

Verbs

Instructions: Read the sentences. Circle the verbs. Write the verb on the line. Then sort the verbs into **moving** and **saying** verbs in the table below.

1. Anna threw the ball. _____
2. I whispered a secret to Seth. _____
3. The fish swam to the rock. _____
4. "Silence!" shouted the king. _____

Moving verbs	Saying verbs
<hr/> <hr/>	<hr/> <hr/>

Instructions: Read the sentences. Circle the **feeling** or **thinking** verb (e.g., loves, knows) in each sentence. Write the verb on the line.

1. My sister loves chocolate cake. _____
2. Dan wonders if it will rain. _____
3. Mel wants an apple. _____
4. Jed knows all about dinosaurs. _____
5. Polly hates stormy days. _____

Instructions: Look at the picture and write two sentences about what is happening. Circle the verbs that you used.



Verbs

Instructions: Read the paragraph. Choose the correct verbs to fill in the blanks.

Shelly _____ (wants/says) to be a star dancer.

She _____ (trains/knows) at her dance school four

times a week. She is learning to _____ (leap/whisper)

as high as she can. Shelly's teacher _____ (runs/says)

that Shelly _____ (dances/likes) very well.

Shelly _____ (wonders/hates) if she will dance one day

on a real stage. She would _____ (eat/love) that!

Instructions: Use three moving verbs to complete the sentence below about becoming a star soccer player. What would you need to do? (e.g., kick lots of goals) Circle the verbs that you used.

To become a star soccer player, you need to ...

- _____
- _____
- _____



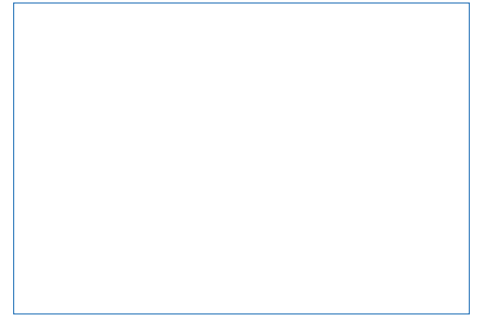
Verbs

Instructions: Choose the correct verbs to go in the blanks.

1. Jay _____ (ate, cleaned, locked) the table.
2. Lara _____ (tickled, threw, liked) the rollercoaster ride.
3. The children _____ (giggled, looked, swam) at the jokes.

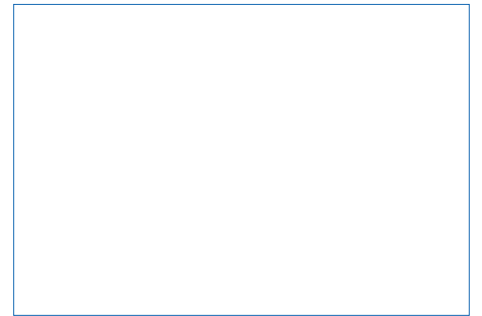
Instructions: Complete each sentence and underline the verb/s that you used. Draw a picture to match in the box.

Beth likes to swim and _____.



At the sports carnival, we cheered for our team and _____

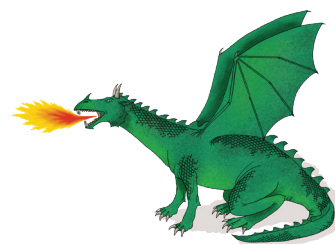
_____.



Instructions: Write 1-2 sentences explaining what is happening in the picture. Underline the verbs that you used.



Verbs



Instructions: Write some sentences about meeting a dragon. Use some of the **saying** and **moving** verbs below or think of some of your own. Read your sentences to a partner.

Moving verbs:	wobbled	dashed	smashed
	defeated	glared	wandered
	stumbled	twirled	burst
	crouched		
Saying verbs:	panted	roared	muttered
	commanded	sarled	yelled
	asked		

Adverbs

Instructions: Read the sentences. Circle the adverb in each sentence (e.g., safely). Write the adverb on the line.

