

Exercise 1 • Listening for Sounds in Words

- ▶ Listen to each word.
- ▶ Put an X to show where you hear the sound your teacher says.

1.

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6.

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2.

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7.

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3.

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8.

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4.

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9.

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5.

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10.

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Exercise 2 • Fill In

► Use the words in the **Answer Box** to fill in the blanks in the sentences below.

Answer Box

es

s' or es'

apostrophe (')

plural

s, z, x, sh, ch, or tch

own, have, or take

1. To form a plural possessive noun you first make the noun _____.
2. Use the plural suffix _____ for nouns that end _____.
3. Then you add the _____ to show possession.
4. Nouns ending in the _____ or _____ suffix are plural possessive nouns.
5. The plural possessive means that two or more people, animals, or things _____ something.

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Exercise 3 • Add It

- ▶ First make the singular noun into a plural noun by adding **-es**.
- ▶ Then add the apostrophe (') to make the plural possessive form.
- ▶ Read the plural possessive phrase and orally complete the sentence by adding a verb phrase.

Singular Noun	Plural Noun (add the plural suffix)	Plural Possessive Noun (add the apostrophe)
boss	boss <u>es</u>	The boss <u>es'</u> gazes <u>fell on Fred, who was snoring</u> .
fish	fish <u>es</u>	The fish <u>es'</u> fins <u>make waves</u> .
1. ax	1. ax__	1. The ax__ blades _____
2. class	2. class__	2. The class__ test _____
3. whiz	3. whizz__	3. The chess whizz__ games _____
4. finch	4. finch__	4. Five finch__ nests _____
5. bass	5. bass__	5. Ten bass__ fins _____

Exercise 4 • Rewrite It

- ▶ Underline the singular possessive word in the first sentence.
- ▶ Rewrite the singular possessive into a plural possessive.
- ▶ Read the new sentence to check your work.

Sentence with a Singular Possessive Noun	Sentence with a Plural Possessive Noun
The <u>mole's</u> hole smells damp and dank. The <u>fish's</u> fins are strong.	The <u>moles'</u> hole smells damp and dank. The <u>fishes'</u> fins are strong.
1. The storm is spinning toward the boss's cabin.	1. The storm is spinning toward the _____ cabin.
2. The wind swept sand into the camper's tent.	2. The wind swept sand into the _____ tent.
3. The finch's eggs fall from the nest.	3. The _____ eggs fall from the nest.
4. The nuthatch's nest rests in the branches.	4. The _____ nests rest in the branches.
5. The wind spun the cabin's trash all over the grass.	5. The wind spun the _____ trash all over the grass.
6. The wind makes waves on the duck's big pond.	6. The wind makes waves on the _____ big pond.
7. The ranch's fences were tossed by the wind.	7. The _____ fences were tossed by the wind.
8. Gusts of wind slash the camp's tents.	8. Gusts of wind slash the _____ tents.
9. Big drops of rain splash by the mule's pen.	9. Big drops of rain splash by the _____ pen.
10. The class's plans for the picnic came to a quick end.	10. The _____ plans for the picnic came to a quick end.

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Exercise 5 • Tense Timeline

- ▶ Listen to each sentence that your teacher reads.
- ▶ Identify and write the verb or verb phrase under the correct position in each chart.
- ▶ Expand the verb to include five additional forms on the **Tense Timeline**. Use the model your teacher has created on the overhead transparency.

1. We **spend** a lot of time helping each other with math.

Past	Present	Future
	spend	

2. My mom **is thinking** about getting a car.

Past	Present	Future

3. They **will be standing** outside.

Past	Present	Future

4. The hurricane **hits** land.

Past	Present	Future

(continued)

Exercise 5 *(continued)* • **Tense Timeline**

5. The people **escaped** without harm.

← Past	Present	Future →

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Exercise 6 • Blueprint for Reading: Time Sequence Transition Words

- ▶ Highlight the main ideas in blue.
- ▶ Circle the transition words: **First**, **consequently**, **finally**.

from "Hurricane!"

First, a tropical storm becomes a hurricane. Two things must be in place. They are wind strength and wind spin. First, the sustained winds must be 74 mph or higher. A sustained wind is a continuous wind. Many storms have strong wind gusts. But sustained winds are not gusting winds. They are not short winds. Second, the winds spin. They spin around the *eye*. When these two events happen, the storm has become a hurricane!

Next, the hurricane builds strength. It feeds on warm air. It feeds on moist air. It begins to move. It moves between 10 and 50 miles per hour. The towering clouds form a wind wall. This wall holds the strongest winds. It holds the heaviest rains. The wall surrounds the *eye*. The strong winds spin wildly. They whirl around the *eye*. Their speeds are intense! They sometimes get up to 200 miles an hour. If the hurricane hits land, flooding and destruction follow.

Finally, the hurricane ends. The hurricane hits an area of cool land or water. It enters a cold, unfriendly surrounding. It loses its supply of hot, moist air. There is nothing to feed it. The *eye* disappears. The storm is dead.

Exercise 7 • Blueprint for Writing: Outline





Main Idea

I. _____

A. _____

B. _____

C. _____

D. _____



Main Idea

II. _____

A. _____

B. _____

C. _____

D. _____



Main Idea

III. _____

A. _____

B. _____

C. _____

D. _____



Conclusion
