

Exercise 1 • Listening for Sounds in Words

- ▶ Put an / ŭ / where you hear the sound / ŭ / in the words your teacher says.
- ▶ Put an / ǒ / where you hear the sound / ǒ /.

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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Unit 9 • Lesson 3

Exercise 2 • Sort It: Sounds for u

▶ Use the vocabulary in the **Word Bank** below.

Word Bank

bull	rush	plush	push	much	lunch	put	run
bush	such	full	buzz	pull	cut	hull	brush

▶ Sort the words in the template according to their vowel sound.

▶ Write the word in the correct column.

<u>u</u> = / ŭ / as in rush	<u>u</u> = / ō / as in bush

1. Do **rush** and **bush** rhyme? Why or why not?

2. Find rhyming pairs or triplets in the **Word Bank**.

Exercise 3 • Add It: Plurals

- ▶ Read the words in the first column. All of them can be nouns.
- ▶ Say each word in its plural form. Decide if the plural has one or two syllables.
- ▶ Write the plural word in the correct column.
- ▶ Circle the words that can also be verbs.

Note: Adding **-s** or **-es** to a verb makes it third person singular, present tense.

Word	Say the plural. Think: Is it one or two syllables?	If one syllable, add -s	If two syllables, add -es
bush	2		bushes
hull			
bull			
lunch			
cut			
run			
brush			
hunch			
trunk			
rush			

When do we use **-es**?

Unit 9 • Lesson 3

Exercise 4 • Find It: Essential Words

- ▶ Find the Unit 9 **Essential Words** in these sentences.
- ▶ Underline them. (There may be more than one in a sentence.)

1. Would you like help with that?

2. We could call your mom.

3. That costs too much money.

4. I have two tickets for you.

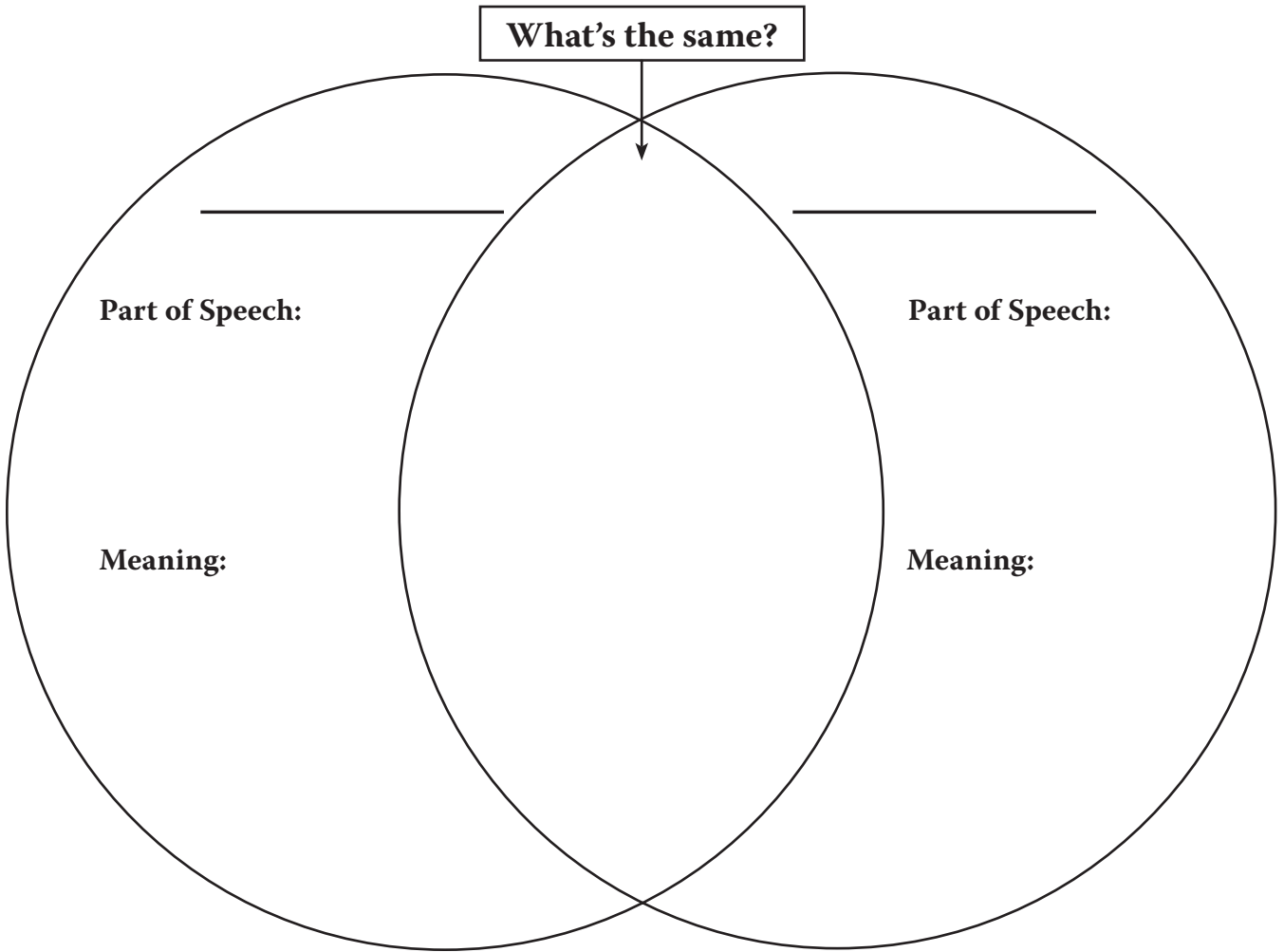
5. I should have been in the club.