- Jodie skipped happily. _____
- We had to listen carefully to the teacher. _____
- Yin waited patiently for the lift. _____
- Milly crossed the road safely. _____
- Jeff wrote the answers neatly in his book. _____
- She softly closed the door. _____

Instructions: Add 'ly' to change the adjectives below into adverbs (e.g., quiet ⇒ quietly). Use the adverb in a sentence about the picture.

1. **Adjective:** brave **Adverb:** _____



2. **Adjective:** silent **Adverb:** _____



Adverbs

Instructions: Read the sentences. Choose the adverb that best fits each sentence and write it on the line. Write your own sentences in an exercise book with each adverb.

1. The children were shouting _____ (loudly / quietly).
2. Karen walked _____ (shyly / boldly) onto the stage, with a big smile on her face.
3. Peter whacked the ball _____ (weakly / powerfully) over the fence.

Instructions: Two adverbs are provided to complete each sentence below. Choose the adverb that you want to use and write it on the line. Then add at least one more sentence to continue the story.

1. Joan looked out the window _____.

- sadly
- excitedly



2. Chris tied his dog's leash _____ to the post.

- tightly
- loosely

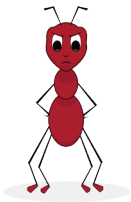


Growing writing

Instructions: Choose a character from the pictures below. Write some adjectives, verbs and adverbs in the boxes to describe the character. An example has been done for you. Use your words to write two interesting sentences about your character on the lines below.

Example noun: ant

Your noun:



Example verb: walked

Your verbs:



Example adjective: little

Your adjectives:

Example adverb: bravely

Your adverbs:

Adverbs

Instructions: Each of the adverbs in the box has an opposite to match (e.g., quickly/slowly). Fill in the first sentence using one adverb, then fill in the next sentence using the opposite adverb.

e.g., The elephant trod heavily on the ground.
The dancer walked lightly on her feet.

loudly / quietly

sadly / happily

lightly / heavily

quickly / slowly

gently / roughly

rudely / politely

- The girl sang _____ while she walked home.
The girl looked _____ at her broken toy.
- The children were reading _____ in their rooms.
The children were yelling _____ in the playground.
- Ella _____ took the eggs out of the nesting box.
Ella _____ grabbed the toy from her brother.
- Joe had plenty of time, so he got out of bed _____.
Joe got dressed _____ and rushed out the door.
- They listened _____ while the teacher was talking.
They _____ pushed to the front of the line.

Instructions: Write two sentences, using an opposite adverb in each sentence (e.g., quickly/slowly).

Adverbs

Instructions: Each of the adverbs in the box has an opposite (antonym) to match (e.g., cheerfully/miserably). Fill in the first sentence using one adverb, then fill in the next sentence using the opposite adverb.

e.g., Ella wrote neatly on the lines.
Ella wrote messily all over the page.

now / later	cheerfully / miserably	carefully / carelessly
nervously / calmly	neatly / messily	roughly / gently

- Lee's knees shook _____ as he waited for the principal.
Lee closed his eyes and _____ listened to the music.
- It is only 11 o'clock. I will go to the party _____.
It is already 4 o'clock! I must go to the party _____.
- The girl whistled _____ while she was playing.
The girl sobbed _____ when she fell over.
- Min carried the cup of tea _____ to the table.
Min _____ knocked the cup over.
- Ben _____ patted the tiny, fluffy chick.
Ben _____ tore the paper off the present.

Instructions: Write two sentences, using an opposite adverb in each sentence (e.g., neatly/messily).

Prepositions

Instructions: Look at the pictures and read the sentences. Pick a preposition from the box to complete each sentence.

