

Exercise 1 • Listening for Sounds in Words

- ▶ Listen for the sound / *ng* / in each word your teacher says.
- ▶ Write the letters **ng** in the box where you hear the sound / *ng* /.
- ▶ If you do not hear / *ng* /, write the letters for the word's sounds in the boxes.

1.

--	--	--

4.

--	--	--

2.

--	--	--

5.

--	--	--

3.

--	--	--

- ▶ Listen for the sound / *ch* / in each word your teacher says.
- ▶ Write the letters **ch** or **-tch** in the box where you hear the sound / *ch* /.
- ▶ If you do not hear / *ch* /, write the letters for the word's sounds in the boxes.

6.

--	--	--

9.

--	--	--

7.

--	--	--

10.

--	--	--

8.

--	--	--

Exercise 2 • Add It: Using -es

- ▶ Read the words in each column.
- ▶ Look for the pattern in the words.
- ▶ Write the pattern in the blank. The first one is done for you.

Pattern: <u>The words</u> <u>end with sh.</u>	Pattern: _____ _____	Pattern: _____ _____
wish _____	rich _____	patch _____
flash _____	inch _____	hitch _____
cash _____	ranch _____	catch _____

- ▶ Add **-es** to each word above. Write the word in the blank.
 - ▶ When do we use **-es**?
-
-

- ▶ How many syllables are in each of the words you wrote above after forming plural nouns or third person singular verbs with **-es**? _____
 - ▶ What is another way to remember which plural nouns and third person singular verbs are spelled with **-es**?
-
-
-

Unit 8 • Lesson 3

Exercise 3 • Find It: Essential Words

- ▶ Find the Unit 8 **Essential Words** in these sentences.
- ▶ Underline them. There may be more than one in a sentence.

1. How many classes do you have?
2. What was the movie about?
3. I don't have any lunch money.
4. We're going out to dinner.
5. Write each incorrect word five times.

