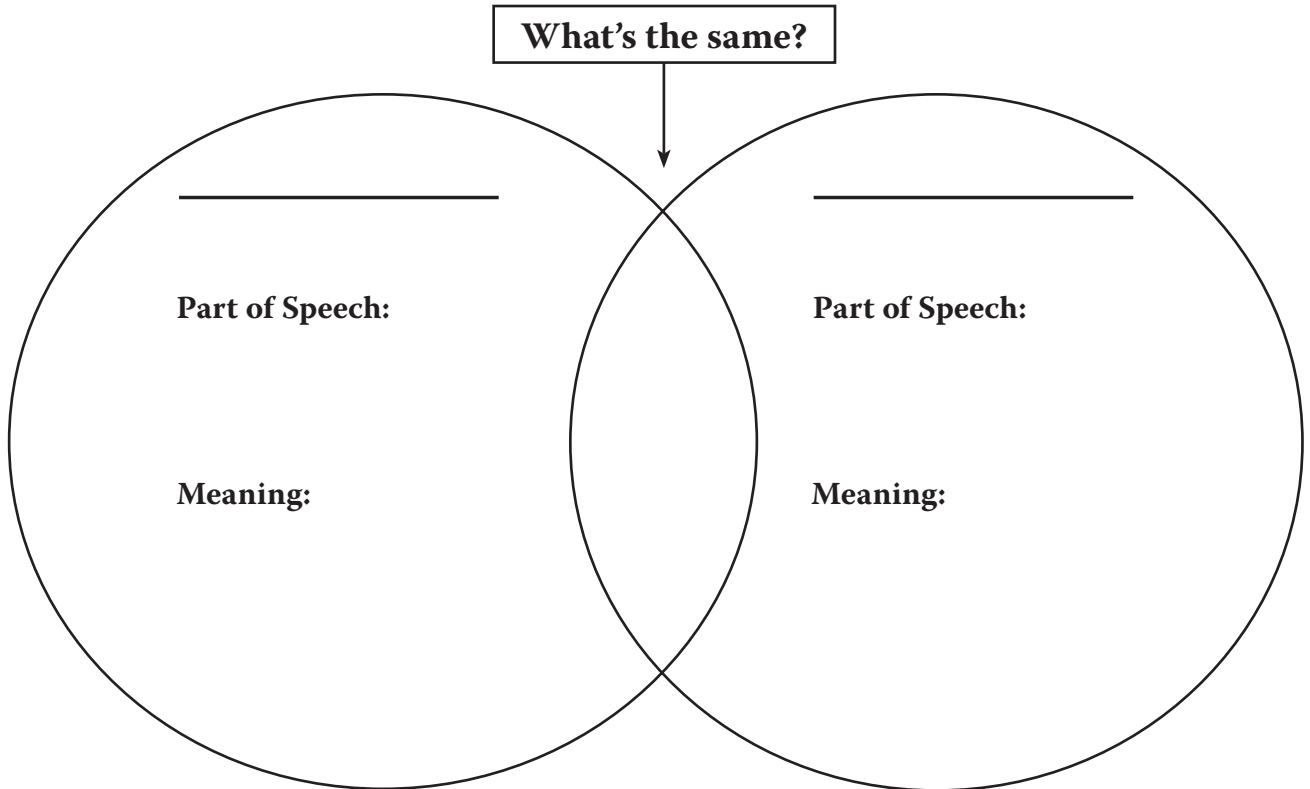
1. Each one of you is very brave.
2. I thought you had a hot lunch.
3. Did you know my granddad?
4. Milk is the best for your body.
5. I will stop every time you ask for help.

- ▶ Write the **Essential Words** in the spaces.

_____	_____	_____
_____	_____	_____

Exercise 3 • Word Networks: Homophones

- ▶ Write the words **know** and **no** on the lines in the Venn diagram.
- ▶ Fill in information about both words.
- ▶ Identify what is the same about the two words.



- ▶ Fill in the blanks with **know** or **no**.

1. I don't _____ your name.
2. _____, you can't go outside.
3. I _____ how to golf.
4. _____, I don't _____ the facts.
5. _____ parking is allowed here.

Unit 11 • Lesson 3

Exercise 4 • Sort It: Verb Tense

- ▶ Read the sentence and review the underlined verb or verb phrase.
- ▶ Decide if the underlined verbs or verb phrases are:
 - Regular, past tense;
 - Irregular, past tense; or
 - Regular, future tense.
- ▶ Write the underlined verbs and verb phrases in the correct column in the chart below.
Hint: regular past tense verbs end with -ed.
- ▶ Use your *Student Text*, page 146, for irregular verbs if needed.
- ▶ The first one is done as an example.
 1. We spent the day on a trip with our classmates.
 2. He will adjust the car's brakes.
 3. Each time I swung, I missed the ball.
 4. I missed the bus and had to run home.
 5. Ms. Lopez bent the glass rod for us.
 6. Congress passed the act in 1885.
 7. Spring will bring sunshine and roses.
 8. She drank a lot of milk to make her bones stronger.
 9. Mom brought us frosted glasses of lemonade.
 10. We stood outside, giving out prizes to the winners.

(continued)

Exercise 4 *(continued)* • Sort It: Verb Tense

	Regular, past tense	Irregular, past tense	Future tense
1.		spent	
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Unit 11 • Lesson 3

Exercise 5 • Use the Clues

- ▶ Use meaning signals to define **Coriolis effect**.
- ▶ Underline the vocabulary word.
- ▶ Read the text surrounding the unknown word.
- ▶ Circle the meaning signal.
- ▶ Underline the words that help define the unknown word.

from "Hurricane!"

Hurricanes are not like ordinary storms. They are different. They have powerful, spinning winds. The winds rotate. They whip around the storm center. The center is the *eye* of the storm. Earth's rotation affects the direction of the spin. North of the equator, winds spin to the right. In the south, they spin to the left. This is called the *Coriolis effect*. These whirling winds are dangerous. They cause a thunderstorm to form. It will become a tropical storm. Then, it will become a hurricane.

- ▶ Write a definition based on the context clues.
- ▶ Verify your definition with the dictionary or www.yourdictionary.com.

Coriolis effect -

Exercise 6 • Answer It

- ▶ Underline the signal word in the question.
- ▶ Answer each question in complete sentences.

1. Categorize the kind of storm that occurs when a thunderstorm becomes an organized system.

2. Classify the kind of storm created when spinning winds top 74 mph.

3. Once a hurricane develops, describe how it finally stops.

4. Predict what kind of destruction can happen when a hurricane hits land.

5. Summarize the stages of a hurricane.

Hint: Use your time sequence transition words to help guide your answer: **to begin, next, then, consequently, finally.**