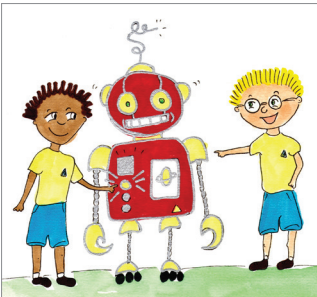
into between on beside under in behind



Chan's backpack is _____ his bed. Chan is putting his bottle _____ his backpack. Chan's towel is _____ his backpack.



Kate's kite is flying high _____ the sky. Kate is standing _____ it. Kate's dad is standing _____ her.



The robot is standing _____ the two boys.

Instructions: Look at the picture. Describe where three things are in the picture, using the following prepositions:

on in beside



Prepositions

Instructions: Look at the picture and read the sentences. Pick a preposition from the box to complete each sentence. Write a sentence explaining where the sock is.

under on beside above near

What can you see?

The little dog is _____ the hill, looking down the hole. The treasure chest is buried _____ the ground.

The Christmas tree is _____ the piano. The beach ball is _____ the flag. The houses are _____ each other.

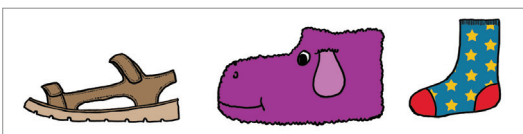


Can you find a sock? Tell me where it is.

Instructions: The preposition that is underlined in these sentences is wrong. Look at the picture and write the sentence again, using a better preposition. Circle the preposition that you used.



1. The bone is below the dog's mouth.



2. The purple slipper is across the sandal and the sock.

Prepositions

Instructions: Read the sentences. Circle the correct preposition and noun group from the brackets to complete each sentence. Write the words on the line.

Make two columns in an exercise book: Where, When. Sort the words that you chose for each sentence into the right column.

1. The boy dived _____.
(around the sun / into the pool)
2. My mum helped me to tip milk _____.
(on my cereal / under the ground)
3. Melanie will go to the shops _____.
(at 2 o'clock / at midnight)
4. Sydney is a city _____.
(in Australia / on the moon)
5. Mick and Dan threw the ball _____.
(over a mountain / through a hoop)
6. We are going on an excursion _____.
(behind the rubbish bin / on Wednesday)

Instructions: Make a silly sentence using one of the prepositions and noun groups below. Draw a picture to match.

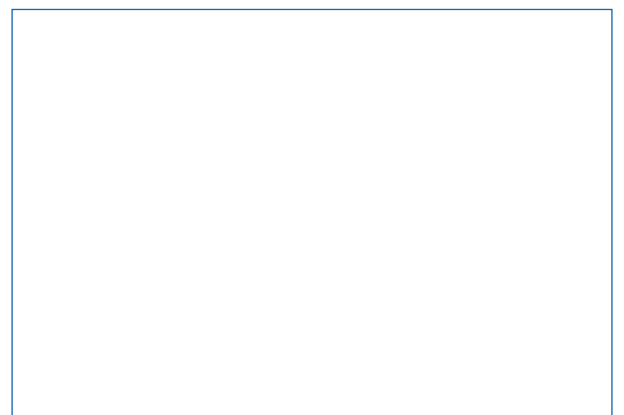
through their hair

in their ears

under their feet

on their eyebrows

Sally and Jo put slime



Prepositions

Instructions: Read the procedure. Find and circle the prepositions (the number to find is given in brackets after each sentence). Underline the noun group that comes after each preposition. The first one has been done for you.

How to Make Beetle Biscuits

You will need plain biscuits, icing sugar, green food colouring and some lollies.