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

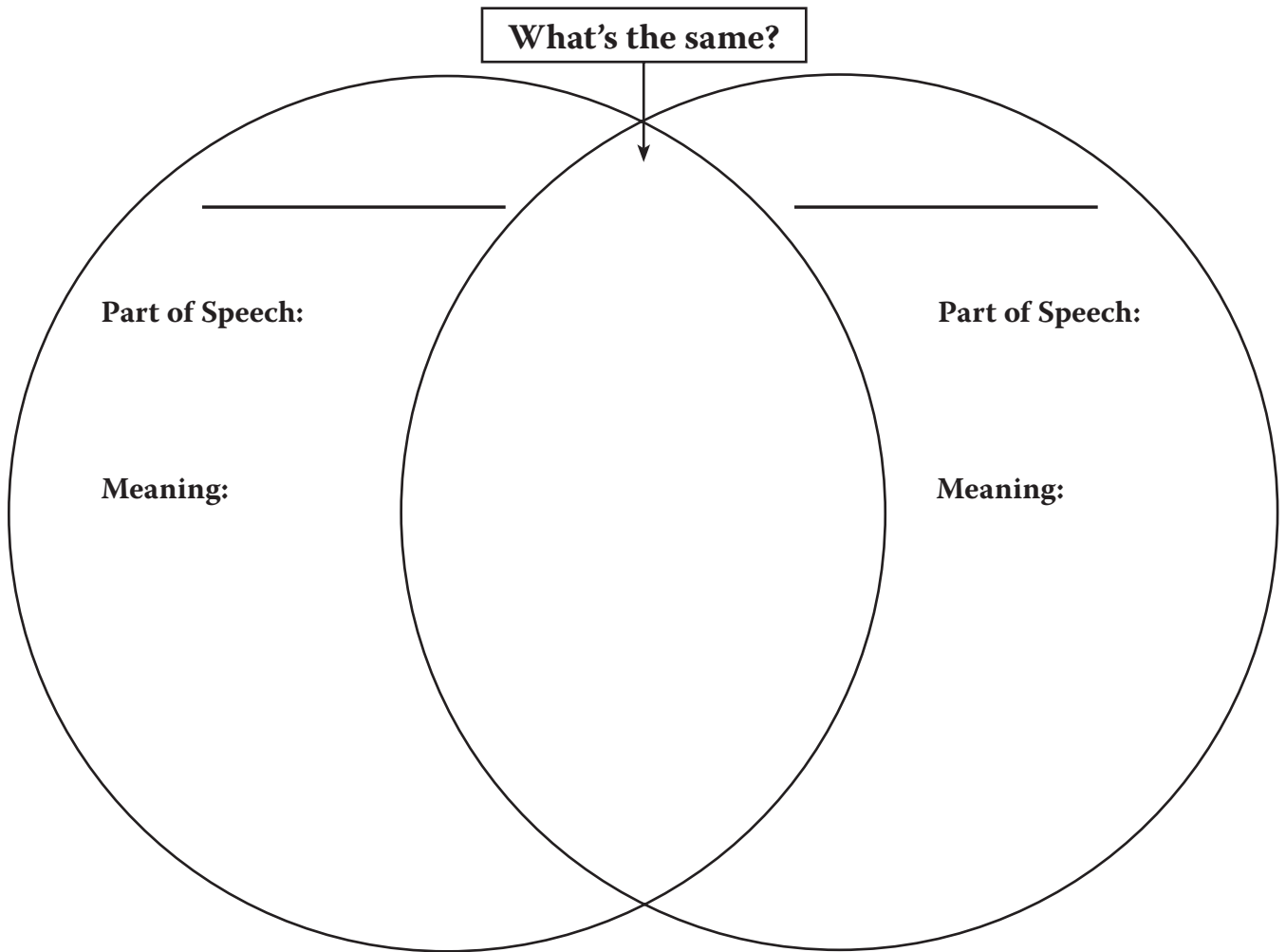
_____	_____	_____
_____	_____	_____

- ▶ List the **Essential Word** pairs that rhyme.

_____	_____
_____	_____

Exercise 4 • Word Networks: Homophones

- ▶ Write the words **which** and **witch** 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 below with **which** or **witch**.

1. _____ dog is yours?
2. I am going to the Halloween party as a _____ .
3. _____ of those houses do you live in?
4. _____ _____ has the best costume?.

Unit 8 • Lesson 3

Exercise 5 • Identify It: Irregular Past Tense Verbs

- ▶ Listen to the sentences as your teacher reads them.
- ▶ Identify and underline the simple predicate in each sentence.
- ▶ On the chart below, write:
 1. The irregular past tense verb form in the first column.
 2. The present tense form of the same verb in the second column.
- ▶ The first sentence is done as an example.
 1. We brought the extra things to class.
 2. They caught fish in that pond.
 3. The bells rang for class.
 4. We sang for the festival.
 5. They thought about it.

Tense Timeline

Yesterday	Today	Tomorrow
Irregular Past	Present	Future
1. <u>brought</u>	<u>bring</u>	
2. _____	_____	
3. _____	_____	
4. _____	_____	
5. _____	_____	

Exercise 6 • Use the Clues

- ▶ Use meaning signals to define the word **element**.
 1. Underline the vocabulary word.
 2. Read the text surrounding the unknown word.
 3. Underline the words that define the unknown word.
 4. Circle the meaning signals.
 5. Put a double underline under examples of elements.

based on "Whale Song"

A whale's song has many parts. First, there is an *element*. An element is one sound. Elements can be long groans. They can be low moans. They can be roars. They can be trills. They can be cries. They can be snores. They can be growls, whistles, or chirps. Another part of a whale's song is a *phrase*. Elements repeat in patterns. Two to four different elements repeat. This makes a short sound string. We call the strings *phrases*.

- ▶ Write a definition based on the context clues.

element:

- ▶ What are some examples of elements in a whale's song?

Unit 8 • Lesson 3

Exercise 7 • Answer It

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

1. Repeat the *parts* of a whale song.

2. Retrieve information that tells *when* whales sing.

3. Recall the *gender* of the whale that sings.

4. Describe the *purposes* of whale song.

5. How do you recognize if a whale has changed its song?