- ▶ Write the **Essential Words** on the lines.
- ▶ Circle the three **Essential Words** that rhyme.

_____	_____	_____
_____	_____	_____

Exercise 5 • Word Networks: Homophones

- ▶ Write the words **two** and **too** 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 **two** or **too**.

1. May I have _____ pieces of pizza?
2. I want to go to the store _____ .
3. I have _____ much homework.
4. We saw _____ movies, _____ !

Unit 9 • Lesson 3

Exercise 6 • Identify It: Past Tense

▶ Underline the regular past tense verbs in the sentences below.

▶ Circle the irregular past tense verbs.

1. Ms. Ross went to the lab for her project.
2. We hunted for chinch bugs.
3. We had a film about chinch bugs.
4. The chinch bugs' eggs hatched in the grass.
5. The chinch bugs killed the grass.
6. We wrote a chinch bug project in class.
7. Kim did the project with me.
8. Ms. Ross helped the class with their chinch bug projects.
9. Kim and I got to class with our chinch bug project.
10. We won a ribbon!

Exercise 7 • Sort It: Regular and Irregular Verbs

▶ Use the past tense verbs you circled and underlined in Exercise 6.

▶ Sort them into the chart below.

Regular Past Tense Verbs (end in -ed)	Irregular Past Tense Verbs
hunted	went

Exercise 8 • Use the Clues

- ▶ Underline the vocabulary word **sebum**.
- ▶ Read the text surrounding the unknown word.
- ▶ Underline the words that help define the unknown word.
- ▶ Circle the meaning signal.
- ▶ Write a definition based on the context clues.
- ▶ Verify your definition with a dictionary or www.yourdictionary.com.

from “How Bugs Bug Us”

Eyelash mites are the final type of bug that exists on our body. You have mites in your eyelashes. Don't worry; they're harmless. These tiny bugs cling to eyelashes with eight tiny legs. They live on sebum, which is a natural oil in skin and hair. The truth is, lots of bugs just love our skin and hair!

Define It: Sebum-

Unit 9 • Lesson 3

Exercise 9 • Answer It

▶ Answer each question in a complete sentence.

1. **Tell** how dust mites can make us sick.

2. **Define** the word *bacteria* in your own words.

3. **Predict** what could happen if one student comes to class with lice.

4. What do you **conclude** about the effect of eyelash mites?

5. **Illustrate** one type of bug that bugs us. Be sure to label the illustration.