- Mix the icing sugar and green food colouring together in a bowl. (1) Spread the icing on a biscuit. (1)



Body

- Put a marshmallow in the middle. (1)

Legs

- Put three licorice straps on the right and three on the left. (2)

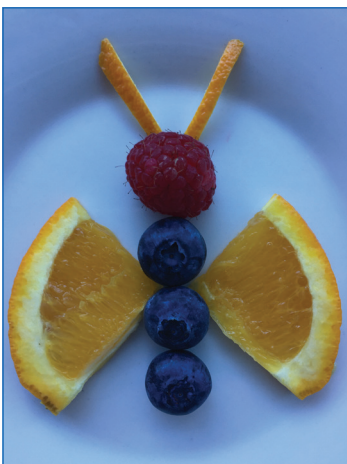
Wings

- Make some wings using a spearmint leaf lolly. Use some icing to stick the spearmint leaves on the marshmallow. (1)

Head and antennae

- Put a smartie and two licorice straps above the marshmallow. (1)

Instructions: Look at the fruit fly picture. Use the sentence starters below to write some instructions in your exercise book, explaining how to make a fruit fly.



To make a fruit fly, put three blueberries _____.

Then put a raspberry _____.

Next, put an orange slice _____ and another orange slice _____.

Finally, place two orange peel antennae _____.

Write a sentence in your exercise book using the preposition 'between' to explain where the blueberries are.

(The blueberries are between _____.)

Instructions: Brainstorm reasons why Mitch didn't go to the game. Complete the sentence using the conjunction 'because', followed by a reason why he didn't go.

Why didn't Mitch go to the game?

Mitch didn't go to the game _____

Instead, Mitch _____



Instructions: Brainstorm reasons why Mitch didn't go to the game. Complete the sentence using the conjunction 'because', followed by a reason why he didn't go.

Why didn't Mitch go to the game?

Mitch didn't go to the game _____

Instead, Mitch _____

Conjunctions

Instructions: Pick one of the conjunctions below to complete each sentence.

or but because so

1. Mark set his alarm _____ he wouldn't be late for school.
2. Tabitha is good at maths _____ she is not so good at spelling.
3. Do you want to do the long jump _____ will you try the shotput?
4. We didn't go to the beach _____ it was raining.

Instructions: Join each pair of sentences, using the correct joining word in the brackets. Write the new sentence on the lines.

1. I turned on the tap. Water filled the bath. (but, and)

2. Cats make nice pets. They can attack native wildlife. (but, or)

3. Misha needed to get home quickly. She took the bus. (so, but)

Conjunctions

Instructions: Read the story. Find and circle the conjunctions. There are five conjunctions to find.

Katie and Ken Kookaburra's Exciting Day

Katie Kookaburra thought it was going to be a normal day.

"What shall we do, Ken? Should we catch a lizard or should we fly over the hills?" said Katie.

"Let's wait and we can see what the weather is like," said Ken.

Katie went to look outside, and Ken tidied the nest.

"We cannot fly because it is too windy, but we can hunt," she squawked.



Instructions: Rewrite the end of the story in an exercise book, joining each pair of sentences with a conjunction to make it sound better. Use the conjunctions: **so, and, but**. The places for the conjunctions have been marked with a number. You can use each conjunction more than once.

Ken did not see the speeding car. (1) Katie did.

Katie laughed to warn Ken. (2) Ken did not move.

Katie laughed louder and louder. (3) Ken would hear her.

KOO-KOO-KAA-KAA went Katie. (4) *VRRROOOOM* went the car!

Finally, Ken looked up. (5) He flew off the road!

Planning sentences

Example adjective:

little

Your adjectives:

Example verb:

crept

Your verbs:

Example adverb:

quietly

Your adverbs:

Example preposition:

under (the gate)

Your prepositions:



Example conjunction:

and

Your conjunctions:

Instructions: Write two sentences about the mouse, using words from each of your boxes. Then join the sentences together using a conjunction.

Growing writing

Example adjective:

hungry

Your adjectives:

Example verb:

leaped

Your verbs:

Example adverb:

swiftly

Your adverbs:

Example preposition:

over (the grass)

Your prepositions:



cheetah

Example conjunction:

and

Your conjunctions:

Instructions: Write two sentences about the cheetah, using words from each of your boxes. Then join the sentences together using a conjunction.

